

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

- Section I: Overall program description (including CTE)
- Section II: Overall student enrollment and success
- Section III: Equity
- Section IV: Assessment Cycle
- Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:		Library
	Program Mission Statement:	“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies?” http://www.deanza.edu/about/missionandvalues.html	The mission of the De Anza College Library is to provide students with the information skills they need to be successful at De Anza as well as in upper division courses, in the job market and as information consumers and creators throughout their lives. The Library mission most closely aligns with the Information Literacy Institutional Core Competency
I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Learning Resources/Academic Services
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:	

		http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforcecd/ged/ Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.	
I.C.2	CTE Programs: Advisory Board Input:	Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	Once again, the 2015-16 Academic Year was a year of transition for the Library. Summer and Fall Quarters were spent in swing space. The newly renovated Library opened to students in Winter 2016. Here are 3 ways that the Library serves faculty; As part of the Information Literacy initiative, the Speech Department began to use the 7 video Information Literacy series in all Speech 1 and Speech 10 sections. The series was uploaded to the Films on Demand platform. Speech Department faculty were encouraged to use the Films on Demand links so that usage by students enrolled in Speech courses could be

			<p>measured. For the September 2016 - March 2017 period, the videos have been viewed a total of 3,888 times. (FilmsOnDemandSept-March201617.pdf)</p> <p>The video series was also posted on YouTube which the Library has linked to on its website. The links have been shared with all faculty and are often included during library orientations. For the September 2016 - March 2017 period, the videos have been viewed a total of 9,127 times.</p> <p>Library faculty conducted 89 orientations in 2015-16 which is slightly down from 91 orientations the previous year. This number is in line with the decline in enrollment and also comes after a year in which we did not have our own instructional classroom because of the move to swing space. Language Arts classes are most represented, but Social Science and Science classes also took part in library orientations. The full breakdown follows:</p> <p>Language Arts -</p> <table data-bbox="1537 1023 1816 1396"> <tr><td>EWRT 2:</td><td>17</td></tr> <tr><td>EWRT 1B:</td><td>16</td></tr> <tr><td>EWRT 1A:</td><td>11</td></tr> <tr><td>JOURN 2:</td><td>8</td></tr> <tr><td>EWRT 211:</td><td>5</td></tr> <tr><td>LART 211:</td><td>2</td></tr> <tr><td>ESL 5:</td><td>4</td></tr> <tr><td>ESL 6:</td><td>1</td></tr> <tr><td>EWRT 1C:</td><td>1</td></tr> <tr><td>READ 200:</td><td>2</td></tr> <tr><td>SPEECH 10:</td><td>3</td></tr> <tr><td>FYE</td><td>3</td></tr> </table> <p>Social Sciences -</p>	EWRT 2:	17	EWRT 1B:	16	EWRT 1A:	11	JOURN 2:	8	EWRT 211:	5	LART 211:	2	ESL 5:	4	ESL 6:	1	EWRT 1C:	1	READ 200:	2	SPEECH 10:	3	FYE	3
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LART 211:	2																										
ESL 5:	4																										
ESL 6:	1																										
EWRT 1C:	1																										
READ 200:	2																										
SPEECH 10:	3																										
FYE	3																										

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			<p>PSY 1: 4 PSY 2: 2 PSY 3: 1 PSY 5: 2 PSY 8: 2 POLI SCI 2: 2 ICS 32: 1</p> <p>Sciences -</p> <p>ESCI 1: 1 ESCI 19: 1 ES 1: 1</p> <p>Access to course materials remains a major concern for faculty especially given increasing prices of textbooks. The Library continues to receive \$15,000 annually from DASB for the purchase of course materials and calculators. Reserves circulation for 2015-16 was 32,055, up substantially from 22,772 in 2014-15. Students checked out a graphing calculator 4,609 times during the year. 6 new Dell and 3 new Apple MacBook laptops were added to the circulating collection. Students checked out a laptop 846 times in 2015-16.</p> <p>Textbooks purchased with DASB funding are targeted to have the greatest impact possible in helping defray high textbook costs. Textbooks with higher costs and used in multiple sections are more likely to be purchased.</p> <p>128 titles were added to the Reserves Collection in 2015-16. 14 graphing calculators were added. Textbooks were purchased for courses in the following departments:</p> <p>Anthropology Biology</p>
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			<p>Business Chemistry Child Development Computer Information Systems Dance Economics English English as a Second Language (ESL) Film/Television Health Technologies History Humanities Journalism and Mass Communication Kinesiology Mathematics Nursing Paralegal Studies Philosophy Physics Political Science Psychology Reading Sociology Theater Women's Studies</p>
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I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	<p>Increase</p> <p>By almost any measure, students have responded enthusiastically to the newly remodeled library which opened its doors to students in Winter 2016.</p> <p>Library gate count, which was 203,557 in 2014-15 rebounded to 465,582.</p> <p>Students flocked to the 11 new group study rooms with large wall-mounted displays to enhance group work. The Library implemented a self-service group study room reservation system, LibCal. LibCal was launched in February 2016. In the February 2016 - June 2016 period, students reserved 5,064 group room session. (LibCal1stFloor20162017.xlsx & LibCal2ndFloor20162017.xlsx). Sessions range in length from 30 minutes to 2 hours. Occupancy rate for all rooms was over 90%.</p> <p>Students accessed a total of 112,753 full text articles from EbscoHost. (EBSCO2015-16.pdf. This number is down substantially from 229,088 the previous year. It is unclear why the number has dropped. It is possible that students are also using the other large comprehensive database, Proquest, but unfortunately that data is not available to us at this time. Students retrieved 17,721 full-text articles from LexisNexis, a database which specializes in legal and business information. (LexisNexisRetrievals2015-16.pdf)</p> <p>Films on Demand has proven to be the most popular streaming video database.</p>

			<p>Films on Demand received 10,902 views doubling usage from the previous year. (FOD20152016.pdf).</p> <p>Usage of the two library managed open computer labs remains high. PC Reservation is used to manage computing sessions for students. PC Reservation is a self-service and students simply sign in with their MyPortal credentials. Total computing sessions initiated by students totaled 78,630, down slightly from 82,562, but inline with lower enrollment. (PCReservation20152016.pdf).</p> <p>Interestingly, for Spring 2016 usage in the new computer lab located in the main library building (LC113) accounted for 21 percent of all usage which is a clear sign that students have discovered this new computing resource.</p>
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	<p>Staff are free to use any library resource including print books, DVDs and audiobooks. Classified professionals have access to all library databases from off campus on a 24/7 basis.</p> <p>The only collection developed with college staff foremost in mind is the Judy C. Miner Audiobook Collection which numbers around 1,000 titles and focuses on popular fiction and non-fiction titles.</p>
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html	
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	<p>Student employees work in both the main library and the Library West Computer Lab.</p> <p>Total student employee hours increased from 12,874 total hours in 2014-15 to</p>

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			<p>15,320 in 2015-16. Full-time equivalent is calculated by total hours/40 (hours) and then divided again by 42 (the number of weeks school is in session) which would translate to 9.1 full time equivalent student employees for 2015-16 compared to 7.6 for the previous year.</p> <p>The Library relies on the Federal Work-Study Program to fund 75 percent of student employment.</p> <p>The increase is in line with increased need because of the move back into the main library building.</p>
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html .	<p>No change</p> <p>LIB courses are taught by one FT faculty librarian as part of his FT load.</p>
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	<p>No change</p> <p>10</p>
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	
	Enrollment		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.edu/ir/program-review.15-16.html	<p>Fall 2013 total enrollment = 132</p> <p>Winter 2014 total enrollment = 127</p> <p>Spring 2014 total enrollment = 145</p> <p style="text-align: right;">Total = 404</p>

			<p>Fall 2014 total enrollment = 122</p> <p>Winter 2015 total enrollment = 117</p> <p>Spring 2015 total enrollment = 102</p> <p style="text-align: center;">Total = 341</p> <p>Fall 2015 total enrollment = 89</p> <p>Winter 2016 total enrollment = 69</p> <p>Spring 2016 total enrollment = 88</p> <p style="text-align: center;">Total = 246</p> <p>Winter 2014 was the last quarter we taught 4 sections of courses. Beginning Spring 2015 only one faculty member taught WSCH generating courses, reducing the number of sections offered.</p>
	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	<p>Fall 2013 Overall Success = 74.65</p> <p>Winter 2014 Overall Success = 75.85</p> <p>Spring 2014 Overall Success = 71.2</p> <p>Fall 2014 Overall Success = 64.3</p> <p>Winter 2015 Overall Success = 81.4</p>

			<p>Spring 2015 Overall Success = 70.15</p> <p>Fall 2015 Overall Success = 73.75</p> <p>Winter 2016 Overall Success = 80.9</p> <p>Spring 2016 Overall Success = 84.4</p> <p>So, generally trending up, with a twenty percent increase from the lowest (fall 2014) to highest (spring 2016).</p>
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	The success rate for all targeted student populations is above 60%.
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)	
	Equity		
III.A	Growth and Decline of Targeted Student Populations	Briefly, address student enrollment data relative to your program's growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.edu/ir/program-review.15-16.html)	Targeted population enrollment has averaged 43 per quarter since spring 2013, with a high of 62 in spring 2014 and a low of 17 in winter 2016. Enrollment in spring 2016 was 38.
III.B	Closing the Student Equity Gap:	What progress or achievement has the program made relative to the plans stated in your program's 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html	The equity gap between targeted and non-targeted groups was 5.5% in 2015-16.
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf Are success rates of targeted groups at or above 60%? If not, what are the department's plans to bring the success rates of the group(s) up to this level? This applies to African American,	The success rate of targeted groups continues to be above 60%

<p>III.D</p>	<p>Departmental Equity Planning and Progress</p>	<p>Latino/a and Filipino students. What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?</p>	<p>The Library and Library West Computer Lab have made most progress in Financial Limitations area noted as critical issues in the Spring 2014 Equity Report. (LRDivEquityReporting2014.pdf)</p> <p>As noted in 1. D. 1. above, course materials such as textbooks remain the item most in demand by students. Course materials/textbooks were checked out to students 32,055 times in academic year 2015-16 giving students a no-cost alternative to purchasing increasingly expensive textbooks. 128 textbook titles and 14 graphing calculators were purchased with the continued support of DASB's \$15,000 grant. In some cases, multiple copies of a highly-used textbook were purchased. Textbooks were purchased for courses used by 27 departments across campus.</p> <p>Library faculty have been actively involved in the adoption of Open Educational Resources (OER) at De Anza College. The college, frustratingly, was not able to apply for a state grant which would have funded a part-time OER position. Efforts have continued into the current year in which a librarian co-chaired an <i>ad hoc</i> committee to draw up a job description for OER coordinator which initially will be funded by the college. The OER Coordinator is expected to be hired in Spring 2017.</p> <p>Based on the initial success of the high speed no-cost scanner program initiated by the staff of the Library West Computer staff in 2014-15, it was decided to move the scanner into the Copy/Print room in the library in order to position the scanner closer to the Reserve Collection. The total number of scans from October 2015 - June 2016 was 11,353 scans which saved students \$1,702 in copying expenses.</p>
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			<p>2 Equity Walks were conducted in the Library. The Equity Walk teams included students. Library staff and faculty are analyzing recommendations from these walks in order to prioritize implementation.</p> <p>In response to a request from a DASB senator, the Library opened for extended hours during the Finals period of Fall Quarter 2016 remaining open until midnight four nights. Access was limited to a small portion of the Library, Library Express. Student response was very strong and positive. The Library will open the first floor of the library for the Winter Quarter Finals period giving student access to a computer lab and group study rooms in addition to textbooks and other course materials. The Library will be able to collect gate counts this quarter which should help in future planning.</p>
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	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	100%
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	157%

	Resource Requests		
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	B budget continues to suffice for operational expenses including Adjunct evening librarians and some student employees. The Lottery allocation of \$125,000 for library materials and databases is currently sufficient but database vendors increase prices 3-4 percent most years so it will need to be increased soon to compensate for price increases. Neither B nor the current Lottery allocation is sufficient to pay the annual fee for the Library's integrated library system (currently OCLC's WMS) which is \$31,000. The Library received a one-time Lottery enhancement to cover this cost this year. A more sustainable way to fund this vital library system is needed.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://deanza.edu/ir/program-review.15-16.html	
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Online Education Librarian
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	The Learning Resources Division requested a Librarian faculty position for the 2016-17 academic school year. This would restore a position lost to retirement in 2015-16. Librarians serve in a unique capacity at De Anza in that they provide formal instruction (such as WSCH generating courses, library orientations) and a broad array of essential academic services (e.g.-one-on-one bibliographic instruction at the Reference Desk, research assistance,

			<p>and program development). Each librarian also oversees a functional area such as circulation/reserves, technical services, and the computer labs. In addition, librarians are responsible for collection development, the library web page, and outreach to academic departments. Librarians are active across the campus: they build relationships and collaborate with faculty peers, serve as outreach, and also participate in a variety of committees including shared governance (Academic Senate, Curriculum, and Technology committees).</p> <p>According to the most recent comprehensive data from the Chancellor's Office compiled in 2012/13 when De Anza had five FT librarians, local peer colleges averaged 1,986 FTES per librarian FTEF. The number at De Anza in 2012/13 was 3,719 FTES per librarian FTEF. The enrollment in library courses increased in the past few years when taught by two librarians.</p> <p>Due to retirement, only one librarian currently teaches all the online WSCH generating courses.</p> <p>It is important to note that LIB courses are part of the standard load without release time, overload, or adjunct faculty. Due to the recent loss of a position, sections of LIB courses have been reduced, thereby limiting opportunities for students to learn valuable research and critical thinking skills.</p> <p>Without a replacement position, the library</p>
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			<p>will be unable to expand course offerings. This position will allow the library to add class sections to existing courses and also develop new curriculum for WSCH generating courses.</p> <p>One of our equity concerns is the lack of research assistance available to online education students. According to statistics provided by the Online Education Office, there were approximately 22,000 unique student accounts in Catalyst for the 2015/16 academic year. This position would address this need by promoting and coordinating online research services to off-campus library users. In addition, this librarian will closely collaborate with the Online Education Department in the coordination, promotion, and assessment of the Library's services and resources. This position would take the lead in assessing the quality and impact of library services at an individual and programmatic level.</p> <p>The librarian staffing analysis from last year's Program Review remains true today. FTEF to FTES at De Anza is much higher than peer institutions. Having a rate closer to 2,000 FTEF/FTES similar to peer institutions would suggest that De Anza College Library should have 8-9 FT librarians. (CASurveyDACPeersLibrarians.xlsx). The Library currently has 4 full-time librarian positions, down from 5 due to a retirement 2 years ago that was not replaced. Foothill,</p>
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			with two-thirds the enrollment of De Anza is currently in the process of hiring a fifth FT librarian.
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	Growth Senior Library Technician, Circulation
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	This request is directly related to Library_SSLO_2 Identify and utilize the reserves and circulation services. SSLO2 was assessed in Fall 2010 through a survey. In response to question number 6, 'Have you had any problems using equipment or services?', 35% of respondents selected 'not enough hours'. An additional classified professional position for library circulation will enable the library to meet the expressed need of students for extended hours and will also result in an overall higher quality of service because classified professionals will be able to staff the circulation desk more often. We have wonderful student employees but library staff are better able to answer more difficult questions regarding policy which results in higher satisfaction from library users.
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested	
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .) 	<ul style="list-style-type: none"> 2 high speed digital scanners for Library copy/print room location, 2 @ \$8,000 = \$16,000 8 iMacs for reference area, 8@ \$1.362 = \$10,896 2 iMacs for Library Express, 2@

			<p>\$1,362 = \$2,724</p> <ul style="list-style-type: none"> • 2 Dell AIOs for Library Express, 2@ \$1,408 = \$2,816 • 4 Charging Stations for phones and tablets, 4@\$1,000 = \$4,000 • 2 Dell laptops for use in Library West Computer Lab, 2@\$1,750 = \$3,500 • 2 Apple MacBook Pro for use in Library West Computer Lab, 2@\$1,799 = \$3,598 • 12 less expensive Dell laptops for extended circulation to students, 12@\$1,000 = \$12,000
V.E.3	Equipment Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf) 	<ul style="list-style-type: none"> • 2 high speed scanners are for the print/copy room next close to the library circulation desk and the Reserves collection. Students scanned over 5,000 pages since installation in November 2015. • There are currently 16 iMacs available to the public in the reference area. During busy times the are all in use. • Library Express currently has 6 computers which are all occupied at times during Library Express open hours. • Library and computer lab staff often need to assist students when problems are encountered using ePRINTit. Staff need to have the ability to print in color at times to help students when ePRINTit is out of service or behaving strangely. • The Library recently added 6 Dell laptops to check out to students. 3 Macbook Pros have recently been received and will start to circulate

			<p>soon. We would like to offer 6 Dells and 6 Macs to our students. Laptop circulation was around 846 for 2015-16 and that was for some very old and slow Fujitsu laptops</p> <ul style="list-style-type: none"> • The Library began checking out phone chargers for Apple and Android phones. Installing phone charging stations in public areas makes phone charging more convenient and fits the self-service model that the library promotes. • The old slow Fujitsu computers are checked out for a 3 day loan period so students have access to a computer and Microsoft Office over the weekend. The 12 relatively cheap Dell computers will be used to replace the old Fujitsu laptops.
V.F.1	Facility Request	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.	<ul style="list-style-type: none"> • Library West Computer Lab (located in the basement level) is in need of renovation in the following respects: <ul style="list-style-type: none"> • Carpeting • Furniture (chairs, desks) • Improved lighting • Paint • The LWCL is also in need of a new Air Conditioning System. • 2 display cases to showcase student art • Replace 2 exterior automated doors. As part of the renovation, CVS accordion style doors were installed. These doors are not wide enough to easily allow students to pass by as the

			<p>enter and exit the building simultaneously, they open too slowly and patrons often bump into them and the doors creak noisily which can be heard in the Silent Study Area directly above on the second floor. Additionally, the doors cannot be latched securely from the inside which is a security threat as the doors can be pried open from the outside.</p> <ul style="list-style-type: none"> • Install partition to separate the reference desk from the staff area. Reference librarians field potentially sensitive or what could be embarrassing questions from library users which can include among other topics, questions on sex, health and legal issues. Library users have an expectation of some degree of privacy which the current design does not provide. • Sound management for group study rooms. Acoustic panels (or alternative) need to be installed in group study rooms to isolate sound. Group study rooms currently have no deadening materials. Sound travels from the group study rooms into the main library and library and non-library offices. • Replace two water refilling
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			<p>stations. The two water refilling stations in the library do not use a filter so users are simply drinking tap water. Students using bottle refilling stations have the expectation that the water is filtered as it is at other stations around campus. Additionally, the library should have at least one automatic station which allows disabled students to get water without needing assistance</p>
V.F.2	Facility Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals? 	<p>The Library West Computer Lab is in need of replacement of original carpeting, furniture (chairs), lighting, paint because it has endured heavy use daily since 1997 without renovation. (Approximately 20 years old)</p> <p>A new Air Conditioning System is needed to mitigate the heat from the 100 computer workstations and support over 500 daily student users of the library west computer lab. The current HVAC system is not sufficient for the task, as evidenced by the numerous work order tickets submitted when temperatures exceeds the lab's normal of around 80 degrees.</p> <p>The lab hosted 78,630 workstation sessions in 2015-16.</p> <p>There is need for more art work in the Library. The Library was approached by multiple students who asked if they could display some of their art work in the then empty displays in Special Collections.</p>

			The 4 library requests are based on a building assessment at the one year mark of the library remodel.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If so what is your request?	
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.J.	“B” Budget Augmentation	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission : http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf) State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.	The Library has depended on augmentation most years to cover the cost of the Integrated Library System (ILS). The current annual cost for WMS is \$31,000 per year. A 4% increase per year is built into the contract. It is suggested that Lottery allocation to the Library be increased in order to cover this expense.
V.K..1	Staff Development Needs	What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission : http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)	
V.K.2	Staff Development Needs Justification	Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need	
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?”	
	Submitted by:	APRU writer’s name, email address, phone ext.	Tom Dolen
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	3/24/2017