

**Instructional Program/ Discipline Review  
Report Guidelines, 2006-07**

**COVER PAGE**

Program/Discipline: Library

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Ohlone College Library Program Review  
Spring 2007

1. Program Description and Scope

The Library program serves Ohlone College students, faculty, staff and community via three overlapping and complementary roles:

- a. As an instructional unit. The Library explicitly teaches information competency concepts. Vehicles for this teaching are varied and seek to meet students wherever they are, whether:

- Enrolled in one of our “for credit” classes: LS101 (Steps to Successful Research), and LS151 (Internet for Research);
- Completing the “Using the Library” module of the English 101A Research Skills Lab workbook;
- Participating in hands-on library instruction sessions tailored to their coursework;
- Accessing our web site for web-based guides and tutorials;
- Through in-person, telephone or electronic reference interactions with the reference librarians who comprise our “teaching library.”

In addition to these activities, the Library works with other programs’ faculty to infuse information competency concepts into the curriculum by:

- Spearheading and overseeing the Information Competency (IC) General Education requirement;
- Working with Allied Health faculty to build information competency units into their programs in place of the IC general education requirement;
- Partnering with the English department on the Library portion of the English 101A Research Skills Lab workbook;
- Offering LS101 as part of a pioneering online learning community with English 101A and PD.

- b. As an academic support resource. The Library supports departments across the curriculum by providing access to books, periodicals, databases, media, facilities, equipment and services related to all disciplines. Our specific resources and services include:

- A circulating book collection of about 58,500 volumes;
- A print reference collection of about 2,500 volumes;
- An electronic book collection of nearly 11,000 volumes;
- A periodical collection (primarily electronic) of over 10,000 titles in print and via eleven electronic databases;
- Over 5,000 music CDs;
- A course reserves collection of over 6,500 items including textbooks, supplementary readings, video, audio, and software;
- An Instructional Video collection of nearly 2,500 titles in VHS and DVD formats;
- Equipment for accessing audiovisual reserves and other media;

- In-person, email and web form reference services for students and faculty;
  - Study space for 259 individuals including eight small groups in enclosed study rooms;
  - Computers for research and academic work;
  - A web site that acts as a central gateway for research of all kinds;
  - Interlibrary loan services;
  - Faculty workshops and training on current awareness and effective use of library resources.
- c. As a locus for learning of all kinds: both in our physical facility and virtually, we facilitate the educational ideals of literacy, lifelong learning, intellectual exploration, and the cross-discipline synergy of ideas. We seek out and employ appropriate technologies to enhance access to library and information resources for all our users. At the same time, within this fast-paced technological setting, the library promotes and enables values of “slow learning,” reflection, and contemplative reading for pleasure and personal growth. Specific examples of diverse library-sponsored learning opportunities include:
- Providing books and magazines intended for recreational and personal interest reading;
  - Hosting literary events such as an annual poetry reading and local author appearances/book signings;
  - Maintaining an active rotating display program highlighting artistic and intellectual achievements within the College community;
  - Sponsorship of a book club open to students, faculty, staff and members of the community, including an accompanying blog for online discussion and a web site providing faculty reading recommendations;
  - The intangible library atmosphere our users tell us they value; a “heart” to the Learning College.

As we plan for library facilities and services at the Newark Center for Health Sciences and Technology, to open in January 2008, we have the opportunity to envision new ways to realize these core functions in an innovative, sustainable and technology-driven environment. Due to budget uncertainties, intermittent communication and the evolving nature of the planning process, plans for the Learning Resource Center at Newark are not currently well-developed. A full-time faculty librarian will be hired in May 2007 to help develop services and collections for the Learning Resource Center at Newark. This Librarian will work closely with Newark faculty and administration to create a Learning Resource Center responsive to the needs of the new campus and the accompanying commitment to sustainable environmental values. We will have to find ways to build strong communication between the new Center and the existing Library at the Fremont campus in order to maximize use of our print, media, and electronic collections. For example, same day delivery of materials between campuses will be essential. In addition, it is important to recognize that community interest in the Library at the new Center, with its proximity to local schools and other community centers, will be high. We will need to work closely with the Newark Unified School District and the Alameda County Library system to ensure that community needs and expectations are met. This Program Review

will integrate discussions of planning for the Newark Center where relevant throughout the report.

## 2. Relationship to Ohlone College Mission and Goals:

As a central resource supporting the entire curriculum, the Library program's objectives are closely aligned with many of the College's goals:

*Goal 1. Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events*

The Library promotes appreciation for and understanding of diverse races and cultures via its rich and diverse print and media collections, the breadth and depth of its electronic research databases including *Ethnic NewsWatch*, and the sponsorship of events and displays reflecting the diverse interests of campus and community clubs and organizations.

*Goal 2. Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates*

The Library is an integral part of the Learning College Model. Through its collections, technology, and the expertise of faculty librarians and all Learning Resource Center staff, the library supports student and staff learning of all kinds.

*Goal 3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability*

The Library department's flagship research skills course, LS101, has been part of a pioneering online learning community for the past two semesters. Additionally, library facilities provide group study areas for cohorts' collaborative learning. Encouraging full-time students involves supporting their needs in many ways; the library provides student employment opportunities and a "clean well-lit place" for quiet individual study throughout the day. Our strong electronic offerings also support students in choosing full-time study, by enabling them to use library resources flexibly, at any time and place.

*Goal 4. Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College Model*

The Library provides workshops for faculty and staff on topics related to information competency and the effective use of library resources. Faculty and staff utilize library resources to pursue learning in their fields and for personal growth.

*Goal 5. Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures*

The library regularly acts as a gateway for information to flow both to and from the community we serve, whether informing the campus about larger community events, or reaching out to the community about Ohlone Library events. Our outreach activities have included: promoting the City of Fremont's 50th Anniversary celebration; posting flyers about tri-city literary events at Bay Area libraries and bookstores; providing giveaway copies of local newspapers such as *Tri-City Voice*; participating in the Alameda County Library Foundation and local public library fundraising events; participation at the annual Newark Days Celebration Community Information Faire; promoting Ohlone library events via brochures and flyers at tri-city public libraries; participation at Fremont Unified School District librarians' meetings; and service on New Haven Unified School District's Strategic Planning team.

*Goal 7. Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation*

Several years ago the library partnered with the college foundation to kick-off an endowment campaign to supplement our collections' budgets. We need to revitalize this project and to work aggressively to find outside sources of funding, capitalizing on the potential interest of donors to memorialize a contribution in support of books, reading and scholarship. We are also working with Dave Smith on his Capital Campaign Drive to allow major contributors the option of dedicating their contributions towards meeting Newark (or Fremont) Library needs.

### 3. Program Student Learning Outcomes:

Our program student learning outcomes reflect our three roles; the first SLO speaking to our instructional and instructional support missions, and the second reflecting our more general role as a locus of learning of all kinds.

**Student Learning Outcome (SLO) #1: Students who receive library instruction or use library services and collections will, in accordance with their level of contact with the library, demonstrate one or more core information competencies. They will:**

- **Access needed information effectively and efficiently**
- **Evaluate information and its sources critically**
- **Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally**

Note: our definitions of information competencies are derived from standards approved by the board of the Association of College and Research Libraries (ACRL): "Information

Literacy Competency Standards for Higher Education." American Library Association. 2006. <http://www.ala.org/acrl/ilcomstan.html> (Accessed 11 Apr, 2007).

**Student Learning Outcome (SLO) #2: Students, faculty, staff or community members who use our library should improve their attitudes towards and comfort level with libraries.**

4. Assessment of Student Success in Reaching Program Outcomes:

**For SLO number 1: Information Competency**

Because students at Ohlone College have varying degrees of engagement with the library and the instruction it provides, we would expect them to follow a continuum of mastery of information competency concepts. For example, students who successfully complete LS101 or LS151 should demonstrate the greatest level of information competency, students who complete the "Using the Library" section of the English 101A Research Skills Booklet should demonstrate some mastery, and a student who attends an hour-long library instruction session or works individually with a librarian at the reference desk might receive only an introduction to these concepts. Through contact with the library, many students will gradually improve their information competency skills in a variety of ways during the course of the semester or even longer, by visiting the library reference desk, by accessing online tutorials, or even by using tools set up by the library staff to guide users to appropriate materials. Our ability to assess successful program outcomes also follows a continuum; it is easier and more reliable to assess the "hard data" of our LS course learning outcomes than to "prove" learning outcomes from more transient and uncontrolled interactions.

**Library Science Courses and Information Competency SLOs:** LS-101 (Steps to Successful Research) and LS-151 (Internet for Research) explicitly teach and assess progress in mastering information competency concepts. The course outlines for LS 101 and 151 include student learning outcomes directly related to information competency. By definition then, students who successfully complete these courses are achieving success with our program learning outcomes. Analyzing data from the California Community College Chancellor's Office Datamart system reveals positive trends in the numbers of students we are reaching through Library Science coursework, in their retention in these classes, and in successful course completion rates. Comparing data from two periods, Fall of 1997 (when LS 151 was added to our class roster) through Fall 2002, and Spring 2003 (when our previous program review was written) to present, we found that:

- Average semester enrollment between Fall of 1997 and Fall of 2002 was 21, while average semester enrollment between Spring of 2003 and Summer 2006 was 46, **an increase in enrollment of 119% over the past three years.**
- The average retention rate between Fall of 1997 and Fall of 2002 was 83%, while average retention rate between Spring of 2003 and Summer 2006 was 89%, **an increase in retention of 6% over the past three years.**

- The average success rate between Fall of 1997 and Fall of 2002 was 59%, while average success rate between Spring of 2003 and Summer 2006 was 71%, **an increase in student success of 12% over the past three years.**

In addition to this data from the State, we have discussed with the Office of Institutional Research the possibility of using Colleague system data to analyze how our library studies courses impact student success and retention in their other coursework. The Office of Instruction was overloaded with other projects this term but has agreed to look into this question and develop a methodology for this type of analysis that might prove useful to other departments as well as to ongoing assessments of library course outcomes.

**Information Competency SLO's Beyond Formal Library Science Courses:** If we are reaching students effectively, we should be able to observe improved information competency “markers” during the course of a semester, though these indicators may be less clear-cut and more difficult to measure than trends in retention, enrollment and success. For example:

- **Instructors should notice improvement in their students’ research and citation skills following a Library Instruction or reference assistance session with us.** We have survey data and anecdotal evidence to indicate that this is the case:

- Our survey of faculty asked this question of instructors who had scheduled a library instruction session within the previous two years: “...in your opinion, did your students show an improvement in their research and/or resource evaluation skills following the library instruction session?” **100% of respondents answered “Yes.”**
- In response to our request for feedback about library instruction, one English instructor wrote at length about the positive effects of library instruction sessions for both her writing and reading students:

*“For many years when I taught primarily writing classes, I could always count on the librarians to give my English 101A students a sound introduction to researching information in the library and through the online databases. Now that I am teaching more reading classes, one of my goals for the developmental reading students (students in English 162 and 163) is to get them hooked on books. To this end, the librarians have been immensely supportive and encouraging for my students. They have arranged special library tours, showed students numerous ways to locate books (in the Ohlone library and through other libraries), provided tips on how to select books, designed special handouts for students to take with them, and displayed books that might be appealing and appropriate for them to read.”*

Another wrote:

*“The Ohlone College Library serves my English 101A students in ways that are numerous and which run deep. Simply put, I would not be able to give assignments of complexity without reference librarians and their skill at helping my students do research for their assignments using (primarily) the periodical databases, which have revolutionized the way students do research.”*

- Students also rated their instruction sessions highly in our student survey, with 91% describing the session as either “excellent” or “good,” and all of the remaining 9% selecting “average” rather than “poor.”
- **Reference desk questions should become more advanced and less directional.** This is very difficult to measure quantitatively; reference questions get more

advanced when students begin working on their research papers, whether or not they have worked with a librarian previously to lay a foundation in less advanced searching. However, our reference librarians work rather closely with a number of particularly motivated researchers each semester. We are able to see growth in those students' information competency skills, despite having no formal rubric to measure this growth. As one librarian put it: *"When B. began using our library, I used to help him figure out the best sources to use for research and formulate a search strategy. Now I help him later in the process, with advanced search techniques, or citation."*

- **Analysis of periodical database searches should reveal greater efficiency in searching, and there should be more varied use of the databases.** It is difficult to draw definitive conclusions about information competency gains from analyzing database search statistics alone. Many variables will influence search behavior and results. One reasonable hypothesis, however, would be that a searcher will usually stop searching once they have found results that answer their research needs. (They may also stop searching when they become frustrated by bad results, when they run out of time for their assignment, or when dinner is ready, but we would expect that at least some proportion of search sessions end when the search has been successful). Therefore, if students are becoming better searchers during the course of a semester, we would expect that they would find good results more quickly and efficiently, and that there would be *fewer searches per search session later in the term*. Data for Fall 2006 for Ebscohost's Academic Search Elite, our largest and most heavily used database, supports this hypothesis:

	Aug-06	Sep-06	Oct-06	Nov-06	Dec-06
<b>Total Searches</b>	255	2054	4300	5619	1491
<b>Total Search Sessions</b>	90	719	1258	1659	501
<b>Average Searches per Session</b>	2.8333	2.8567	3.418	3.387	2.976

Once research papers really got underway in October, the average number of searches per session increased, but, by the end of the term, the average number of searches per session had indeed decreased, presumably as a result of more efficient search behavior.

### **For SLO number 2: Comfort Level With and Attitude Towards the Library**

Our evidence for this SLO is by its nature qualitative and anecdotal. Our logical premise is that continuously providing friendly, helpful and useful service, relevant materials and a sense of community around the library's mission will result in improved users' attitudes. We have begun collecting "satisfaction" data with our library service and will hope to see improvement in this data in the coming years, as well as establishing new ways to measure this SLO.

When asked, "overall, how satisfied are you with the Library?" 94% of student respondents were either "very satisfied" or "satisfied." No one was "not at all satisfied." Similarly, 88% had positive feelings about the Student Technology Center, and again, no one selected "not at all satisfied." Student comments also expressed by-and-large positive attitudes towards our operation, as these excerpts reflect:

- *“The librarians are extremely helpful and very nice - KG and Elizabeth have saved me SO many times over the past several years - the whole info staff is great!”*
- *“I’m very proud to say that the Ohlone College has the very best Library & STC throughout all of the two year colleges (my personal opinion)”*
- *“It’s perfect!”*

Faculty comments also reflected a positive response to our library, as the following examples reflect:

- *“I am thankful that the librarians have spent so much time improving our electronic collections/ resources. Now that you have JSTOR I am THRILLED! And the new discipline specific search option that can be added to our webCT courses ROCKS! I cannot believe how much you all have done in the short time that I have been here. Unbelievably impressive! You all are doing an amazing job. Every time I have made a request, from a library tour for my students to a video purchase (or even better JSTOR) Ohlone librarians have delivered. They are the most responsive librarians I have worked with.”*
- *“The librarians have listened carefully to students’ needs and to my requests for books. In fact, one of my students just told me how much she enjoyed reading the book the librarian recommended for her. When I have asked students for feedback on their library tours, they consistently report a positive experience. I think the library is doing a wonderful job encouraging students to become readers and to feel that the library is a helpful, supportive place to study, to do research, or to just read a good book!”*
- *“I am confident in sending my students to the Ohlone College Library because I know that they will get instructions that will help them with the assignments I give. I am also comfortable working with the librarians there myself when I need information or training in using the technology available to me as an instructor.”*

#### 5. Assessment of Program Through Review of the Teaching Learning Process:

This assessment will consider five separate areas: Library Instruction, Library Collections and Services, Library Space and Facilities, Library Technology, and Library Staffing.

##### ***Assessment of Library Instruction:***

Section 4. above provides a detailed assessment of our existing instructional program via an analysis of our identified Student Learning Outcomes. A few additional points for consideration include:

- Library instruction will be an integral part of the services we provide at the Newark Center. According to our focus group with instructors from the Allied Health department, library instruction and research assistance are vital services: allied health faculty want library orientations for new students, training for themselves on such tools as CINAHL, and research assistance for themselves and their students. As one faculty member put it in our survey: “Faculty and staff need assistance for effective searches. In Health sciences there is such an explosion of material it is nearly impossible to maintain currency. To have a librarian assist with searches is sorely needed. We need information on new technologies and websites also.”
- Both student and faculty surveys revealed a need to create new services related to library instruction. For example, we have received the request both at the reference desk and from survey respondents for a series of ongoing, drop-in workshops. The library is very interested in developing this idea as time permits. These workshops would be for faculty, staff and students, and would cover a

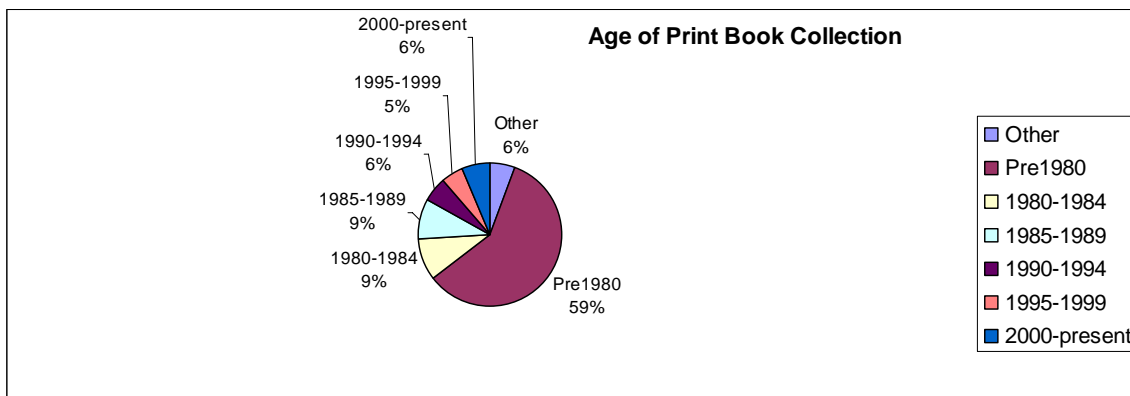
range of topics from overviews of library resources to advanced search techniques to integrating library tools into instructional web sites or WebCT. As discussed below in our space assessment, the library needs a teaching space available to implement such plans. In addition to workshops, surveys revealed a desire for expanding the instructional materials available on our web site. We plan to pursue this request in the coming semester.

- We have plans to collaborate with faculty in English, Speech, Journalism and other interested departments to infuse information competency into their curriculums, so that core courses in these areas might fulfill the information competency GE requirement. So far faculty in these areas have expressed interest in the concept, but the collaborative work to create appropriate assignments and assessments has not been done with any but the Allied Health disciplines.
- Our Online Learning Community pilot (offering LS 101 together with English 101A and PD 111, all fully online) and “librarian presence” in an online class have proven successful models. Our plan is to create additional Online learning communities with LS 101 and to add additional online librarian “presences” in the coming terms.
- Finally, we would like to explore the possibility of noncredit courses, possibly in collaboration with other departments, to promote reading and to reach new students.

### *Assessment of Library Collections and Services*

#### **Print and Electronic Collections.**

**Books.** In Spring of 2006, at the request of the Vice President of Instruction, we performed a statistical analysis of and plan for our book collection. An updated version of this *Book Collection Upgrade Plan* is included as Appendix A of this document. Data from this analysis along with recent survey data indicate a pressing need to improve in this area. As pictured below, the overall currency of materials in our print book collection is unacceptable, with over half of the collection dating from the 1970s or before.



We remove dated materials from the collection on a continuous basis, and have had good success involving classroom faculty in these “weeding” activities via flex activities. However, our book budget is insufficient to replace older materials with quality

additions. Far from being an anachronism in the digital age, our book collection is a vibrant part of our students' academic experience and an intellectual resource for the entire Learning College community. Indeed Title V regulations require that a college with our FTES have, at a minimum, 87,500 volumes (*Tables of Minimum Standards for Libraries and Media Centers*, 5 CCR 58724). Including our electronic book collection (11,000 titles), we have fewer than 70,000 volumes, and this number shrinks annually as we discard old materials without being able to replace them. Electronic books are useful additions, particularly for reference materials and some types of research, but no one in any of our focus groups, surveys, or daily experience working with readers seriously contemplates reading an electronic book in any sustained fashion.

**Measuring the Use of our Book Collection.** Analysis of our circulation statistics reveals interesting trends, particularly when considered in light of our book budget. From the early years of the Ohlone College Library in the 1970s until the 2003-4 academic year, the budget for purchasing new books remained static at \$30,000, while the cost of books rose considerably. In 2003 the budget actually *went down* to \$25,000. Between the 1998-1999 and 2000-2001 fiscal years our book budget was augmented significantly by “Partnership for Excellence” state funds. Conventional wisdom holds that in the Internet age books are no longer used by students and that circulation statistics will reflect this “sign of the times.” However, analyzing recent circulation statistics with reference to our book budget indicates that this assumption creates a self-fulfilling prophecy: when we are unable to buy new, relevant and appealing titles for our students, they use our book collection less. In contrast, healthier budget years result in a “surge” in circulation of our collection over the following few years as new and relevant materials are available for use.

	1998-9	1999-2000	2000-1	2001-2	2002-3	2003-4	2004-5	2005-6
Book Budget	\$35,000	\$49,000	\$50,000	\$30,000	\$30,000	\$25,000	\$25,000	\$25,000
Annual circulation (not including in-house use)	Not avail.	6,347	6,353	6,801	7,556	7,609	5,818	4,974

Additional evidence comes from our student and faculty surveys, which contain numerous calls to improve our book collection. For example, our students commented:

- *“The library should have a lot more books. For example, more fiction books in all genres. Along with this the library should have more non-fiction books as well. It should also have a self-help section for students to counter problems they face.”*
- *“Expand the book budget.”*
- *“More book selection, too many outdated books I can’t use for research and not enough computers and get new carpet ☺”*
- *“Some books are somewhat dated. Otherwise, great!”*
- *“Many of the books are outdated and not very useful for researching modern topics like science. ☺”*

Even our students' cheerfully forgiving emoticons don't mask the importance and seriousness of their requests for up-to-date materials. Our faculty echo this call for improving our book collection, as these survey comments from across the curriculum reflect:

- *"Acquire more nonfiction trade books with credible (preferably academic) authors, index, bibliography, notes."*
- *"The number of books that are 'missing' seems to be sadly high. They are missing and apparently not replaced."*
- *"We need more Early Childhood Studies, Child Development, and Education Journals and books."*
- *"the photography print collection is badly in need of acquisition. I suggested a long list of books to start and am waiting to see when funds might allow the library to get some of these books. As it now stands, there are so few photography books available it isn't practical for me to assign research to students."*
- *"We need modern print books about environmental and technology topics including: nanotech, biotech, science careers."*
- *"Books...don't forget books!"*
- *"More pleasure reading books and books for students who are not reading at the college-level."*
- *"General reading books, starting at 5<sup>th</sup> grade level, including classics and current bestsellers. The ELC has a small selection, but students prefer to take books home to read. A collection of easy-to-read fiction and non-fiction would make reading assignments less of a hurdle..."*
- *"more current art books and specifically more current ceramic art books."*
- *"More books! More books! A few more books."*
- *"Up to date AJ and related books."*
- *"Books and videos/dvds on Modern dance and dancers."*

In addition to these comments, when asked to select only one format as the *most important* resource for their students, 28% chose books over journals, electronic databases, library instruction, or any other resource (an additional ½% selected electronic books as the most important resource).

#### **Recommendations:**

- **Increase overall book budget from \$25,000 annually to \$50,000 annually**
- **Continue deselection (weeding) activities that involve collaboration with faculty from various disciplines.**
- **As documented in the attached *Collection Plan (Appendix A)*, provide "one time" dollars to purchase materials for those areas most in need of augmentation. These areas include high circulation subject classifications like literature, psychology and the social sciences, basic skills/ESL collections, and areas such as art and photography where the quality of print reproduction is superior to electronic sources.**
- **Establish a budget for electronic books to augment annually our print holdings.**
- **Rather than purchasing hardcover reference books at this time, we recommend purchasing these types of materials in electronic versions to support both the Fremont and Newark campuses as well as off-campus use. Unlike books which are intended to be read "cover to cover," reference books are appropriate candidates for the electronic book model. Based on**

feedback received in our Allied Health focus group, we may need to supply a small print reference collection for the Newark Center, to include such items as medical dictionaries and encyclopedias.

- **Consider membership in LinkPlus, the consortium of public and academic libraries throughout California and Nevada, to vastly expand the books available to our students on a “just in time” basis.**

**Periodical Collections.** The state of our periodical collections, primarily electronic, is generally strong; however, the need in this area continues to grow, particularly in light of the opening of the Newark Center.

- We routinely collect usage statistics for our periodical databases. Appendix B presents the number of database searches, by database, for 2002 and 2006. This comparative data reveals that between 2002 and 2006 total searches of all our databases rose from 62,573 to 117,303, **an increase of 88%**. Clearly our databases are an increasingly important resource for our students, as this representative comment from our faculty survey suggests: *“I am glad that JSTOR has been added, and I would like to see EVEN more academic journal databases added, and anything that would allow students to increase their ability to research topics on-line more thoroughly.”* **Recommendation: increase funding for periodical databases, by providing a stable budget in addition to the earmarked TTIP funds currently funding our database subscriptions.**
- Some of the key journals our students need access to, particularly in the disciplines that will be offered at the “paperless” Newark Center, are not available in our electronic databases provided by journal aggregators. In these cases we need to purchase individual subscription to these journals in electronic format, but note that we should expect to spend about three times as much on electronic journals as on their print counterparts. **Recommendation: Increase periodicals budget to allow us to replace, where available and appropriate, print journal subscriptions with comparable electronic subscriptions.**

**Media Collections.** There is an ongoing need for current media materials to support all divisions. In our recent faculty survey, 60% of respondents were using our media collection in their classes. However, 31% of those using the collection disagreed or strongly disagreed with the statement: “Library media collections (CDs, VHS and DVDs) are adequate to support my program.” In addition, State law requires that all videos shown in class be close captioned; however, many of our older videos and even many currently produced DVDs are not captioned by their producers. Additional funds are therefore needed to provide captioning for these materials. Several faculty survey comments provide further input into our need to enhance media collections:

- *“The science videos are very old. We need videos that are more up-to-date.”*
- *“I teach dance and have requested videos/DVD’s be purchased for the library. I was told they need to be subtitled which they are not so they are not available for my students.”*
- *“A vaster collection of DVDs with captions.”*

Finally, it has been a long-standing goal of the library to provide streaming media options for instructional video and for “course reserve” media used by students outside of class. Our Allied Health focus group meeting revealed that media was the *most important*

format for these disciplines, and that streaming media was highly desired for their students who currently drive to campus exclusively to view media.

**Recommendations:**

- **Increase existing library budget dedicated to purchase and caption of instructional videos.**
- **Work with IT to assess the feasibility of digitizing and streaming library media reserves, implement this strategy if possible, and continue to provide space and equipment for older analog technologies until the streaming media is in place.**

**Reference and Circulation Service.** These services are the public face of our library. We accomplish a number of important goals at the library's Reference Desk. Like classroom faculty office hour opportunities, one-on-one work with students at the library's reference desk often results in optimal learning experiences for students. Students develop confidence in their abilities to communicate ideas and to deepen their knowledge of information resources. Although we are open to expanding other modes of providing reference and research assistance to our students and faculty, we count full time staffing of the Reference Desk as one of the cornerstone services of the library. Similarly, for many students and faculty, the Circulation Desk is their first and most important point of contact in the Library. In addition to basic circulation functions, media and reserve materials are housed and maintained at the Circulation Desk, which must be staffed during all open hours. As discussed below under "Assessment of Library Staffing" we need additional student assistance in part to allow our classified staff adequate time to attend to projects away from the public desk.

On our recent student and faculty surveys, we asked several questions to measure how our reference and circulation service is perceived by our primary users. In response, 93% of students surveyed rated the library as "excellent" or "good" in terms of helpfulness, and 94% supplied similar ratings in terms of our friendliness. 84% rated services such as reference, circulation and reserves as "excellent" or "good." Of faculty who were asked to agree or disagree with the statement: "Library services (reference, circulation, course reserves, instruction) are adequate to support my program," 94% agreed or strongly agreed.

**Open Hours.** Our current hours are: Monday-Thursday, 7:45 a.m. to 7:45 p.m. and Fridays 7:45 to 4:45. During the summer term we are closed on Fridays. In the student survey conducted by the Office of Institutional Research, of students who had an opinion about the library's open hours, 21% answered "no" (14%) or "strong no" (7%) in response to the statement: "The current library hours meet my research and study needs." In addition, several students expressed dissatisfaction with our hours in our library-generated survey, for example:

- *"Library closes too soon on Friday."*
- *"Time hours start maybe a little earlier. Classes at Ohlone start at 7:20. Nothing is open."*
- *"Not good at all for full time workers who take evening classes because library closes 'too early' No resources for them after 6:45 pm!! huh!!" [actually we close at 7:45]*
- *"I like the morning hours, but I don't like the closing hours. I have a night and it would be nice if I could come after, but I use HH at night because its open later."*

- “I wish the library was open on Saturday so people could use it to study. Hyman Hall is too loud to study in.”
- “We need new computers and longer open hours.”

Our experience is that very few students use the library on Saturday or late into the evenings; however, perhaps we should review our open hours given these survey results. Additional adjunct librarians would be necessary to cover additional open hours at the same level of service our weekday students enjoy.

### **English Learning Center -- Hyman Hall Pilot**

As part of an on-going effort to reach students, we began offering reference and research service at the English Learning Center in Hyman Hall in April 2007. In this pilot dubbed “Library Without Walls,” librarians staff a table with computers in Hyman Hall for ten hours a week. Faculty and staff have been most enthusiastic about this outreach effort and see it as a natural extension of the instructional and tutorial work done in the English Learning Center. It awaits to be seen if students are similarly enthusiastic about this service.

### ***Assessment of Library Space and Facilities***

Our assessment of Library space, based on input from surveys of students, faculty and library staff, reveals several areas for improvement. These are listed below, along with our recommendations for improvement. Note that many of these needed improvements would be *best* addressed by a holistic modernization and remodeling of the entire library space, with the help of an architect and/or space consultant, following the completion of the student services building and the resultant vacating of other functions from the library and other areas of building 1. To accomplish such a holistic remodel in the long term, it is imperative that we follow-up on the efforts initiated by Shirley Peck in June 2003 with the submittal to the State Chancellor’s Office of an “Initial Project Proposal for the Ohlone College Learning Resource Center (LRC) Reconstruction and Expansion.” Unfortunately, the Measure A Bond funds intended to match State funds for this project were transferred in April 2006 to other classroom renovation projects, so a new source of funding must be identified to be in place to match state funding when it becomes available. In the short-term, areas requiring attention include:

**1) Need for quiet, individual study space.** Our recent and ongoing survey of students asked the question: “How do you use the Ohlone College Library?” The number one response, checked by 74% of respondents was: “Quiet, individual study.” (By contrast, only 56% selected: “Use Library computers for research,” 47% selected “Check out books” and 25% selected “Use a group study room.”) Clearly the need for quiet study space is important to our students, yet they are not well served by our current facility.

- **Noise is an ongoing problem in our open floor plan;** we field multiple “noise” complaints throughout each semester and especially during exam times. While the need for quiet study space must be respected, the library is also an active and vibrant learning space that fosters collaboration, reference interactions and normal conversation. Our approach, rather than attempting to quiet the entire library, is to allow reasonable noise levels throughout the library while creating a designated “Silent Zone.” Our “Silent Zone” on the fourth floor has been a qualified success: our staff survey indicated that this is one of the areas that works well in the library

(before it became a “Silent Zone” that section of the library was an unsupervised magnet for noise and disruptive behavior). However, there is no true separation of space in this area and noise floating up from the main floor or en route to the Innovation & Technology Center is disruptive. **Recommendation: Create a functional Quiet Reading Room either by reutilizing the Video Conference room or by building a true separation of space in the existing Silent Zone area, or in another location determined by the process of a library remodel.**

- The sheer number of study spaces is inadequate to a student body the size of Ohlone’s. According to “Standards for Community, Junior, and Technical College Learning Resource Programs” approved by the Association of College & Research Libraries (ACRL), student seating should approximate a minimum of 10% of the FTE enrollment at the college. With seating for 259 individuals, including our group study rooms, we fall well below this standard.

**Recommendation: Evaluate, with the help of a space consultant, the existing layout and use of the library after the student services building is complete to remodel and add additional individual and group study spaces.**

2) **Need for dedicated state-of-the-art Library Instruction classroom.** In 2006 the library lost the use of room 1-407, our long sought and much appreciated classroom. Without a dedicated classroom, our ability to provide effective library instruction has suffered. Our approach to library instruction is “hands-on,” so traveling to any classroom not equipped as a lab has resulted in less than effective learning outcomes for students. Several faculty members commented on this situation in our Faculty Survey, as for example:

- *“The library needs a room in which the librarians can talk to students and help students do research. There used to be a room upstairs in which each student could sit in front of a computer and the librarian could guide students through the electronic catalogues and help them find resources for reading and research. This spring semester, students on a library tour had to huddle around one computer screen, which most of them could not see, and stand around in the library while the librarian talked to them. Not very conducive to helping students conduct research.”*
- *“I would love for the library to have a larger classroom with computers for library instruction... I would love to bring all of my classes in for a tour on how to use the library materials for historical research. Something that would hold 30 students and allow them to do research.”*

**Recommendation: Create a state-of-the-art classroom for library instruction either:**

- a) **In 1-318.** This move would necessitate the relocation of:
  - i. Two staff workstations (acquisitions and cataloging library technicians) including sufficient space for shelving, processing, mending of books and media, library supplies, mailboxes, and other “workroom” functions. The space located for this function would need to be easily accessible for large book deliveries from the warehouse. Alternately, 1-318 could be divided in half, with the west half of the room becoming newly designed classroom space and the existing workroom functions remaining in the east half.
  - ii. Our large music CD collection to the main floor. This move, which would increase access to and use of this rich collection, would require the purchase of appropriate – probably custom – CD shelving, security

devices, and labels to reclassify the collection by Library of Congress call number rather than simple accession numbers. Significant staff time, including assistance from student assistants, would be required to re-classify and relabel the collection.

- iii. The Media Equipment currently housed in that space. This move must be discussed with the IT department.
- b) **In the Student Technology Center (STC).** This move would require a careful evaluation of all the current STC functions – tutorial coordination, audiovisual lab, computing for research and MS Office applications – to ensure that none of the important functions of that area is lost. For example, until streaming media becomes a reality for all our currently analog course reserves, we continue to need audiocassette and videocassette players as well as DVD players and computer stations for media access.
- c) **In a new space** identified in the context of a holistic library remodel as described above.

### **3) Need for overall renovation and update of Library facility, including better ADA access to 4<sup>th</sup> floor**

Our recent surveys of students, faculty and library staff reveal a clear desire for an overall facility “facelift” including updated furniture, lighting, signage, carpets, and paint. As one of our students put it:

*“The lighting is not very well upstairs and the old feeling is still present. With all the upgrades going on around campus, I feel as if the library is neglected. It still feels like the 90’s when I walk into the library. I’ve gone to libraries in San Jose and Milpitas, including San Jose City College’s library and they’re very modern in terms of a library. The dragging brown colors and dark aura make it harder to concentrate and STAY AWAKE during studying.”*

In addition to needing cosmetic updates, the library layout poses serious access challenges for those unable to use the main stairwell to the 4<sup>th</sup> floor. This stairwell makes access to our circulating collection awkward and inconvenient for disabled students and existing workarounds for these students provide less than ideal security for library materials. There is no restroom on the 4<sup>th</sup> floor, a particular inconvenience for studiers with mobility problems.

#### **Recommendations, short-term:**

- **Provide funding for an immediate physical renovation to the library space, including seating, study carrels and tables, carpet, paint, lighting, signage, and specialized media shelving all designed to create an environment more conducive to learning.**
- **Install elevator access within the library between the 3<sup>rd</sup> and 4<sup>th</sup> floors and consider opening up a more intuitive, front-facing entrance to the existing stairwell.**

**Recommendation, long-term: vigorously pursue state and institutional funding for a holistic library renovation and expansion, including a 4<sup>th</sup> floor restroom, as was begun in 2003.**

#### ***Assessment of Library Technology***

Technology permeates nearly every aspect of our library operations, and has been discussed in several sections throughout this report. Additional areas for our consideration include:

- 1) **Remote access.** Overall, we provide increasingly successful remote access to nearly all library materials and services: our online catalog provides off-campus searching for books and access to the full-text of ebooks, our periodical databases are reliably available to off-campus users with a single login, and we are piloting an ereserves project with our nursing department, which involves providing scanned images of journal articles that may be accessed through our course reserve system rather than hardcopy versions accessed at our reserves desk. This service will be particularly important at the Newark Center, but we must resolve pending copyright questions both technically and procedurally. **Recommendation: The College must establish, as documented in the Technology Master Plan, policies and procedures to ensure the ereserves process complies with copyright law.**
- 2) **Library Web Site.** Our web site continues to be an important point of access to information and library resources. Since our last program review our site has undergone at least one redesign, updating its look, employing cascading style sheets (CSS) to control the appearance of the site, and becoming compliant with guidelines specified by our College web team, including conversion from HTML to XML coding standards. In our recent student survey we asked respondents to rate the Library web site in terms of how useful and informative they found it, and 83% rated it as either “excellent” or “good.” A redesign of the home page, to include more direct access to our online catalog and incorporation of a dynamic database driven solution for our “Links to Internet Resources” pages, is planned for the 2007-08 academic year.
- 3) **The Voyager System.** Our integrated library system, Voyager, continues to underpin our library automation, including our online catalog and staff modules such as cataloging, circulation, acquisitions and serials control. At the end of 2006 the company that provided the Voyager system (Endeavor) was bought by a competitor (ExLibris), but there is apparently no immediate concern that Voyager will not be supported into the foreseeable future.
- 4) **“Library 2.0” initiatives:** these initiatives aim at adopting “web 2.0” and social web technologies and strategies to create more user-centric library experiences. Examples we are pursuing include: integrating library search options into WebCT, and into faculty blogs and web sites; integrating our holdings with publicly available web search tools such as Google Scholar; deploying a library created toolbar on PCs around campus; a subscription to Serials Solutions products that allow users to initiate searches from whichever search tool they are most comfortable with; Podcasting to promote books and reading; and use of a library staff wiki for professional development and discussion.
- 5) **Computer equipment.** Our student computing area, the POD area, generally functions very well, a vast improvement since our last program review, and the Student Technology Center has also recently received new computers. In addition, the new wireless network has been a boon to students with laptops (in our student survey, 57% indicated that they owned a laptop), and the GoPrint printer solution has also performed well, at reduced cost to students over the old system. Staff workstations, at the reference desk, circulation desk and office locations need to be periodically updated; several staff indicated in our recent staff survey that they were hampered in doing their jobs by out-dated workstations. Technology in the STC needs to be

updated on a regular basis as well. **Recommendations: Acquire a GoPrint printer for the Student Technology Center, enable printing from the wireless network, and acquire new and improved copy machines that also work with the GoPrint system. Acquire a color printer to serve the library and STC. In the interests of reducing paper use, printers and copiers should be capable of producing double-sided pages. Regularly audit staff workstations and replace out-dated machines with current technology. Regularly audit equipment in the Student Technology Center and, in consultation with the STC Instructional Assistant, replace and upgrade equipment in that room.**

- 6) **Evolving Plans for the Newark Center.** The new center is envisioned as “paperless” and highly digital. In library terms this vision leads to several obvious corollaries: we need to increase the breadth and depth of electronic resources available to students, including ejournals, databases and electronic books, and to digitize existing collections of media. Our specific materials recommendations are found above under “Collections.” Additionally, as the Library at the Center is not planned to have a large number of stationary PCs, we need to ensure that laptops, and wireless printing, are made available to those students who don’t have laptops or who choose not to bring them to campus.

#### *Assessment of Library Staffing*

Current library staff positions include:

- 4 full-time faculty librarians (three located at Fremont, one to be located at the Newark Center)
- Just over 1 FTE part-time librarians, who provide reference desk coverage and teach LS 151 and LS101.
- 3 library technicians, (assigned to Acquisitions, Technical Services, and Public Services)
- 1 library assistant, and
- 1 instructional assistant (in the Student Technology Center, with responsibilities for “extra-library” duties such as tutorial services as well as assisting library users with audiovisual course reserves, assistive technologies, and computer services).

**Library Management.** The library is currently under the jurisdiction of the Division of Language Arts and Social Sciences; since the retirement of the Dean of Learning Resources and Instructional Technology in 2004 this position has not been replaced. Numerous comments from our Library Staff survey reflected concern over this situation, with many staff members feeling that lack of an on-site manager poorly impacted communication among library staff, oversight of day-to-day library operations, advocacy of the library’s needs with the wider College administration, and leadership on issues such as budgets, renovations, and the development of the new Newark library.

**Recommendation: fill the Dean of Learning Resources and Instructional Technology position that was vacated by Shirley Peck in 2004 with an individual with a strong library background and have the reporting structure for this position match that of the other academic Deans on campus.**

**Library Faculty.** According to California Title V regulations (5 CCR 58724), the *minimum* standard for a college with our FTES is 5.5 faculty librarians. Assuming we keep our part-time librarians at the current level of staffing, we therefore barely meet the minimum state requirements for faculty. As our goal is to provide exceptional, rather than minimal library service, we make the following **recommendation: consider additional librarian positions, perhaps part-time, to allow us to accomplish projects our current staffing levels make unrealistic, including: expanding the number of sections of LS101 we offer as part of online or hybrid Learning Communities; extending our open hours, developing new web-based tutorials and other online tools; expanding our workshops and “on the fly” library instruction sessions; extending reference service into areas such as Hyman Hall, the new Student Services building, and other innovative locations; systematic weeding of the collection; implementing a copyright clearance service for electronic reserves and other faculty needs...**

**Library Support Staff.** According to California Title V regulations (5 CCR 58724), the *minimum* standard for a college with our FTES is 10 support staff. With five support staff, we obviously don't approach this standard, which again is a minimum. Our excellent staff fulfills their duties at current staffing levels, but, as is the case with the faculty librarians, with more staff, more projects could be accomplished to enhance library service to students. In particular, our budget for student assistants is inadequate, and many tasks such as labeling, straightening and dusting, shelving, shifting and shelf-reading go undone or must be done by classified staff who would better spend their time on higher-level duties.

**Recommendations:**

- **Consider additional positions such as an evening lab monitor for Student Technology Center and dedicated support (programming as well as computer technician) for the library's many technologies.**
- **Improve funding for student employees to assist classified staff and allow classified staff to work on higher-level tasks.**
- **Consider “self-check” (automated check out) machines to allow classified staff greater time away from the desk.**

**Staffing for the Newark Center LRC.** With the exception of a full-time faculty librarian to be hired in spring 2007, there continues to be uncertainty about LRC staffing at Newark. It is hoped that we can provide basic circulation and reference desk services. All faculty and particularly Allied Health faculty depend on the LRC circulation desk to house and maintain media and reserve collections. **Recommendation: Ensure that every hour the LRC is open it is staffed by ideally, a Librarian, and at a minimum, a Library technician, to provide the same level of and access to library services enjoyed by our Fremont students and staff.**

6. Assessment of Program Improvement Since Previous Program Review

Although our previous program review was completed before the current guidelines were in place, that report concluded with three recommendations which are appropriate to review here:

Goal/Recommendation	Timeline Start Date	Timeline End Date	Cost	Current Status
The book budget should remain at a minimum of \$50,000 per year. The <i>California Code of Regulations, Title V</i> , stipulates that for a college with an FTES of 7300, the library should spend \$96,768 annually for books. (And that was in 1990-91 dollars.)	Recommended start date: 2003-2004.	Recommended end date: 2008-2009.	\$50,000 per year. \$30,000 per year has come from Instructional Equipment; recommend that the College allocate additional \$20,000 yearly.	<b>The situation here has worsened: our FTES is larger and our book budget has gone down to \$25,000. See our current assessment and recommendations under Collections above.</b>
The College should take steps to enter Ohlone College Library expansion onto the statewide list of Capital Projects.	Submit Initial Project Proposal (IPP) by the due date, July 2003.	Project likely to be funded in about 2008.	About \$1500 for consultant assistance to prepare IPP.	<b>This important project was begun, but must be followed up on. The IPP was completed and submitted to the state, but our matching funds from the Bond were transferred to other uses on campus.</b>
The College should make student use computers a priority: either by implementing a thin client solution or by providing better support.	Spring 2003, preferably.	Fall 2003 for a solution to be devised and implemented.	Unknown until plan is created.	<b>The situation with student use computers has much improved. We are no longer plagued by constant PC downtime, and we now offer wireless Internet access.</b>

7. Describe Review and Dissemination Team Involvement:

Our team consisted of seven individuals:

Michael Aburas (student and student assistant employed in the library)

Kathy Dewan (nursing faculty)

KG Greenstein (librarian)

Elizabeth Silva (librarian)

Kathy Sparling (librarian)

Mikelyn Stacey (Division Dean)

Kathy Steel-Sabo (community member and Library Manager, Newark branch of the Alameda County Library)

Our team communication consisted of varying levels of engagement, ranging from asking our community member to review and comment on our final report, to more active in-person meetings, email exchanges, and even a rather tepid wiki collaboration. We are grateful for everyone's participation and comments.

**Ohlone College Library  
Book Collection Upgrade Plan  
Spring 2006**

**A. BACKGROUND**

**1. Collection Maintenance and Development**

We focus our \$25,000 annual budget on newly published circulating and reference books. The average price of a hardcover is \$30.00. Textbook prices can run from \$60.00 and up. Reference books and sets range in price from \$50.00 to \$4,000.00+. The book budget doesn't go very far and we have not had funds to address updating specific areas of the collection in a systematic way. The attached chart (Appendix A) shows the breakdown by decade of the library book collection.

Our budget allows only a limited response for requests for new materials from instructors developing new courses and programs. When we receive a Curricunet message that a new course has been proposed, we contact the instructor to inquire what kind of library resources will be needed for his or her course. For example, we met with faculty from the speech/communication and exercise science programs in response to the development of these new transfer programs.

**2. Discarding Materials**

The process for discarding outdated materials from a library's collection involves a number of decisions. A librarian must evaluate each discard candidate for condition, datedness, accuracy, etc. At the same we evaluate the rest of the collection for adequate subject coverage and identify new titles for purchase. It makes it more difficult to discard materials when there is no budget to replace them. In terms of surplus, we were given Board approval to donate discarded library materials to the Ohlone College Foundation. The "Foundation" holds an on-going, informal book sale in the Library. The very modest proceeds from the book sale are deposited into the Library endowment fund. Books that don't sell are thrown away or recycled.

**3. Faculty Participation in Library Collection Improvements**

In the summers of 2000 and 2001 the Library held "Weed-a-Thon" flex workshops. Faculty evaluated circulating and reference books related to their disciplines. Hundreds of outdated books were discarded. Based on faculty suggestions new titles were purchased. Please note that Librarians have the ultimate responsibility for discard decisions. There are faculty who take real ownership in the library's collection and naturally their subject areas are the best developed and maintained.

We believe there is a potential to create meaningful and useful activities for faculty that relate to their disciplines and the improvement of the collections in our Library, both print and non-print. Faculty often are hesitant to approach the Library with purchase suggestions because the budget is so limited. We are confident that faculty would be eager to help in the selection and de-selection of books in their disciplines if given budgets with which to work. The Library would be happy to organize flex activities accordingly.

## **B. CURRENT NEEDS AND ASSOCIATED COSTS**

### **1. Circulating Collection (Print)**

The attached spreadsheet (Appendix B) provides detail about the age of the collection in specific subject areas. Based upon that data, we have assigned approximate dollar figures to those areas that are especially in need of updated materials:

**Anthropology GN** \$3,000

**Astronomy QB** \$3,000

**Biology QH** \$3,000

**Microbiology QR** \$2,000

**Chemistry QD** \$2,000

**Criminology HV** \$3,000

**Early Childhood Studies LB** \$3,500

**ESL** (maybe we can use money from Title III to build a collection of Basic Skills materials?) \$5,000

**Geography, Physical GB** \$5,000

**Mathematics QA** \$3,000 (maybe we can use money from Title III to build a collection of Basic Skills materials?)

**Microbiology QR** \$2,000

**Oceanography GC** \$2,000

**Photography TR** -- \$2,500 (request from Paul Mueller pending)

**Physics QC** \$1,000

**Psychology BF** \$5,000

**Real Estate HD** \$1,000

**Social sciences H**; includes HA Statistics; HB Economics; HF Commerce; HN Social history and conditions, Social problems, Social reforms; HQ The family, marriage; HT Communities, Classes, Races; HV Social pathology, Social and public welfare.  
\$10,000

**Total Request: \$56,000**

### **2. Reference Collection (Print):**

Appendix C shows the age of the reference collection by subject area. Print reference sources are an important part of student research and provide students with critical connections to their subjects. There are a number of important reference sources such as *Grove's Dictionary of Music* and *The McGraw-Hill Encyclopedia of Science and Technology* that are available in new editions but our budget has not allowed us to update them. \$20,000 would allow us to update old editions and fill in outdated subject areas.

**Total Request: \$20,000**

## **C. ONGOING NEEDS**

### **1. Print collections**

A one-time infusion of money based on the above recommendations would go a long way towards updating our collection, allowing us to replace the most egregiously out-dated

materials in those areas most critically in need of update. However, a superior library collection depends on a consistent, stable, adequate materials budget. The realities of the publishing business, including tax disincentives for warehousing stock, result in books going out of print very quickly. Therefore, if a library suffers periodic “lean” budget years it is difficult to catch up on purchasing important titles missed during those years. For these reasons, in addition to a one-time infusion of money to be allocated as described above, we strongly recommend an on-going increase to our book budget of \$25,000 for an annual book budget of \$50,000.

**Total Request: Annual book budget \$50,000**

## **2. Electronic Books**

We used TTIP money to purchase five electronic book “packages” through the California Community College League Consortium. These packages consist of pre-selected books. As a result of these bulk purchases, we own approximately 11,000 electronic books on a wide variety of subjects. The attached spreadsheet (Appendix D) provides detail about the age of the electronic book collection by specific subject area. The electronic book collection clearly is healthier than the print book collection in terms of currency; however, because we did not hand select the titles, many of the books in this collection are not perfectly suited to our student population in terms of content or academic level. It would be useful to have an ongoing budget to purchase specific electronic book titles, more precisely targeted to our users. Subject areas like technology and computer science and reference formats like specialized encyclopedias and handbooks are especially well served by the e-book model. A dedicated \$8,000-\$10,000 annual electronic book budget would allow us the flexibility to purchase specific titles.

**Total Request: Annual electronic book budget \$8,000 - \$10,000**

## **Addendum to Library Collection Upgrade Plan Spring 2007**

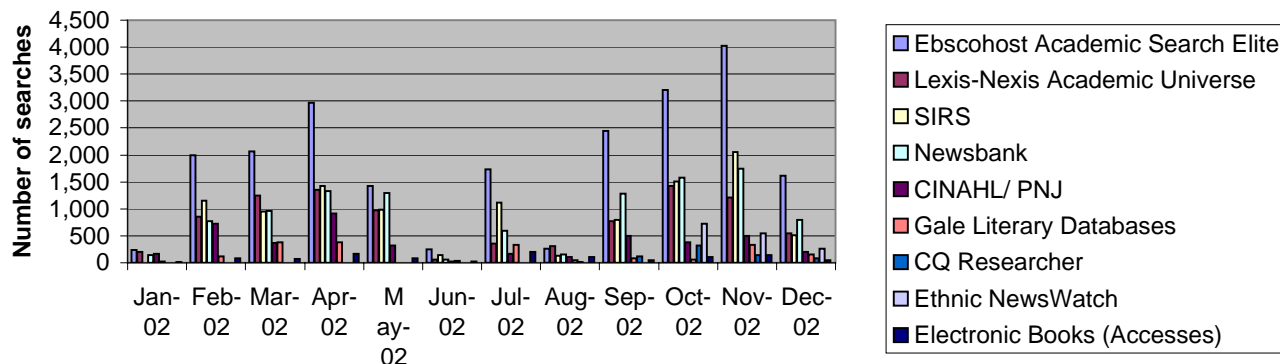
### **Electronic Library Resources**

Access to high quality information resources is essential for both the Fremont and Newark campus Learning Resource Centers. A practical solution to the issue of access is to provide as much as possible in electronic formats deliverable via the Web. In anticipation of the OCNC opening in winter 2008, we are investigating a number of reference and periodical resources. These resources will replace print sources for both campuses. Annual subscription pricing is variable.

**Total budget request: \$50,000**

Database Name	Jan-02	Feb-02	Mar-02	Apr-02	May-02	Jun-02	Jul-02	Aug-02	Sep-02	Oct-02	Nov-02	Dec-02	TOTAL
Ebscohost Academic Search Elite	233	1,997	2,065	2,964	1,423	246	1,729	266	2,449	3,206	4,029	1,620	22,227
Lexis-Nexis Academic Universe	196	856	1,245	1,352	968	62	357	310	769	1,424	1,211	551	9,301
SIRS		1,157	947	1,430	983	140	1,113	128	801	1,510	2,055	509	10,773
Newsbank	147	772	963	1,326	1,292	54	594	152	1,277	1,575	1,747	794	10,693
CINAHL/ PNJ	166	722	373	909	320	22	170	104	494	378	497	196	4,351
Gale Literary Databases	19	115	377	381	0	30	328	53	84	62	328	149	1,926
CQ Researcher	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	15	115	321	142	85	678
Ethnic NewsWatch	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	722	550	256	1,528
Electronic Books (Accesses)	14	87	73	163	78	23	196	110	50	111	140	51	1,096
<b>Total Database Searches</b>	<b>775</b>	<b>5,706</b>	<b>6,043</b>	<b>8,525</b>	<b>5,064</b>	<b>577</b>	<b>4,487</b>	<b>1,138</b>	<b>6,039</b>	<b>9,309</b>	<b>10,699</b>	<b>4,211</b>	<b>62,573</b>

Database Searches By Month



Ohlone College Library Program Review 2007 -- Appendix B (page 2)  
 Ohlone College Library Electronic Database Usage 2006

Database Name	Jan-06	Feb-06	Mar-06	Apr-06	May-06	Jun-06	Jul-06	Aug-06	Sep-06	Oct-06	Nov-06	Dec-06	TOTAL
Ebscohost Academic Search Elite	630	1406	4761	7,612	4,295	1,098	6,441	255	2,054	4,300	5,619	1,491	39,962
Lexis-Nexis Academic Universe	189	962	1,434	1,460	900	137	321	140	1,272	1,257	1,265	533	9,870
SIRS	142	1,769	5,664	6,147	4,070	693	1,701	25	2,418	4,989	5,142	2,157	34,917
Newsbank	103	426	1,090	1,540	928	158	523	37	743	1,303	952	456	8,259
CINAHL	640	1,421	1689	1,957	1,672	326	489	253	1,107	1,116	1,035	601	12,306
Gale Literary Databases	5	70	312	117	73	17	67	8	82	125	122	10	1,008
CQ Researcher	79	238	855	931	726	72	308	21	755	666	1,008	391	6,050
Ethnic NewsWatch	33	300	376	466	208	48	150	38	165	391	297	161	2,633
Electronic Books (Accesses)	10	80	369	306	222	33	102	23	216	324	346	24	2,055
JSTOR											111	132	243
<b>Total Database Searches</b>	<b>1,831</b>	<b>6,672</b>	<b>16,550</b>	<b>20,536</b>	<b>13,094</b>	<b>2,582</b>	<b>10,102</b>	<b>800</b>	<b>8,812</b>	<b>14,471</b>	<b>15,897</b>	<b>5,956</b>	<b>117,303</b>

Database Searches By Month

