Library Annual Program Review 2013

Program Name:

Library

Completed By:

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The most recent Cañada Noel-Levitz Student Satisfaction Survey (Spring 2010) places the Library among the highest rated programs on campus, as well as rating it higher than the national average[1]. The Cañada Library provides information literacy Instruction, reference support, print and electronic collections, and study space essential to student success.

1) Curricular Offerings & Enrollment Data (including credit courses, library orientations, facility use, traffic on library website & online research guides)

Instruction for Credit Courses: LIBR 100 and ESL 400
The Library continues to teach a day and evening section of LIBR 100 linked to ESL 400 in a learning community. Numbers of students enrolled in the course have risen significantly since linking LIBR 100 with ESL 400, from a total enrollment of 24 in two sections in the 2008/2009 to a total enrollment of 112 in 4 sections in 2011/2012.

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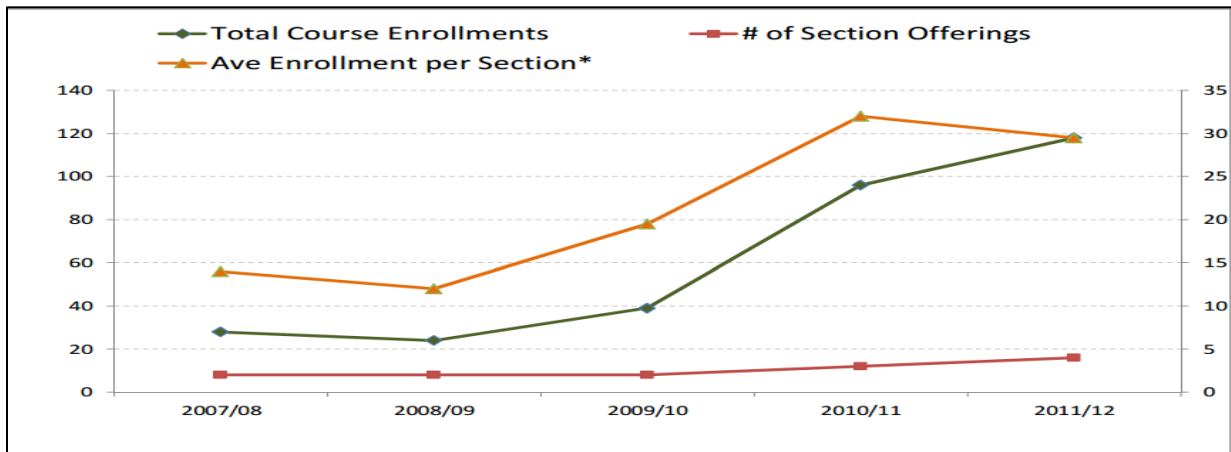
[1] On a scale of 1-7, students rated the importance of the library at 6.44 (national average 5.95) and their satisfaction rate with the library at 6.21(national average 5.54).

Success (81%) and retention (89%) rates have improved significantly since linking LIBR 100 with ESL 400.

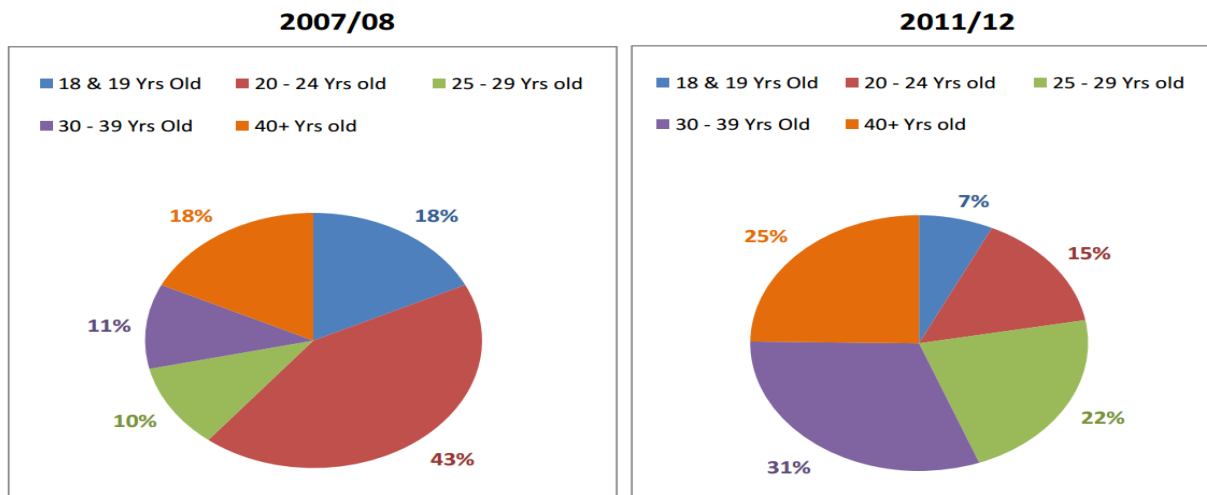## Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
LIBR	Success Rate*	54.0%	79.0%	72.0%	76.0%	81.0%
	Retention Rate*	71.0%	79.0%	82.0%	86.0%	89.0%
	Ave Units Attempted this Academic Year	12	9.8	10.4	9.4	8.9
	Ave Units Earned this Academic Year	8.16	6.13	8.35	7.22	7.31
	Ave Academic Year GPA	2.39	2.26	2.63	2.58	2.84
	Ave Cumulative GPA	2.73	2.53	2.89	2.97	3.05

Students enrolled in this learning community have different goals: while most students identify transfer (39%) as their goal, many also identify career (31%) and educational (21%) development.

Table 5. Student Goal Orientation

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
LIBR	Transfer (w/ or w/o Degree)	16	11	24	38	46
	Career Dev (Degree, Certificate, License)	4	6	4	17	37
	Educational Development	1	2	4	25	25
	4 Yr College Student attending Cañada	4	2	4	7	5
	Undecided on Goal	2	1	2	9	4
	% Transfer (w/ or w/o Degree)	57%	46%	62%	40%	39%
	% Career Dev (Degree, Certificate, License)	14%	25%	10%	18%	31%
	% Educational Development	4%	8%	10%	26%	21%
	% 4 Yr College Student attending Cañada	14%	8%	10%	7%	4%
	% Undecided on Goal	7%	4%	5%	9%	3%

Students of all ages are enrolled in LIBR 100/ESL 400. The 30-39 Yrs Old and the 40+ Yrs Old numbers have risen significantly, while the numbers of younger students (18-24 Yrs Old) have shrunk.

2007/08
- 18 & 19 Yrs Old
- 20 - 24 Yrs old
- 25 - 29 Yrs old
- 30 - 39 Yrs Old
- 40+ Yrs old

18% — 18% — 43% — 10% — 11% — 18%

2011/12
- 18 & 19 Yrs Old
- 20 - 24 Yrs old
- 25 - 29 Yrs old
- 30 - 39 Yrs Old
- 40+ Yrs old

7% — 15% — 22% — 31% — 25%

As with other basic skills and ESL classes at the college, there have been significant drops in enrollment in LIBR 100/ESL 400 in the 2012-2013 academic. The student population seems to have shifted to include more International Students as well. We will have to analyze these trends in the 2014 annual plan.

LIBR 100 and SOCI 100
LIBR 100 and *SOCI 100* were taught together as a learning community for College for Working Adults during Summer 2012. The main advantage of this learning community was that students learned research skills, such as how to use JSTOR and a historical newspaper database in LIBR 100, that supported their work in SOCI 100. Another advantage was the collaborative relationship between the two instructors, which continued into the fall and spring semesters. One drawback was the lack of time for collaboration between instructors.

Library Orientations (Course-Integrated Instruction)
The Library offered 130 library orientations for approximately 3,450 students in courses across the curriculum and in all divisions.

SLOs & PLOs

SLO Spring 2012: analysis of students ability to *1)* locate, retrieve, and use information in a variety of formats, 2) Competently use computers and other information technology tools. Method of Assessment: analysis of eportfolios andreflections.

SLO Fall 2012: analysis of students' ability to effectively create, present, and communicate information. Method of assessment: analysis of final student presentations using a rubric.

PLO Spring 2012 Assessment of library's contribution to to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials. Method of assessment: online survey completed by 75 students on textbook use.

PLO Spring 2012: Faculty assessment of library collection's contribution to students' Critical & Creative Thinking (Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression) and Understanding Society & Culture (Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures). Method of assessment: questionnaires completed by faculty in English, History, Health Sciences, Communication Studies, Music, and ECE.

PLO Fall 2012: Analysis of library's contribution to students' skills in Critical & Creative Thinking (Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression). Method of assessment: analysis of cumulative pre- and post-survey data from LIBR 100 over six semesters.

Facility Use An average of 648 students visited the Library each day, and an estimated 127,379 visited the Library 2012.
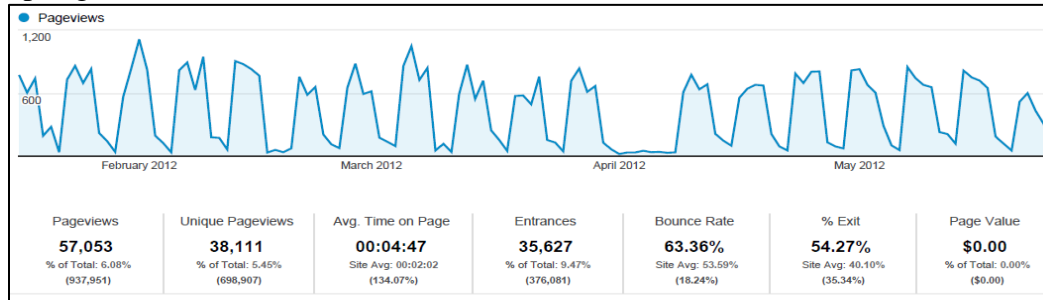
Saturdays
Saturdays continue to be popular with students looking to study, do research, get help with citation, and find math tutors. The Library has reached out to Saturday courses but few courses (3 total) have come in for instruction. Because many are hybrid courses, the library will work with the new distance education coordinator to reach out to these courses.
Facility Use an average of 116 students visited the library on Saturdays
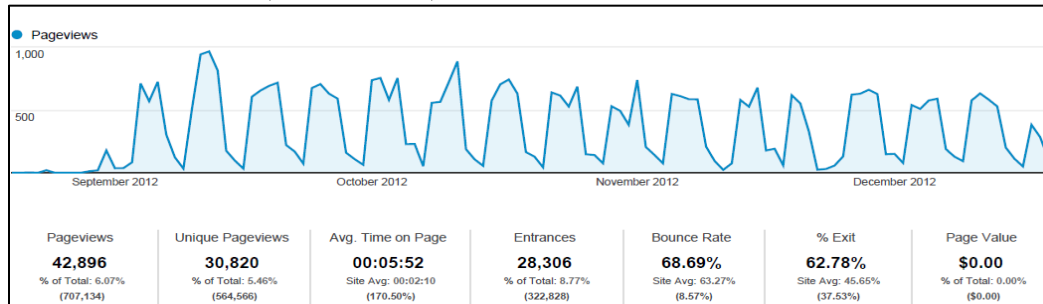*Reference Questions* we received an average of 2.5 reference, 1 IT, and 2.5 directional questions
Library Orientations COMM, ENGL, and ECE

Website
450 hits a day, approximately 11,163 hits per month, and approximately 49,974 hits a semester.
Spring Semester 2012

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
57,053	**38,111**	**00:04:47**	**35,627**	**63.36%**	**54.27%**	**$0.00**
% of Total: 6.08%	% of Total: 5.45%	Site Avg: 00:02:02	% of Total: 9.47%	Site Avg: 53.59%	Site Avg: 40.10%	% of Total: 0.00%
(937,951)	(698,907)	(134.07%)	(376,081)	(18.24%)	(35.34%)	($0.00)

Fall Semester 2012 (new website)

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
42,896	**30,820**	**00:05:52**	**28,306**	**68.69%**	**62.78%**	**$0.00**
% of Total: 6.07%	% of Total: 5.46%	Site Avg: 00:02:10	% of Total: 8.77%	Site Avg: 63.27%	Site Avg: 45.65%	% of Total: 0.00%
(707,134)	(564,566)	(170.50%)	(322,828)	(8.57%)	(37.53%)	($0.00)

Online Research Guides
Online research guides (LibGuides) are tailored to particular departments, classes, and assignments. They provide access to library resources to complete assignments on and off campus. Total hits to online research guides were 31,472, with the highest programs being:

ENGL/READ 12,466	COMM 4,371	BIOL 3,868
LIBR 100/ESL 400 3,803	ANTH 2,031	PSYC 1,154

2) Circulation of Print and Electronic Resources

Collection Development Policy
To prepare for accreditation the Library wrote a Collection Development Policy (see Appendix).

Print Materials
A total of 17,308 books circulated in 2012. Half of those (9,267) were textbooks. About 42 textbooks were checked out daily. The circulation of textbook reserves continues to increase, while the circulation of print books overall continues to decrease. It would be helpful to analyze which books have the highest circulation numbers. The Library fulfilled approximately 1,840 inter-library loan requests from the Peninsula Library System.

Electronic Materials
Students continue to make extensive use of our database collections, including our new Ebook Academic Collection.

Database (selected dataases)	Total Searches	Total Sessions
Academic Search Premier	29,980	9,212
America: History and Life	14,907	5,330
ARTstor	12,619	**Not available**
Business Source Elite	13,940	5,092
Ebook Academic Collection	15,281	5,462
ERIC	14,458	5,210
Ethnographic Video	3,972	825
Grove Art & Music	12,780	4,858
Health Source: Nursing/Academic Edition	14,117	5,146
JSTOR	19,213	7,305
Newspaper Source Plus	14,885	5,645
ProQuest Science Journals	2,483	Not available
Psychology and Behavioral Sciences Collection	16,880	5,638

The Library had two major digital projects this year:

Redesign of Library website: library staff worked with Roberta Chock to redesign the library website and establish links to the libraries diverse electronic resources. The site is much improved but faculty and students are still adjusting. Maintenance is ongoing.

Super Search: the library worked with EBSCO and the Peninsula Library System to set up a "discovery" system that searches across our book catalog and multiple databases. The Library book catalog ais uploaded on a monthly basis by our Library Support Specialist Valeria Estrada. Databases and other electronic resources were loaded into the system by library staff. Using MARC records we created a separate catalog within discovery for some vendors EBSCO does not have agreements with (Ethnographic Video and Gale Virtual Reference Library). Major

databases not included in the discovery search include ProQuest Science Journals, ProQuest Ethnic NewsWatch, the Gale Databases available through PLS, and CQ Researcher. Librarians, faculty, and students are learning the new system, which will be evaluated 2013. Maintenance is ongoing and complex. Basic maintenance is slowed down because we have to work through PLS and the other SMCCD libraries have directors that coordinate this collaborative work.

3) Acquisitions

The Library acquired approximately 300 new books in the circulating collection, particularly in the social sciences, psychology, history, fine arts, literature in Spanish, education, medicine, and technology. The Library acquired approximately 162 textbooks. Textbooks were funded through ASCC funds and re-directing funds allocated for print books. The Library ran out of funds for print books mid-year, and was not able to purchase faculty requests for the spring semester.

4) Partnerships, Displays & Events, Clubs

Partnerships
The Library continues its partnership with the San Mateo County Genealogical Society. The Library continues to look for ways to leverage its membership in the Peninsula Library System, Pacific Library Partnership, the Consortium of Community College Libraries, The Council of Chief Librarians, and Califa, a statewide library consortium. A library director would enable us to participate more actively in these consortia and partnerships.

Clubs
David Patterson is the main faculty advisor for the Spectrum Alliance.

Displays (see Appendix)
Undocumented Students (April 2012), Summer Reads (June/July 2012), Robert Reich (September), Constitution Display (September), Election/Voter Registration (October), Hunger and Homelessness Awareness in coordination with food drive (November/December)

5) Three-year Action Plan

The following items from our 2012 Three-Year Action Plan were completed:

Action Item	Action Plan	Result
Collection Development: Electronic Resources	Continue to work with the College to maintain stable funding for electronic resources (databases and eBooks)	Electronic Resources are currently purchased with Lottery funds.
Collection Development: Ebooks	Liaison with partners including CCLC and PLS to strategically	December 2012 a 65% Electronic Resources librarian was hired to assist

	increase the Library's ebook collection	with planning, collection development, instruction and outreach for electronic resources.
Collection Development: College Reserves	Administering library textbook survey to students	Spring 2012. For results see Spring 2012 PLO.
Operations: Hiring and training of student workers	Create forms and online training guide for student workers	Fall 2012 an Online Guide was developed with hiring and training information for student workers.
Instruction: Expand LIBR 100 sections	Teach a hybrid LIBR 100 course in a learning community with SOC 100	Summer 2012 part of CWA program
Instruction: Collaboration with Honors Program.	Work with Political Science faculty to develop an honors component for PLSC 150	An Online Guide was developed in consultation with PLSC faculty member Fall 2012
Instruction: Stanford Libraries	Take a group of students to visit Stanford libraries and archives	Spring 2012 students in the HIST/ENGL/READ/CRER learning community visited Stanford for an orientation to the library and a workshop on primary sources related to the history of race, ethnicity, and immigration.

Action Plan 2013-2015

Action Item	Action Plan	Timeline
Increase assistance with administrative duties, planning, outreach, and partnerships	Hire an additional full-time, tenure track librarian. 50% of this position will be a library chair that will rotate in a two year cycle among the three full-time librarians. 50% will focus on electronic resources.	2013-2014: work with the VPI to garner support for position
Organize a conference on Library Services for Basic Skills & ESL Students	Work with Diablo Valley College Librarians to organize conference	2013
Collection Development: ebooks	Liaison with partners including CCLC and PLS to strategically increase the Library's ebook collection Review new ebook offerings from JSTOR, Project Muse, ebrary, and EBL	2013-2014
Staff training: ebooks	Offer a workshop to library staff on ebooks	2013
Student training: library research	Offer a workshop on library research for tutors, mentors, and library student assistants	2013
Collection Development: College Reserves	Work with college to identify a stable funding source for College Reserves	2013-2014

Collection Development: Streaming Video	Trial streaming video collections and collect faculty feedback	2013
Assess student library and technology needs	Work with the Instructional Designer and Institutional Researcher to administer Council of Chief Librarian's new survey on students' library and technology engagement.	2013-2014
Instruction: Expand instruction for READ 836 & 826	Coordinate with English department to preschedule library orientations for READ 836 & 826 at the beginning of the semester	2013
Instruction: Expand LIBR 100 sections	Pilot LIBR 100 in a learning community with READ 836	2013-2014
Instruction: Expanded Assessment of library instruction	Assess library instruction for Communication Studies students	2013-2014
Instruction: Expand library support for University Center students	Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference	2013-2017
Instruction: Collaboration with Honors Program.	Work with Political Science faculty to develop an honors component for PLSC 150; work with Sociology faculty to develop an honors component for SOC 100	2013
Instruction: Coordination with Distance courses	Saturday librarian works with DE coordinator to assess DE course needs and connect with instructors, particularly for Saturday courses	2013-2014
Instruction: Develop online tutorials	Develop three online library research tutorials	2013-2014
iPads Program	Review iPad policies and develop a marketing campaign to increase use	2013
iPad Self-Guided Library Tour using QR codes	Develop a tour of the Library using QR codes that students can do using mobile devices or iPads (the Library's or student's)	Postponed to 2013-2014
Instruction: Family and Local History, using Census data	Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses. Look into SMCGS offering a Census data workshop.	2013-2014

6) Faculty and Staff hiring requests (see Appendix for justifications)

- Full-time, Tenure-Track Librarian (0.5 Electronic Resources Librarian + 0.5 Administrative duties)
  This position would make our Electronic Resources Librarian (currently 0.65 and Measure G funded) permanent. The 0.5 administrative position would be a Head Librarian position that would be rotate among the 3 full-time librarians every 2 years. The current absence of library administration is unsustainable because:
  1. It requires librarians to work outside of job descriptions
  2. It reduces instruction and reference for students
  3. It prevents the Library from implementing the Information Literacy Plan approved by Curriculum in 2011
  4. It prevents the Library from participating in consoritia it belongs to (such as the Community College Library Consoritum and the Peninsula Library System).
- Library Support Staff: We are requesting a .80 Library Support Staff position to address increased hours, increased usage, and support for the textbook reserve collection (see appendix). We also made this request in our 2012 Annual Review.

Note on Temporary Hires: Our permanent library staff is 4.8. Fall 2012 the Library made three temporary hires: 0.65 Electronic Resources Librarian (Measure G), 0.50 Transfer Librarian (A2B HSI Grant, dedicated to grant projects), and a 0.60 Library Support Staff (Measure G). These temporary hires bring our total current staff to 6.55 FTE:

Position	Funding Source
2 Full-time librarians	General Fund
2.8 Library Support Specialists	General Fund
0.65 Electronic Resources Librarian	Measure G (funded yearly through June 2014)
0.5 Transfer Librarian A2B grant	HSI Grant (funded 10/1/2012-10/1/2017)
0.6 Library Support Specialist	Measure G (funded yearly through June 2014)

7) Service, Professional Development Activities & Needs

Michelle Morton serves on the IPC, the Basic Skills Committee and the Dreamer's Task Force. She was co-leader for the Library and Learning Resources section (section IIC) of the accreditation self-study. Spring 2012 she presented at a conference on issues in community college libraries at City College Santa Barbara. She is also involved in CLIR, the Council of Library and Information Resources, a national organization that works to enhance research, teaching, and learning environments.

Dave Patterson serves on the Curriculum Committee, chairs Michelle Morton's Tenure Committee, chairs CSM Librarian Teresa Morris' Professional Development Committee and represents the SMCCD on the Peninsula Library System's Information Services Committee. He also served on a Counselor Hiring Committee. He assisted Michelle with the library and learning resources section of the accreditation self-study.

Heather Schwappach will represent the Library at Academic Senate Governing Council meetings starting January 2013.

Mike Ferrari serves on the Information Technology Committee and assisted with the library and learning resources and technology sections of the accreditation self-study.

Paul Gaskins serves on Committee for Student Equity and assisted with the library and learning resources section of the accreditation self-study. He is in his third year of Spanish language study.

Valeria Estrada serves on the Pacific Library Partnership Cataloging Standards Taskforce, the Dreamers Taskforce, and she recently resumed representing the Library and Learning Center on the Student Services Committee. As a Spectrum Scholar she attended the American Library Association Spectrum Leadership Institute, the American Library Association Annual Conference. She also served as the liason for the promotion of the Spectrum Scholarship Program for the University of Washington and belongs to the iDiversity and iYouth groups at UW.

8) Equipment Requests: (Item description, Number of Items, Total Cost)

By order of priority:
1. Movable white boards (4 x $446) $1,784
2. Cables and power adapters iPads (11 X $38) $418
3. Keyboard trays for 1 staff work station and 1 office (2 X $400) $800
4. 16GB flash drives to sell to students (50 X $10) $500
    The Library will use this $500 as seed funding and purchase additional
    flash drives through sales
5. Projector for Silent Study Room (9-354) $3,875
    (Projector, mounts, screen, accessories, and media cabinent)
6. 2 Presentation remotes to use for presentations (2 x $56) $112

9) Reflections on comments made to previous reviews

As reviewers noted in 2012, we are not planning any new courses. We would like to expand instruction for LIBR 100 (to, for example, READ 836).

Reviewers wondered if usage was fully captured in the statistics we keep. We follow the example of the Chancellor's office and the National Center for Education Statistics. Assessment of the different services libraries provide is an ongoing topic of discussion. We are following a 2013-2017 ACRL initiative to pilot new forms of assessment.

Appendix: Tenure Track Librarian
(0.5 Electronic Resources Librarian + 0.5 Head Librarian)
Spring 2013

This position would make our Electronic Resources Librarian (currently 0.65 and Measure G funded) permanent. The 0.5 Head Librarian position would be an administrative position that rotate among the 3 full-time librarians every 2 years.

Justification

An Electronic Resources Librarian is needed to manage the selection and distribution of electronic resources and to build a 21st century library collection that meets the needs of our faculty and students. Duties include:
1. Working with a team of librarians to select, develop, and implement online resources and services (including databases, ebooks, streaming video, online guides, and reference tools);
2. Providing online and face-to-face reference and instruction
3. Assisting College faculty in integrating electronic resources throughout the curriculum
4. Staying abreast of developments in fields of digital librarianship; keeping library staff up-to-date on current electronic collections
5. Staying abreast of copyright and fair use principles as they relate to electronic resources and online learning
6. Working with consortia partners such as the Peninsula Library System and the Community College Library Consortium to expand access to electronic resources
7. Collaborating with Open Educational Research initiatives such as the Community College Consortium for Open Educational Resources

A Head Librarian is needed to take responsibility for administrative duties currently covered by faculty librarians. This will enable faculty librarians to focus on reference and instruction and enable the college to implement the Information Literacy Plan approved by the Curriculum Committee in 2011. It will also allow the Library to participate in consortia the library currently belongs to as well as district and state library planning groups. Duties include:
1. Providing leadership for Library services, including collection development, facility use, reference, and instruction
2. Assessment, including program planning, course and program learning outcomes, and accreditation
3. Outreach to instructional programs and student services to integrate library services into planning efforts
4. Coordinating Library representation on campus and district committees
5. Serving as liaison between Library and IT for technology planning, integration, and maintenance.
6. Developing budgets (faculty and staff, students, print and electronic resources, equipment, and supplies)
7. Coordinating hiring, supervision, and evaluation of Library faculty, adjuncts, staff, & students
8. Submitting all scheduling information for courses
9. Coordinating required local, state, and federal statistical reports

10. Coordinating work with consortia partners, including the Peninsula Library System & Pacific Library Partnership, Community College Library Consortium, and the Council of Chief Librarians (CA community college library directors' organization).

1. <u>This position supports the mission and strategic goals of the college</u> by providing a resource-rich learning environment and supporting instruction. The Library program and facility will run more smoothly with an administrator responsible for operations. An Electronic Resources Librarian will assist the library in expanding its electronic resources, managing ongoing technical issues, and integrating electronic resources into instruction. The Library directly supports the following aspects of Cañada's Institutional Learning Outcomes:

- Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
- The ability to use source material and evidence according to institutional and discipline standards.
- Access to resources that support students understanding and interpretation of various points of view that emerge from a diverse world of peoples and/or cultures.

2. <u>This position will strengthen the Library program</u> by ensuring key administrative tasks are completed efficiently by someone with the knowledge and authority to complete those tasks; representing the Cañada College Library at planning committees and councils at the district and state level; freeing up reference and instruction librarians to spend more time working with faculty and students. It will also help the library build a robust electronic collection that is aligned with the instructional goals of the college and make better use of current and future electronic resources.

1. <u>If this position is not filled</u> administrative duties will be covered by the Vice President of Instruction and faculty librarians. Some administrative tasks will not be completed. The Library will continue to belong to consortia partnerships but not participate. The Library will continue to work with our current electronic resources.

Appendix: New Classified Hiring/Position Justification
Spring 2013

Hiring Division/Department: Instruction / Library
Position Title: Permanent, 80% time Library Support Specialist

Justification

2. This position will address the dramatic increase in Library usage (more than doubling since moving into the new building), make extended hours funded through Measure G permanent, and assist with the following library activities:

   - Ordering, processing and cataloging for the College Reserve textbook collection which has more than quadrupled in the last five years
   - Assist with ordering, processing, and cataloging for the general collection, including Spanish materials
   - Provide additional assistance in Spanish at the circulation desk, Spanish translations for various projects (e.g. online guides, classes, QR code library tour)
   - Cover the circulation desk to free up other library support specialists to work on:
     o Cataloging infrastructure (e.g. setting up EBSCO Discovery Service)
     o Preparing tax, Inter-Library Loan, and statistical reports
     o Paying vendor invoices, processing credit card charges, reviewing budgets in BANNER
     o Installing & upgrading new apps on iPads
     o Responding to email and voicemail
     o Following up on lost textbooks
     o Working on Accreditation Reports (Standards II and III)
     o Attending committee meetings
     o Attending conferences (e.g. Digital Public Library of America, Mac World)

3. This position supports the mission and strategic goals of the college by making the library and library resources more accessible to a transfer, career/technical, basic skills, and lifelong students from diverse backgrounds. Having an additional Spanish speaker to assist students and work on projects will be particularly useful. Maintaining extended hours will also support access to a wide range of students.

4. The position will strengthen the Library by allowing other library support specialists to work on projects that are otherwise neglected because they are on the circulation desk for most, if not all, of their shift. These include everything from answering email and paying invoices to advancing the libraries eBooks, iPads, and digital literacy program. The position will also provide specialized cataloging skills, speeding up book processing and cataloging.

5. If this position is not filled the Library will continue to work with our current staff, addressing the above projects listed above on a much smaller scale or not at all.

Appendix: Displays 2012

Summer Display: "Summer Reads from your library at Cañada: Let these books take you on an adventure near or far away! Where are your summer reads taking you?" Popular fiction took the center stage in this display with a few non-fiction books that were relevant to the summer theme.

Robert Reich Display (September): Promoting his upcoming visit to the Cañada College campus. Reich's books were spotlighted as well as a handful of some of his articles that are available using our library databases. Articles were available to take as well as information on the reception held in our campus.

Constitution Display (September): Spotlight on the American Constitution and the many Latin Countries such as Mexico who celebrate their independence during this month as well. An optional Constitution quiz was available for students to test their knowledge on this topic with the answers provided on the back for quick fact checking.

Election/Voter Registration (October): Books about political parties in the United States, voting history, past elections, voter rights, and a collection of magazines and journals who did cover stories on the election and it's political candidates were displayed to promote the upcoming election. Voter registration forms were provided and staff were prepared to help patrons in filling out forms or answering questions.	

Hunger and Homelessness Awareness (November/December): Books and articles (not pictured) that discussed hunger and homelessness in America where featured. The need to be involved to make a difference was posited throughout the literature and students were asked to participate by writing how they will help others this holiday season.

Hunger and Homelessness Awareness (November/December): Books and articles (not pictured) that discussed hunger and homelessness in America where featured. The need to be involved to make a difference was posited throughout the literature and students were asked to participate by writing how they will help others this holiday season. Coordinated with college and PLS food drive.	

Appendix: Cañada College Library

Collection Development Policy[2]

May, 2012

Introduction

This collection development policy provides guidelines for establishing priorities for the selection of library materials and the criteria for withdrawal of materials from Cañada College Library's collection.

Although the library's staff is primarily responsible for the quality of the collection, the selection of new materials and the withdrawal of materials are collection development activities shared with other members of the college community. Librarians, faculty, staff, students and college administrators initiate most material requests. A suggestion form is available online and many college community members suggest new materials verbally or by e-mail. All Library staff work to ensure that materials which support the instructional programs of the college are added to the collection. Recommendations from the faculty are particularly important in building a collection that supports student success. Selection and withdrawal criteria are described in more detail below.

In recognition of the responsibilities of librarians and libraries in making materials available to the public, Cañada College Library supports the following policy statements by the American Library Association and the Educational Film Association:

1. Library Bill of Rights and its interpretations
2. Freedom to Read
3. Intellectual Freedom
4. Freedom to View

Collection development goals

The primary goal of the Library is to develop and maintain collections that support the curriculum and instructional programs of Cañada College and the needs of students, faculty, and staff of the college. The Library serves a community of life-long learners with a broad range of interests and prior educational experiences. The Library is especially committed to supporting students in basic skills courses and students who speak English as a Second Language. Contributing to the college's efforts to create a culture of reading and of critical inquiry is another main goal of the Library. Therefore, library resources also include a variety of general information resources in subject areas not covered by classroom instruction, but generally supportive of a learning environment. For those members of the college community whose scholarly or research needs are beyond the scope of Library collections, librarians will help to identify and locate such materials at nearby libraries.

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[2] Adapted from Portland Community College Library.

Within the constraints of available funds, facilities, and staffing, the Library will acquire and make available materials in various formats, evaluate existing collections, and develop policies and procedures to maintain the quality of collections and information resources. The Library is involved in a variety of resource-sharing agreements that expand the range of materials available to the college community The Library will continue to work with the Community College Library Consortium and the Peninsula Library System to develop a hybrid print and digital library, selecting content and formats that best serve student needs.

Selection of materials by the library does not imply endorsement of the contents or the views expressed in those materials. No material will be excluded from the collection because of the race, nationality, religion, gender, sexual orientation, political or social viewpoint or controversial nature of either the author or of the material.

Guidelines for selection of materials

The following guidelines are presented to assist library staff, faculty, and administrators in selecting quality materials for inclusion in the Library collections. General factors to be taken into account are:

- Relevance to curriculum-based needs of students.
- Relevance to instructional needs of the faculty.
- Probable need based on existing programs and collections.
- Intellectual content and scholarly worth.
- Electronic resources should be accessible to students on and off-campus. Vendor licensing and copyright restrictions should not make the materials excessively difficult to access.
- Captioned or visually-described resources are to be preferred over non-accessible choices.

First priority shall be given to resources which directly support subject areas and vocational emphases currently represented by credit courses offered at Cañada College. Ideally, library staff and faculty should be alert to important new works in their subject areas, works by key authorities in the field, and works authored by instructional faculty. The prestige of the publisher or sponsoring organization is another important consideration. Print materials added to the collection should be accessible to the general reader, not specialists.

In most subject areas, collection development activities will be directed toward an "initial study level" of collection intensity. As defined in guidelines prepared by the Resources and Technical Services Division, American Library Association, the collection should include:

"… a judicious selection from currently published basic monographs (as are represented by Choice selections) supported by seminal retrospective monographs [as are represented by, for example, *Best Books for Academic Libraries*] a broad selection of works of more

important writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject."

Contingent upon available funds, secondary priority will be given to the acquisition of additional materials to support programs or subject areas covered by cooperative agreements where Cañada College is not the designated primary collection and to backfilling the collection in areas where deficiencies have been identified by faculty or library staff.

As noted above, the primary goal of the library's collections is to support the program of instruction. Textbooks adopted for class use will be purchased for the course reserves collection as funding is available. Instructors wishing to reserve textbooks are encouraged to obtain them for the library if possible. The library will not routinely purchase consumable materials such as workbooks or tests.

In addition to these general guidelines, policy statements for specific formats and areas of the collection are presented below.

Reference collection

The reference collection is intended to meet the verification, location, and information needs of the college community by providing basic reference works in subject areas covered by the curriculum, as well as general information requests. The reference collection may include both print and electronic materials.

Audiovisual and electronic materials

Non-print media, including films, videocassettes, videodiscs, audiocassettes, computer application software, multimedia software, compact discs, online subscriptions, Internet access and CD-ROMs, may be relatively expensive. Selection of these materials should emphasize support for classroom instruction, as well as the quality, effectiveness, and currency, and accessibility of the material.

Whenever practicable, faculty should have an opportunity to preview non-print media before a purchase decision is made. Whenever possible, selectors should negotiate a test or trial period for expensive media.

Film or videocassette rental, temporary online subscription or free Internet access may be a cost-effective alternative to actual purchase.

Listed below are general issues to be considered in the selection of non-print materials.

1. Content should directly support classroom instruction or be potentially useful for more than one class or department.
2. Treatment and presentation of subject content should be on an appropriate academic level.

3. Technical quality of color, sound, continuity, etc.
4. Cost effectiveness and durability and accessibility of the format (i.e., web access vs. DVD vs. video cassette)
5. Cost and/or availability of appropriate equipment.
6. Cost and/or availability of sufficient technical support for maintenance of software and hardware.
7. Collection development specialists will designate e-media as "circulating" or "reference" or "library use only" as appropriate.
8. See below for additional guidelines for the evaluation of electronic resources.
9. See below for Collection Development Policy for Internet Resources.

Gifts

The Library welcomes gifts of materials that are consistent with the collection development policy and provided that there are no restrictions attached as to their disposition. Because all items added to the collection generate processing and storage costs, materials received as gifts will be evaluated by the same criteria as materials purchased. Gifts are accepted with the understanding that materials not added to the collection will be disposed of in ways most advantageous to the library.

Weeding

Weeding, the removal of materials to be discarded, is an important part of the overall collection development process. Building a viable collection of materials to serve the college community is a dynamic process that includes assessment and the removal of materials that are obsolete, damaged beyond repair, no longer relevant to the curriculum, or not central to Cañada College's mission.

Library staff and instructional faculty are primarily responsible for weeding the collection. Faculty are invited to review their subject areas to identify items which should be withdrawn and bring such materials to the attention of their library liaison.

Guidelines for Weeding the Collection

- The following categories of materials will be considered for weeding from the collection.
    1. Outdated materials.
    2. Superseded editions.
    3. Excessively worn or damaged materials. Items in poor condition, but still valuable in terms of intellectual content will be considered for repair or replacement.
    4. Multiple copies of monographs which are no longer needed to support the curriculum.
    5. Textbooks and instructional materials or previous editions of more recent texts.

- Whenever possible, monographs initially chosen for discard will be checked against standard bibliographies (e.g., *The Best Books for Academic Libraries*) before being discarded.

Evaluating electronic resources

- Licensing considerations: limitations & restrictions: whenever possible, the library will avoid materials with copyright, licensing, and DRM restrictions that make it excessively difficult for students to access those materials.
- Resource name
- Vendor/publisher name and address
- Vendor support: telephone 24-hour service? Onsite service? Onsite training?
- Coverage & currency: dates of coverage update frequency cumulative or supplements?
- Audience: undergrad, grad., researcher, discipline
- Quality: Sample, demonstration, or review copy? Beta test or trial period? Reviews available? (attach reviews)
- Unique features
- Technical compatibility with existing software and hardware
- Skills needed: (patrons and staff)
- Patron training needed
- Staff training needed
- Local needs for: acquisitions cataloging preservation archiving
- Opting for open educational resources whenever possible

Collection development policy for Internet resources

I. Purpose

Cañada Library supports the instructional program of the college by collecting or providing access to materials in multiple formats. One important e-resource, the Internet, is readily available to any library user. However, while the Internet is easily accessible, careful selection of Internet resources and availability of these through the Library's catalog will accomplish several objectives:

1. increase awareness and maximize use of significant sites;
2. provide value-added access to Internet resources often absent when using various search engines to locate resources;
3. enhance and expand the Library's collection of traditional formats.

II. Scope

This policy will guide the selection of Internet resources. This policy applies to collections, databases, e-serial subscriptions, and links to Internet websites. Inclusion or exclusion of of links to e-resources is at the Library's sole discretion. Inclusion of links does not constitute an endorsement of or agreement with the views of the content

provider. Links are included according to the same collection development guidelines used in making book selections (see above).

III. General selection principles

Selection Responsibility: Responsibility for selecting these materials falls to librarians according to their regular selecting responsibilities. Other library staff and users may offer suggestions.

Funding: Librarians are encouraged to select Internet resources that are free of charge, recognizing however that staff costs are associated with all additions. When funding is necessary, the subject content will determine the individual fund. The Library will also consider trial periods.

As with other materials subject librarians should:

1. consider present curriculum needs;
2. select materials which meet the standards the Library expects of all materials in regard to excellence, comprehensiveness, and authority;
3. weigh the selection of a particular fee-based title against other possible acquisitions from material budgets.

Specific format criteria: In addition to content, subject librarians should closely consider the criteria listed below when considering the addition of Internet resources.

- the improvement or enhancement that the resource will give to existing print materials
- the broad accessibility of the resource under present copyright laws and licensing agreements
- the compatibility of the resource with existing or about to be purchased hardware in the Library on the campus
- the currency and relevancy of the resource's information
- the stability of the resource
- the user-friendliness of the resource

When possible, it is helpful to consult available reviews of Internet resources before their selection. Librarians should not necessarily exclude a title because it does not meet every individual criterion. However, they should select resources that adequately meet as many of the selection criteria as is possible.

IV. Copyright

The Library will comply with the existing copyright laws. The Library will also promote copyright compliance among its users and staff.

V. Licensing

When applicable to Internet resources, the Library will negotiate and comply with vendor licensing agreements.

VI. Provision of access

The Library will maximize access to Internet resources through several means:

1. regular updating of records when information, particularly the site's URL, changes;
2. provision, maintenance, preparation, and loading of necessary software and hardware;
3. appropriate staff and user support and training for in-building use.

VII. Duplication

Selecting an Internet resource that duplicates an existing print resource is sometimes acceptable so as to make more of the Library's collections available to distance education students. The Library may duplicate print resources with fee-based Internet resources when:

- the resource has significant historical value
- one format is unstable
- a cost benefit for purchasing multiple formats exists
- multiple formats meet the different needs of user groups.

VIII. De-selection

Ongoing de-selection of Internet resources is a necessity because of the dynamic nature of such resources. De-selection should occur when:

1. an Internet resource is no longer available or maintained;
2. the currency and reliability of the information has lost its value;
3. another Internet site or resource offers more comprehensive coverage.

IX. Policy review

Because of the complex and dynamic nature of providing access to Internet resources, the librarians will need to review this policy regularly.