### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Andrien</td>
<td>Primary Team Member</td>
<td><a href="mailto:susan.andrien@marin.edu">susan.andrien@marin.edu</a></td>
<td>7552</td>
<td>updating from librarian and staff notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Cox</td>
<td>Primary Team Member</td>
<td><a href="mailto:carl.cox@marin.edu">carl.cox@marin.edu</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaylene Urquhart</td>
<td>Team Member</td>
<td><a href="mailto:gaylene.urquhart@marin.edu">gaylene.urquhart@marin.edu</a></td>
<td>7474</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Joan Risch</td>
<td>Team Member</td>
<td><a href="mailto:joan.risch@marin.edu">joan.risch@marin.edu</a></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-Anne Chernock and</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Co-Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon and</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becky Brown</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
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</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
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### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Marin Program Review Signature Page, 02-01-2008
Program Overview–Introduction
Library-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The primary mission of the com library is to teach research skills to students (Lib 110, class-related instruction and reference) and to support the teaching efforts of the classroom instructors through close collaboration.

The library provides books and electronic databases wireless access, quiet study spaces, group study rooms and resources to the students, faculty and community at College of Marin (Kentfield and Indian Valley Campuses). The library faculty provide information literacy instruction to individual students and faculty and to classes through orientations, one-on-one research and credit class instruction (Library 110).

II. Program Purpose
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

The library supports instruction and provides services primarily for degree transfer and basic skills students. The library also provides books and electronic resources for the benefit of the academic programs' credit and noncredit and classes. The library also assists lifelong learners and the community with their library and research needs.

III. Students Served

Briefly outline what students are served in your program.

The library serves all the students at College of Marin (approx. 9000 students), with special emphasis on basic skills, ESL and non-native students, as well as students in English, humanities, social sciences sciences and career education. Lifelong learners are assisted in their study of the arts by having access to our large and comprehensive collection.

IV. Program History

Briefly outline the recent history of your program.

COM's library budget has been cut by 50% since 2007. Since the library is classified as a noninstructional program and as such was subject to across-the-board cuts, we received a 10% cut in 2008. This year, the $32,000 to $38,000 that the library received from the T-Tip grant was eliminated from the statewide budget. In addition to these reductions in resources, one full-time librarian who retired in 2008 has not been replaced and less than 50% of his hourshave been filled by adjunct librarians. Adequate staffing and budget are crucial to the success of the library's instructional mission and for the survival of the library as a vital part of the academic community.

C:\Documents and Setting\sansandrien\My Documents\program review 09\library January 10\2007 library budget.xls

C:\Documents and Setting\sansandrien\My Documents\program review 09\library January 10\Library 2010.xls

The library has recently consolidated its collections, eliminating many worn or redundant volumes, and, based on data from last year's program review, is focusing more of its resources on databases. To offset the growing costs ofand demand for electronic information sources, last summer the library explored the possibility of
joining a purchasing consortium, MariNET. However, this consortium costs $50,000 to join and about the same amount to migrate existing files, a prohibitive cost especially with our dwindling resources. The library is the backbone of the academic community and it must be funded.

Attachments:
List and briefly describe any attachments
C:\Documents and Settings\susanandrien\My Documents\program review 09\library January 10\2007 library budget.xls 2007 Library budget

2010 library budget: C:\Documents and Settings\susanandrien\My Documents\program review 09\library January 10\Library 2010.xls
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Library-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.
   1. Basic Skills
   Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.
   Our program serves students in this pathway: To a great extent/ a majority of the students

   2. Career and Technical Education
   Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.
   Our program serves students in this pathway: Some students

   3. Cultural Enrichment
   Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.
   Our program serves students in this pathway: A good proportion of the students, but not a clear majority

   4. Lifelong Learning
   Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.
   Our program serves students in this pathway: Some students

   5. Transfer
   Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.
   Our program serves students in this pathway:
   Transfer GE: To a great extent/ a majority of the students
   Transfer Major: None

II. What are your program’s goals for each pathway?
   Basic Skills and Vocational: Dramatic increases in the number of Basic Skills, ESL and Vocational students demand more time of the library faculty. Students require more instructional time, support and reassurance. Research instruction techniques must be re-examined frequently in order to insure that students are well served.

   Transfer: Basic skills and transfer students are often the same students in different semesters. Since the library is responsible for promoting information literacy for
all students, we are likely to see that student at various stages along the way. Our goals are to help students become familiar with information in as many formats as possible and to assist them in critically evaluating the sources that best suit their needs, and to work with the instructors to help students make effective use of information.

Lifelong Learning: The COM Library could and should be the primary resource for academic books and databases in Marin. Appropriate books from the closed IVC library are being slowly integrated into the Kentfield collection. Outreach efforts to community members and to other libraries are severely restricted because of minimal staffing.

III. How does your program/discipline help students meet these goals?

We help students meet these goals through orientations, through individual instruction, usually tailored to specific assignments or specific disciplines and through the Library 110 course. Orientations often include multiple group sessions and individualized follow-up instruction as the librarians help guide their students through the process of researching the topics assigned in the course.

IV. How do you measure your success?

Students fill out orientation evaluations which we review with the faculty members with whom we are collaborating. Librarians who teach the orientation sessions are also observed periodically and evaluated by a supervisor.

V. How do you make sure your students are able to get through your program in a timely fashion?

This is not really applicable since we provide support to all programs in so doing.
Student Access and Success
Library-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
<th>sections</th>
<th>enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F04</td>
<td>LIBR 110</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>F05</td>
<td>LIBR 110</td>
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<tr>
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<td>LIBR 110</td>
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<td>36</td>
</tr>
<tr>
<td>F08</td>
<td>LIBR110</td>
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<td>43</td>
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</table>

Fall-to-Fall Analysis

Students enrolled in Library 110 declined by 32% from fall 04 to fall 08 (NOTE: The course was suspended in fall06 when the librarian who teaches it was on sabbatical.) This decline corresponds with the extensive absence and retirement of one of the three fulltime librarians. Since the course is mostly taught in a self-paced modality, it has not been possible to have it taught by adjunct librarians, who are on campus for limited hours and thus are not able to offer the consistent follow-through that informs the course.

<table>
<thead>
<tr>
<th>course</th>
<th>sections</th>
<th>enrollment</th>
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<tr>
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<td>S06 LIBR 110</td>
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<td>34</td>
</tr>
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<td>S07 LIBR 110</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>S08 LIBR 110</td>
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<td>37</td>
</tr>
<tr>
<td>S09 LIBR110</td>
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<td>41</td>
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</table>

Spring-to Spring Analysis

Student enrollment in Library 110 declined by 26% between spring 2005 and spring 2008 but slightly rose in spring 2009.

Fall to fall

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>11.3</th>
<th>3</th>
<th>9.4</th>
<th>1</th>
<th>16.7</th>
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<th>9</th>
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<tr>
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<td></td>
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<td></td>
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<td>0</td>
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Spring to spring

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<th>10</th>
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<td>8.3</td>
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<td>2.8</td>
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<td>13.5</td>
<td>4</td>
<td>9.8</td>
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<tr>
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<td>55.9</td>
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<td>52.8</td>
<td>18</td>
<td>48.6</td>
<td>16</td>
<td>39</td>
</tr>
</tbody>
</table>

As the chart indicates, students enrolled in Library 110 have gradually become more diverse over the past five years. Partly this reflects changes in the college population. An other factor may be library collaboration with basic skills English and ESL faculty.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Student success data was not available because Library 110 is not in any one of the pathways, but open to all pathways.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Student retention data was not available because Library 110 is not in any one of the pathways, but open to all pathways.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
The library’s primary means of fostering student learning of information literacy is through orientation sessions that teach basic research techniques within the context of class assignments. The following chart tracks an important trend in these learning opportunities for our students.

<table>
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<tr>
<th>Semester</th>
<th>Library orientations and lectures</th>
<th>difference</th>
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<td>56</td>
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<tr>
<td>S06</td>
<td>77</td>
<td>+38%</td>
</tr>
<tr>
<td>F06</td>
<td>66</td>
<td>-14%</td>
</tr>
<tr>
<td>S07</td>
<td>38</td>
<td>-42%</td>
</tr>
<tr>
<td>F07</td>
<td>60</td>
<td>+58%</td>
</tr>
<tr>
<td>S08</td>
<td>41</td>
<td>-32%</td>
</tr>
<tr>
<td>F08</td>
<td>33</td>
<td>-20%</td>
</tr>
<tr>
<td>S09</td>
<td>28</td>
<td>-15%</td>
</tr>
<tr>
<td>F09</td>
<td>29</td>
<td>-4%</td>
</tr>
</tbody>
</table>

The number of orientations scheduled by the librarians has fluctuated from semester to semester, with a downward trend from a high of 77 in spring 06 to a low of 28 in spring 09, a decline of 62% during a period when the number of classes and students at the college has greatly increased. Two factors that have contributed to this trend are the loss of a full-time librarian, an open position that was not filled when the faculty member retired in s08, and the temporary loss of the library classroom from spring 08 until spring 10. Now that the new library classroom has been built, we anticipate that more orientations can be scheduled. This underlines the importance of filling the vacant librarian position.

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire
Library-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The library has just completed construction of a 30-station smart classroom, the Information Literacy lab, that will be used for library orientations. Because the modular walls do not reach the ceiling, attention will have to be paid to acoustical zoning of the library functions. Students who have the expectation that the back section of the library will be silent will need to be redirected to quieter areas. This may involve moving furniture and redirecting traffic. Since we have just begun to use this new lab, we will need some time to assess the impact and develop a library use plan.
Curriculum
Library-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

This year we need to renew Library 110.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
Student Learning Outcomes
Library-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      The library works collaboratively with every department at the college to provide instruction in Information Literacy both through the Library 110 course, through the many orientations we conduct each semester, and through individual instruction.
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy
      The library works collaboratively with every department at the college to provide
instruction in Information Literacy both through the Library 110 course, through the many orientations we conduct each semester, and through individual instruction.

**III. Course Level Outcomes:**

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:
   i. How often do you assess these SLOs?

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
# Technology Requests
## Part I: Software
### Library-2009

## I. Technology/Software Requests
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>50 Classes</td>
<td>Subscription</td>
<td>library</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
The faculty whose programs are located at IVC have identified the following databases as necessary for their students' success: PROQUEST online journal data base $28,000 Reference databases $10,000

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<td>$38,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
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</table>

**Type**
- License
- Renewal

**How often?**
- College-wide
- Discipline-Specific

**Item to be shared with the following Department/Program:**
(Include any shared expenses)

### Justification for Item (See Rating Rubric)

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   A) The Allied health disciplines have identified Proquest as essential to the life of their discipline.

2. **Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. **How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?**

4. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

5. **What student learning or other outcomes are expected? Is it important to the achievement of student goals?**

6. **How will these outcomes be measured for future planning? What data or evidence supports your request?**

### Additional Justification for this item:

Otherwise, we will have a library without any information resources.

---

*http://programreview.marin.edu/IEReportPart2.jsp* 2/22/2010
## I. Program Faculty

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Wilkins</td>
<td>Susan</td>
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</table>

**Status:**
- Adjunct, ETCUM
- Shared W/other program(s): No

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<td>3</td>
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</table>

**Years of Service:** .5

**Leadership:** List involvement in committees or other service

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradshaw</td>
<td>Dick</td>
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**Status:**
- Adjunct, ETCUM
- Shared W/other program(s): No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
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<th>Reassigned (Total)</th>
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<tr>
<td>12 hrs</td>
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**Years of Service:**

**Leadership:** List involvement in committees or other service

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cox</td>
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**Status:**
- NA
- Shared W/other program(s): No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tr>
<td>35 hrs</td>
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**Years of Service:** 32

**Leadership:** List all areas of specialty and/or equivalency

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>erdman</td>
<td>john</td>
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**Status:**
- Adjunct, ETCUM
- Shared W/other program(s): No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>7</td>
<td>00.000</td>
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**Years of Service:** 1

**Leadership:** List involvement in committees or other service

- Instructional Equipment and Library materials committee
- Technology Committee
- Union District Workload Committee
- United Professors of Marin Executive Council
- Professional Affairs Committee
### List of Faculty Members and Total Faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin</td>
<td>Michele</td>
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**Status:**
- Emergency Hire: No

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<thead>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Years of Service:** 5

**Specialty:**
- List all areas of specialty and/or equivalency

**Leadership:** List involvement in committees or other service

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### List of Faculty Members and Total Faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risch</td>
<td>Joan</td>
<td></td>
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</tbody>
</table>

**Status:**
- NA: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Years of Service:** 34

**Specialty:**
- List all areas of specialty and/or equivalency

**Leadership:** List involvement in committees or other service

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### Additional Teaching Unit Requests

#### III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.

2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

   - One librarian has retired; no RETCUM faculty are working in the library.

4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

   - None.

5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

   - A number of changes, both internal to COM and in the environment of higher education in general, have greatly impacted the demands on librarians.

   - College librarians must balance the dual demands for electronic and print sources of information and the different research techniques they require. At the same time, higher levels of information literacy have increasingly become a prerequisite for future educational and professional success for our students.

   - Dramatic increases in the number of Basic Skills, ESL and vocational students at COM demand more time of
the library faculty. Underprepared students require more instructional time, support and reassurance. Research instruction techniques must be re-examined frequently in order to insure that students are well served and that their emerging skills in research form a reliable foundation for ongoing development.

Unlike classroom instructional programs, there is no ready means of increasing library staffing when the number of students we serve increases. Therefore, the 20% or more increase in student enrollments over the past five years have had a disproportionate impact on the library, especially since during the same period of time we lost one-third of our faculty.

Collaboration with faculty colleagues should be ongoing and extensive. Substantial increase of part-time faculty and numerous faculty changes from semester to semester require increased efforts by library faculty to inform and instruct classroom faculty about the extensive support services offered by the library for them and their students.

Additional full-time library faculty is crucial to survival of the library as a viable part of the academic program. Current staffing allows only day-to-day instruction of students and minimal involvement with other faculty and community the community. Planning, outreach and innovation suffer.

A new library at IVC opens in fall 2010. Because library faculty have the education, experience and responsibility for making appropriate recommendations about library resources and services, plans for library services at IVC must involve library faculty (working in collaboration with classroom colleagues) at every stage. The time to do this has been minimal. Clearly, the need to provide library services to that campus will require that the vacant position be filled as soon as possible.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
Library-2009

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaylene Urquhart</td>
<td>Lab Assistant</td>
<td>37</td>
<td>500 Students</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Educational Planning Committee * Classified Senator, Basic Skills Initiative, Self-Study Workgroup.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glade Van Loan</td>
<td>Lab Tech</td>
<td>37</td>
<td>0 Students</td>
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</table>

Leadership: List involvement in committees or other service

Processes acquisitions

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lanling Long</td>
<td>Clerical</td>
<td>37</td>
<td>0</td>
<td></td>
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</tbody>
</table>

Leadership: List involvement in committees or other service

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trang Nguyen</td>
<td>Clerical</td>
<td>37</td>
<td>500 Students</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Specialist Full-Time</td>
<td>37.5</td>
<td>Classes</td>
<td></td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

The new library at IVC will require not only a reference librarian to ensure that library support will be available to all, but also 1.5 classified staff to run Circulation and Acquisitions. This staff member can provide support to students working in the Learning Center as well, so it would be best if the position was an Instructional Specialist.
**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

This person will be shared by the Library and the entire open lab area in the new IVC building, including General Education, career courses, Multi-Media, Early Childhood Education, etc.
Program Summary
Library-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Teaching students research skills by: 1. Teaching credit class: Library 110 (introduction to research skills) 2. Instructing discipline classes. 3. Teaching student one-on-one 4. Promoting student use of databases and the internet.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Library needs have to be considered as an ongoing part budgetary process within the District so as to maintain an adequate budget for books, periodicals and databases on an annual basis. These essential services should not be dependent on outside sources for funding as we have for many years.

In addition, the new library at IVC will require resources to meet the needs of students in classes there. The librarians cannot assist the college in meeting the strategic goal of increasing Distance Education because we are understaffed.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

From previous program reviews, we have not been granted the resources to make the improvements we planned. In fact, our budget has been cut nearly in half by the state's elimination of T-Tip funds this year.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Stable funding replacing the state T-tip funds
2. Replace the vacant full-time librarian position to provide reference library services to the IVC campus and to enable the library to return to its rightful place supporting instruction in all disciplines.
3. Hire 1.5 FTE classified positions to staff the Library/Learning Center at IVC.
4. Fund the databases identified by faculty as necessary for effective instruction at IVC

VI. Other concluding remarks.
A number of changes, both internal to COM and in the environment of higher education in general, have greatly impacted the demands on librarians.

College librarians must balance the dual demands for electronic and print sources of information and the different research techniques they require. At the same time, higher levels of information literacy have increasingly become a prerequisite for future educational and professional success for our students.

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Area Directors and Deans Comments
Library-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

   The library's requests for materials, software, and staffing for the IVC library to open in fall 2010 are essential to support student access at IVC. Title 5 requires that we provide essential student services at all locations and this is a really bare-bones request.

3. Please comment on the faculty and staff sections.

   The library's requests for materials, software, and staffing for the IVC library to open in fall 2010 are essential to support student access at IVC. Title 5 requires that we provide essential student services at all locations.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

   T-tip database $38,000 per year

5. Other comments

   The library is seriously underfunded and at the same time its services are expanding. Unlike instructional programs whose staffing increases with each class added, the library is supporting 20% more students and faculty with drastically reduced funds. There are already important functions that have been eliminated or reduced; without stable funding and adequate staffing services can't help but suffer.