February 6, 2007
Verification Team Report
Library & Learning Resources

A. Self-Study Team Members:
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B. Statement of Completion:
The Library & Learning Resources Evaluation Report is complete and accurate. All resources documented are present and available for use. The report contains all required elements.

C. Strengths of the unit:
The Library staff caters well to the students they serve (see results of their survey p 8 of 37 and section: Student Success & Equity p 4, 5 of 37). The Library makes an active effort in assisting students and keeping students updated by offering orientation courses, working with faculty, assisting students on demand at the desk, and providing support for students through networking with organizations off- and on-campus. Furthermore, the staff accommodates under prepared students and ESL students by providing appropriate materials in its collection development area. The Library webpage links to bibliographies created by the Librarians on Native Americans, African-Americans, and Latina/o-Americans. They have similar resources for Women’s Studies. The Library staff is represented by a small but insightful and astute team who are in-tune with the students and faculty utilizing the Library’s services.

D. Areas for Improvement:
1. Students often do not have access to the Library’s computers for academic research, because other students are on the computers visiting myspace.com, or other non academic websites, instead of using the computers for their intended purpose. Perhaps some sites could be blocked.
2. The Library Supervisor needs to be at the site.
3. The Library needs additional staff.
4. Making change (dimes) for students using the copy machine is a poor use of Library Staff. Access cards that students could purchase in the Book Store or Business Office (like phone cards) could take the place of the current system.

E. Summary of Verification Team Recommendations:
The Library is the heart of an academic institution. To help our library the Verification Team recommends:
1. Increase staff.
2. The supervisor should be on site.
3. Develop a one unit Research Methods course.
4. Increase outreach to the rest of the College.
5. Develop a Library Tutor Program.
ACADEMIC SUPPORT PROGRAM EVALUATION SELF-STUDY


1. MISSION
   A. Program Mission Statement
      Napa Valley College Learning Resources (Library, Electronic Classroom and Instructional Media Center) serves students, faculty, staff and the community by providing current and diverse resources to support the curriculum, delivery of instruction, and information literacy instruction for student success, individual development and lifelong learning. Learning Resources staff provide professional service in a welcoming environment and utilize appropriate cutting-edge technology to enhance teaching/learning.

   B. The program falls within one or more of the following categories (check all that apply):
      ☑ Academic Support Program
      ☐ Student Services Program
      ☐ Transfer/Degree
      ☐ Vocational
      ☐ Remediation
      ☐ Non-Credit/Community Services

2. SERVICES, CURRICULUM & INSTRUCTION

   Services

   1. How does this program/service support student learning in NVC instructional programs?
      The Library and Media Center serve NVC students, faculty, and staff by providing access to print and nonprint media, computer access (open computer lab and wireless laptops), instructional equipment, and information competency instruction. The Electronic Classroom serves students and instructors in courses taught via computer applications and offers open computer lab access.

   2. What specific services does the program offer?
      
      History:
      In 1992, the Library joined an expanded consortium that increased its original pre-1992 scope of including only the College plus the public libraries in Napa County to also including the public libraries in Solano Counties and, later, Solano Community College. This library consortium is known as Solano, Napa and Partners, or SNAP, and has a shared catalog listing the holdings of all the libraries and shared databases. Patrons can return and renew books, place holds on library materials and pay fees at any of the SNAP branches. This service makes it easier for students to access library services and materials.
Services Offered by Library, Instructional Media Services and/or Electronic Classroom:

- Provide resource collections with bibliographic, physical and remote access
- Acquire, maintain and circulate books, periodicals, and media collection
- Provide computers, laptops, printers and computer software in Library
- Subscribe to and make accessible online databases
- Provide in-person and telephone reference service
- Identify and retrieve off-campus library resources via truck delivery
- Provide access to books and documents not owned by local library consortium via interlibrary loan
- Maintain and circulate instructors’ reserve collection
- Provide instruction to students in library research skills/information competency via orientation sessions customized to the level and purpose of the class
- Collaborate with faculty to meet student needs in bibliographic instruction
- Provide informal instruction in information literacy and research skills
- Provide technical assistance with computers, equipment in the library, Media Services and Electronic Classroom
- Deliver, support, and maintain Instructional Equipment including LCD projectors, laptop computers, document cameras, videotape players, and portable stereo systems available for classroom use.
- Provide audiovisual equipment and support for campuswide events
- Support the Electronic Classroom (staff, software)

3. How does your program ensure that these services are meeting the needs of students? How do you evaluate how well the services are meeting the needs of students served?

Currently the Learning Resources Department meets the needs of the college community by providing access to resources both on campus and online, along with daily delivery of materials requested through the SNAP consortium. Instruction is supported by formal and informal bibliographic training via class orientations and by one-on-one instruction. The Media Center meets the needs of the college by making available equipment by which to support visual instruction both in the classroom and in a laboratory setting. The Electronic Classroom provides space for technology-related instruction. Future service needs currently are being anticipated in the ongoing planning of the new Library and Learning Resources center to be constructed beginning in 2007. The department will provide the most current technology-based equipment to serve the needs of the college. Both the Library and Instructional Media Services will be located in the new center, and staff will be cross-trained to meet the needs of the campus community.

Library and Media Services gather data for program evaluation by means of surveys conducted online and in hardcopy form; however, these efforts need to be strengthened. In 2007, Library and Media Services will evaluate the services provided in a more thorough and regular manner.

4. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix form
- Once established, in what ways will students in your program/service demonstrate achievement of stated learning outcomes?
Discuss the methods used to assess whether the students achieved the stated student learning outcomes. What was the success rate?

What interventions were used to support those students who did not achieve the SLOs? What programmatic changes will be made to ensure future SLO achievement?

An accreditation standard requires that the institution makes public expected learning outcomes for its programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- [ ] Syllabi
- [ ] Catalog
- [ ] Brochure (planned, pending funding)
- [ ] Articulation/Transfer agreements
- [ ] Website
- [ ] Other: Schedule of Classes (potentially)

5. What future trends are likely to impact the program/service?

Students are increasingly depending upon the Internet as their primary or only research source, yet they do not have the skills to undertake research effectively. In response, colleges are exploring and implementing a graduation requirement in information competency; in California, the Academic Senate for California Community Colleges adopted a resolution affirming such a requirement, which has been considered by the Board of Governors of the California Community Colleges for implementation.

To meet this need, the English faculty and the Library staff have agreed to the development of a one-unit Information Competency/Research Methods course to be linked with English 120 initially, and then offered as a stand-alone course in response to student demand.

NVC is following the national trend in increasing online courses, to appeal to both traditional and nontraditional students. Students taking online curricula often work during the Library’s hours of operation, yet they expect 24/7 services, since these are increasingly the norm in the private sector. The NVC Library had three full-time librarians prior to layoffs in 1983; currently the Library has 1.5 faculty librarians and an interim associate dean.

6. Are services being offered online? If yes, describe.

The collections of the Media Center, Library, and the member libraries of the SNAP (Solano, Napa, and Partners) consortium are represented in an online catalog searchable via the Web; the college homepage features a button linking directly to the Library website. Patrons are able to request materials to be delivered to any library branch in the SNAP consortium. Electronic databases containing mostly full-text magazines, journals, e-books, and other published reference materials are accessible via the Library’s website. Additionally, faculty and staff are able to learn about NVC Library services and procedures online via the Web. Databases provided for student and staff access both on campus and online include LexisNexis Academic, SIRS Discoverer, SIRS Researcher, Learning Express Library, Opposing Viewpoints Resource Center, Encyclopedia Britannica Online, EBSCOHost, ProQuest, AccessScience, Safari tech Books Online, Associations Unlimited, Business and Company Resource Center, General Business ASAP, RAND California, Columbia Granger’s World of Poetry, Biography and Genealogy
Master Index, Biography Resource Center, Gale Literary Databases (Contemporary Authors, Contemporary Literary Criticism, Dictionary of Literary Biography), HeritageQuest Online, Literature Resource Center, NoveList, netLibrary, and Legal EBook Collection from Baker and Taylor.

**Curriculum & Instruction**

The Library has not offered courses since early in the 1980s. However, student need and national trends have prompted the librarians to propose a one-unit Information Competency/Research Methods course to be linked with English 120 initially, and then offered as a stand-alone course in response to student demand.

7. Reflect on your responses in Section 2, Services, Curriculum & and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. **Student Success and Equity**

   A. Review the data that are available (which may include enrollment, retention, and successful course completion, and grade distribution to be phased in). Discuss program trends relative to collegewide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

   There has been an increasing demand for instruction in library skills, research methods, and information competency instruction by the Library; most recently, the ELC (English Learning Community) program has requested such services. English faculty use such services regularly. Other than this, no supporting data are available.

   B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

   - Library staff are trained to identify and assess the needs of students who may need more personalized attention. In such cases, the librarians can provide more time for assistance, paraprofessional staff can assist with student needs as time and staffing permit, or staff can refer students to the appropriate campus department for other services.

   - Library staff maintains and supports a collection of reserve materials. Faculty may put textbooks in the collection for limited circulation. In particular, this service allows students on financial aid or from a low-income background to utilize the required text that might otherwise be unavailable because of the high cost of textbooks.

   - The Counseling Division invited a librarian to make a presentation about Library services at a division meeting. As a result, orientations were scheduled for English Learning Community (ELC) sections.

   - Library staff acquire and maintain a collection of “New Reader” materials that support ESL students and emergent readers.

   - The Library has two public access computers with software and assistive technology (Kurzweil) available to accommodate students with a variety of learning styles and needs.
C. What has the program done to formalize links with instructional programs and support services for students?

As described above, a librarian is working with the English Department to create a co-requisite course teaching information competency/research skills with English 120. The librarian also serves on the Curriculum Committee and reviews course outlines to ensure that learning resources are adequate for a proposed course. A form for identifying learning resources needs was developed and included in this Program Evaluation and Planning process.

The librarians have worked with the ELC (English Learning Community) staff, as noted above, during the Fall 2006 pilot project and will be exploring with staff in the English and Counseling programs the possibility of formalizing this partnership.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.

There is a long-standing deficit in professionally trained library staff at NVC. This deficit was recognized by the recent accreditation report, which recommended that NVC “take steps to insure that adequate professionally trained staff is available to support information and learning resources, especially in the library.” The library is open for 52 hours per week, with a staff of three classified/paraprofessionals, one full-time daytime faculty librarian and a part-time, hourly evening librarian. During the busiest times of the day one paraprofessional works the circulation desk and one librarian tends the reference desk. If the librarian is conducting a library orientation or is away at a campus meeting, this leaves one paraprofessional to assist library patrons in both circulation and reference. The other two paraprofessionals are busy doing technical work in the library workroom (unless it is before or after their work hours); the result of understaffing is that patrons sometimes have to wait for assistance. In the evening hours there is only one paraprofessional on duty and the part-time librarian. If the librarian is absent, then reference service is provided as time allows by the paraprofessional on duty. If the paraprofessional scheduled for that evening must be absent, then one of the other staff members must reschedule to cover the evening, resulting in a shortage of staff during the day hours.

To provide adequate service to students during all open hours of the Library would require at least an additional 1.0 librarian and 1.0 classified staff.

E. How does this program/service support other student services within the college? Describe formal links with other student services.

Library staff has actively participated with the Associated Student Body (ASB) in a number of events by serving on planning committees, providing the space and refreshments, arranging logistical support, and providing sound and media systems. For the past three years the Office of Instruction has partnered with the Library in bringing the “Napa Reads” program and the accompanying guest lecturer to campus.

The library provides access to display cases to student organizations and staff in other departments for exhibiting displays. Examples include Black History Month, Cinco de Mayo, Women’s History Month quilt display, Day of the Dead (Puente).

The Library and DSPS each support the other by making available in the Library two computers with assistive technology software for special-needs students.

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1 Recommendation 4: 2003 Accreditation Planning Summary
F. How does the program/service enhance student development and success?

The Learning Resources department enhances student development by providing a variety of high-quality learning resources to support research needs at all levels. Books, videos, DVDs, databases, periodicals, and other media are selected on the basis of their relevance to the curriculum. Instruction is provided by staff to students to increase information competency/research skills and focuses on identifying high-quality relevant sources and applying critical thinking strategies to evaluate their reliability and effectiveness. The Electronic Classroom staff offer assistance during open computer labs by assisting students in using computer applications, and the Instructional Media Services staff provide students with access to and assistance with instructional media resources to complete their assignments.

G. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

In presentations to classes, the librarians highlight sources that reflect diversity; for example, in supporting English composition courses, the librarians developed research sources on the internment of Japanese-Americans during WWII and worked with students in depth as they prepared research papers on the topic; they also developed a collection of titles on the topic, and the Media Center in conjunction with faculty and library staff developed a collection of video material.

In addition, the librarians have worked with Social Science Division to build a collection of oral histories reflecting the diversity of our community of students. Librarians and staff worked with the ESL program to develop an ESL collection of fiction and nonfiction New Reader titles (for students developing English proficiency) and expanded the Library’s Spanish-language collection, in concert with Spanish faculty.

The Library webpage links to bibliographies created by the librarians on Native Americans, African Americans, Latinos and women’s history.

H. What methods are being used by faculty and staff to address the differences in learning styles among students served?

In presentations to classes, the librarians appeal to diverse learning styles by using computer technology, assistive technology software, handouts and brochures, physical texts, and activities (such as students locating and perusing volumes from the stacks). In these sessions, students use the Library’s wireless laptop computers for hands-on projects that tie into course objectives. For example, English instructors work together with the librarians to develop assignments in research methods.

Two computers with Kurzweil and other assistive technology software have been placed in the Library by DSPS and are always available during Library open hours to special-needs students.

I. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

4. Enrollment Trends and Student Satisfaction

A. Review the participation rate (and/or enrollment trends) data and describe recent trends.

Library staff do not have data on general library use, and there may not be a statistically viable and accurate means to gather such data. Some libraries count the number of students passing through
the entrance, but this provides no data on the activities undertaken by the students. Library staff will consider whether there is a practical means for assessing student utilization of services, while also taking into consideration the impact upon the students’ time and consequent participation rates.

- Have there been significant fluctuations in the number of students served? If so, explain.
  
  Records kept on materials circulation indicate a very stable pattern of borrowing statistics; there is no indication that the number of students served has increased or decreased significantly.

  Statistics on the usage of online databases included in the SNAP contract is unavailable; for the purposes of budgeting wisely and providing students with the most useful resources, it is imperative that such data become available. NVC Library administration will pursue the issue with the SNAP board of directors.

- Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
  
  The enrollment of ESL students has increased significantly since the last self-study; providing appropriate materials for increasing numbers of ESL students is a priority in collection development.

  Although definitive data are not available, there is a widespread perception on campus that the number of unprepared students is increasing and is a serious issue.

B. How does the program/service impact student enrollment and retention?

  The department provides direct support to instruction; primary services include reference, adequate print, online, and media collections, reserve textbooks, computer access, the Electronic Classroom computers and software, the Computer Lab computers and software, and media and instructional equipment in the classrooms and in the Media Center. The department budget is structured to keep equipment, materials, and software current to best serve students’ needs, and staff strives to maintain currency in their knowledge of technology. Furnishing this assistance and these resources makes it possible for students to complete their assignments and education goals.

C. Review the hours of operation for the program/service and the results of the student satisfaction surveys and discuss whether the program/service hours are scheduled appropriately to meet student need.

  The Library’s hours of operation are 8 a.m.-7:45 p.m. M-Th; 8 a.m.-12:00 p.m. Fri., which is typical of community college libraries of this size and staffing level (1.5 faculty librarians, 3 classified). These hours could be expanded if there were sufficient student and community need, but only if additional staffing were budgeted. The Library will explore offering online reference services. The Media Center hours of operation are 8 a.m.-7:45 p.m. M-Th; 8 a.m.-3:30 p.m. Fri., which is typical of community college media centers of this size and staffing level (2 classified). The Electronic Classroom hours vary due to course offerings. The staffing (1 classified instructional assistant) is 8 a.m.-5 p.m. M-F.

  A new Library/Learning Resources center will be a central feature of NVC’s bond-funded building expansion; this facility will provide services to students, faculty and staff, and the community.
With more space and added amenities available in the new center, student usage is expected to increase. Future student feedback may indicate a need to consider expanded hours and services.

D. Review the results of the student satisfaction surveys (and, if applicable, the schedule of classes for the program) and discuss whether the program/service hours (and, if applicable, the course offerings) are scheduled appropriately to meet student need.

There were 29 responses to the student survey for the Library. The Media Center and Electronic Classroom were not included in the questions, unlike the survey taken for the previous self-study. Because this survey had so few responses and did not cover the Media Center or Electronic Classroom, staff plan to do a more comprehensive survey in 2007.

The NVC Library satisfies my needs as a student:

- 41% strongly agreed
- 34% agreed
- 7% were neutral
- 10% disagreed
- 7% strongly disagreed

The NVC Library hours of operation are appropriate and convenient for me:

- 34% strongly agreed
- 21% agreed
- 14% were neutral
- 7% disagreed
- 21% strongly disagreed

The NVC Library staff members are helpful and friendly:

- 66% strongly agreed
- 21% agreed
- 14% were neutral

It is easy to locate materials in the NVC Library:

- 45% strongly agreed
- 28% agreed
- 7% were neutral
- 10% disagreed
- 7% stated not applicable

It is easy to get access to a computer in the NVC Library (without waiting):

- 24% strongly agreed
- 17% agreed
- 3% were neutral
- 28% disagreed
- 21% strongly disagreed
- 7% stated not applicable

Overall, I am satisfied with the NVC Library facilities:

- 48% strongly agreed
- 28% agreed
- 7% were neutral
- 10% disagreed
- 7% strongly disagreed
Comments by the students about the “best things about the NVC Library”:
The staff, study rooms, Quiet/Location

Comments about the best things about resources:
Books; access; laptops being available; request interlibrary loan materials without being
changed a fee; resources it provides, and if not available, the staff helps you look for it; the
ATT WIFI; and use of laptops without going to the computer lab

Suggestions for improvement:
Resources:
More computers and access to online journals, broader selection of materials for course
work as well as outside, and more computers (laptop and desktop), not having Microsoft
Word available and to add the ability to print from word documents, free wireless internet
for those who do not have an ATT WIFI account.

Hours of Operation:
Most of the comments were to have it open longer until 8pm, open longer on Friday, and
possibly Saturday hours. One comment was from a night student who would like to have
the same services as day students.

Facilities:
Not enough power outlets for laptops, add more study group rooms and include computer
access, DVD, VHS and TV’s into the rooms

Noise Level:
Less noise, regulate the silent zone, employees need to keep voice down when on phone.

Clarity of System:
Better organized filing system for books, or clearer instructions on using the stacks, the
books in the library are confused, more information is made available about the library’s
services. There also needs to be more request cards available to students, I always have to
ask for one.

Service Charges:
Add WIFI to the student fees so that students have access to WIFI but can pay for it
through scholarships, grants or loans. It is not economically feasible to use WIFI when
my home provider is not the same as the school provider, I don’t think it’s fair that
students have to pay for wireless access, On top of tuition & books, we still have to pay for
wireless access when we bring out own laptop to the NVC library? This is disappointing!

Staff:
More librarians

No Change:
None, none, everything is fine for me, everything is good as it is

Other:
The wooden chairs are uncomfortable, albeit beautiful real wood, We just do not see much wooden
furniture products today, limit non-educational Internet use

E. Review student/staff ratios and financial data and describe recent trends.
No data provided.
F. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

The results of 29 returned surveys are insufficient to provide a true picture of student needs. However, many of the concerns that students expressed about the deficiencies in the facility will no longer be an issue when the new library is built.

Concerning dissatisfaction with the hours of operation, without additional staffing the library cannot expand its open hours (as it is, because classified staff serve half their duty hours on the circulation desk, there is little time to tend to tasks that cannot be done while serving the public).

Reference service is necessarily limited when there is only one daytime librarian and one part-time evening librarian. Library services provided by librarians cannot be expanded without the hiring of additional librarians to cover more daytime hours (to handle simultaneous requests by students for reference assistance; attend faculty obligations; work on collection development and library projects).

G. Review student/staff ratios and financial data and describe recent trends.

According to the Association of College & Research Libraries (ACRL) standards for community, junior and technical college learning resources programs, a community college with FTES of 5,000 to 6,999 should have the following staff: 1 administrator, 7-9 librarians, 7-12 classified staff and 6-11 other staff, which would include secretaries, clerks, lab aids, etc. These figures are much the same as those from California Title V, which indicates a library of this size should have 5 librarians, 9 library classified staff positions and 4.5 media classified staff positions. Currently NVC has 1 interim administrator, 1.5 librarians, 3 classified staff, 2 media staff, and 1 Electronic Classroom staff.

Collection goals derived from the Integrated Postsecondary Education System (IPEDS) of the U.S. Department of Education indicate that an institution with 5,000 to 6,999 FTES should have, at the minimum, 80,000 volumes of books, 700 serials, 1,250 videos and films and 10,000 other items. Excellent conditions are reflected with 112,000 volumes, 1,000 serials, 2,250 videos and films, and 18,000 other items. Other items include microforms, pamphlets, etc. Currently NVC has approximately 65,000 volumes, 297 serials, approximately 5,000 videos and films, and other items are unknown.

H. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

5. Community Outreach

A. What recruitment and/or community outreach activities has the program/service engaged in or initiated?

- The NVC Library has active partnerships with all the Napa and Solano County libraries through the SNAP (Solano, Napa, and Partners) consortium. We are also closely aligned with the other libraries in the North Bay region through the North Bay Cooperative Library System (NBCL). We distribute our NVC class schedules to the public information tables at public libraries throughout Napa and Solano Counties. The NVC Library is open to the public/community and accepts any library card from any library (except Pacific Union
College) in Napa and Solano counties. We are visible online via the SNAP library consortium and the college web page.

- Library staff participated in the American Canyon recruitment fair in April 2006. In March 2006, the Library was a site of the 25th anniversary of the Napa Valley Quilters community quilt show, attracting hundreds of visitors.

- The Library has co-sponsored and hosted events open to the public that promote reading and community awareness, such as author visits via “Napa Reads,” guest speaker Congressman Mike Thompson, and a photographic display by local artist Frances Ortiz-Chavez. In collaboration with the MESA program, the Library wrote a grant requesting monies to purchase Breaking Through, selected by “Napa Reads” for the fall. A number of copies of the books were distributed to local students in the Educational Talent Search program. These students were invited to the author’s presentation in fall 2006.

- As a result of outreach by the faculty librarian, the Library was bequeathed monies to build a local history collection and promote student and community interest in Napa’s heritage, especially in agriculture. The Library is purchasing books and visual materials to build the collection and promote interest in the history of Napa County. The Library assisted in writing the curriculum for a new credit course in local history and will be supporting this course in fall 2006.

- The Library staff have been invited to attend meetings of the Viticulture and Winery Technology Program’s Community Advisory Committee. Local vintners have donated books to NVC in order to support the Library in its effort to build a special wine related collection.

- Instructional Media Services (Media Center) has provided outreach at the Upper Valley Campus by setting up public address systems for the annual Writers’ Conference. College activities requiring media equipment are supported by the Media Center; examples are commencements, graduation ceremonies for Health Occupations, ASB activities, guest speakers, Flex Day, etc. Additionally, the media collection owned by the district is listed in the SNAP catalog. The Media Center provides equipment to access noncirculating DVDs, videotapes, and sound recordings.

- In an effort to support our local nonprofit community’s training and public programming efforts, the Media Center makes available DVDs and videotapes for short-term loan on a case-by-case basis to qualifying agencies.

B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

The NVC librarians have provided orientation to library resources and research skills at New Tech High for students enrolled in a Napa Valley College history course. The associate dean of Learning Resources and Instructional Technology has met with high school librarians to pursue the idea of bringing the high schools into the SNAP consortium at some point. A few years ago, the college had a relationship with San Jose State University School of Library and Information Science and offered access to some of their courses on our campus via teleconferencing. We do interlibrary loans with various two- and four-year institutions, public libraries, and special libraries. The Library also supplies materials to various departments, organizations and guest visitors.
C. What has the program/service done to establish relationships with the business community?

Through cooperative relationships with the Vintners Association, materials have been donated to the Napa Valley College library to begin a comprehensive viticulture collection. Relationships with members of the community have provided additional funds for materials to enhance the collection. Some of these funds have been provided by the Blankenberg Memorial Fund, McCleary Fund, and Wheatley California Collection. In past years, Napa Valley Bank funded equipment and materials.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

Not applicable.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Recommendation: The team recommends that the college take steps to insure that adequate professionally trained staff is available to support information and learning resources, especially in the library.

At the time of the team visit in October 2003, the associate dean of Learning Resources and Instructional Technology position was vacant and the V.P. Instruction was supervising the Library and Media Services on an interim basis.

NVC’s initial efforts to hire a new associate dean of Learning Resources and Instructional Technology in 2004 yielded no suitable candidates. The previous associate dean, (who had been promoted to serve as dean, Upper Valley Campus) was asked to stay on as interim associate dean, a position she still holds.

The Instructional Organization Review Report, presented in March 2006, includes a recommendation to fill the vacant position of associate dean of Learning Resources and Instructional Technology. This reports states “Filling the position . . . will provide professional expertise for the facilities development and planning for the new Learning Resources building to be funded by the bond project. This is vital if the college is to move forward with cutting-edge technology to support teaching and learning in the library, in distance education and in the teaching learning center. Providing for long term planning, development, and integration of distance education currently under the Title III grant will directly strengthen the curriculum throughout the campus.” This position has been identified as a hiring priority for 2006-2007. It has proven to be a distinct advantage to have the former associate dean stay on as interim associate dean to provide continuity in leadership, expertise, and experience in planning the new Library and Learning Resources center.
In 2003 the faculty librarian retired and a new permanent faculty librarian was hired. In addition, the library was able to add to its personnel budget (for the first time in more than twenty years) a part-time, hourly librarian to be on duty during the evening hours, from 4:30 until 8:00 p.m. Monday through Thursday.

Napa Valley College has been proceeding with plans to construct a new Library and Learning Resources center. The new building will house a broad range of learning resources programs including the Library, Media Center, Teaching and Learning Center (faculty and staff development), Learning Skills and Testing Center, Writing Center, tutoring, and distance education. Working with the architects, the college stakeholders have worked together to design the new building to maximize the effectiveness of the existing staff and services.

Evidence of the results:
10. Organization Chart, Library and Learning Resources

B. If this program is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Library and Media Center support the quality of instructional programs at NVC by purchasing resources such as books, DVDs and other materials and/or equipment to meet the needs of the curriculum. As a member of the SNAP consortium, the Library provides quick interlibrary loan, at no cost, from the collections of libraries in two counties, thereby increasing the available resources to students more than tenfold. Through the North Bay Cooperative Library System (NBCLS), interlibrary loans are made available from libraries outside the SNAP system.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Educational materials and equipment are selected according to established procedures. Library materials are selected from recommendations by faculty and generally relate to course content. The librarians and paraprofessional staff use professional journals, book reviews and catalogs to select materials that will enhance the collection and support the curriculum. Media materials are requested by individual instructors or instructional
divisions and are approved by division heads on the basis of available budget and relevance to the curriculum. To insure ADA compliance, one of the Learning Resource Assistants checks for closed-captioning when DVDs or videotapes are requested. Due to space limitations, the focus is on purchasing DVDs rather than videotapes. Equipment used through the Media Center is purchased using the collected input of Instruction Council members based on institutional need.

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The librarians offer class orientation sessions on using the library catalog, databases, Internet searching on authoritative sites, etc. In addition, the librarians and the Library paraprofessionals provide one-on-one assistance to library patrons on how to use critical thinking in searching the library catalog, databases, and authoritative Internet sites. All library staff instruct students with developing skills in information competency.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

By means of the SNAP consortium the Library is able to offer access to library collections not only in the library but also from any computer with Internet access. Students and other Library patrons can place books on hold (owned by libraries in two counties) to be picked up at the college Library, and are able to use the online databases for research 24/7 using a library card from any of the SNAP library branches.

d. The institution provides effective maintenance and security for its library and other learning support services.

The library has a security system at the circulation desk that sounds an alarm when people attempt to leave with items not checked out. This system is on an annual maintenance contract. Library staff members attempt to be aware of all library users to ensure the security of the library. In addition, the library staff attempt to ensure that library patrons who use the public access computers are using them according to District policy. With such a small staff and large area, it is difficult to assist patrons and maintain surveillance of the library. In the Media Center the office houses the materials used for instruction and is not open for student access. This helps ensure that items are available for instruction unless checked out by others. The computer lab’s configuration makes it difficult for staff to monitor use of equipment and materials; but as time and availability allow, Media staff attempt to ensure that District policies are not being violated. In the Electronic Classroom there is an instructional assistant from 8:00 a.m. to 5:00 p.m. (except during lunch hour and breaks) that monitors the use of the room and assists instructors as their classes are being taught. During the evening class hours there is no assistance, so the classroom is not monitored except by the instructor.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular bases. The institution takes responsibility for and
assures the reliability of all services provided either directly or through contractual arrangement.

NVC collaborates with two organizations for library services: North Bay Cooperative Library System (NBCLS) and Solano, Napa and Partners (SNAP). The formal agreements are approved by the Board of Trustees and are reviewed annually. NBCLS provides interlibrary loan services, document delivery, reference resources and services, and a courier service (the courier service is also utilized by the District in ferrying mail and materials to the Upper Valley College campus). SNAP provides the technical support for the library automation system, which is included in the SNAP contract. SNAP partner libraries share databases and their public access catalogs through the SNAP contract.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The institution evaluates the Library, Media Center and Electronic Classroom through the Academic Support Program Evaluation process. Surveys are given to library and Media Center users (both students and staff) to see if the services offered are appropriate or could be improved, and ask for any other information that would assist the department in supporting NVC students and staff.

7. **Resources**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. **Staffing**

Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete Schedule B, Request for New Permanent Faculty and Staff, as needed)

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Program-Specific Equipment Request, as needed.)

C. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule F, Facilities Improvement/Renovation Request, as needed.)
D. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Technology Request, as needed.)

E. **Professional Development**

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.
   
   See attached form.

2) Based on the goals that resulted from this program evaluation, complete Schedule G, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

F. **Learning Resources**

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule H, Learning Resources/Media Materials Request, as needed.)

G. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule C, Request for Operating Budget Augmentation, as needed.)
PROGRAM EVALUATION SUMMARY FOR
LIBRARY & LEARNING RESOURCES

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
The job description for the associate dean, Library and Learning Resources, again specifies that only a professional librarian can hold the position. This requirement reflects the importance of a library background and library experience in administering the department.

A part-time, hourly librarian was added to the budget to provide evening reference services, 4-8 p.m. Monday-Thursday.

The library now has 13 desktop computers and 16 laptop computers for student use. The 13 desktop computers offer Internet access and are used for research and accessing the SNAP system. Two additional desktop computers have been installed through DSPS for special-needs students and feature Kurzweil and other software. When not used by DSPS students, these two computers are also used by other students to do research and access the SNAP system. The 16 laptop computers are on a wireless network and provide access to the Internet for library research and Microsoft Office Suite so students can work on Word, PowerPoint, Excel, etc. The laptops are also used when librarians give bibliographic instruction to classes.

Library materials have been purchased specifically for students requiring basic skills materials. In addition, through donations of the Vintners Association a viticulture collection has been added to the library. Through a bequest from the family of David Wheatley, a California Collection has been developed focusing on materials relating to Napa Valley. The reserve collection has also grown to accommodate student needs, although this collection needs to continue to expand to cover more course offerings.

The Media Center computers have been upgraded through the Science/Math/Engineering division. In addition, the standard media format is being changed from video VHS tapes to DVD format, and items are being purchased that are closed-captioned.

The Electronic Classroom computers have had additional memory installed, along with upgrades to the software used by the art classes.

Strengths (unique characteristics, special capacities)
The strengths of the program are the teamwork and strong skills of the staff. Three areas are covered by a small staff, and despite the problems inherent in covering such large areas, staff are adept at covering the public areas and efficiently assisting staff and students, while keeping a positive outlook.

Challenges (concerns, difficulties, areas for improvement)
The greatest challenges are staffing and budget, and they are cited in other areas of this document.

When the new tennis courts were built, the cablevision cable was cut; and due to costs it was not repaired or replaced. As a result, the Media Center is no longer able to do recordings for instructional purposes. The satellite unit and service from CCCSAT is also not dependable, so these services are provided only on an as-needed basis.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

Database use statistics
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by _________________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

Verified on: ______________________________
Verification Committee Signatures: ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President ______________________________
Date Letter Sent: ______________________________
Recommend review in 2 years: Yes _____ No _____
# PROGRAM EVALUATION AND PLANNING

## STUDENT LEARNING OUTCOME (SLO) MATRIX

### LIBRARY & LEARNING RESOURCES

<table>
<thead>
<tr>
<th>#1 SLO Purpose</th>
<th>Goal</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, organize and maintain a variety of information resources, from both within the Library and worldwide, that provide for diverse perspectives and learning styles</td>
<td>1.1 Organize and maintain the resource collections, providing bibliographic, physical and remote access to materials.</td>
<td>1.1.a Items will be catalogued and processed</td>
</tr>
<tr>
<td></td>
<td>1.2 Maintain a broad range of quality learning resources in accordance with NVC collection development policies and NVC curriculum.</td>
<td>1.2.a Collection will be relevant to the curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2 SLO Purpose</th>
<th>Goal</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a high quality of service to users</td>
<td>2.1 Provide prompt and competent assistance to users</td>
<td>2.1.a Users will receive accurate information from library staff</td>
</tr>
<tr>
<td></td>
<td>2.1.b Users will receive useful guidance from the library staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.c Users will receive prompt service from the library staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3 SLO Purpose</th>
<th>Goal</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen services that foster information literacy and enhance learning and teaching</td>
<td>3.1 Help students learn to analyze an information need, access, evaluate, use and document information in effectively and ethically.</td>
<td>3.1.a Patrons will report that completing the Library Research Unit helped them do research more effectively</td>
</tr>
<tr>
<td>SLO</td>
<td>Goal</td>
<td>Outcome</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>3.2</td>
<td>Collaborate with faculty to meet student needs for bibliographic instruction</td>
<td>3.2.a Students will learn about specific resources which meet the needs of subject area of classes</td>
</tr>
<tr>
<td>3.3</td>
<td>Encourage full and responsible use of the Library’s resources and services by all who use it.</td>
<td>3.3.a Patrons will use electronic databases to locate information</td>
</tr>
<tr>
<td>#4</td>
<td>Administer resources effectively</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Ensure that the Library provides well-planned, secure and adequate space, conducive to study and research with suitable environmental conditions</td>
<td>4.1.a Patrons will have access to a quiet, clean and comfortable environment</td>
</tr>
<tr>
<td>4.2</td>
<td>Review and access on a regular basis the Library’s mission and goals, policies, programs, personnel, equipment, systems, and facilities in order to improve effectiveness in accomplishing the library mission.</td>
<td>4.2.a Staff will review the library policies</td>
</tr>
<tr>
<td>4.3</td>
<td>Enhance the professional skills of the Library staff</td>
<td>4.3.a Library staff will obtain adequate funding for job training and professional development</td>
</tr>
<tr>
<td>4.4</td>
<td>Maintain dialogue with the NVC community in order to improve and promote the library</td>
<td>4.3.b Library staff will be given work time for job training and professional development</td>
</tr>
<tr>
<td>4.5</td>
<td>Work with other NVC departments to provide reasonable accommodations for people with disabilities</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

LIBRARY & LEARNING RESOURCES

1. Develop, organize and maintain a variety of information resources, from within the Library, through regional affiliations (SNAP and NBC), and worldwide via the Internet, that provide for diverse perspectives and learning styles

2. Provide high-quality service to users

3. Strengthen services that foster information literacy and enhance learning and teaching

4. Administer resources effectively
## Program/Discipline Plan
### Library & Learning Resources

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Implement research methods/information competency linked course</td>
<td>1</td>
<td>Work with English Department to develop course SLOs; develop course outline; present to Curriculum Committee; schedule and implement course</td>
<td>If course implemented, 1.0 FTE faculty Librarian position</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin cross-training of Library and Media staff in preparation for working together in new Library/Learning Resources center (preparation of materials, collection development, training Library staff to provide media services, training Media staff to provide library services)</td>
<td>1</td>
<td>Work with staff by job-shadowing to plan for merging into one work location and to determine needs regarding collection development and training for tasks that will be shared in the new location</td>
<td>1.0 FTE Learning Resources Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep current on technologies used in the Library and Media Center</td>
<td>1</td>
<td>Work with staff on campus that have the knowledge base to offer training on the technologies used</td>
<td>In-house resources for training, no cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training on a variety of needs such as how to handle difficult people, reference skills, research skills, etc.</td>
<td>1</td>
<td>Attend training workshops, host workshops, and network with other libraries offering training</td>
<td>Funding for conferences and seminars and out-of-District travel</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section

- A. Curriculum and Instruction
- B. Student Success and Equity
- C. Enrollment Trends and Student Satisfaction
- D. Community Outreach
- E. Accreditation and External Reviews

April 2006
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>N</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

There is a long-standing deficit in librarians at NVC. This fact was recognized by the recent accreditation report, which recommended that NVC “take steps to insure that adequate professional trained staff is available to support information and learning resources, especially in the library.” An additional librarian is needed to serve students by providing instruction in research methods/information competency courses and to provide full coverage of services during library hours. It is not possible for one librarian to cover all the daytime professional service needs (individual student reference assistance throughout the day, class orientations, collection development, library-related responsibilities, and commitments to campus committees).

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Resources Assistant</td>
<td>N</td>
<td>1.0</td>
<td>18</td>
</tr>
</tbody>
</table>

Currently the library is staffed with three Learning Resources Assistants (paraprofessionals). The library is open 52 hours per week, requiring each of the three paraprofessionals to be on the public service desk almost 50 percent of their working hours, which makes it difficult to adequately attend to responsibilities that need to be done away from the desk. If a staff member is absent, remaining staff must work longer desk shifts and/or longer days, since closing the library early has not been an option in the past.

*N=New, R=Replacement

Submitted by: ___________________________  Approved by: ___________________________

Budget Center Manager

President/Vice President

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center 4101 Learning Resources   Activity 612000 (Library) 613000 (Media)

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56310 Library Books</td>
<td>$25,000</td>
<td>Increased costs, new programs that require purchases to meet the needs of the programs</td>
</tr>
<tr>
<td>55195 Library Services</td>
<td>$10,000</td>
<td>Increased costs of databases needed for instruction</td>
</tr>
<tr>
<td>56320 Periodicals</td>
<td>$3,000</td>
<td>Increased costs of publications</td>
</tr>
<tr>
<td>56340 Non-Print Media</td>
<td>$7,000</td>
<td>Closed-caption existing media collection</td>
</tr>
<tr>
<td>54590 Other Supplies</td>
<td>$2,000</td>
<td>Supplies needed to operate the Library and Media Center</td>
</tr>
<tr>
<td>55211 Conferences/Seminars</td>
<td>$1,000</td>
<td>Training for Library and Media staff to remain current in their job functions</td>
</tr>
<tr>
<td>55212 Travel</td>
<td>$300</td>
<td>Cover costs to attend meetings and conferences</td>
</tr>
<tr>
<td>54310 Instructional Supplies</td>
<td>$5,000</td>
<td>Costs involved in maintaining LCD projectors (bulbs)</td>
</tr>
</tbody>
</table>

Submitted by: ___________________________   Approved by: ___________________________

Budget Center Manager                President/Vice President

APRIL 2006
**PROGRAM-SPECIFIC EQUIPMENT REQUEST**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None at this time due to the bond covering needs in this area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None at this time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: Budget Center Manager

Approved by: President/Vice President

APRIL 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment--when will the equipment need to be replaced?

The Library and Media Center photocopiers (one copier in each location), which are heavily used by students every day, need to be networked to the computers in each building. This will save costs on maintenance, toner, and supplies. Users are currently on the honor system to pay; and as a result, numerous prints are being made and left behind (at least two reams of paper are wasted this way each week) and some patrons take their printouts and walk off without paying for them. There are no additional library equipment, furniture, or infrastructure requirements to accomplish the networking, as the copier is capable of this function and was purchased with this function in mind; but the setup work has not been scheduled by the department in charge of copiers on campus (Business and Finance).

The Media Center copier is scheduled for replacement. Estimated cost of replacement is $500.

Printer for Reference Desk: The current printer was purchased several years ago but is not on the list of “standardized” equipment, so the IT department does not consider it a priority on occasions when the printer needs troubleshooting or service. It is a major inconvenience when the printer is unavailable for purposes of research and assisting instruction. Estimated cost of replacement is $300.

Cost estimates will be provided for priority projects only.

Submitted by:                   Approved by:

Budget Center Manager           President/Vice President

APRIL 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary

None at this time due to the upcoming construction of a new Library and Learning Resources center (due to begin construction in summer 2007)

Cost estimates will be provided for priority projects only.

Submitted by:           Approved by:  
___________________________________   __________________________________
Budget Center Manager        President/Vice President

APRIL 2006
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   - Cross-training of Library and Media staffs in tasks and responsibilities they will have in common when the Instructional Media Services and Library share the same location in the new LLRC (beginning construction in summer 2007)
   - More training on Learning Communities and the role and development of SLOs in community college libraries
   - Training for dealing with medical emergencies, natural disasters, and problematic student/patron situations
   - Conducting effective meetings (making meetings work);
   - Creating presentations and feeling comfortable giving them
   - How to handle difficult people

2. What pedagogical training needs have been identified in your program review?
   - Skills in working with patrons to provide good service, including handling problem situations
   - Refresher training for paraprofessionals on reference skills, reference tools, including online resources
   - Training for librarian in developing curriculum and teaching, especially in the online environment
   - Training for librarian in delivering online reference so the Library would be in the position to participate in 24/7 reference should this service be initiated

3. What types of technology does your program use? What technology training needs have you identified?
   Learning Resources staff use CARL software for circulation, acquisitions, serials, bibliographic maintenance; MS Word for various applications; Excel for budget records; Access for Reserves records; PowerPoint for research or outreach presentations.
   Technology training needs:
   - Features of existing and future releases of Microsoft Outlook, Word, etc.
   - Future releases of online catalog and CARL programs (CARL is the supplier of software for circulation and acquisitions for the SNAP consortium)
   - Future upgrades of online databases and new databases
   - Current Datatel training (student records, fiscal management, registration)
   - Other types of library technology as it evolves and as there is need

4. What are the leading publications specific to your discipline and/or program?
   - Booklist; Choice; Library Journal; Science Books & Films
   - Updates, bulletins from OCLC and other organizations related to libraries and education

Submitted by: ___________________________  Approved by: ___________________________

Budget Center Manager          President/Vice President

APRIL 2006
**LEARNING RESOURCES/MEDIA MATERIALS REQUEST**

**Books including Reference:**

Number of titles to add: _____  Not applicable to the Library, Media Center or Electronic Classroom

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide a multicultural perspective to the topics covered in the course; a gender-related perspective on subjects; a literary, dramatic, or fictional perspective for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/ comments:

Estimated cost for new materials:

**Periodical Titles:** (Newspapers, Journals, Magazines)

Number of titles to add: ______

Recommendations/comments:

Estimated cost for new materials:

**Electronic Databases and Indexes:**

Number of databases to add: ______

Recommendations/comments:

Estimated cost for new materials:

**Media Collection** (closed captioned or DVD):

Number of titles to add: ______

Recommendations/comments:

Estimated cost for new materials:

Yes  No  Are Library/Learning Resources service hours adequate for this course/program?

Yes  No  Is the quantity of materials sufficient for students within needed time frame?

Yes  No  Will Library/Learning Resources assignments be used in your course?

Yes  No  Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

I would like to meet with a librarian for developing a plan for selecting and adding materials to the Library or Media Center.

I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

**APRIL 2006**