

# 2017-2018 WCC/LCC Library Program Review

*Annual Update (Last Full Review 2016-2017)*

## WCC - Library & Learning Resources Program Recommendations

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**Year of Review:** 2017-2018

**Type of Review:** Annual Update

**Program Description :** The Library's main program focus is teaching students information literacy. This is done through various activities, which include providing a library collection to support & supplement curriculum and personal development as well as library/information instruction to the college community. The library collection includes print, audio-visual, and electronic materials. Library activities include circulation (library cards, checking in/out items, paying fines, etc.), reference (research assistance & helping students use the library), instruction (instructional sessions, open workshops, credit courses, orientations/tours, etc.), and technical services (cataloging and processing of library materials, ILS administration, maintaining electronic resources, etc.). Additionally, the Library provides daily management of the Open Media Lab and assists students with use of the lab.

**Executive Summary (Include a list of team members):** The 2016-2017 full program review team included Traci Johnson (WCC Library Media Specialist), Donna Veal (Lake County Campus Library Media Technical Assistant), Kandice Goodman (LCC Library Media Specialist) & Dena Martin (WCC Librarian). The team predominately worked by telephone and email to complete the review. The process began by reviewing the previous program review and deciding what was still applicable to the current situation. What is highlighted is aligned with the best practices of California community college academic libraries and/or with what library employees believe will enhance the library and it's many activities. The 2017-2018 updated was completed by Dena Martin, WCC Librarian with the intention of keep the same recommendations that were decided during the full review in the 2016-2017 academic year.

The goal of this review was to ensure the needs of the Library, that can only be met through the formal campus planning process, are highlighted in this review in order to make them reality.

**Program Mission Statement:** The WCC Library's mission is to teach information literacy to support academic success and encourage life-long learning/personal development. To complete this mission the Library provides students, faculty, and its other users with educational materials that are directly relevant or supplemental to their coursework at Woodland Community College and its satellite locations in a student friendly environment that focuses on learning, academic success, & information literacy.

The Library's mission supports the College's mission by providing materials that support high quality education and student success. Life-long independent learning opportunities are available by using the Library's resources which are also available to community members. The Library values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas through information sources of all kinds and strives to provide for and assist those interested in accessing information on any topic from any point of view and resists limiting or preventing access to information.

**Industry Trends and Program Data Analysis :** Given the history of Library Science 1 being scheduled, there is not enough data to draw any conclusions. Between spring 2009 and spring 2016 (a 6 year gap) the class was not offered at all. In the future, the library hopes there will be enough data to draw conclusions on the 1 credit library course that is active. LIBSC-1 is now a part of a local Student Success certificate and is a highly encouraged elective in the First Year Experience (FYE) program, which we believe will help enrollment and scheduling of LIBSC-1.

The Lake County Campus transition is affecting the library in several ways. The biggest issue is that the WCC library budget has not been supplemented for the additional cost we will be incorporating for electronic resources (databases and the integrated library system) that were previously paid out of the Yuba College Library budget. LCC faculty indicated, on a 2014 survey,

subscription resources they feel are essential and supplemental to teaching that WCC does not currently subscribe to. If they begin using the WCC Library database page (as they should be under WCC now), they will no longer have access to these titles. If they continue to use YC Library databases, then it is a breach of YC Library's contract with the database vendors (because it allows access to a group of people that will no longer be paid for).

There is a trend of libraries using Lottery and Instructional Equipment money to purchase library materials (including subscription based resources), but this is not funding the WCC Library has access to. Santa Barbara City College Library, San Mateo City College Library, Peralta College Library, Cuesta College Library, Laney College Library, and Coastline College Library (to name a few) have all reported recently that they receive lottery funds. Butte College Library has reported it has received Instructional Equipment to purchase library materials and there have been others (but college names were not tracked).

Additionally, other community college libraries are included in the use of equity funding (a list of colleges and projects can be provided), but this is another source of funding the library has no access to which limits our ability to serve students where other academic support departments are supported by the funding and can increase opportunities for student success or pilot new ways to increase student success.

**SLO Assessment Summary:** The Library assesses itself through several mechanisms, including student assessment data, faculty assessment data, and usage data for both specific activities and program level assessment.

Data from the Library's survey to faculty who have brought their students into the library for instruction shows that 100% of the presentations supported the planned outcomes (instructors are part of the process of identifying outcomes). Those instructors also indicated that 95% of the sessions had excellent content presentation & organization with the remaining 5% rating the sessions as good. This data shows how well the Library teaches information literacy to students in non-library credit courses. Students are also surveyed at these class presentations and open workshops with an equally high success rate. About 97% of students surveyed feel their knowledge increased in the subject matter presented and 95% of students report learning the Student Learning Outcomes (SLOs) that were identified for the presentation. Students who obtain reference assistance report that 98% of reference sessions were very helpful (92%) or helpful (7%).

These activity specific SLOs and library usage data feed into the Library program SLOs. As we cycle through the selected SLO for each year the library has been successful at meeting its goals. One program SLO is to improve information competency and the data gathered from faculty and students show the library is successfully doing this.

The LIBSC-1 class assesses SLOs for the course. Modifications are continually tried to increase the success rates of students learning outcomes. For example, metacognitive reading logs were replaced by reading comprehension quizzes because there was not adequate time to assist students in developing and applying metacognitive reading skills to the course textbook. The challenge here being that the class is a CSU & UC transferrable course, but most students who are enrolled are below college level English (English 105), especially with the class being filled with FYE students. With a recent COR update, the language advisory was removed at the suggestion of the curriculum committee. Although removing it was advised, students who have higher level of English and Reading skills perform better in the class than those who are at lower levels.

To summarize, the library uses the feedback to sustain and/or modify instruction and outreach to students. Feedback has been very positive from both faculty and students. The feedback shows a high level of success with students meeting the Student Learning Outcomes.

**Course Content and Statistical Analysis:** On a recent update of the COR, LIBSCI-1 discontinued to suggest college-level language skills to pass the course successfully at the advice of the curriculum committee. The course is listed as CSU and UC transferable (and hopefully will continue to be transferrable). Although the college-level language skills advisement was removed, students who have higher English and Reading skills do better in the course than those who do not.

LIBSCI-1 is now a required course for a Student Success Certificate of Advancement (a local certificate) and is an encouraged elective for the First Year Experience program. Given the 6 year gap between LIBSC-1 being offered there is not enough data to draw any conclusions from at this time (we only have data from last spring and no campus data to compare it to). With the increase of enrollment in LIBSC-1 due to the local certificate and FYE elective, the library hopes there will be enough data in the future to draw conclusions. We request that additional data on average campus class fill rates and average campus retention rates be provided in the future to assist with this analysis.

**Future Goals and Program Direction:** The Library has identified the following goals and best practices to meet expectations of Title 5, accreditation standards, and best practices in library's:

- 1) Re-acquire the library classroom so it can be used for its intended purpose of teaching information literacy from within the library and other library purposes that meet the needs of the library's mission, goals, values, etc.
- 2) Maintain sufficient library resources/services and plan for improvements through the program review process.
- 3) Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success.

**Feedback (Validation Team Use ONLY) :** -

**Are you ready to submit your final program review?:** Yes

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## **Recommendation: Staffing: Meet Title 5 Library Faculty Requirements**

Hire a second full time Librarian to meet Title 5 minimum requirements and begin to budget for a third full time faculty Librarian to meet requirements and cover services to CCOF, LCC, and DE students . Obtaining full time Librarian positions should not be at the expense of part-time Librarian assistance, especially for evening, weekends, summer hours, or classified coverage.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2014-2015, 2015-2016, 2016-2017

**Request Date:** 12/01/2012

**Supporting Evidence :** Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for number of library faculty based on student FTES. For a college under 1,000 FTES there should be 2 full time faculty librarians. Please note the Library has been requesting a second full time librarian for several years through program review and the faculty staffing process. The California Community College Board of Governors sets these minimums, and colleges and districts should meet or exceed them. These standards are supported by the Academic Senate for California Community Colleges. Additionally, Education Code designates a library shall be under the supervision of academic personnel (§ 78103) which is not possible with the current level of faculty librarian staffing. Meeting minimum certificated staffing would allow students greater access to certificated library staff.

Sutter and Yuba College Libraries have classified staff coverage for their circulation desks scheduled at all times their libraries are open. Woodland and Lake County Campus does not have the same level of staffing. Currently, there is no staff to cover the LMS's breaks, lunch, and absences and it is not standard for Librarians to provide breaks to support staff. Yuba College Librarians do not cover the circulation desk at any of the libraries, but this has been a regular occurrence at Woodland, especially when there are absences due to illness, lack of classified staff evening coverage, or other campus opportunities. Best practices indicate more collaboration between Librarians and other faculty, but we need additional certificated and classified staff to do this while also providing librarian coverage in the library. The Librarian also coordinates all library services with reference & instruction being only a part of a librarian's duties. Woodland receives an average of 98,316 visits per year, with an average circulation of 12,712 materials each year, and provides assistance to students in the Library and Open Media Lab. Additionally, the Librarians provide instructional assistance via reference for approximately 197 students a year and provides an average of 32 instructional presentations a year (which we are in the process of growing) in addition to other duties, such as developing the collection and maintaining webpages/portal pages. A second Librarian would provide greater coverage in the Library, greater collaboration with faculty, more opportunity to develop and promote library services, and possible expansion of collaboration with faculty and learning opportunities at Colusa and/or Lake.

The library is understaffed and in need of both classified and certificated staff to increase access and effectiveness.

**Evaluation Plan:** Once staff is hired the positive effects of the new position(s) on library services will be analyzed through data including library based data (such as reference and instruction) and survey based data (measuring the positive impact of staff on access, quantity of services, quality of services, etc.).

### *Plan of Action*

#### **Staffing - Faculty -**

Hire a 2nd full time librarian to work toward meeting Title 5 requirements.

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(Active)

**Budgetary Impact:**

Refer to full time faculty pay scale.

**Timeline/Responsible Party:**

Timeline: ASAP

Responsible Party: Administration & Library Staff

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

[Library Overview Statistics](#)

[Standards for CC Libraries](#)

**Staffing - Faculty** - Continue funding for part time Librarian hours to cover evenings and fund additional coverage for the Library as necessary.

(Active)

**Budgetary Impact:** Refer to part time librarian pay scale. Allow allotment to support open afternoon and evening hours and work toward increasing hours (with additional classified coverage) to increase student access.

**Timeline/Responsible Party:** Timeline: ASAP

Responsible Party: Administration & Library Staff

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

[Standards for CC Libraries](#)

[Library Overview Statistics](#)

## Related Goals

College - WCC ACCJC

**Standard II C** - Standard II C: Library and Learning Support Services

WCC - Library & Learning Resources Program Recommendations

**Student Success and Completion (WCC/YCCD)** - Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success

**Student Success and Completion (WCC/YCCD)** - Maintain sufficient library resources/services and plan for improvements through the program review process.

## Recommendation: Staffing: Meet Title 5 Library Support Staff Requirements

Hire additional Library support staff to meet Title 5 minimums (3 support staff for a college with 1,000 or less FTES). Having 3 Library/Media specialists may be sufficient to accommodate daily operation of the Open Media Lab and support DE testing until growth or other needs prevent it.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2014-2015, 2015-2016, 2016-2017

# WCC - Library & Learning Resources Program Recommendations

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**Request Date:** 12/01/2012

**Supporting Evidence :** Title 5 (§ 58724) designates minimum standards for numbers of Library support staff. For a college under 1,000 FTES there should be 3 full time library support staff positions. The WCC Library currently has 1.0 FTE library support staff. The Library has requested staffing in previous reviews and has only obtained 1 of the 3 support staff positions eliminated in January 2010 that supported the Library and Open Media Lab. The California Community College Board of Governors sets these minimums, and colleges and districts should meet or exceed them. Additionally, these standards are supported by the Academic Senate for California Community Colleges. Meeting minimum staffing would also allow students greater access to the Library by increasing hours and personnel availability.

Sutter and Yuba College Libraries have classified staff coverage for their circulation desks scheduled at all times their libraries are open. Woodland does not have the same level of staffing. Currently, there is no staff to cover the LMS's breaks, lunch, and absences. Yuba College Librarians do not cover the circulation desk at any of the libraries, but this has been a regular occurrence at Woodland, especially when there are absences due to illness or other campus opportunities. The current LMS has been excellent at maintaining circulation coverage, but frequently gets lunch or breaks cut short when students are not available (although students should not be relied upon for this task). Many of the best practices indicate more collaboration between Librarians and other faculty, but we need additional certificated and classified staff to do this. The Library receives an average of 98,316 visits per year and has an average circulation of 12,712 items per year. Lake County Campus Library has a similar issue with no staff to cover either the day or evening classified staff breaks, lunch, or absences. If a LCC staff member is ill, then the library is closed.

The classified staff at both locations communicates regularly with faculty regarding the reserve textbook collection, which can be time consuming given the schedules of faculty, in addition to managing the collection to ensure accurate textbooks are available. The library classified staff at WCC organizes and proctors an average of 266 DE exams per year, and assists students in the Library and Open Media Lab. Additionally, the Library Media Specialist trains and supervises student employee and volunteers.

The Lake County Campus has 1.5 FTE classified staff and their library circulation on average is 1,647 transactions a year (WCC has almost six times more circulation than at the Lake County Campus Library). WCC also has approximately 4.7 times more visitors than the Lake County Campus Library, but we have only 1.0 classified FTE.

The library is understaffed and in need of both classified and certificated staff to increase access and effectiveness. It is also needed to cover breaks, lunches, and absences (which there is no classified coverage to do this currently).

**Evaluation Plan:** Once staff is hired the positive effects of the new positions on library services will be analyzed through data including library based data (such as circulation) and survey based data (measuring the positive impact of staff on access, such as open hours, and quality of services).

## Plan of Action

**Staffing - Technical/Clerical** - Hire 2nd LMS to meet Title 5 requirements and service the Library and Open Media Lab.  
(Active)

**Budgetary Impact:** Classified salary range: 25.

**Timeline/Responsible Party:** Timeline: ASAP  
Responsible Party: Administration & Library Staff

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

[Standards for CC Libraries](#)

[Library Overview Statistics](#)

[2010 Fall CQI Survey](#)

[Fall 2011 CQI Survey](#)

# WCC - Library & Learning Resources Program Recommendations

**Staffing - Technical/Clerical** - Hire 3rd LMS to meet Title 5 requirements and service the WCC Library , Open Media Lab, and possibly CCOF. A portion of time of this position could be used provide CCOF coverage, if necessary, to allow students access to current textbooks or other library materials while respecting classified job descriptions, workload, and contract. (Active)

**Budgetary Impact:** Classified salary range: 25.

**Timeline/Responsible Party:** Timeline: ASAP  
Responsible Party: Administration & Library Staff

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

- [Standards for CC Libraries](#)
- [Library Overview Statistics](#)
- [Fall 2011 CQI Survey](#)
- [2010 Fall CQI Survey](#)

**Staffing - Technical/Clerical** - Hire a second full time Library Media Specialist for Lake County Campus to ensure day & evening coverage in addition to break, lunches, and absences of other library staff. (Active)

**Budgetary Impact:** Classified salary range: 25

**Timeline/Responsible Party:** Timeline: ASAP  
Responsible Party: Administration, Librarian, Library staff

**Location:** Clear Lake Campus

**Perkins Eligible:** No

## Related Goals

College - WCC ACCJC

**Standard II C** - Standard II C: Library and Learning Support Services

WCC - Library & Learning Resources Program Recommendations

**Student Success and Completion (WCC/YCCD)** - Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success

**Student Success and Completion (WCC/YCCD)** - Maintain sufficient library resources/services and plan for improvements through the program review process.

## Recommendation: Adequately Fund Library Resources

Adequately fund the Library to support student needs in areas of collection development, equipment, and other items needed to responded to best practices, legal mandates, and local needs identified through daily activities with students.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2014-2015, 2015-2016, 2016-2017

**Request Date:** 12/01/2012

**Supporting Evidence :** Colleges are required by both Education Code and accreditation standards to appropriately fund libraries to provide sufficient resources and effective functioning of the library's instructional program and other library services. Adequate funding for libraries is not optional or discretionary.

The Library has approximately 16,000 print book volumes, which is well under Title 5 requirements for a college of our size (which should be 30,000 book volumes). Even if we include the approximately 7,000 e-book titles selected by the campus (not

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including free or public domain titles) that brings total books to 23,000 titles. The average cost for an academic book is approximately \$55.30. The current budget does not allow for much growth.

With new materials published often and new assignments given to students, the Library must have adequate funding to respond to needs and keep the Library's collection updated and relevant with newly published materials. This is especially necessary for technology and science related topics, but affects all topics/disciplines. Specific needs are identified through the Library's collection development processes, including requests from faculty. Most of the comments students make regarding the Library have to do with hours and the collection. Students want more resources and more variety of resources that can not be met with limited funding the library receives. Library print circulation averages 12,712 transactions a year, which shows students are using books, periodicals, and the media materials the Library provides.

Daily interactions with students also provide library staff with suggestions and informal information on how we can improve their experience.

**Evaluation Plan:** Once identified needs are maintained or increased, circulation and usage data can measure success of recommendation in addition to survey data showing satisfaction in the quality and quantity of resources available.

## Plan of Action

**Equipment** - Continue to allocate adequate funding for library books (print and electronic) for WCC , CCOF, and LCC to work toward meeting Title 5 requirements and keep collections updated and relevant.

(Active)

**Budgetary Impact:** Minimum of \$10,000 per year for use on books, although restoring the budget to \$20,000 per year (past allocation) for books would be ideal to meet make better progress toward Title 5 minimum requirements and keep the collection updated and relevant to curriculum (which would include expanding ebook resources).

**Timeline/Responsible Party:** Timeline: Yearly

Responsible Party: Administration (for budget allocation) & Librarian (for collection development)

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

[Standards for CC Libraries](#)

[Library Overview Statistics](#)

[2010 Fall CQI Survey](#)

[Fall 2011 CQI Survey](#)

**Equipment** - Increase the Library's materials budget to meet demands for subscription based resources (including periodicals, media, etc.).

(Active)

**Budgetary Impact:** Enhance the Library's collection budget at least \$15,000/year to cover the following and support the average 70,000 electronic resource searches and approximately 1,000 library periodical uses a year:

- 1) Allow for increases in costs due to inflation to keep existing resources;
- 2) Restore subscriptions cancelled in 2014-2015 academic year by administration that faculty indicated in the fall 2015 periodical survey are essential (Davis Enterprise, SF Chronicle, and NY Times), supplemental (Davis Enterprise, SF Chronicle, NY Times, and Wall Street Journal), and useful to students;
- 3) Change or increase formats of existing subscriptions to the mediums (print or electronic) faculty prefer as indicated in the 2015 periodical survey;



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4) Cover additional expenses for taking on Lake County Campus and maintaining their access to print and electronic resources we do not currently subscribe to;

5) Cover subscriptions for resources administration adds, if usage is high enough in relation to costs to continue subscription; and

6) Add new resources, if possible, for WCC, CCOF, LCC, and DE students to use.

**Timeline/Responsible Party:** Timeline: Yearly

Responsible Party: Administration (for budget allocation) & Librarian (for collection development)

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Related Documents:**

[Standards for CC Libraries](#)

[Library Overview Statistics](#)

[E-Resource Usage](#)

[Fall 2011 CQI Survey](#)

[2010 Fall CQI Survey](#)

**Equipment** - Purchase library cards for library circulation. (Active)

**Budgetary Impact:** \$2,000 (minimum order)

**Timeline/Responsible Party:** Administration for funding, Librarian for ordering

**Location:** Woodland Community College - All

**Perkins Eligible:** No

## Related Goals

College - WCC ACCJC

**Standard II C** - Standard II C: Library and Learning Support Services

WCC - Library & Learning Resources Program Recommendations

**Student Success and Completion (WCC/YCCD)** - Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success

**Student Success and Completion (WCC/YCCD)** - Maintain sufficient library resources/services and plan for improvements through the program review process.

## Recommendation: Administrative Support of Library

Administrative support of library-driven initiatives identified through library staff experiences assisting students that will contribute to a more effective, patron driven Library experience for students.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2014-2015, 2015-2016, 2016-2017

**Request Date:** 12/01/2012

**Supporting Evidence :** Outside of Title 5 requirements to adequately fund the Library, there are additional needs the Library has been unable to obtain administrative support for in order to successfully follow through. These needs, at minimum, allow the Library to meet the needs of students (sometimes directly, sometimes indirectly). These needs are driven by informal and formal input from students & faculty.



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Best practices indicate that library faculty should have sole authority for determining and developing the academic services and programs within the library. Library faculty should have the primary responsibility for oversight of all educational functions of the library and for the management of educational materials such as books, databases, and other materials. Historically, these practices have not been followed at WCC. Although the WCC Library feels supported by our current administrator, most of the action plans under this recommendation are still relevant; therefore, the program review team wanted to continue to list this in the Library's program review.

**Evaluation Plan:** Library staff can evaluate the effectiveness based on daily interactions with students in addition to evaluating how these tools have improved our ability to meet the Library's mission. These recommendations are experience driven, as opposed to numbers driven, so the evaluation would be measured in the same manner.

## Plan of Action

**Equipment** - Fund a white noise machine to block ambient sounds (service desks, lobby, etc.) and maintain a quiet environment conducive for student study and student success.

(Active)

**Budgetary Impact:** Estimated costs for a white noise machines ranges from \$.65 to \$1.75 per square foot.

**Timeline/Responsible Party:** Timeline: When fiscally feasible

Responsible Parties: Administration and Librarian

**Location:** WCC Main Campus

**Perkins Eligible:** No

**Equipment** - Identify funding to purchase an indoor bookdrop to allow students more efficient access to return materials within the Library (such as Library Use Only materials). Library Use Only materials are not de-sensitized, so the alarm goes off disrupting students studying and embarrassing the student trying to return the book. Additionally, this book drop would help keep lines down by giving those students a secure way to return the books to us.

(Active)

**Budgetary Impact:** Approximately \$1,500 (one time cost)

**Timeline/Responsible Party:** Timeline: When fiscally feasible

Responsible Parties: Administration and Librarian

**Location:** WCC Main Campus

**Perkins Eligible:** No

**Equipment** - Include access to a color printer, scanner, and change machine in Open Media Lab and/or Library. Print Kiosks should be located around campus for students to quickly print. Include these items in the next contract with Tozier's or other vendors. Students ask for these items and express that they would be helpful to complete coursework.

(Active)

**Budgetary Impact:** Unknown. The printer and photocopiers are negotiated as part of the Tozier's contract by the district, although it could be feasible to purchase a scanner separately for students to scan materials.

**Timeline/Responsible Party:** Timeline: When Tozier's contract is up for negotiation.

Responsible Party: Administration, with input from library staff

**Location:** WCC Main Campus

**Perkins Eligible:** No

**Equipment** - Fund a large sign to make students aware of Library Resources for their CCOF courses. The sign could include "Access your Library's Online Resources 24/7 via the Portal. Contact [wcclibrary@yccd.edu](mailto:wcclibrary@yccd.edu) or (530) 661-5740 for more

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information." This sign could be placed outside near the entrance for maximum benefit so students and faculty can be aware of the resources that are available to them.

(Active)

**Budgetary Impact:** Estimated to cost \$300.

**Timeline/Responsible Party:** Timeline: When fiscally feasible.  
Responsible Part: Administration and Librarian

**Location:** Colusa County Outreach Facility

**Perkins Eligible:** No

**Equipment** - Purchase USB cable barcode scanners for stations without scanners, inventory equipment, and as backup. Library services will be greatly affected when current technology (which is old technology) fails. Library workflows will be improved with equipment at each workstation. Lake County Campus Library also needs at least one (although a second one will be asked for if demand warrants it).

(Active)

**Budgetary Impact:** Approximately \$400 for each scanner. Currently the Library requests 3 scanners (1 for WCC circulation desk, 1 for LCC circulation desk, and 1 for backup/inventory), although life-span of current equipment may leave the library needing additional scanners.

**Timeline/Responsible Party:** Timeline: When fiscally feasible  
Responsible Party: Administration and Librarian

**Location:** Woodland Community College - All

**Perkins Eligible:** No

**Other** - Continue to support library staff regarding DE exam proctoring, especially in regard to staffing, availability, student procedures, etc.

(Active)

**Budgetary Impact:** None.

**Timeline/Responsible Party:** Timeline: Ongoing  
Responsible Parties: Library Media Specialist, Librarian, and Administration

**Location:** WCC Main Campus

**Perkins Eligible:** No

**Other** - Resolve the issue of students requesting access to textbooks at the Colusa County Outreach Facility. The MOU approved by Colusa County and the YCCD Board of Trustees in 2012 should be taken into consideration along with classified job descriptions and workload. Currently a non-library classified staff member is circulating textbooks at CCOF while the MOU with Colusa County Library's Williams Branch is still active. Consider other solutions for these students such as using Equity, SSSP, HSI, etc. to fund semester long checkouts students can checkout from WCC, funding staff, etc.

(Active)

**Budgetary Impact:** unknown

**Timeline/Responsible Party:** Timeline: As soon as possible  
Responsible Parties: Librarian, Administration, Classified Union Leadership

**Location:** Colusa County Outreach Facility

**Perkins Eligible:** No

**Equipment** - Update computers at library's various service points (reference & circulation). The computer's currently used are not fast enough and, in some cases, freeze when we are trying to work with students. (Active)

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**Budgetary Impact:** unknown  
**Timeline/Responsible Party:** Timeline: ASAP  
**Location:** Woodland Community College - All  
**Perkins Eligible:** No

**Other** - Have the purchased mounting bracket for the flat screen monitor installed in the reference office. Bracket was purchased in the 2016-2017 year, but has not been installed yet. (Active)

**Budgetary Impact:** \$0  
**Timeline/Responsible Party:** Librarian, Administration, District Media Specialist  
**Location:** Woodland Community College - All  
**Perkins Eligible:** No

## Related Goals

College - WCC ACCJC

**Standard II C** - Standard II C: Library and Learning Support Services

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**Student Success and Completion (WCC/YCCD)** - Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success

**Student Success and Completion (WCC/YCCD)** - Maintain sufficient library resources/services and plan for improvements through the program review process.

**Student Success and Completion (WCC/YCCD)** - Re-acquire the library classroom so it can be used for its intended purpose of teaching information literacy from within the library and other library purposes that meet the needs of the library's mission, goals, values, etc.

## Recommendation: Library Classroom

Continue to use the Library's classroom for its intended purpose of teaching students information literacy and other library activities as it has historically been since we moved into this building since 2007 (approximately 9 years as of 2016-2017). This includes, but is not limited to, not scheduling classes in the Library's classroom so it can be free for multiple library purposes with the most important one being teaching students information literacy in all the formats we provide, such as class visits to the library and open workshops.

Note: Updated to reflect that classes have not been scheduled to date fall 2017.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2016-2017

**Request Date:** 10/12/2016

**Supporting Evidence :** Building plans show the Library's Classroom listed as a "library lecture room". Those involved with the design of the Library recall the Library classroom was never intended to be used as a classroom for the campus. Standards of practice for libraries include having such a room under a library's control to fulfill their teaching and information literacy activities. The Library cannot support this aspect of our mission without this classroom and students are unable to get the same level of experience they did previous to the room being used for campus classes. Many faculty members support the Library's efforts to re-obtain access to the Library's classroom.

**Evaluation Plan:** The Library can use the classroom as needed to support the Library's mission including teaching of information literacy as well as other library needs.

## Plan of Action

**Facilities** - Continue to use the Library's classroom for its intended purpose of teaching students information literacy and other library activities as it has historically been since we moved into this building since 2007 (approximately 9 years as of

# WCC - Library & Learning Resources Program Recommendations

2016-2017). This includes, but is not limited to, not scheduling classes in the Library's classroom so it can be free for multiple library purposes with the most important one being teaching students information literacy in all the formats we provide, such as class visits to the library and open workshops.

Note: Updated to reflect that classes have not been scheduled to date fall 2017. (Active)

**Budgetary Impact:** None

**Timeline/Responsible Party:** Administration

**Location:** WCC Main Campus

**Perkins Eligible:** No

## Related Goals

WCC - Library & Learning Resources Program Recommendations

**Student Success and Completion (WCC/YCCD)** - Maintain & evolve current information literacy efforts & the Library's instructional role to increase student success

**Student Success and Completion (WCC/YCCD)** - Maintain sufficient library resources/services and plan for improvements through the program review process.

**Student Success and Completion (WCC/YCCD)** - Re-acquire the library classroom so it can be used for its intended purpose of teaching information literacy from within the library and other library purposes that meet the needs of the library's mission, goals, values, etc.