2011-12
Program Review

Name of Program: Library
Name of Unit: Library & Instructional Support
Name of Area: Academic Affairs
Date Completed: 8/25/2011

Program's Mission Statement

The Rio Hondo College Library supports the goals and objectives of the College by providing instruction and services that introduce students to the depth and breadth of information sources available to them in an academic library, encourage the development of critical thinking about information and its use, and highlight the “lifelong learning” aspect of the College mission statement.

Program's Overarching Outcomes - SLOs / SAOs

Academic Programs:
The Library has offered the 3-unit course LIB 101 (Fundamentals of Library Research) every semester for at least the last ten years, as an on-campus and/or online section. The LIB 101 SLOs are based on the information literacy competency goals defined by the Association of College and Research Libraries, the nation-wide professional organization for academic librarians. The Library does not offer any degrees or certificates.

Course SLOs are assessed at the end of each semester. SLOs assessment results indicate that certain concepts need additional instruction, perhaps in the form of online help, online tutorials, or more student-instructor consultations.

Student Services Programs:
SLOs for library services have been written. However, these SLOs need to be revised and SAOs need to be written. This SLO/SAO work has not been completed because of several factors, including the recent move to the new building, the increased number of students using the library, the change in department leadership, and the Library’s continuing understaffed state.
**Updated Data for: 2011-2012 Program Review**

**Enrollment by Course**

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<th>Spring 05</th>
<th>Sum 05</th>
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**Success**

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**Retention**

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<th>Fall 10</th>
<th>Inter 10</th>
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Success: A student succeeds in the course.
Retention: A student is retained in the course to the end of a term.
Numerator = Sum of A, B, C, D, F, CR, NC, L, V
Denominator = Sum of A, B, C, D, F, CR, NC, L, V

http://research880/planview.asp?id=734
The Rio Hondo College Library is a vital college program that endeavors to meet each student's point of need for information, library materials, and library instruction. The library is open 246 days during the year and approximately 1,800 students each day come to the library to study, read and check out books, locate periodical articles, and get assistance from library faculty with research in print and electronic resources. Librarians and library classified staff interact with hundreds of students every day. The circulation desk is the first point of contact in the library (and frequently the campus) and library staff go out of their way to be sure that students receive friendly and courteous service and information necessary for them
to successfully navigate the library and the campus. Library faculty offer workshops on selected topics and conduct instruction sessions for more than 200 classes every year. Library faculty also teach a three-unit credit course, LIB 101 (see preceding section under Academic Programs).

There are currently 4 full-time librarians, 8 part-time librarians, 4 full-time library technicians, 1 part-time (45%) library technician, 1 full-time library online systems technician, 1 full-time computer operator, and 3 part-time (50%, 45%, and 11.25%) library clerks. The library dean and secretary are shared with all other units of the division.

Services to Students
The library as "place" annually provides thousands of students with a place to research and study using books, reserve textbooks, databases, periodical articles (in print and from online databases), DVDs, videos and CDs. Students may study and collaborate in seven group study rooms. There are 36 PCS and 10 iMacs available for students to do research using the online library catalog, online databases, and the Internet. They may also type papers, create PowerPoint presentations, develop Excel spreadsheets, and, through a partnership with the Art Department, design projects using Adobe Photoshop (on the iMacs) and check out cameras for PHOTO 292 (Digital Photography).

Through the library's virtual presence on the College website students can search the library catalog for books and can access articles and eBooks from the library's 17 subscription databases whether they are on or off campus. Various tutorials, handouts, and other guides are available through the library's website. Students may get reference assistance in person, by phone or through email. A "chat" service on the library's website will soon be available. Students may also make an appointment for a private reference consultation with a librarian.

Services to Faculty
Faculty may place textbooks or other materials on reserve and check out multimedia equipment and videos to use in class. Librarians invite and encourage faculty to bring their students to the library for workshops and library instruction sessions. After a library instruction session, faculty may reserve a library instruction room for a return research visit with their class. Faculty may consult with librarians during assignment construction to confirm that resources they require are held in the library and/or that the assignment contains elements contributing to student information competency. Librarians develop library research guides (LibGuides) for courses, assignments, or subject areas. These may include lists of resources (books, articles, appropriate databases, websites) as well as tutorials on how to access, use, and evaluate resources. FLEX credit may be received for time spent consulting with library faculty. Faculty are encouraged to request materials to be purchased to support their courses. Faculty, administrators, and staff have full borrowing privileges; interlibrary loan is also available.

Library Instruction
LIB 101 has been taught in most semesters and during a 10-week summer session for the past several years. Both an online and an on-campus section were taught in the fall and spring semesters beginning in fall 2007. In spring 2009, three sections of LIB 101 were offered and taught for the first time, two online and one on campus; in summer 2009, two online sections were taught. Due to college restrictions, only one section (online) was offered in fall 2009. One online and one on-campus section were offered in spring 2010. None were offered in summer 2010 and just one online section in both fall and spring 2010-11.
Sign-Making
In addition to the services listed above which all further the library's mission, the library is also responsible for campus sign-making.

Performance and Trends

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<tbody>
<tr>
<td>Library books (volumes)</td>
<td>85,252</td>
<td>80,462</td>
<td>81,672</td>
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<tr>
<td>Periodical subscriptions (print)</td>
<td>200</td>
<td>176</td>
<td>174</td>
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<tr>
<td>Video recordings (volumes)</td>
<td>2,384</td>
<td>2,079</td>
<td>2,130</td>
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<tr>
<td>Audio (music, spoken word, etc.) recordings (volumes)</td>
<td>1,192</td>
<td>1,212</td>
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<td>Subscription online databases</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td></td>
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<tr>
<td>Student computers</td>
<td>36</td>
<td>36</td>
<td>46</td>
<td>2009/10 total includes 10 M</td>
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<tr>
<td>Course sections supported with reserve textbooks</td>
<td>180</td>
<td>204</td>
<td>207</td>
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<tr>
<td>Individual visits to the library (per 3M gate counter)</td>
<td>272,962</td>
<td>295,592</td>
<td>249,669</td>
<td>2009/10 library closed last</td>
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<td>Individual visits to the library website</td>
<td>193,706</td>
<td>800,491</td>
<td>808,942</td>
<td>2005/06 underreported due</td>
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<td>Books and other materials checked out</td>
<td>46,809</td>
<td>35,786</td>
<td>45,430</td>
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<tr>
<td>Searches for articles in ProQuest</td>
<td>118,147</td>
<td>152,201</td>
<td>155,368</td>
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<tr>
<td>Questions answered by librarians and library staff</td>
<td>9,523</td>
<td>22,057</td>
<td>40,079</td>
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<tr>
<td>New books added to the collection</td>
<td>1,835</td>
<td>2,866</td>
<td>1,581</td>
<td>2008/09 One-time money for</td>
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<tr>
<td>Library instruction rooms with student computers</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Students who attended library orientations</td>
<td>3,720</td>
<td>4,160</td>
<td>5,501</td>
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<tr>
<td>Class sections attending library orientations</td>
<td>145</td>
<td>159</td>
<td>205</td>
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<td>Student seating available in the library</td>
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<tr>
<td>Group study rooms</td>
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Library use is increasing. Demand for print resources remains strong, while demand for electronic resources (databases, ebooks, streaming media) is increasing. Due to the high cost of textbooks, the library's reserve textbook program is very popular. We currently support 207 course sections with textbooks and other materials placed on reserve by classroom faculty. The Associated Student Body (ASB) has donated money over the past several years to assist the library in purchasing textbooks for the reserve collection.

Classified Staff
Library classified staff are stretched past the limit. In addition to their behind-the-scenes responsibilities (ordering, receiving, cataloging, processing, shelving and reshelving of materials, keeping track of more than 225 book invoices per year and more than 2000 new items added each year, collection shelfreading and maintenance, updating the library website, etc.), two staff members are scheduled at the circulation desk at all times during the 68 hours the library is open each week. In addition to assisting students to check out and renew library materials (about 300 a day), circulation desk staff issue library cards, renew books by phone, retrieve reserve books, CDs, headphones, videos, and DVDs for students to check out, collect fines on overdue materials, bill and collect for lost items, place holds on materials, maintain student library records (including blocking and unblocking records in Banner), answer the telephone, make change for the copy machines, assist students needing help with the AV equipment, assist students in the Copy Center making photocopies, troubleshoot photocopier problems, clear paper jams, add paper and toner, call for service on malfunctioning equipment, collect money for books purchased from the ongoing book sale, manage the library's collection of "lost and found" items, raise and lower the nonfunctioning automatic
blinds when needed, take orders for campus signs and dispense the finished signs, check books in, periodically check the outside book drop, take faculty requests for placing materials on reserve, reserve AV carts for faculty, and answer a steady stream of directional and informational questions (are there pay phones on campus?, where are the restrooms?, is there a fax machine on campus?, what time does the bookstore close?, etc., etc.). These 136 hours of assigned circulation desk duty must be covered regardless of meetings, sick leave, vacations, and all other staff responsibilities. Staff members are frequently obliged to stand at the very busy circulation desk for 7 or more hours per day, which is exhausting and leaves little time for completing their other critical library duties.

The library had a department secretary many years ago. In addition to answering the phone, taking care of the mail, typing schedules, making schedule changes and finding replacements when librarians and classified staff were out (a very time-consuming task) and other normal secretarial activities, the secretary also kept track of the library budget. This involves dealing with over 225 invoices just for books each year in addition to database, periodical, media, and supply invoices. Keeping track of balances and multiple account codes is an extremely important and time-consuming task. The division secretary now divides her time among all division units and is also the campus point person for the Banner system. Because of this, library staff have had to take on added responsibilities over the years including counting and depositing the money received each day (for fines, copy cards, payments for lost items), handling the department mail, scheduling classified staff at the circulation desk and calling replacements when staff are out, ordering supplies for the entire library operation, finding invoice discrepancies in the book budget, making calls for service on equipment, supervising student workers, and handling an increase in the amount of phone calls coming directly to the circulation desk rather than through the library secretary.

Many years ago, campus sign-making required a few hours a week of library classified time. For the last eight or more years, the library has lost at least the equivalent of a half-time and often a full-time classified position to sign-making, with the additional problem that most sign requests are urgent, requiring that staff neglect important library functions to complete the sign requests on time. It has also meant an additional burden on other classified staff who must take over the signmakers' urgent library duties, such as circulation desk coverage, in addition to their own assigned desk time and in neglect of their equally critical off-desk library duties.

Library Faculty
Huge amounts of time were spent planning for the new library and preparing for the move over the last several years. One librarian was obliged to spend almost all of her time for two years (in addition to countless hours spent at home on weekends and during summers) to coordinate the move, in addition to projects the other librarians took on to prepare for the move (such as weeding the book collection and selecting newer materials using one-time funds from the college designated for this purpose). There were librarian and staff meetings with architects and consultants, space planning, researching computer reservation, printing, and photocopier options, planning for the new library ILS system, and even counting and re-counting shelving. During this time, one librarian was on 50% reduced workload for a year before she retired and another librarian was on 50% reduced workload for three years. The librarian on reduced workload returned to full-time status in fall 2010; however the librarian position open due to retirement needs to be filled so librarians can avoid falling even further behind. An additional librarian position would allow librarians to catch up on areas neglected during the past few years and provide new library services to meeting growing needs.
One of the neglected areas is the redesign of the library website to be more interactive and easier for students to navigate. More than 2000 web pages will need to be migrated to the new website. Planning is currently under way on this project. Another neglected area is assessment in the form of library surveys. The library last surveyed faculty in spring 2006 and students in spring 2007. We had planned to survey both faculty and students on a regular basis but the current librarian workload does not allow time for conducting surveys. We also need to raise awareness of library services through greater outreach to the campus community. Department liaisons have not had time to contact faculty in their areas nor to develop new resources for their areas of responsibility.

Librarians are concerned about the college restrictions on the number of sections of LIB 101. The ability for students to search for and evaluate information resources effectively is a critical skill in today's world. The fact that we had been able to fill every section offered in the past several years is a sign that students themselves are beginning to recognize this need. The upward trend in library orientations scheduled by classroom faculty also reflects this reality.

Program's Strengths and Weaknesses

Strengths
The main strength of the Rio Hondo College Library is in the knowledgeable and dedicated library staff and faculty who strive to help students achieve their goals. Library faculty and staff have a strong commitment to provide quality resources and instruction and courteous point-of-need service to all. Kats Gustafson, the new Dean of Library and Instructional Support, who arrived in September 2009, is the first dean of library services to have an M.L.S. since 1996.

Students love the new library building. They enjoy studying in a clean, attractive environment which is easy to navigate. Having the library on one floor has been a welcome change. It has made the book collection more visible and has made it easier for librarians to assist students in looking for books in the catalog and finding them on the shelf. The Reference Desk is visible and approachable and students feel comfortable asking for help. It is wonderful to finally have large, clean restrooms, although the lack of paper towels is an annoyance.

In preparation for the move, the library received additional one-time money from the College for purchasing new books. This money was helpful in improving the currency of the library collection. The Collection Age Report for 2010 shows a 32% increase in the number of library books published within the last five years, compared to the same report from 2006. The librarians also weeded over 12,000 outdated books from the collection, adding further to improvement in the currency and relevancy of the collection.

A major upgrade to Sirsi (the library's system software) was installed in December 2009. This upgrade resulted in totally new user interfaces for both the library staff functions and the public access catalog used by students and faculty. The server for the system previously housed in the library, is now hosted by Sirsi off-campus. This change has limited our ability to
fix problems and resulted in more time spent communicating with Sirsi. In addition to the upgrade, we purchased enhanced content which provides book cover images, reviews and summaries for much of the library's collection. We also began a subscription to Enterprise, a new fuzzy search interface. We have completed most of the work necessary for our old catalog records to work correctly with Enterprise and we expect to have the new interface available in our public catalog before spring 2011. These changes result in more successful catalog searching by providing options for a search experience similar to that of Google and Amazon.

Weaknesses
The library's strengths are also the cause of some of the weaknesses. Because the library is so popular, there is not enough seating and computer demand is also higher than can be accommodated. (Funding for tables, chairs, and student workstations for the new building was cut before the building opened.) Seven group study rooms are inadequate to meet the need. It is difficult to turn away students who need to work in groups and it increases the noise level in other parts of the library when students who need to study together can't get study rooms. The whiteboards in the study rooms are small and some are already showing signs of wear. They will need to be replaced with larger, more durable whiteboards. Locks for the study room doors have been ordered but have not yet been installed which has resulted in graffitti etched into the large glass window pane in one of the unlocked rooms.

There seems to be an increase in the number of missing books in the library. It is possible that these books have been stolen because the lack of alarms on our emergency exit doors makes it easy to walk out with library materials. However, it's also possible that the books are simply mis-shelved somewhere in our book stacks. Our staff shortage does not allow time for shelf-reading, a practice which is important in minimizing missing items due to mis-shelving. We may need to do a complete inventory of the collection sooner than we normally would. Unfortunately our staff does not currently have the time available to undertake the work involved in a complete inventory.

Staff shortages are now at a critical stage. The campus perception seems to be that the library runs itself with no need for adequate staffing. Staff and librarians contribute to the problem; because of our unwillingness to cut services to students we attempt to do more with less and less. The library staff has been steadily decreasing over the years even as library usage climbs. Sign-making, not a traditional library function and which took a few hours a week of staff time several years ago, now requires about the equivalent of a full-time position. It is not unusual for the volume of sign requests to reach over 900 signs a month. This means that in addition to positions lost that were never replaced, another position has been effectively lost to campus sign-making. When the sign-making budget is exhausted, the necessary money is taken from the library's already inadequate supply budget rather than charged to those requesting signs. Some of the library's classified staff members have been heavily involved in CSEA activities over at least the past 15 years, serving in a variety of official positions. Hours lost to CSEA activities which benefit classified staff from all departments are not backfilled, leading to a significant loss in library staff hours every year.

The Library Online Systems Technician is retiring effective December 30, 2010, after 35 years at Rio Hondo. This will be a major loss for the library, as this technician has maintained the library's website of over 2000 pages and has been the only person in the mornings, on Fridays, and when the Library Computer Operator is out who knows how to troubleshoot the library's ILS (integrated library system: the online public catalog, circulation system, etc.), the computer reservation and printing systems, and who is able to troubleshoot ordinary

http://research880/planview.asp?id=734
computer hardware and software problems. She is also one of the two technicians who arrive at 6 AM each morning to ensure that the library is ready to open by 7 AM. There are many tasks that must be performed each morning before the library can open and having two people scheduled is critical in case one cannot come in. She has also cataloged all new library books (at least 1500 per year) for the past 25 years.

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**Program's Opportunities and Threats**

**Opportunities**
There are two library instruction rooms in the new building which will be used to continue to expand our workshop and orientation schedule. We frequently open one of the instruction rooms as a computer overflow area when there are many students waiting for computers, even though a librarian must then monitor the instruction room while students are there. Many classroom instructors are taking advantage of our offer to use an instruction room for a follow-up visit for their students to do library research after a library orientation.

The library received an $800 grant from the Rio Hondo College Foundation to purchase a subscription to LibGuides in July 2008. This service provides an easy-to-learn way to produce and update instruction guides, course guides, and subject guides. There are currently 42 active LibGuides available through the library website.

An adjunct librarian has written and received $55,500 in grants for the library from Bank of the West, Verizon, and Target over the past three years. This has enabled us to develop an interactive information literacy tutorial and also to add money to our book budget for basic skills reading materials, children's books and storytelling materials, and other books supporting the Child Development curriculum on early childhood literacy. We also received a grant to purchase an interactive whiteboard (Starboard) and a Classroom Response System ("clickers") for use in library instruction. Unfortunately, due to our unfilled librarian positions, we have not yet had time to spend much of the grant money allocated for books nor to maximize use of the Starboard and clickers.

Reference chat software has been approved by the District and will enable librarians to provide this service to students.

The library has a tab on the new AccessRIO Portal. This will increase our visibility to both students and faculty.

**Threats**
The main threat to the library is understaffing. Because of the need to staff the busy Circulation and Reference desks regardless of vacations, illnesses, meetings, or any other work that needs to be done, librarians and staff must continually put off anything that doesn’t require immediate attention. Staff and librarians feel overwhelmed and feel that we spend our days putting out fires rather than moving forward.
The understaffing in the District Computer Lab is a major problem for the library. At many times during the day all library student computers are in use. The District Computer Lab is very heavily used, has twice as many student computers as the library, and has programs installed that the library does not have. The library does not have the capacity to help the students turned away when the lab is closed, nor do we have the expertise (or time) to help students with the software programs available to them in the District Computer Lab. The library and the District Lab are complementary services; we do not provide identical services and librarians often refer students to the Lab. This is an issue that needs to be resolved so that the college consistently provides students with the level of support they need to succeed.

Staff development - there has been no time available for staff development for many years. Librarians regularly attend professional development activities on their own time on weekends and during the summer but due to our increased work responsibilities and chronic understaffing, we are now very reluctant to go to important conferences and training that would require us to be away from the library during our normally scheduled hours. No librarian was able to attend the Internet Librarian conference in October 2010 and it will be difficult for a librarian to attend the Association of College and Research Libraries conference in the spring. Knowledge gained and shared from these conferences is very important to the librarians. This lack of opportunity to update our knowledge and skills is serious as new technologies and resources that librarians need to know constantly appear. Classified staff have even less opportunity available for staff development. There are so few of them, so many desk hours to cover, and so many other tasks needing to be done that it is very difficult for them to plan to attend staff development events, even those taking place on campus. The library is fortunate to have conscientious, dedicated, and service-oriented staff, but they are stretched to the limit.

The library instruction program is stalled with only one section of Library 101 offered in fall 2010 and one in spring 2011. Due to college restrictions on the number of sections, we are now offering only 2 sections a year instead of 4 to 7 (including fall, spring, summer). Full-time librarians have always had the option to teach Library 101 as part of their regular assignment or as overload. We have now been told that we may only teach as overload. Most of us do not have time to devote to teaching a class after our normal 43.75 hour workweek. It is discouraging that, even if the budget situation improves, our plans to expand our instruction program may be permanently stalled.

The campus network speed is a continuing problem. Streaming media is replacing video and DVD formats, but Rio Hondo instructors who have tried streaming video in their classrooms report that it does not work well. Librarians sometimes have difficulty demonstrating database searching to classes because of the slow network speed.

The budget for the library's online databases needs to be restructured to cover the annual subscription cost increases of approximately 10% each year.

The library book budget has been $50,000 for at least the past 15 years. The extra one-time funds from the district, as well as the grant funds, have been extremely helpful in updating the library book collection. However, it is not possible for a few years of additional funding to sufficiently update a collection that has suffered from long-term underfunding. The library's book budget needs additional funds that are continuing rather than one-time funds.
Library equipment is aging and needs to be replaced. We need to create and somehow fund an equipment replacement schedule.

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Program's Accomplishments and Recommendations for Improvement

Since the library's last program review three years ago, we have:

- Completed the planning and move into the new library building.
- Completed major weeding of the library collection, including circulating and reference books.
- Completely reorganized the process of selecting and ordering new library materials (books, videos, etc.)
- Begun redesign of the library website, including reorganizing how the website will be maintained and updated.
- Installed NetSupport in both library instruction rooms.
- Applied for and received a $5,000 Bank of the West grant to purchase a Smartboard which has been installed in one of the library instruction rooms (but must be moved into correct location).
- Applied for and received a $12,500 Verizon grant to purchase Camtasia software and produce online tutorials to help students use the library's databases. Tutorials on ProQuest and ArtStor have been completed.
- Applied for and received a $20,000 Verizon grant partnering with the Child Development program to pay for materials and programming to benefit the early childhood education curriculum.
- Applied for and received a $3,000 Target grant for additional storytelling materials.
- Applied for and received a $15,000 Verizon grant to purchase books to support the basic skills reading classes' curriculum.
- Researched and installed a new reservation system for student computers.
- Researched and installed a new networked printing system for student computers.
- Researched and installed major upgrade to the Library ILS.
- Received an $800 grant from the Rio Hondo College Foundation to purchase LibGuides.
- Increased library orientations and workshops by more than 40% after moving into the new library.
- Have piloted a project to "embed" a librarian in a section of Chicano Studies 101.
- Have offered MLA citation workshops and librarian assistance on a regular basis in the Writing Center.

Recommendations for Improvement:
Many problems remain uncorrected in the new library. There are still no alarms on doors, no locks on group study rooms, the lights in one (and sometimes both) of the library instruction rooms often cannot be turned off, the automatic blinds do not work correctly, and much of the library suffers from poor lighting, particularly at night. In addition, grafitti has now been etched in a large window pane in one of the unlocked study rooms.

Student seating capacity (and tables for studying) needs to be increased. Student computer chairs are breaking from the constant use and many need to be replaced.

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Staff and student computers need to be replaced. Students are unable to work on some of their assignments because our computers cannot run the software they need. The librarian workstations in the library instruction rooms are too slow to use the newly purchased Smartboard and frequently lag during demonstrations. The librarian workstations at the reference desk are very slow. The staff side of the library software system, Sirsi Workflows, frequently crashes and has to be restarted.

Other aging library equipment needing to be replaced:
Scanners. Our two scanners are in very poor condition. One may be totally dead. These scanners are heavily used by students, and are essential for using the library's special software for disabled students. We need two replacement scanners as soon as possible.

Sensitizer/Desensitizer. We currently have one functioning machine that is getting old and one backup machine that often doesn't work. This machine is critical to checking-out and discharging returned library materials. If our current functioning machine breaks down, it will be a disaster for the library. We need two replacement sensitizer/desensitizer machines.

Campus sign-making should not be a library responsibility. Moving it to a different department would help solve the library's staff shortage. Otherwise, the college should acknowledge the impact sign-making has on library operations by funding a new library technician position to replace the time lost to sign-making. Sign-making expenses should be met entirely from the sign-making budget. Funds from the library budget should not be used to make up deficits. Individual departments should be charged for signs made for their areas. That would probably decrease the number of signs requested, resulting in considerable savings for the college.

Program’s Strategic Direction

Over the next three to five years, library use will continue to increase. Information competency will continue as a focus of the library. Student learning outcomes will continue to be developed and assessed.

The library has received over $55,000 in grants written by an adjunct librarian over a two-year period. These grants were written to help the library offer new services, add new equipment, improve our instruction, and update our collections. Much of the grant money remains unspent due to lack of librarian and staff time. The four library classified positions and the two library faculty positions requested will help to retribute workloads and allow the library to meet its goals.

Some of the projects librarians would like to implement if our staffing issues are resolved:

--A complete redesign of the library website.
--Development of LibGuides for all library instruction sessions, for general subject areas (such as child development, art, and history), and special guides as requested by faculty. Library subject guides on hot topics are being converted into LibGuides as they are updated.

--Outreach to and partnering with faculty in other divisions.

--Increase the library's visibility and image on campus.

--Increase the number of classes and workshops offered. MLA workshops were taught by a librarian in the Writing Center in fall 2010, but no other library workshops were offered because librarians had no time to teach them. Library instruction sessions for classes have not been as heavily promoted for the same reason.

--Increase the number of information literacy (Camtasia-based) online modules.

--Increase library support to online classes and students. Develop materials for availability to online instructors through Blackboard.

--Develop and implement a plan to provide library services to campus satellite locations, especially to ENGL 101 classes which include a research component. Library instruction for these students should be provided either in person or by developing online materials that off-campus faculty can use.

--Modularize LIB 101.

--Update collection development policy.

--Conduct student satisfaction surveys and faculty surveys at regular intervals so that results of these assessments can be used to guide changes in the program.

--Develop and implement a plan to systematically research, acquire, and manage new technologies.

--Develop an equipment replacement plan.

--Identify grant sources and apply for grants to supplement the library's stagnant budget.

--Develop a plan to assess, organize, and preserve the College Archives. This will include identifying items for digitization and creation of metadata for those items. The college needs to develop a plan for document retention and for identifying items that should be placed in the archives.

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Program's Staff Development

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6/25/2014
Program Review - Additional Comments

Program Review - Executive Summary

PROGRAM REVIEW EXECUTIVE SUMMARY

Program: Library
Date: November 29, 2010

Committee Members Present: Marie Eckstrom (Chair); Howard Kummerman (Dean); Annel Medina (Classified); Sharon Bell (Faculty); Yolanda Ramirez (Classified); Mike Slavich (Dean)
Program Members Present: Stephanie Wells; Adele Enright; Robin Babou; Kats Gustafson

Commendations
• Commendations to the Library for securing over $55,000 in grants.
• Commendations on outstanding service to academic programs and departments: increased (up by 40%) library orientations, creation of online LibGuide for research, and specialized assistance to the Writing Center.

Program-Level Recommendations
• Work with the Office of Institutional Research and Planning to devise, collect, and interpret appropriate data on library services.
• Revise Program Review document to make additional budget requests in the Goals and Objectives section

Institutional-Level Recommendations
• Upgrade technology to accommodate streaming video demands.
• Increase classified staff.
• Increase the number of full-time librarians.
• Move sign production services to Duplicating and Printing; charge signs to requesting departments and programs.
• Install security door alarms on emergency exits, install locks on group study rooms, install light switches in library instruction rooms, fix automatic blinds, and increase lighting during the evening hours.
• Increase book and audio/visual budgets, as well as the equipment and database budgets.
• Increase seating for students and increase number of available computers for students.
Program Review - Response to the Executive Summary

Goal #1  Short term (1 year)  Status:  in progress

Description of Goal

Create an optimal learning environment for students by providing exceptional service, quality resources, and adequate seating in the library. This supports 2010-2011 Institutional Goals 5, 8, 10, and 11.

Evaluation of Goal

This will be evaluated by student satisfaction surveys and by analyzing statistics on library use.

Objective #1.1  Status:  in progress

The library will have adequate staffing at public service desks at all times.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long:  Ongoing

Position Title:  Library/Media Technician

Basic Position/Job Description:

Library/Media Technicians perform para-professional library technical duties relating to the circulation, acquisition, processing, and cataloging of books, media, and av equipment; receive, process, and shelve library materials and assist students and staff.
Estimated Salary Excluding Benefits: $0.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

This is a request to increase a current 10-month 45% position to a 12-month full-time position.

**Position Classification: Classified**

Required for How Long: Ongoing

Position Title: Library Media Clerk

Basic Position/Job Description:

Library/Media Clerks provide direct assistance to students at the Circulation Desk and perform a variety of library clerical duties related to the circulation of book and non-book materials.

Estimated Salary Excluding Benefits: $0.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

This is a request to increase a current 10-month 50% position to a 12-month full-time position. The library has 3 part-time 10-month library/media clerks (50%, 45%, and 11.25%), down from 2 10-month full-time clerks and 1 ten-month 50% clerk. The 2 full-time clerk positions were never replaced when they became vacant. This has resulted in chronic staffing problems, particularly since the library is open longer hours, Saturdays, 10 weeks in the summer, and during the intersession.

**Position Classification: Classified**

Required for How Long: Ongoing

Position Title: Library/Media Clerk

Basic Position/Job Description:

Library/Media Clerks provide direct assistance to students at the Circulation Desk and perform a variety of library clerical duties related to the circulation of book and non-book
materials.

Estimated Salary Excluding Benefits: $0.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

This is a request to increase a current 10-month 45% position to a 12-month full-time position. The library has 3 part-time 10-month library/media clerks (50%, 45%, and 11.25%), down from 2 10-month full-time clerks and 1 ten-month 50% clerk. The 2 full-time clerk positions were never replaced when they became vacant. This has resulted in chronic staffing problems, particularly since the library is open longer hours, Saturdays, 10 weeks in the summer, and during the intersession.

**Position Classification: Classified**

Required for How Long: Ongoing

Position Title: Library/Online Systems Technician

Basic Position/Job Description:

The Library/Online Systems Technician operates and maintains the library's computer system to facilitate access to and circulation of library materials, runs reports, runs system interface programs including OCLC to SIRSI Library System Modules, makes minor repairs and adjustments to terminals, maintains a variety of records, logs, and files, maintains the library website, and performs a variety of technical duties in a specialized service area such as acquisitions, cataloging, or circulation.

Estimated Salary Excluding Benefits: $0.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The current Library Online Systems Technician is retiring December 30, 2010. This position is vital in updating and maintaining the library website of more than 2000 pages. The technician also has a thorough knowledge of the integrated library system (SIRSI) that includes our online public catalog, the circulation system, acquisitions, cataloging, and serials and is able to troubleshoot and train as necessary. This technician has also been responsible for helping solve hardware and software problems for library staff and students, in addition to cataloging all books added to the library collection (from 1500-2800 items each year). The position requires both computer technician skills and library technician skills and knowledge. It cannot be filled by someone who has only one of those skill sets.
Resources Needed: Additional Budget
Requested Item: 
Requested Amount: $0.00 
Description: 

Supporting Rationale

Objective #1.2

Library resources will be accessible to all.

Resources Needed: Additional Budget
Requested Item: 
Required for How Long: 1 time 
Requested Amount: $12,000.00 
Description: 

10 PCs

Supporting Rationale

To replace aging PCs that frequently crash and cannot run newer software.

Requested Item: 
Required for How Long: 1 time 
Requested Amount: $1,500.00 
Description: 

6 printers

Supporting Rationale

Library printers are aging. Some are over 10 years old.

Requested Item: 
Required for How Long: 1 time 
Requested Amount: $20,000.00 
Description: 

Library tables, chairs, and study carrels

Supporting Rationale
At busy times there are not enough tables, chairs, and study carrels to accommodate students.

**Requested Item:**
**Required for How Long:** 1 time
**Requested Amount:** $320.00
**Description:**

2 scanners

**Supporting Rationale**

Our two scanners are in very poor condition. One may be totally dead. These scanners are heavily used by students, and are essential for using the library's special software for disabled students. We need two replacement scanners as soon as possible.

**Requested Item:**
**Required for How Long:** 1 time
**Requested Amount:** $0.00
**Description:**

2 Sensitizers/desensitizers

**Supporting Rationale**

Sensitizers/Desensitizers: We currently have one functioning machine that is getting old and one backup machine that often doesn't work. This machine is critical to checking-out and discharging returned library materials. If our current functioning machine breaks down, it will be a disaster for the library. We need two replacement sensitizer/desensitizer machines.

**Requested Item:**
**Required for How Long:** 1 time
**Requested Amount:** $1,000.00
**Description:**

Archive Shelving: Record Storage Carton Shelving

**Supporting Rationale**

To maintain archival record storage cartons in archival-compliant manner for proper preservation and access. To correct shelving originally installed in the college archives room.

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**Goal #2** Long term (2-5 years)  
Status: in progress

http://research880/planview.asp?id=734  
6/25/2014
Description of Goal

Provide excellent and innovative instruction in order to graduate information competent students. This goal supports 2010-2011 Institutional Goals 1, 2, 3, 4, 5, and 9.

Evaluation of Goal

Student learning outcomes will be assessed and improved.

Objective #2.1

Increase the number of library instruction sessions and workshops and include hands-on components in all

Resources Needed: Additional Personnel

**Position Classification: Full Time Faculty**

Required for How Long: Ongoing

Position Title: Full-time librarian

Basic Position/Job Description:

Librarian

Estimated Salary Excluding Benefits: $78,800.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

The library was approved for a sixth librarian position in 2007-08 but there are currently only four full-time librarians to serve the entire campus. Library usage has increased dramatically since the opening of the new library.

**Position Classification: Full Time Faculty**

Position Title: Full-time Librarian

Basic Position/Job Description:
Librarian

Estimated Salary Excluding Benefits: $78,800.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Replacement position to allow us to provide minimum professional librarian services to Rio Hondo College students, faculty, and staff. Library usage has increased dramatically since the opening of the new library yet there are only 4 (out of 6 approved slots) librarians to serve the entire campus. Because of this shortage, full-time librarians are unable to teach LIB 101, library workshops have been eliminated this semester, class instruction sessions were down by 1/3 this semester, and selection and ordering of books and other materials have been severely delayed, all of which impact the quality of the resources available to students and the library's ability to support the college's goals for student success and retention.

<table>
<thead>
<tr>
<th>Objective #2.2</th>
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<tr>
<td>Revise, develop, and increase library credit course offerings.</td>
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</table>

**Resources Needed: Additional Personnel**

**Position Classification: Full Time Faculty**

Position Title: Librarian

Basic Position/Job Description:

Librarian

Estimated Salary Excluding Benefits: $0.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Replacement position to allow us to provide minimum professional librarian services to Rio Hondo College students, faculty, and staff. Library usage has increased dramatically since the opening of the new library yet there are only 4 (out of 6 approved slots) librarians to serve the entire campus. Because of this shortage, full-time librarians are unable to teach LIB 101, library workshops have been eliminated this semester, class instruction sessions were down by 1/3 this semester, and selection and ordering of books and other materials have been severely delayed, all of which impact the quality of the resources available to students and the library's ability to support the college's goals for student success and retention.
Objective #2.3
Continue the development of online library resources and online interactive tutorials.

Resources Needed: Additional Personnel

**Position Classification: Full Time Faculty**

Position Title: Librarian

Basic Position/Job Description:

Librarian

Estimated Salary Excluding Benefits: $78,800.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Replacement position to allow us to provide minimum professional librarian services to Rio Hondo College students, faculty, and staff. Library usage has increased dramatically since the opening of the new library yet there are only 4 (out of 6 approved slots) librarians to serve the entire campus. Because of this shortage, full-time librarians are unable to teach LIB 101, library workshops have been eliminated this semester, class instruction sessions were down by 1/3 this semester, and selection and ordering of books and other materials have been severely delayed, all of which impact the quality of the resources available to students and the library’s ability to support the college’s goals for student success and retention.

Goal #3 term

Description of Goal

Raise awareness of Rio Hondo College Library resources and services through outreach to the College community. This supports 2010-2011 Institutional Goals 1, 2, 3, 5, and 9.

Evaluation of Goal

Measures of library use and instruction will increase as a result of successful outreach.

http://research880/planview.asp?id=734
Objective #3.1

Redesign the library website to be more interactive and easier to navigate.

Resources Needed: Additional Personnel

**Position Classification: Full Time Faculty**

Position Title: Librarian

Basic Position/Job Description:

Librarian

Estimated Salary Excluding Benefits: $0.00

Supporting Rationale:

Replacement position to allow us to provide minimum professional librarian services to Rio Hondo College students, faculty, and staff. Library usage has increased dramatically since the opening of the new library yet there are only 4 (out of 6 approved slots) librarians to serve the entire campus. Because of this shortage, full-time librarians are unable to teach LIB 101, library workshops have been eliminated this semester, class instruction sessions were down by 1/3 this semester, and selection and ordering of books and other materials have been severely delayed, all of which impact the quality of the resources available to students and the library's ability to support the college's goals for student success and retention.

Objective #3.2

Formalize faculty librarian liaison roles and increase contact with faculty in selected subject areas.

Objective #3.3

Publicize library resources, services, and programs to the campus community through such means as newsletters, blogs, social networking technologies.
Goal #4  term

Status: in progress

Description of Goal

Evaluation of Goal

Objective #4.1

Status: in progress
## Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Gustafson, Kats</td>
<td>Review Manager</td>
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<td>Wells, Stephanie</td>
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<td>Ball, Edna</td>
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Plan Goals Track

**Bold** text indicates the goals of this plan.
A goal listed above a goal from this plan means this goal was uploaded to a higher level plan.
A goal listed below a goal from this plan means this goal was uploaded from a lower level plan.

Goal 1

**Goal 1 - 2011-12 - Review Plan**

Goal 2

**Goal 2 - 2011-12 - Review Plan**

Goal 3

**Goal 3 - 2011-12 - Review Plan**

Goal 4

**Goal 4 - 2011-12 - Review Plan**