

# 2020 Annual Program Review

Program Name: Library

Program Review Author: Patricia Burson

**I. PROGRAM DESCRIPTION:** In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

*Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>*

The Santa Monica College Library supports SMC’s academic instruction programs and is also an instructional program on its own. The Library’s primary goal is student success through serving the information and research needs of students. The goals of the Library instructional programs are dedicated to helping fulfill the College’s mission, vision, and goals by making highly effective, indispensable contributions to the empowerment of students, through providing excellent research resources and instruction for their information needs and the information needs of the College community and community at large.

## II. PROGRESS SINCE LAST REVIEW (LAST YEAR’S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Complete migration and implementation of the LSP	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Completed the migration from the Sirsi ILS to ExLibris’ Alma/Primo. Go live date was 1-6-2020
Complete ongoing training on the new Alma/Primo software	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	All the initial training has been completed, but there are functions that we may decide to add should the need arise. More training would be required should that occur.
Pass ALMA and Primo V administrator certification exams (both Interim Assoc. Dean and the Systems Librarian passed)	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Both the Systems Librarian and Interim Assoc. Dean of Learning Resources passed the certification exams for both Alma and Primo. We were not allowed access to the configuration files until had two peoples passed the certification exams. Accessing the files was essential to complete the configuration and set-up of essential functions.
Propose that Library 1 be taught as a DE course	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	The Library 1 course has now been approved to offer as a DE course.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

### III. ACHIEVEMENTS

**(Optional)** List any notable achievements your program accomplished in the last year.

The migration of the Library's Sirsi/Dynix automated computer system to the new ExLibris Alma/Primo library management system (LMS) consumed most of the staff's time during the fall and winter sessions. The migration involved extracting the data from our old system, and mapping it into appropriate fields in the new LMS. The data points did not match one-to-one, so it was a tedious process to put the data elements in new fields so that it would be retrieved and displayed correctly. Training on the new system began in the fall, but it could only be done in a test environment, and not with our own data. Not all processes could be tested in the sand-box, so there were many that could not be practiced during the training. The Wednesday before Thanksgiving (2019), we were finally given our production environment and could begin working with our own data. The staff had the enormous task of creating all of our Reserve records from scratch. We began the labor-intensive process of entering course records for every course and individual instructor by hand. Thanks to their efforts and the efforts of Steve Hunt, our systems librarian, we were ready for the go-live on January 6th. Though the reference Librarians were not involved in the Alma portion of the work, they were great team players and volunteered to help. The timing the receipt of our production and of the go-live date didn't give us time to train them to help, but the staff very much appreciated the offer and it promoted the idea that we were all in this together. The Librarians had to very quickly get up to speed on the Primo catalog interface because the go-live date was the first day of winter session. They were very helpful in finding anomalies in the catalog and helping students navigate through the oddities and quirks of the new system all while learning this new interface themselves. In addition to learning the new interface, they had to edit all the instruction materials that mentioned, gave instructions or had screenshots of the previous system Sirsi.

Providing all instructional and reference services online is a notable achievement. In addition to the credit courses being moved online, all of the one-hour orientations and workshops moved online as well. Librarians teaching the courses had three days to prepare to teach their classes online, and like many other faculty, some had no experience teaching online. To continue to conduct the orientations Librarians very quickly had to master ways to engage the students using this new modality. The Library already provided chat reference, but all reference work moved online as well.

Under the leadership of the Library chair, an SMC Library YouTube channel was created, and it hosts of the content created for all the spring orientations and workshops as well as several database and website-specific videos made so that that the faculty at large can embed in their canvas shells.

The Library collaborated with the Santa Monica History Museum on an exhibit and loaned them many of our archived photos.

### IV. CURRENT PLANNING AND RESOURCE NEEDS

#### Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

The problem of not being able to circulate the reserve textbooks is until we can safely reopen affects not only for the SMC Library, but Libraries across the country. E-versions of textbooks are not available for purchase or license in most cases. In a rough sample from textbook digitization project last spring, well under 20% of the books we digitized were available in an e-format and some of those were not traditional textbooks (novels, etc.). There is no financial incentive for publishers to do so because it would drastically cut into their sales to students. SMC was represented in a group of about 60 librarians from all parts of the country met in June with VitalSource, a company that provides e-textbooks to students. The company is trying to come up with a model for libraries, but the negotiations with the publishers are ongoing. We encourage the use of OERs, but not all faculty are interested in using them.

Our plan is to continue to prefer digital content over print where appropriate. As more digital content is created by the publishers, we hope to be able to continue to expand our offerings to the students; however, much of the content is available only in packages or databases which increases the cost of the products. We expect to have to add new products as they come available in order to meet the needs of remote learning so our expenditures on these products may increase substantially the amount of Lottery money we may need.

With the retirement of the most senior Librarian, who had 44 years of service, there are now only three full-time faculty librarians. One more Librarian may retire in the spring, leaving only two, and only one of them is a reference and instruction librarian. The need for addition full-time librarians is now acute.

**Part 2: List of Resources Needed**

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

*While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.*

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
<b>Human Resources</b>	Additional full-time faculty	With the retirement of Anne Powers, we are down to four full-time Librarians. Assoc. Dean is still doing some of her job from when she was a faculty librarian.
<b>Facilities</b> ( <i>info inputted here will be given to DPAC Facilitates Comm.</i> )	Plexiglass screens should be installed at the Circulation and Reference areas. They would provide a physical barrier between the staff and the public that would help protect both staff and students from spreading viruses. Cleaning needs to be consistent and carpets need to be replaced or deeply cleaned.	The plexiglass screens would provide a physical barrier between the staff and the public that would help protect both staff and students from spreading viruses.  Students complain about the stains and dirt in the carpet saying it looks unsanitary.
<b>Equipment, Technology, Supplies</b> ( <i>tech inputted here will be given to Technology Planning Committee</i> )	Staff need microphones and cameras for their PCs Mobile hotspots for students.	Staff need microphones so that they can participate in the conversations in online meeting. Cameras would also be helpful, but they are not as high a priority. Some students may not have reliable access to the internet and they are likely to be our most at risk students. Reliable access to the internet is an equity issue that the mobile hotspots may help address.
<b>Professional Development</b>	Equity training. Alma/Primo training	All library employees should participate in the equity workshops that are offered. Funding for selected staff and Librarians to go to the Eluna Conference next year (Alma/Primo) users group.

**V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:**

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also include your responses and solutions to this crisis.

When the campus closed in March 2020, the Library had to find a way to provide access to textbooks on Reserve and to continue providing reference and instruction. The textbook digitization project was meant to address this challenge. Though it wasn't sustainable after spring, it did allow students access to textbooks they needed to complete the spring semester. The Library has initiated trials for databases in the areas of literature and the humanities, chemistry, economics, and Government and legal research. Not all of these resources will

be added permanently, but they were necessary to add to expand the options for research resources. They are proving useful to students and faculty. The purchase of e-books has become our collection development focus not only because of the closure of the Library, but the decline in recent years of the use of the print collection. After the campus closed, the Library was open for one day so that students without access to computers or the internet could continue their coursework as the classes moved online. However, the first day that the Library opened to the students, it became evident that there was no way to provide them with the type of assistance while ensuring social distancing so the Library has remained closed.

Moving the entire reference and instruction program online was a massive undertaking. The orientations that had already been scheduled required consultation with each faculty member who requested the orientation to see if they would like the orientation session to be done via Zoom. If they did, the session had to be reworked so that it could be presented remotely. All orientations subsequent to the closure will be conducted via Zoom. The Librarians quickly had to gain proficiency in Zoom in order to make the sessions as effective as possible.

The Library’s credit classes had to be taught online, and like many other faculty, some of our librarians had not taught remotely. Though it was challenging for the individual librarians, the move to online classes will allow us to add more classes in the future than we were able to accommodate in the library's classroom. This has turned out well, because the Library may be able to offer more courses online now that more librarians are comfortable teaching remotely.

The Librarians spent countless hours creating guides that assist users with subject specific research or specific citation styles. They also revamped many of our existing guides to subject areas to aid faculty and students with easy to follow research sources and tips. All the workshop sessions that were taught are now available on the SMC Library YouTube channel. Though it takes just a moment to write about this, the amount of time they put into planning, then creating the content, closed-captioning, and editing was enormous. It is heartening that all of the efforts that the Librarians invested will continue to benefit the students and faculty after we return to campus.

When the campus closed, students could not come to the Library to return their books. The Library suspended fine accruals, and had MIS lift the Library holds in ISIS. We did not want a library hold to interfere with student’s ability to drop classes, and to take classes in summer and fall. Once the campus is open, we will resume the fine accruals and have the ISIS holds reinstated after giving students the opportunity to bring back the materials.

**VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY**

**PARTNERSHIPS:**

**Part 1: Industry advisory meeting dates and attendance for 2019-2020.**

	# of SMC Attendees	# of Non-SMC Attendees
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**Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.**

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> <li>• Advisory attendance</li> <li>• Internship site</li> <li>• Donations</li> <li>• Job placement</li> <li>• Other</li> </ul>	Optional: Additional information about partnership or collaboration
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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**CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review. Please CC or send a copy to Stephanie Amerian and Erica LeBlanc.**

**The following section will be completed by your program’s area VP**

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**Vice Presidents:**

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian ([amerian\\_stephanie@smc.edu](mailto:amerian_stephanie@smc.edu)) and Erica LeBlanc ([leblanc\\_eric@smc.edu](mailto:leblanc_eric@smc.edu)). If you have any questions, please contact us!