

	ACADEMIC YR: 2013-14	DIVISION/AREA: Library	DIVISION CHAIR/DIRECTOR: Jonathon Lee
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UNIT PLAN “PART A” Program/Pathway Update

Program/Pathway: Library

Date: 11/25/2013

Our Mission: Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

Updates:

Develop instruction for FYE

Introduce (reintroduce) regular library programming

Begin digital collection of archival materials

Expand communication with campus via interactive discussion/blogs/hosted events.

FYE orientation retreat: orientation to library services and assignment of embedded FYE librarian

Response to expansion of library hours

New SLOs:

4. Service

The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

Library will post a customer service ‘bill of rights’ in the library and online with a clear procedure for positive comments and constructive criticism. A suggestion box, online and/or physical, will be made available to submit comments.

5. Collection Development

The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

Librarians will integrate all attainable usage statistics into every aspect of collection development.

Librarians will recognize all course assignments when making collection development decisions.

Librarians will budget for access to professional resources in assisting with collection development.

6. Programs and Use of Space

The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.

The librarians alone, or in partnership with other campus departments, campus student clubs, and with community groups and individuals will host at least one program in the library per semester.

The library will maintain an interesting online digital collection of archival material.

7. Communication

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The library communicates with the campus community regularly.
 The library maintains a blog/webpage dialogue with the campus wherein librarians regularly communicate their mission, projects, services and research with all faculty and wherein faculty feedback is solicited.
 The library produces annual reports citing highlights of improvements and challenges of the past year, including usage data, snapshots of SLO progress within cycle, etc.

1. Assessment of Program Review:

Recommendations to improve <i>desired student outcomes</i> and improve student performance	Theme/Objective/ Strategy from strategic plan	Target Date	Status
Conduct a point of service survey of student needs and behaviors.	Goal 2.1, SLO 3	Ongoing	Online, continuous reference service survey on website. Data is collected throughout the semester.
Provide ongoing learning for library faculty. External conferences or internal professional development opportunities for librarians are vital.	Goal 1, SLO 3	ASAP & ongoing	Small and busy faculty allows us little opportunity to spare time away, and limited financial resources. However, this has not prevented the library faculty from attending about 2-3 workshops in-person, and more web-based, workshops, per faculty per year.
The Library is successfully fulfilling its mission as determined by ACCJC/WASC to “support the institution’s instructional programs” and to provide “intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered.” This mission is being			

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<p>accomplished with both face-to-face and on-line delivery of services. The following are possible recommendations to further strengthen the desired student outcomes and improve student performance:</p>			
<p>1) Continue to expand on-site course-tailored workshops that specifically integrate course content with reference and research skills.</p>	<p>Goal 1.4, SLO 3</p>	<p>Ongoing</p>	<p>Fall semester 2013 saw consistent scheduling of workshops . As a result of initial F2011 ISLO#3 assessment surge, some participating faculty have become regular ‘customer’ of library workshops</p>
<p>2) Encourage stronger and consistent coordination between a variety of college classes (both online and face-to-face) and the library’s online instruction. This involves working toward a milieu (encompassing students and faculty) of information literacy competency that promotes critical thinking and research skills as an integral part of all learning. Such coordination could include short online presentations/summaries of specific competencies, for example, how to read a textbook, research citations, or constructing a bibliography. Such presentations would be work-</p>	<p>Goal 1.4, SLO 1, 2, 3</p>	<p>Ongoing</p>	<p>1. A series of videos has been developed for AJ and cross-disciplinary curriculum focusing on discrete research skills. These videos are available to all, and have been used by a number of instructors teaching both in person and online courses.</p> <p>2. Development is underway for a “Guide on the Side” online tutorial/assessment software running on a Linux server. Coordination with IT is</p>

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<p>intensive upfront but in the long run would provide faculty with the tools to teach one or more aspects of research in their specific classes.</p>			<p>necessary. Plans are for development by Fall 2014.</p> <p>3.Delays in LLRC opening have postponed library's plans to offer continuing series of workshops focusing on specific competencies. By Fall 2014, the first sequence of these should be scheduled and offered.</p>
<p>3) Ongoing assessment of the library's student learning outcomes is imperative. We cannot know what we are doing right or wrong if we do not assess. Therefore, implement the assessment of reference service by designing the assessment tools and rubric.</p>	<p>Goal 1.2</p>	<p>Ongoing</p>	<p>Ongoing evaluation in place. Fall semester pre-test and post-tests are administered to all students attending workshops. Review of the results takes place in January. (see assessment submitted regarding ISLO#3)</p>

Recommendations to accommodate changes in <i>student characteristics</i>	Theme/Objective/Strategy from strategic plan	Target Date	Status
<p>Enrollment changes:</p> <p>How to do more with less—more virtual services</p>	<p>Goal 1.4, 4.3, SLO 3</p>	<p>ongoing</p>	<p>QuestionPoint virtual reference renewed annually, pd. for out of block grant funding. 3 FT librarians currently trained.</p>

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<p>Higher enrollment.</p> <p>Provide sufficient technology, books and textbooks for <i>all</i> students.</p>	Goal 1.5, 2, SLO 3	ongoing	Beginning of semester announcement to all faculty. Fall 2013 saw an increase in reserve donations and loans. (Usage statistics as evidence)
<p>As Harbor College’s enrollment increases, the Library must respond to an expanding student population that includes a younger demographic of high school students (Harbor Teacher Preparation Academy) as well as 2-year college students who are computer savvy and accustomed to easy access to information. Both groups however have minimal experience in terms of critically evaluating sources and information. The library along with the college as a whole must work to develop the critical thinking tools that equal if not surpass a student’s ability to access information.</p>	Goal 1.4, SLO 3	2015	<p>Develop curriculum for Research Methods for First-Year Experience cohort.</p> <p>Continue to present at FYE retreat prior to start of Fall semester.</p> <p>Assign embedded librarian to FYE cohort students for ongoing and continuous support throughout the academic year.</p>
<p>Demographic changes:</p> <p>Younger students. Market for and train younger students using visual and social networking tools.</p>	Goal 2, SLO 3	Ongoing	Library uses Twitter/Facebook.
<p>The younger age of Harbor’s student population is balanced by the aging demographic of the college’s service area. As the library increasingly goes digital, in what ways can the library serve the community in which it is based and in what ways can it bridge</p>	Goal 1.4, 5.1, SLO 3	Ongoing	Build social media presence. This takes time, if not monetary resources, in order to do effectively. Library currently has a Facebook and Twitter

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this seeming demographic gap?			account set up.
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Recommendations to improve the <i>educational environment</i>	Theme/Objective/ Strategy from strategic plan	Target Date	Status
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Curricular Changes:			
<p>Curricular issues are directly impacted by budget, and the glaring question is how can the library do more with less? Clearly, the existing Library Science 101 and 102 are an excellent foundation for research skills. Expanding the reach of those courses or of developing more information literacy courses is heavily influenced by staffing and their workloads. The offering of Library Science 105 will further enhance the library curricular offerings.</p>	<p>Goal 1.4, 4, SLO 3</p>	<p>2015</p>	<p>Restrictions on growth and adjunct assignments have hampered our ability to expand the course offerings. First-year student program might be able to fund a library course for the specific cohort.</p>
<p>Co-Curricular Changes</p> <p>As noted earlier in “desired student outcomes,” the consistent coordination between the library and other academic departments can be further developed. Encouraging professors to “link” their research assignments to the library website or offering extra credit for those students who enroll simultaneously in Library Science 101 or 102 are options.</p>	<p>Goal 1.4, SLO 3</p>	<p>Ongoing</p>	<p>This takes communication with division chairs and discipline faculty, simply to embed library link or chat link on course webpages. Currently,</p>

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			Psych and History courses offer the extra credit for simultaneous enrollment.
The library communicates with the campus community regularly.	Goal 2.1, 3.2, SLO 7		Blog/webpage dialogue with campus.
Participate in the Basic Skills Initiative by creating a workshop geared toward basic skills students using the Basic Skills funds	Goal 1.4, SLO 1, 2	2015	
The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.	Goal 1.4, SLO 4	2014	Library 'bill of rights'
Neighboring College and University Plans: Reciprocity w/ other libraries? For consideration, but more thought is needed.	Goal 5.1		We still maintain the earlier policy of no interlibrary loan, as there is an imbalance between the respective sizes of our collection and the neighboring CSU. Intralibrary loan (between LACCD colleges) has been effective.
Neighboring College and University Plans:			

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Start a mentoring program for 1 st generation students. Students partner with leaders/professionals in the neighboring communities. This could be centered in the library or we could partner with another department.	Goal 5 & 7, SLO 3 & 5	2011	We offer internships to SJSU and UCLA students (stats) We participate in Project Match (stats)

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Recommendations that require <i>additional resources</i>	Theme/Objective/ Strategy from strategic plan	Target Date	Status
Facilities: Ensure that the library receives sufficient equipment out of Prop. J.	Goal 1.5	2014	FF&E planning and purchases is being monitored by Program and Move managers (Arcadis/Build-LACCD)
The new LLRC should provide all needed facilities upgrades for the next several years.	Goal 6.2, SLO 3	2014	Move-in date uncertain, possibly Spring or Fall 2014.
The library's new facility allows an incredible opportunity to address many of the "nuts and bolts" issues of moving the library further onto the digital platform.	Goal 1.5, SLO 3	2012	Ibid.
Equipment: Consider expanding and advertising laptop checkout, esp. "netbooks." Make the campus a virtual computer lab.	Goal 1.5, SLO 3		Wireless in place; netbooks and wireless in new facility.
Purchase a camera and tripod for the library to create video tutorials.	Goal 2.3, SLO 3	ASAP	Not in budget, but we could apply through a grant.
The new facility will also allow for new equipment to significantly upgrade the existing machines and	Goal 1.5	2014	True.

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software.			
Materials: The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.	Goal 2.4, SLO 5		Usage statistics; solicitation and review of course assignments
Programs: The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.	Goal 1.5, 2.4, 5.1, SLO 6		One program in the library per semester. Online digital collection of archival material.
Staffing: Participate in staff development activities, as learners and teachers, to address all of this new technology.	Goal 1.4, SLO 3	ASAP	Yes.
The library needs to hire another full-time librarian to keep up with the expanding workload to meet the demands of both face-to-face and on-line delivery. Given current budget constraints such a hire is questionable. The reorganized configuration of the library and the learning resources center in the new facility could positively impact this need as well.	Goal 1.4, 1.5, 7.4	2015	Justification for new hire in current climate is low. .5 adjunct seems to cover our basic needs.
Explore the need to expand library hours. In order to extend the closing time to 10 p.m., adjunct assignments must be increased. The library must be staffed by a librarian during the hours the library is open. The current cost per semester, not	Goal 1.4, SLO 3	2014	Impact of additional cost must be considered when planning

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<p>including Saturdays, for a .4 adjunct assignment during the week (12 hours) is \$13,500.</p> <p>To extend closing time to 10 p.m. by increasing the assignment to .6 during the week (18 hours) would cost \$20,250 per semester in adjunct pay, not including Saturdays.</p>		<p>an expansion of hourly service.</p>
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2. Activities to address program needs (not in priority order):

1. Develop an instructional program offering workshops to students in the essential skills courses, to provide fundamental research instruction.
2. Continue to refine an online library workshop module to be fit into any existing online course. Tutorial/assessment software (Guide on the Side) may meet this need.
3. To increase efficiency, develop learning communities or concurrent enrollment in Lib.Sci courses with courses in other disciplines. Psychology & History courses provide extra credit to students taking the Lib. Sci. 101 course. First-year Honors Transfer students are required to take Lib. Sci. 101 concurrently with English 101. Continue to teach online versions of Library Science 101 and 102.
4. Explore developing a research methods course for the First-Year Experience cohort.
5. Continue to present at FYE retreat prior to start of Fall semester.
6. Assign embedded librarian to FYE cohort students for ongoing and continuous support throughout the academic year.
7. Offer office hours for lengthier and more in-depth consultations/discussions with students in doing non-traditional coursework, e.g., directed study.
8. Explore offering information competency instruction to all students, in fulfillment of ISLO#3.
9. Promote off-site reference service. The Library subscribes to QuestionPoint through the CCL Consortium.
10. Measure the success of library workshops by consistently administering pre-and post-session surveys and questionnaires. Update: Measurement, assessment, ongoing evaluation.
11. Seek funding for purchase of current class textbooks in addition to instructor donations.

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12. Work toward the restoration of a 30 hour adjunct librarian assignment per week. Adjunct assignment has been reduced to 16 hours per week.
13. Explore the need to increase library hours, a.m. or p.m. Preliminary analysis has been submitted at Dean's request. In order to extend the closing time to 10 p.m., adjunct assignments must be increased. The library must be staffed by a librarian during the hours the library is open. The current cost per semester, not including Saturdays, for a .4 adjunct assignment during the week (12 hours) is \$13,500. To extend closing time to 10 p.m. by increasing the assignment to .6 during the week (18 hours) would cost \$20,250 per semester in adjunct pay, not including Saturdays. Analysis and further justification available.
14. Explore the possibility of instructors adopting open source textbooks. Library has offered a series of Flex activities on this topic.
15. More thoroughly and consistently oversee and maintain the library automation systems including public access, cataloging, acquisitions, serials, and library instructional lab databases. This will require, in part, funding of annual maintenance of RFID software and equipment.
16. Connect wireless computers to printers.
Update: Current print solutions vendor has a cloud computing model that can be used at Harbor; however it is likely that this will be postponed until new facility is in operation.
17. Provide high-speed scanner for public use, offering an alternative to photocopying.
18. Track all library computer equipment and ascertain need for improved and updated equipment.
19. Provide adequate supervision and assistance to students in the use of lab computers and software, and use of wireless online access. Staffing - Add 1 FTE IAIT or computer lab assistant.
Update: Joint position shared and funded equally by LAC and Library is being proposed.
20. Secure funding to hire student workers to staff the two entrances in the new LLRC facility.
21. Provide more secure housing for Archives and Special Collections. A dedicated archives room is planned for new building.
22. Explore grants for completing the college archives, providing access and ease of retrieval. Consider digitizing a portion of the collection. Update: Starting with photographs, digital collections are being built.
23. Replace 3% of book collection each year
Update: Weeding has removed many outdated books, and those in poor condition. Block grant money, Prop 20, and CTE funds have been used to update the collection in various areas,

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particularly history, social sciences, and health sciences. Deficiencies in these areas have been measured by student need and faculty observation.

24. Introduce monthly book talks bringing together students, staff, faculty, and community members.

Continuing (not in priority order)

1. Continue an Information Competency Program that provides course-tailored and drop-in workshops on information research, including use of the Internet, electronic databases, and critical thinking.
2. Continue to collaborate with classroom faculty in developing discipline-focused workshops.
3. Continue to provide consistent and excellent one-on-one instruction for students researching topics for papers and assignments. Librarians must be visibly present and ready to assist all hours the Library is open.
4. Continue to teach online versions of Library Science 101 and 102. It is important that these courses are taught as adjunct assignments, as it is very difficult to teach and administer these courses within a 30 hour assignment.
5. Continue to purchase electronic books
6. Obtain more laptop computers with wireless capability to loan to students in library. Promote their use as an alternative to traditional computer lab seating.
7. Continue to identify, evaluate and subscribe to appropriate information databases to supplement texts and instructional materials. Update: The funding challenges continue; district-wide library Learning and Information Services Committee is in conversation with district budget committee, Academic Senate, and IT to find a solution to equitably provide access to registered students at all district campuses.
8. Continue to assist regular library staff in performing routine operations and providing orderly access to instructional and educational materials. Student workers are an asset, and we will continue to pursue hiring.
9. Continue to select, acquire, and catalog a core collection of basic DVDs and other non-print media that are accessible and available to students and staff. Confer with discipline faculty in the selection of these materials. Update: As technology changes, streaming videos might be more appropriate, and we are exploring that avenue.

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10. Continue to increase library programming by inviting guest authors and lecturers to speak on relevant course-related topics.

3. How are your program improvements associated with your SLOs:

Regular assessment of workshops meets the assessment needs of part of ISLO #3. [..\Assessment Materials\libraryprogramassessmentform 042312.doc](#)

1. Reference

As a result of the reference transaction, students will be able to communicate their information needs to librarians and locate themselves in the information seeking process.

As a result of the reference transaction, students will understand library classification and its relationship to location of materials within the library.

As a result of the reference transaction, the student will be able to identify where to access different types of information sources from our library's website.

As a result of the reference transaction, the student will be able to differentiate between the library catalog and other library databases. (Reference survey)

2. Instruction (non-credit)

As a result of attending library instruction sessions, the student will be able to find periodical articles and monographs relevant to the topic he/she is studying.

As a result of attending library instruction sessions, the student will be able to identify bibliographic elements to use in reference lists conforming to standard citation guidelines.

As a result of attending library instruction sessions, the student will be able to evaluate information sources in terms of quality and relevance in regard to their topics. (Pre-test/Post-test – see evaluation for ISLO#3)

3. Access

Students will be able to access library information and sources independently, regardless of student's location.

Students will be able to locate materials and resources independently, regardless of student's location.

4. Service

The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

Library will post a customer service 'bill of rights' in the library and online with a clear procedure for positive comments and constructive criticism. A suggestion box, online and/or physical, will be made available to submit comments.

5. Collection Development

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Librarians will integrate all attainable usage statistics into every aspect of collection

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development.

Librarians will recognize all course assignments when making collection development decisions.

Librarians will budget for access to professional resources in assisting with collection development.

6. Programs and Use of Space

The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.

The librarians alone, or in partnership with other campus departments, campus student clubs, and with community groups and individuals will host at least one program in the library per semester.

The library will maintain an interesting online digital collection of archival material.

7. Communication

The library communicates with the campus community regularly.

The library maintains a blog/webpage dialogue with the campus wherein librarians regularly communicate their mission, projects, services and research with all faculty and wherein faculty feedback is solicited.

The library produces annual reports citing highlights of improvements and challenges of the past year, including usage data, snapshots of SLO progress within cycle, etc.

Approved CPC: October 22, 2012

8. Staffing requirements:

Fill IAIT or Computer Lab Assistant position.

9. Technological requirements:

Tech master plan? 3-year rotation of computers? (HCAS5a1)

10. Facilities requirements:

Shelving space, study rooms.

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11. Implementation plan:

Purchase of books and electronic databases must be from the general fund, except in cases where these materials support a specific SFP or CTE area, such as is the case with materials purchased with Perkins money. Therefore, the bulk of our materials funding must be from the general fund, in order to remain in compliance. This is a concern which has resulted in accreditation recommendations at other district libraries.

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UNIT PLAN "PART B"
Core Personnel/List of Permanent Staff

Unit: Library

Date: 11/25/13

Assigned Time	Responsibility	Estimated Cost	Funding Source
.2	<i>Division Chair</i>	<i>\$27,317 updates needed</i>	10100
.8	<i>Librarian</i>	<i>\$89,011</i>	10100
1.0	<i>Librarian</i>	<i>\$92,720</i>	10100
1.0	<i>Librarian</i>	<i>\$74,750</i>	10100
1.0	<i>Library Technician</i>	<i>\$49,565</i>	10100
1.0	<i>Library Technician</i>	<i>\$48,840</i>	10100
1.0	<i>Library Technician</i>	<i>\$51,619</i>	10100
1.0	<i>Library Technician</i>	<i>\$47,862</i>	10100

1. Total FTEF: **3.0**
2. Total Hours taught: **N/A**
3. Total Hours of release time: **.2**
4. Total Cost for Instructors: **\$283,798**
5. Total Cost for Administrators: **N/A**
6. Total Cost of Classified Staff: **\$197,886**
7. Total cost FTEP = Full Time Equivalent Personnel: **7.0**

Please attach copy of your current Op Plan.

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UNIT PLAN "PART C" Core Expenses

Unit: LIBRARY

- All legally required responsibilities: *Required for health and Safety*
- Required by board / State/ Federal/ Accreditation standards(list the minimum requirements here)*

Legal: **EDUCATION CODE**

SECTION 78100-78103

ACCJC Accreditation Standards (http://www.accjc.org/wp-content/uploads/2012/09/Accreditation-Reference-Handbook_2012.pdf)

- 5 CCR § 58722
Cal. Admin. Code tit. 5, § 58722
Barclays Official California Code of Regulations [Currentness](#)
Title 5. Education
Division 6. California Community Colleges
Chapter 9. Fiscal Support
Subchapter 8. Community College General Apportionment Funding
Article 3. Credit Instructional Services
 - ➔ **§ 58722. Credit Instructional Services Standards.**
 - (a) The credit instructional services standards per college in 1990-91 dollars shall be as follows:
 - (C) The number of periodicals identified in Table 1 of section 58724 times \$73.50;
 - (D) 3% of the number of volumes identified in Table 1 of section 58724 times \$40.32.

TABLE I
ALA/ACRL—AECT—Minimum Standards for Libraries (*Modified*)

College Size	Type of Staff		Materials	
	Faculty Librarian	Support	Periodicals (No. Subscriptions)	Volumes (No. on Shelf)
FTES				
< 1,000	2.0	3.0	230	30,000
1,001-3,000	3.0	4.5	300	40,000
3,001-5,000	4.0	6.5	500	60,000
5,001-7,000	5.0	9.0	700	80,000
Each Additional 1K	0.5	1.0	50	7,500

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- Required by licensing agreement*

On part "C," list the number of hourly instructional hours which you are currently offering in Fall 2012.

Description of activity	Estimated Cost	Justification	Code
60 weekly hrs of library	Salaries plus \$36,580	Ed Code (daytime);	HAAA1b, HCAA4a1

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service	annually for adjunct librarians on reference desk	accreditation; matching student needs to schedule of classes; 6000 FTES	
Online databases	\$60,000	Table of minimum standards (Cal. Admin. Code tit. 5, § 58722). See above.	HCAA13a16, HCAA13a17, HCAA13a18

Description of activity	Estimated Cost	Justification	Code
Books	\$60,000 87,000 volumes x 3% = 2610. 2610 x \$40.00 (low cost, not adjusted for inflation) = \$104,400. We will always be far below the standard, but currently there is no plan of which we are aware to fund materials out of the general fund.	3% replacement annually (#3 above)	HCAA13a16, HCAA13a17, HCAA13a18
QuestionPoint	\$3,500	To provide 24/7 access to a professional librarian chat service to address mandate that equal services are offered to students regardless of mode of instruction.	HCAA14b1, HCAA14, HCAA4a1

Narrative justification: List statutes which require this expenditure.

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Total cost:

UNIT PLAN "PART D" Essential Activities

Unit: Library

Prioritized list of unit needs required for program continuance or improvement

Description	Est. Cost
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e.g.

1. *Library Science 101/102*
2. *RFID & Security maintenance agreement*
3. *Develop Library Research Methods course for First-Year Experience cohort*
4. *IAIT for 96-station computer commons*
5. *Supplies*
6. *Student workers*

Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
1	Library Science 101/102. Restore cut sections (within constraints of enrollment plan), to offer 2 of each section per semester.	\$5,766 * 2 if doubled	Prog. 100	Required co-requisite with Eng. 101 for Honors Transfer students; Partnered with History and Psychology as extra credit	HCAA1b, HCAA1d
2	RFID & security maintenance agreement.	\$8,000	Prog. 100	Inventory and theft detection system requires annual licensing and maintenance.	HCAS6b, HCAS6c
3	Develop Library Research	\$2,833	First-Year Experience grant?	Research methods as a fundamental	HCAA1b, HCAA1d,

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	Methods course for First-Year Experience cohort			skill is proven step to success, especially among first-year freshmen	HCAA5
4	IAIT	\$45,000 (est.)	Prog. 100	Provide adequate supervision and assistance to students in the use of lab computers and software, and use of wireless online access. Joint IAIT position shared and funded equally by LAC and Library is being proposed.	HCAS5a1, HCAS6d, HCAA13a6
5	Supplies	\$2,500	Prog. 100	Spine labels, RFID tags, due date slips, class reserve stickers, and other book processing items, for circulation and theft detection.	HCAS8
7	Student workers	\$4,800	CalWORKS, Financial aid	Shelving, lab help, monitor study rooms, provide directional and information assistance in new building	HCAA13a18

Justification Narrative: How does your activity support the college Educational Master Plan?

**UNIT PLAN “PART E”
Non-cost Essential Activities**

	ACADEMIC YR: 2013-14	DIVISION/AREA: Library	DIVISION CHAIR/DIRECTOR: Jonathon Lee
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Unit: Library

List Non-cost activities here

Priority	Description of activity	Justification	Code
1	Continue to develop an online library workshop module to be fit into any existing online course.	Distance Learning	HCAA2a, HCAA14b1, HCAA4a1
2	Continue to measure the success of library workshops by consistently administering pre-and post-session surveys and questionnaires.	SLOs	HCAA12a2
3	Offer office hours for lengthier and more in-depth consultations with students involved in directed study and other non-traditional coursework.	Maximizing flexibility	HCAA2

Priority	Description of activity	Justification	Code
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Justification: How does your activity support the college Educational Master Plan?