



Instructional Division Dean of ALL: Athletics, Kinesiology, and Dance/Learning Center/Library

A. Department/Discipline/Program Criteria

1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.

The challenge of completing this document needs to be recognized from the outset: Program Review documents cannot exist for a division that does not exist. In other words, the position of a Dean for a new division cannot be called out or supported in a program review for an individual program, because it is only through the three major programs coming together that the need for a Dean is made clear.

With that caveat as the background, this document arrives in a seemingly unfinished state, ready to achieve its potential, even as it attempts to build upon needs identified in KAD, Library, and Learning Center program reviews.

The Program Review for 2012-2013 for the Library was completed in spring 2013 and a full-time electronic services and head librarian was recommended. Currently there are two full-time librarians who must perform both administrative and traditional librarian duties. This new Dean would alleviate some of the administrative work load so librarians can better serve our students.

In much the same way, in the other two major areas of this new (proposed) division, this new Dean would provide administrative leadership, vision, management, coordination, budgeting, community engagement, advocacy, facilities, scheduling, planning, personnel, and other areas.

2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.

The new Dean will need to show significant experience and demonstrate skills, abilities, and knowledge in academic leadership, vision, management, administration, direction, strategic planning, community engagement, and other areas. The new Dean will need to be excited by and committed to fulfilling the promise and potential of these three areas as they provide opportunity, support success, and create community for thousands of students.

In addition to the basic requirements above, this position requires someone with the ability to coordinate the Learning Center and the Library and the Athletics, Kinesiology, and Dance departments; work with the Instructional and Student Service administrators to support the Learning Center's, Library's and Athletics, Kinesiology, and Dance departments' needs and concerns; understand the technology needs of the Learning Center and Library and the Athletics, Kinesiology, and Dance departments; knowledge of effective tutoring practices; knowledge of team/varsity athletics; knowledge of current trends in digital librarianships and electronic resources; knowledge of library assessment practices; the ability to work with Library consortia partners; knowledge of best practices in Distance Education.

3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).

This new division is extraordinary in how it provides oversight for three major instructional divisions that are distinct yet complementary. Each of the three major areas provides in-class instruction. In this way, they are similar to other instructional departments. At the same time, they are also similar to each other in that each of these areas serves students outside the classroom as well. Students succeed through access to and use of library services, learning center academic support, athletic teams, dance activities, and other work of the new division. The most relevant goals supported by this new division include student learning, completion, pathways, student engagement, and community.

The Learning Center and Library continue to grow in scope and usage, numbers of students tutored, and library instruction. Since 2008 they have not had a Dean and have reported directly to the VPI. A Dean is needed to take responsibility for administrative duties currently covered by faculty librarians. This will enable faculty librarians to focus on reference and instruction and enable the college to implement the Information Literacy Plan approved by the Curriculum Committee in 2011.

Having seen a recent decrease in our student population, Cañada is currently focusing on increasing our retention rate. The Learning Center, Library, and Athletics, Kinesiology, and Dance are integral to retention. During September 2013 alone the librarians conducted a total of 35 library research orientations, reaching about 1,100 students. The Library pre-schedules orientations with the ESL and Basic Skills classes in order to prepare these students for academic research. With our budget for adjunct librarians due to run out spring 2014, the Library will not be able to pre-schedule orientation with ESL and Basic Skills classes and many administrative duties will be neglected without administrative support.

Currently the Library has 2 full-time librarians, one .67 Electronic Resources Librarian (Measure G), one .5 A2B Librarian (HSI grant ending 2017), and .2 FTE adjunct librarians (Measure G). Our Measure G funded librarians will be due to run out at the end of spring 2014. This will leave two full-time librarians and one A2B librarian to conduct both traditional librarian duties such as instruction, reference, and collection development as well as administrative duties such as budget proposals, program review, and coordinating hiring, supervision, and evaluation of faculty, adjuncts, and staff.

This position will help form the new Division of ALL (Athletics, Kinesiology, and Dance, Learning Center, and Library). The most urgent need in this new division is to provide a full time presence in Athletics, Kinesiology, and Dance and support not only for our full and part time faculty, head and assistance coaches, staff and Athletic Director, but more importantly for our students/student athletes, as well as for future and former students, personnel from various high school and colleges and the campus community. Simultaneously, this Dean will provide guidance and develop a vision for the new division. Finally, this Dean will manage the Learning Center, Library, and serve as supervisor for all faculty and staff in the division, with the exception of those Instructional Assistants in the Learning Center.

Given the decades of success and proud history of Cañada Athletics, Kinesiology, and Dance areas, the office continues to remain in an abandoned state that does not serve our students and community. Where there was vibrancy and a welcoming atmosphere, it has been a neglected, nonexistent presence on our campus. In order to rebuild and effectively support our Athletics, Kinesiology, and Dance certificate and degree programs, variety of course offerings, varsity athletic teams and fitness center, a program service coordinator position will be able to strengthen all the above.

In Athletics, Kinesiology, and Dance, 13 of the 16 faculty are part time, including five of our six head coaches, having limited paid instructional hours, yet increased responsibilities and time commitments such as rehearsals, practices, competition, special events, committee work, student needs and other duties; as with the our part time Athletic Director, whose responsibilities and duties are expected to be performed and completed the same as full time Athletic Directors/Deans, therefore this position will be able to support and strengthen the championship caliber Athletics, Kinesiology, and Dance programs.

Division Dean Position Justification

3.1 Describe FT administrative leadership needs for the discipline/program

Having a Director would mean more consultation and assistance with administrative duties which might include, but are not limited to:

- Collaboration with Instructional Division and Departments re: Learning Center & Library support
- Submitting all scheduling information for courses
- Technological needs to support Distance Education for LCTR, LIBR, and other as well as online tutoring, recorded study workshops via CCC confer, etc.
- Technological needs in the Learning Center and Library
- Collaboration with established and new grants which concern tutoring and library resources
- Collaborating with library consortia partners, including the Peninsula Library System & Pacific Library Partnership, Community College Library Consortium, and the Council of Chief Librarians (CA community college library directors' organization).
- Coordinating required local, state, and federal statistical reports
- Developing budgets for personnel, print and electronic library resources, equipment
- Coordinating hiring, supervision, and evaluation of Library faculty, adjuncts, staff, & students
- Assessment including program planning, Comprehensive & Annual Program Reviews, course SLOs & program PLOs, participation in state and national library surveys
- Ensuring representation of ALL Division in participatory governance and administrative ranks
- Outreach to instructional programs and student services to integrate ALL Division services
- Coordinate Library representation on campus and district committees
- Serve as liaison between Library and IT for technology planning, integration, and maintenance.

3.2 Describe any future economic, community or governmental initiatives/mandates this proposal is addressing?

The potential for collaborations for this new division are limitless. This new position would provide leadership to all areas, especially the Library and the Athletics, Kinesiology, and Dance areas to connect with the community and contribute to the local economy.

4. Describe any budgetary implications of the proposal.

Funding would be required for the new Instructional Dean.

B. College Mission and Goals Criteria

1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the four strategic initiatives directions.

The new Dean will be able to provide leadership in (1) the formulation, development and implementation of qualitative and quantitative methods of assessment of tutoring and other Learning-Center based services, and (2) assuring that tutor recruitment, training, scheduling, and support enhance the tutoring program's impact in promoting student success in both Transfer Programs and in Basic Skills.

Teaching and Learning

- Overseeing curriculum development of the LCTR and LIBR courses.
- Technological needs to support Distance Education for LCTR, LIBR, and other as well as online tutoring, recorded study workshops via CCC confer, etc.
- Assessment including program planning, Comprehensive & Annual Program Reviews, course SLOs & program PLOs, participation in state and national library surveys.
- Free up administrative duties so Librarians can continue to offer library orientations for Basic Skills classes.

Facilitate collaboration with Basic Skills faculty to create a LIBR 100 course tied to a Basic Skills course.

Division Dean Position Justification

Completion

- Supervise A2B Transfer Librarian to increase programs and support related to transfer.
- Collaborate with University Center to provide Library services and support for Cañada and University Center students.
- The Library supports student completion by teaching skills integral to courses across the curriculum and providing access to free course materials and work space. The Library teaches information literacy skills and introduces students to resources they will be required to use as transfer students.

Community Connections

- Outreach to instructional programs and student services to integrate library services, learning center, and athletics into planning efforts.
- Outreach to local high schools (this was done by librarians in the past but discontinued due to the amount of time it took up).
- Perform administrative duties to free-up librarians so they may provide outreach, instruction, and reference services to students and academic programs.

3. What unmet needs will this position address (student, district, community)?

High level vision, leadership and advocacy for the tutoring program and other Learning Center based services, combined with more intimate awareness of and responsiveness to the needs of students who rely on the Learning Center.

This position will address the need to have someone other than the full-time instructional librarians leading administrative responsibilities.

Without a Dean, the Learning Center Manager and Librarians and the faculty leaders in Athletics, Kinesiology, and Dance cannot continue to grow their programs. The current pace of growth is not sustainable without additional staff. Many administrative tasks and potential partnerships are not currently addressed.

4. How will this position enhance retention or produce college wide growth?

Every area in this division serves the college's efforts to increase retention and provide strategic growth. The data that demonstrates success of student athletes—all of whom are full-time students—is incontrovertible. This position will provide vision for growth in each area within the new division. By drawing on insights gained from new qualitative and quantitative methods of assessment of tutoring and other Learning-Center based services, and by providing vision and leadership in expanding and enhancing Learning Center services, this position will help achieve more informed and efficient allocation of tutoring and other resources among various areas of need. This will improve retention, and support all students in their pursuit of their education goals.

A Dean responsible for the each area in the ALL Division would provide greater capacity for faculty and staff to focus on work specific to their actual duties. In the Library, for example, the dean could work with library employees to focus on statistics of library usage and student retention to determine options for enhancing retention and/or produce college wide growth. Having this support could free up full-time instructional librarians to focus on researching and collecting information on our students' learning habits.

The Library provides tailored instruction on the range of research required in Cañada courses. Many assignments require use of library sources; to be successful in these courses most Cañada students require an orientation to library research. Access to free textbooks and other course materials, a quiet workspace, librarians on hand for assistance, and computers and printing all support student retention and success. This position will provide guidance, support, and free up administrative time for librarians to perform these duties.

5. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.

This position will provide stronger representation of ALL Division programs and departments at the District and campus level (committees, events, partnerships) to discover new innovative ways of supporting students on succeeding in their educational goals.

Each area of the ALL Division supports student completion for students from across the college. In the Library, for example, this Dean would help facilitate work in teaching skills integral to courses across the curriculum and providing access to free course materials and work space. The Library teaches information literacy skills and introduces students to resources they will be required to use as transfer students. This position will provide guidance, support, and free up administrative time for coaches, staff, instructors, tutors, managers, and other employees in the ALL Division to perform their duties.

6. Historical data criteria supporting request.

The Learning Center usage and tutoring volume both declined in the 2012-2013 year compared with prior years. Other than the re-opening of the cafeteria, we do not know the explanation for this decline.

The library has had an increase in student use and instruction (see 2013 program review). Evidence of this is demonstrated through the enrollment numbers of our day and evening sections of LIBR 100 which is linked to ESL 400 (learning community course). Numbers of students enrolled in the course have risen significantly since linking LIBR 100 with ESL 400, from a total enrollment of 24 in two sections in the 2008/2009 to a total enrollment of 112 in 4 sections in 2011/2012.

The library has an average of 648 students who visit the Library each day, and an estimated 127,379 visits in 2012. Saturdays remain a crucial service to our students who are not able to come in during the week and need assistance with citation, and research. These hours are funded through Measure G. With an increase of administrative duties (related to revised budget processes, e-books, and accreditation) and without a library director, these duties fall on the full-time instructional librarians. The full-time librarians need support and time to build the program and support classroom instruction.

This position will provide support and guidance to ensure that students continue to utilize the library and get their needs met. In addition, a Dean responsible for the library would also be aware of enrollment and student services trends and would be able to correct any issues that come up. In result this would free up administrative time to allow full-time librarians who are responsible for LIBR 100 to focus on the curriculum and meet the needs of their students.

Appendix

Library Action Plan 2013-2015

| Action Item | Action Plan | Timeline |
|--|---|---|
| Increase assistance with administrative duties, planning, outreach, and partnerships | Hire an additional full-time, tenure track librarian. 50% of this position will be a library chair that will rotate in a two year cycle among the three full-time librarians. 50% will focus on electronic resources. | 2013-2014: work with the VPI to garner support for position |
| Organize a conference on Library Services for Basic Skills & ESL Students | Work with Diablo Valley College Librarians to organize conference | 2013 |
| Collection Development: eBooks | Liaison with partners including CCLC and PLS to strategically increase the Library's eBook collection Review new eBook offerings from JSTOR, Project Muse, ebrary, and EBL | 2013-2014 |
| Staff training: eBooks | Offer a workshop to library staff on eBooks | 2013 |
| Student training: library research | Offer a workshop on library research for tutors, mentors, and library student assistants | 2013 |
| Collection Development: College Reserves | Work with college to identify a stable funding source for College Reserves | 2013-2014 |
| Collection Development: Streaming Video | Trial streaming video collections and collect faculty feedback | 2013 |
| Assess student library and technology needs | Work with the Instructional Designer and Institutional Researcher to administer Council of Chief Librarian's new survey on students' library and technology engagement. | 2013-2014 |
| Instruction: Expand instruction for READ 836 & 826 | Coordinate with English department to preschedule library orientations for READ 836 & 826 at the beginning of the semester | 2013 |
| Instruction: Expand LIBR 100 sections | Pilot LIBR 100 in a learning community with READ 836 | 2013-2014 |
| Instruction: Expanded Assessment of library instruction | Assess library instruction for Communication Studies students | 2013-2014 |
| Instruction: Expand library support for University Center students | Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference | 2013-2017 |
| Instruction: Collaboration with Honors Program. | Work with Political Science faculty to develop an honors component for PLSC 150; work with Sociology faculty to develop an honors component for SOC 100 | 2013 |
| Instruction: Coordination | Saturday librarian works with DE | 2013-2014 |

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| with Distance courses | coordinator to assess DE course needs and connect with instructors, particularly for Saturday courses | |
| Instruction: Develop online tutorials | Develop three online library research tutorials | 2013-2014 |
| iPads Program | Review iPad policies and develop a marketing campaign to increase use | 2013 |
| iPad Self-Guided Library Tour using QR codes | Develop a tour of the Library using QR codes that students can do using mobile devices or iPads (the Library's or student's) | Postponed to 2013-2014 |
| Instruction: Family and Local History, using Census data | Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses. Look into SMCGS offering a Census data workshop. | 2013-2014 |

Library Annual Program Review 2013

Program Name:

Library

Completed By:

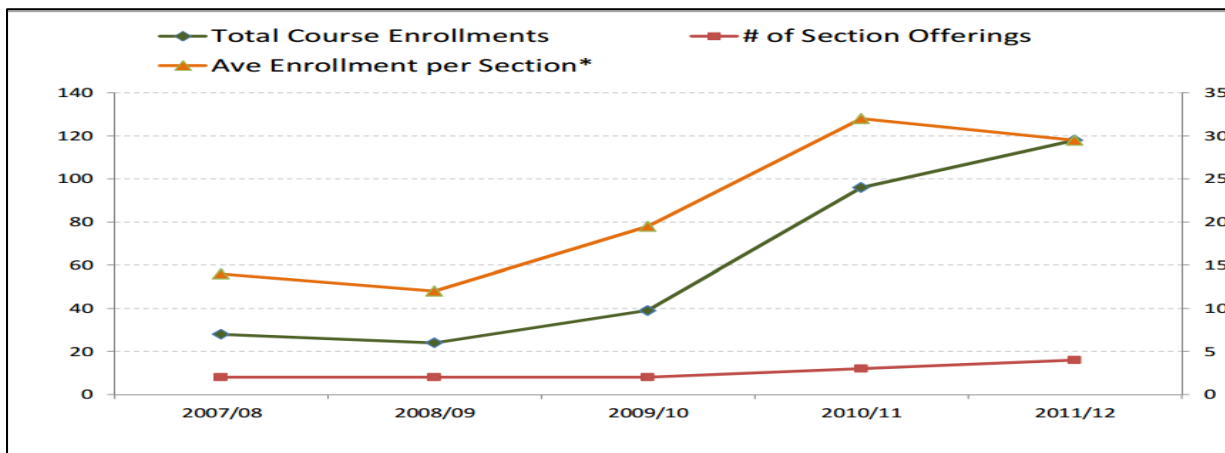
Michelle Morton & David Patterson

The most recent Cañada Noel-Levitz Student Satisfaction Survey (Spring 2010) places the Library among the highest rated programs on campus, as well as rating it higher than the national average¹. The Cañada Library provides information literacy instruction, reference support, print and electronic collections, and study space essential to student success.

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

Instruction for Credit Courses: LIBR 100 and ESL 400

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



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

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

Table 3. Student Performance Profile

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

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

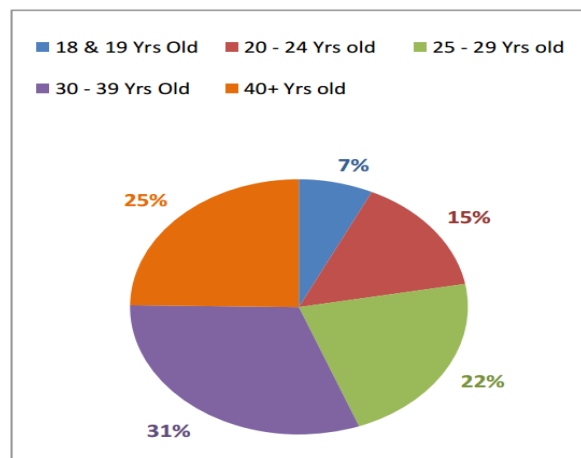
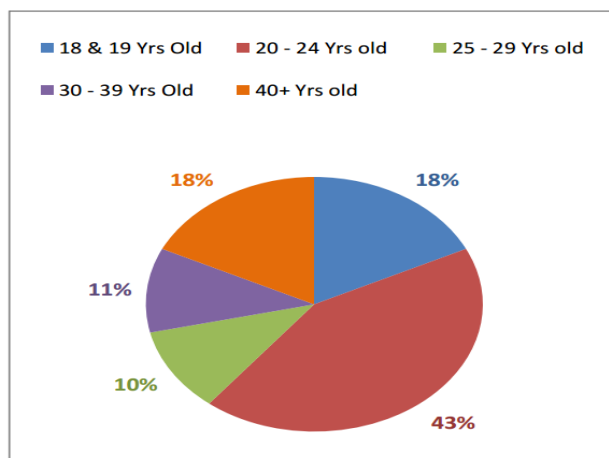
Table 5. Student Goal Orientation

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

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

2007/08

2011/12



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

LIBR 100 and SOCI 100

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

Library Orientations (Course-Integrated Instruction)

The Library offered 130 library orientations for approximately 3,450 students in courses across the curriculum and in all divisions.

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

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

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

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

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

Facility Use An average of 648 students visited the Library each day, and an estimated 127,379 visited the Library 2012.

Saturdays

Saturdays continue to be popular with students looking to study, do research, get help with citation, and find math tutors. The Library has reached out to Saturday courses but few courses (3 total) have come in for instruction. Because many are hybrid courses, the library will work with the new distance education coordinator to reach out to these courses.

Facility Use an average of 116 students visited the library on Saturdays

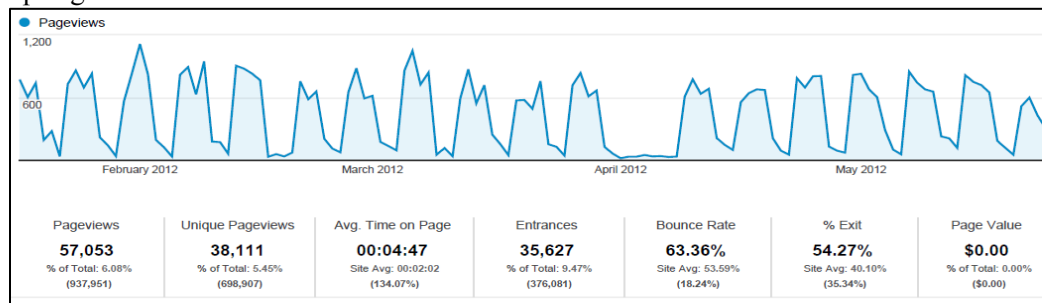
Reference Questions we received an average of 2.5 reference, 1 IT, and 2.5 directional questions

Library Orientations COMM, ENGL, and ECE

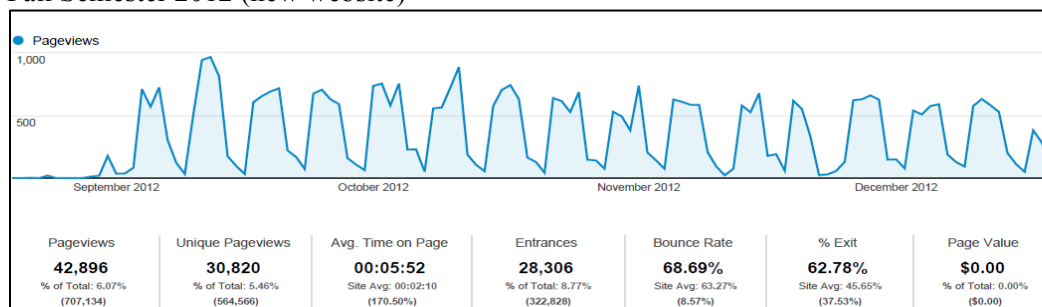
Website

450 hits a day, approximately 11,163 hits per month, and approximately 49,974 hits a semester.

Spring Semester 2012



Fall Semester 2012 (new website)



Online Research Guides

Online research guides (LibGuides) are tailored to particular departments, classes, and assignments. They provide access

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to library resources to complete assignments on and off campus. Total hits to online research guides were 31,472, with the highest programs being:

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

2) Circulation of Print and Electronic Resources

Collection Development Policy

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

Print Materials

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

Electronic Materials

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

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

The Library had two major digital projects this year:

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

Super Search: the library worked with EBSCO and the Peninsula Library System to set up a “discovery” system that searches across our book catalog and multiple databases. The Library book catalog is uploaded on a monthly basis by our Library Support Specialist Valeria Estrada. Databases and other electronic resources were loaded into the system by library staff. Using MARC records we created a separate catalog within discovery for some vendors EBSCO does not have agreements with (Ethnographic Video and Gale Virtual Reference Library). Major databases not included in the discovery search include ProQuest Science Journals, ProQuest Ethnic NewsWatch, the Gale Databases available through PLS, and CQ Researcher. Librarians, faculty, and students are learning the new system, which will be evaluated 2013. Maintenance is ongoing and complex. Basic maintenance is slowed down because we have to work through PLS and the other SMCCD libraries have directors that coordinate this collaborative work.

3) Acquisitions

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

4) Partnerships, Displays & Events, Clubs

Partnerships

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

Clubs

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

Displays (see Appendix)

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

5) Three-year Action Plan

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

| Action Item | Action Plan | Result |
|--|--|---|
| Collection Development: Electronic Resources | Continue to work with the College to maintain stable funding for electronic resources (databases and eBooks) | Electronic Resources are currently purchased with Lottery funds. |
| Collection Development: Ebooks | Liaison with partners including CCLC and PLS to strategically increase the Library's ebook collection | December 2012 a 65% Electronic Resources librarian was hired to assist with planning, collection development, instruction and outreach for electronic resources. |
| Collection Development: College Reserves | Administering library textbook survey to students | Spring 2012. For results see Spring 2012 PLO. |
| Operations: Hiring and training of student workers | Create forms and online training guide for student workers | Fall 2012 an Online Guide was developed with hiring and training information for student workers. |
| Instruction: Expand LIBR 100 sections | Teach a hybrid LIBR 100 course in a learning community with SOC 100 | Summer 2012 part of CWA program |
| Instruction: Collaboration with Honors Program. | Work with Political Science faculty to develop an honors component for PLSC 150 | An Online Guide was developed in consultation with PLSC faculty member Fall 2012 |
| Instruction: Stanford Libraries | Take a group of students to visit Stanford libraries and archives | Spring 2012 students in the HIST/ENGL/READ/CRER learning community visited Stanford for an orientation to the library and a workshop on primary sources related to the history of race, ethnicity, and immigration. |

Action Plan 2013-2015

| Action Item | Action Plan | Timeline |
|--|---|---|
| Increase assistance with administrative duties, planning, outreach, and partnerships | Hire an additional full-time, tenure track librarian. 50% of this position will be a library chair that will rotate in a two year cycle among the three full-time librarians. 50% will focus on | 2013-2014: work with the VPI to garner support for position |

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| | electronic resources. | |
| Organize a conference on Library Services for Basic Skills & ESL Students | Work with Diablo Valley College Librarians to organize conference | 2013 |
| Collection Development: ebooks | Liaison with partners including CCLC and PLS to strategically increase the Library's ebook collection Review new ebook offerings from JSTOR, Project Muse, ebrary, and EBL | 2013-2014 |
| Staff training: ebooks | Offer a workshop to library staff on ebooks | 2013 |
| Student training: library research | Offer a workshop on library research for tutors, mentors, and library student assistants | 2013 |
| Collection Development: College Reserves | Work with college to identify a stable funding source for College Reserves | 2013-2014 |
| Collection Development: Streaming Video | Trial streaming video collections and collect faculty feedback | 2013 |
| Assess student library and technology needs | Work with the Instructional Designer and Institutional Researcher to administer Council of Chief Librarian's new survey on students' library and technology engagement. | 2013-2014 |
| Instruction: Expand instruction for READ 836 & 826 | Coordinate with English department to preschedule library orientations for READ 836 & 826 at the beginning of the semester | 2013 |
| Instruction: Expand LIBR 100 sections | Pilot LIBR 100 in a learning community with READ 836 | 2013-2014 |
| Instruction: Expanded Assessment of library instruction | Assess library instruction for Communication Studies students | 2013-2014 |
| Instruction: Expand library support for University Center students | Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference | 2013-2017 |
| Instruction: Collaboration with Honors Program. | Work with Political Science faculty to develop an honors component for PLSC 150; work with Sociology faculty to develop an honors component for SOC 100 | 2013 |
| Instruction: Coordination with Distance courses | Saturday librarian works with DE coordinator to assess DE course needs and connect with instructors, particularly for Saturday courses | 2013-2014 |
| Instruction: Develop online tutorials | Develop three online library research tutorials | 2013-2014 |
| iPads Program | Review iPad policies and develop a marketing campaign to increase use | 2013 |
| iPad Self-Guided Library Tour using QR codes | Develop a tour of the Library using QR codes that students can do using | Postponed to 2013-2014 |

| | | |
|--|--|-----------|
| | mobile devices or iPads (the Library's or student's) | |
| Instruction: Family and Local History, using Census data | Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses. Look into SMCGS offering a Census data workshop. | 2013-2014 |

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

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

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

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

7) Service, Professional Development Activities & Needs

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

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

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

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

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

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

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

By order of priority:

- | | |
|---|---------|
| 1. Movable white boards (4 x \$446) | \$1,784 |
| 2. Cables and power adapters iPads (11 X \$38) | \$418 |
| 3. Keyboard trays for 1 staff work station and 1 office (2 X \$400) | \$800 |

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| | |
|--|---------|
| 4. 16GB flash drives to sell to students (50 X \$10) | \$500 |
| The Library will use this \$500 as seed funding and purchase additional flash drives through sales | |
| 5. Projector for Silent Study Room (9-354) | \$3,875 |
| (Projector, mounts, screen, accessories, and media cabinet) | |
| 6. 2 Presentation remotes to use for presentations (2 x \$56) | \$112 |

9) Reflections on comments made to previous reviews

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

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

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

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

Justification

An Electronic Resources Librarian is needed to manage the selection and distribution of electronic resources and to build a 21st century library collection that meets the needs of our faculty and students. Duties include:

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

A Head Librarian is needed to take responsibility for administrative duties currently covered by faculty librarians. This will enable faculty librarians to focus on reference and instruction and enable the college to implement the Information Literacy Plan approved by the Curriculum Committee in 2011. It will also allow the Library to participate in consortia the library currently belongs to as well as district and state library planning groups. Duties include:

- Providing leadership for Library services, including collection development, facility use, reference, and instruction
- Assessment, including program planning, course and program learning outcomes, and accreditation
- Outreach to instructional programs and student services to integrate library services into planning efforts
- Coordinating Library representation on campus and district committees
- Serving as liaison between Library and IT for technology planning, integration, and maintenance.
- Developing budgets (faculty and staff, students, print and electronic resources, equipment, and supplies)
- Coordinating hiring, supervision, and evaluation of Library faculty, adjuncts, staff, & students
- Submitting all scheduling information for courses
- Coordinating required local, state, and federal statistical reports
- Coordinating work with consortia partners, including the Peninsula Library System & Pacific Library Partnership, Community College Library Consortium, and the Council of Chief Librarians (CA community college library directors' organization).

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

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

2. This position will strengthen the Library program by ensuring key administrative tasks are completed efficiently by someone with the knowledge and authority to complete those tasks; representing the Cañada College Library at

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planning committees and councils at the district and state level; freeing up reference and instruction librarians to spend more time working with faculty and students. It will also help the library build a robust electronic collection that is aligned with the instructional goals of the college and make better use of current and future electronic resources.

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

**Appendix: New Classified Hiring/Position Justification
Spring 2013**

Hiring Division/Department: Instruction / Library

Position Title: Permanent, 80% time Library Support Specialist

Justification

2. This position will address the dramatic increase in Library usage (more than doubling since moving into the new building), make extended hours funded through Measure G permanent, and assist with the following library activities:
 - Ordering, processing and cataloging for the College Reserve textbook collection which has more than quadrupled in the last five years
 - Assist with ordering, processing, and cataloging for the general collection, including Spanish materials
 - Provide additional assistance in Spanish at the circulation desk, Spanish translations for various projects (e.g. online guides, classes, QR code library tour)
 - Cover the circulation desk to free up other library support specialists to work on:
 - Cataloging infrastructure (e.g. setting up EBSCO Discovery Service)
 - Preparing tax, Inter-Library Loan, and statistical reports
 - Paying vendor invoices, processing credit card charges, reviewing budgets in BANNER
 - Installing & upgrading new apps on iPads
 - Responding to email and voicemail
 - Following up on lost textbooks
 - Working on Accreditation Reports (Standards II and III)
 - Attending committee meetings
 - Attending conferences (e.g. Digital Public Library of America, Mac World)
3. This position supports the mission and strategic goals of the college by making the library and library resources more accessible to a transfer, career/technical, basic skills, and lifelong students from diverse backgrounds. Having an additional Spanish speaker to assist students and work on projects will be particularly useful. Maintaining extended hours will also support access to a wide range of students.
4. The position will strengthen the Library by allowing other library support specialists to work on projects that are otherwise neglected because they are on the circulation desk for most, if not all, of their shift. These include everything from answering email and paying invoices to advancing the libraries eBooks, iPads, and digital literacy program. The position will also provide specialized cataloging skills, speeding up book processing and cataloging.
5. If this position is not filled the Library will continue to work with our current staff, addressing the above projects listed above on a much smaller scale or not at all

Appendix: Displays 2012

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



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



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



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

answering questions.



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



**Appendix: Cañada College Library
Collection Development Policy²
May, 2012**

Introduction

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

Although the library's staff is primarily responsible for the quality of the collection, the selection of new materials and the withdrawal of materials are collection development activities shared with other members of the college community.

Librarians, faculty, staff, students and college administrators initiate most material requests. A suggestion form is available online and many college community members suggest new materials verbally or by e-mail. All Library staff work to ensure that materials which support the instructional programs of the college are added to the collection.

Recommendations from the faculty are particularly important in building a collection that supports student success.

Selection and withdrawal criteria are described in more detail below.

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

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

Collection development goals

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

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

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

Guidelines for selection of materials

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

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

First priority shall be given to resources which directly support subject areas and vocational emphases currently represented by credit courses offered at Cañada College. Ideally, library staff and faculty should be alert to important new works in their subject areas, works by key authorities in the field, and works authored by instructional faculty. The

² Adapted from [Portland Community College Library](#).

prestige of the publisher or sponsoring organization is another important consideration. Print materials added to the collection should be accessible to the general reader, not specialists.

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

“... a judicious selection from currently published basic monographs (as are represented by Choice selections) supported by seminal retrospective monographs [as are represented by, for example, *Best Books for Academic Libraries*] a broad selection of works of more important writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.”

Contingent upon available funds, secondary priority will be given to the acquisition of additional materials to support programs or subject areas covered by cooperative agreements where Cañada College is not the designated primary collection and to backfilling the collection in areas where deficiencies have been identified by faculty or library staff. As noted above, the primary goal of the library's collections is to support the program of instruction. Textbooks adopted for class use will be purchased for the course reserves collection as funding is available. Instructors wishing to reserve textbooks are encouraged to obtain them for the library if possible. The library will not routinely purchase consumable materials such as workbooks or tests.

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

Reference collection

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

Audiovisual and electronic materials

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

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

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

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

1. Content should directly support classroom instruction or be potentially useful for more than one class or department.
2. Treatment and presentation of subject content should be on an appropriate academic level.
3. Technical quality of color, sound, continuity, etc.
4. Cost effectiveness and durability and accessibility of the format (i.e., web access vs. DVD vs. video cassette)
5. Cost and/or availability of appropriate equipment.
6. Cost and/or availability of sufficient technical support for maintenance of software and hardware.
7. Collection development specialists will designate e-media as “circulating” or “reference” or “library use only” as appropriate.
8. See below for additional guidelines for the evaluation of electronic resources.
9. See below for Collection Development Policy for Internet Resources.

Gifts

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

Weeding

Weeding, the removal of materials to be discarded, is an important part of the overall collection development process. Building a viable collection of materials to serve the college community is a dynamic process that includes assessment

and the removal of materials that are obsolete, damaged beyond repair, no longer relevant to the curriculum, or not central to Cañada College's mission.

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

Guidelines for Weeding the Collection

- The following categories of materials will be considered for weeding from the collection.
 1. Outdated materials.
 2. Superseded editions.
 3. Excessively worn or damaged materials. Items in poor condition, but still valuable in terms of intellectual content will be considered for repair or replacement.
 4. Multiple copies of monographs which are no longer needed to support the curriculum.
 5. Textbooks and instructional materials or previous editions of more recent texts.
- Whenever possible, monographs initially chosen for discard will be checked against standard bibliographies (e.g., *The Best Books for Academic Libraries*) before being discarded.

Evaluating electronic resources

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

Collection development policy for Internet resources

I. Purpose

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

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

II. Scope

This policy will guide the selection of Internet resources. This policy applies to collections, databases, e-serial subscriptions, and links to Internet websites. Inclusion or exclusion of links to e-resources is at the Library's sole discretion. Inclusion of links does not constitute an endorsement of or agreement with the views of the content provider. Links are included according to the same collection development guidelines used in making book selections (see above).

III. General selection principles

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

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

As with other materials subject librarians should:

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

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

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

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

IV. Copyright

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

V. Licensing

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

VI. Provision of access

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

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

VII. Duplication

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

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

VIII. De-selection

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

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

IX. Policy review

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