INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Student Services
DUE: March 30, 2016

Purpose of Institutional Program Review

Purpose of Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you (if applicable). We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: http://datamart.cccco.edu/

SBVC Research, Planning & Institutional Effectiveness:
                http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

California Community Colleges Student Success Scorecard:
                http://scorecard.cccco.edu/scorecard.aspx

Program Efficacy
2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Library & Library Computer Lab

Name of Division

Student Services

Name of Person Preparing this Report   **Extension**

Ron Hastings	x8542

Names of Department Members Consulted

V. Evans-Perry, A. Gideon, E. Guillen, C. Herrera, T. Hosford, C. Huston, J. Kevari, M. Mestas, T. Nguyen, Q. Pham, M. Valdemar, P. Wall

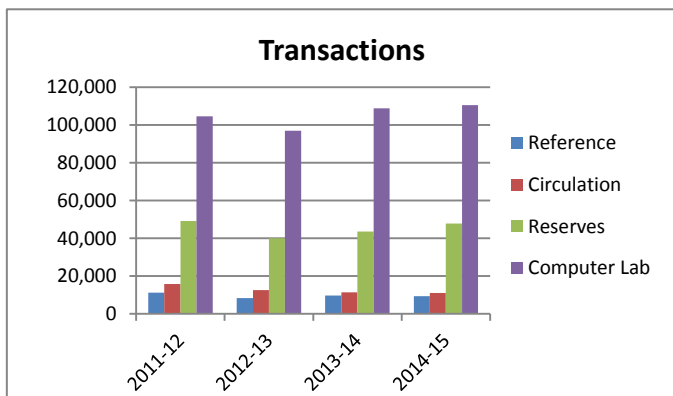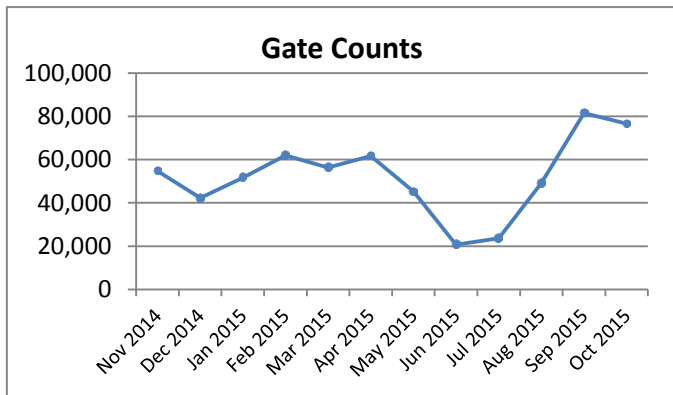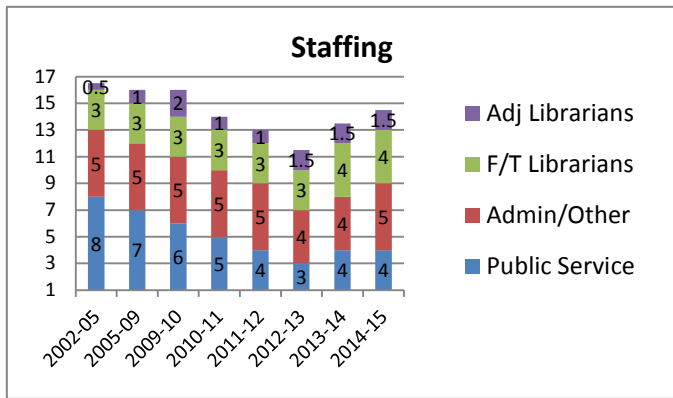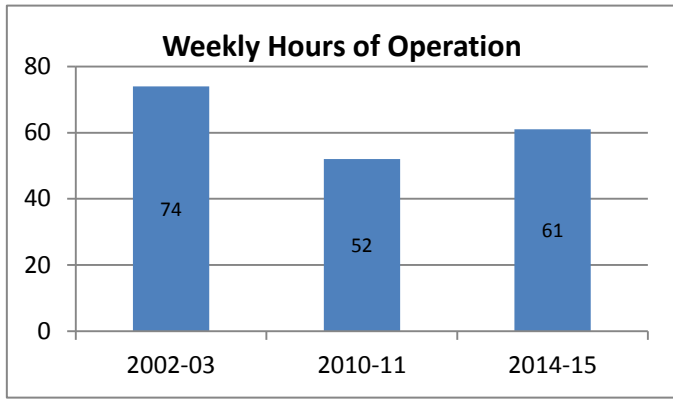**Name of Reviewers (names will be sent to you after the committee meets on February 19)**

Rochelle Fender, Sandra Moore, Nori Sogomonian

Work Flow	Date Submitted
Initial meeting with department	3/10/16
Meeting with Program Review Team	3/25/16
Report submitted to Program Review co-chair(s) & Dean	3/30/16

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	0	0
Faculty	4	0	3
Classified Staff	8	0	0
Total	13	0	3

Weekly Hours of Operation

Year	Hours
2002-03	74
2010-11	52
2014-15	61

Staffing

	2002-05	2005-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Adj Librarians	0.5	1	2	1	1	1.5	1.5	1.5
F/T Librarians	3	3	3	3	3	3	4	4
Admin/Other	5	5	5	5	5	4	4	5
Public Service	8	7	6	5	4	3	4	4

Gate Counts

(Nov 2014 – Oct 2015, ranging approximately 20,000 to 80,000)

Transactions

	2011-12	2012-13	2013-14	2014-15
Reference				
Circulation				
Reserves				
Computer Lab				

Description:

The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors. The 40,000 square foot building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. When classes are in session the library is open:
Mon-Thu 8:00-8:00, Friday 8:00-5:00, and Saturday 10:00-2:00.

Assessment:

- From Nov 2014 to Oct 2015, the library served **625,513 visitors**.
- The percentage of Spring 2014 Survey respondents reported below agreed or strongly agreed with the corresponding statements.
  - I feel welcome in the library, and comfortable asking staff for help. – **97%**
  - Library services and resources are sufficient to meet my needs as a student and a member of the community. – **96%**
  - Library hours of operation are sufficient and match my schedule well. – **91%**
  - The library environment (noise level, temperature, lighting, furnishings, etc) is conducive to study. – **90%**
  - As a result of my visit I have a better understanding of how to conduct my own research. – **89%**
  - The resources and/or assistance I received during my visit will help me earn a better grade. – **92%**
- One Library Media Clerk position, previously lost to attrition, was restored and filled, and the new employee will begin work in October.
- *Information Literacy & Research* (LIB 110) is being taught as part of the Fall 2015 *First Year Experience* curriculum
- *Cybrarian* was deployed on all public access computers, to streamline student authentication and use of computers and printers.

Department Goals:

- Continue to systematically gather and analyze hard data to support and inform planning and needs assessment.
- Enhance and expand the Library's primary role as purveyor of Information Literacy instruction, as a core competency.
- Continue to apply existing and emerging technologies to streamline procedures and improve services.
- Optimize allocation and utilization of Library spaces.
- Increase hours of operation to better meet students' needs.

Challenges:

- Professional growth opportunities and departmental meetings are difficult to arrange, due to the desire to maintain current hours of operation.
- Relying on one-time funds for ongoing costs can lead to future shortfalls.
- Without significant reconfiguration, public study space is at capacity.

Opportunities

- Technological solutions are available to potentially streamline and ease some of the workload generated by current practices and procedures.
- Library services and resources contribute particularly to the success of targeted at-risk students, as described in SBVC's *Student Equity Plan*, for which additional funds are flowing from the state. If hard data can be gathered to support anecdotal evidence, the Library can argue for a share of those additional funds.

Action Plan:

- Continue to capture and analyze data for all service transactions.
- Request restoration of one Library Media Clerk position.
- Optimize work schedules of classified staff and student workers, to reduce or eliminate reliance on overtime and increase hours of operation.
- Re-establish a Library Advisory Committee.
- Solicit ideas and make recommendations for space allocation.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program vs. Campus-Wide Demographics			
	Jan-Mar 2015	**Spring 2015 ****	**2012-13 to 2014-15**
Demographic Measure	**Library & Computer Lab**	**Campus-wide**	**Campus-wide**
Asian	3.8%	3.4%	4.9%
African-American	17.9%	12.3%	13.4%
Hispanic	66.2%	65.3%	61.8%
Native American	0.6%	0.2%	0.3%
Pacific Islander	0.5%	0.3%	0.4%
White	8.3%	13.5%	15.4%
Unknown	1%	3.7%	0.6%
Female	60%	57%	55.1%
Male	40%	43%	44.7%
Disability	3.3%	3.4%	5.6%
Age Min:	15	15	15
Age Max:	74	84	83
Age Mean:	26	28	27
** Campus-wide Spring 2015 numbers (per RP&IE) added here for more accurate comparison with library sampling.			

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The Library and Computer Lab are open and available to all students and faculty. So, while it is impossible to collect demographic data for all visitors, the library began collecting ID numbers of students using specific service areas (circulation, textbooks, workshops, lab use) in Spring 2015. The demographic breakdown of those users is reported on the previous page. As shown, the demographics of library users generally match the campus-wide percentages, with the exceptions of White and African-American students, who disproportionately use the library less and more, respectively.
Spring 2016 sampling is underway, with plans to continue collecting data annually during Jan-Mar, for analysis each summer.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

As shown in the chart at the bottom of our most recent EMP on page 3, numbers of students served continue to hold steady or increase across all library service areas. From Nov 2014 to Oct 2015, the library served 625,513 visitors. A snapshot of recent gate counts (Jan-Mar 2016) shows averages of 3,724 visitors on Mon-Thu, 989 on Fridays and 270 on Saturdays. The most frequent student suggestion from the Spring 2015 survey, as well as the 2016 survey (currently underway) was/is for increased hours of operation. One Library Media Clerk position, previously lost to attrition, was restored and filled in Nov 2015, reducing reliance on overtime from over 20 hours per week between four employees, to just 4 hours per week and one employee. The most recent Needs Assessment process ranked an additional LMC position at #8 campus-wide. If approved and filled, reliance on overtime could be eliminated, and hours of operation could be restored to levels similar to a few years ago. As of Spring 2015, in direct response to student requests, the library opens an hour earlier and closes an hour later during final exams. With the additional LMC we will be able to maintain that schedule year round.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

The 40,000 square foot SBVC Library houses a collection of over 75,000 volumes, over 200,000 e-books, 110 current periodical subscriptions, and over 40 microfilm titles. SBVC students and faculty also have access to hundreds of thousands of journal articles indexed in over 40 general and specialized research databases, as well as general, vocational and subject-based tutorials, exercises and practice tests offered through *Learning Express*. When classes are in session, the Library is open 61 hours per week: Mon-Thu 8-8, Fri 8-5, Sat 10-2 and offers 24/7 *Ask-A-Librarian* online chat reference service. The Reference Desk is staffed, usually by two librarians, during all regular hours of operation. Additionally, library faculty offer customized information literacy instruction and open workshops, as well as courses offered as part of the Library Technology AA and certificate programs.

Also housed in the library are over 100 computers, 3 printers, and several photocopiers and microfilm readers, supported by two computer technicians, and available for use during all regular hours of operation. The reference area also provides an additional 35 dedicated research workstations.

Materials from the general collection may be checked out for 21 days by SBVC and Crafton Hills College students and faculty with a current school ID. The Circulation Desk is staffed by classified employees, backed by student assistants, during all regular hours of operation. Housed behind the desk is the extremely popular Textbook Bank, which includes copies of expensive and/or high-demand textbooks assigned during the current semester, available to students for 2 hours at time, for in-library use. That collection was recently expanded, to include additional copies of textbooks for "basic skills" courses, available for 24-hour use.

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

See Strategic Goal 2.11

In addition to surveying students and faculty annually, data collection and analysis efforts are newly focused on gathering and analyzing objective, quantitative data, and answering questions that needn't be asked of students. For example, an analysis of Spring 2015 data by Research, Planning & Institutional Effectiveness revealed that 67.28% of students who attended Information Literacy workshops with their class(es) received a passing grade, compared to 65.43% of students who did not. Workshop attendees also re-enrolled at a 93.32% rate, compared to 87.25%, and had a collective term GPA of 2.34, compared to 2.25. These quantitative measures were used, in collaboration with all library faculty and staff, to revise the library's SAO's (posted on the library's website) and are used in conjunction with qualitative survey responses to measure the library's efficacy and impact on student success. SAO's will be further refined and consolidated this spring, to better match the specific data and responses capable of being gathered and analyzed, and to establish firm benchmarks. Examples of draft language:
- "Students who utilize library services and resources will succeed (as measured by semester grades and retention) at a minimum 1% higher rate than students who do not."
    - supported by objective, quantitative data
- "At least 85% of students will agree with the following statements: "
    - supported by subjective, qualitative data

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

The Library supports the academic programs of San Bernardino Valley College by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors.

How does this purpose relate to the college mission?

In support of "quality education and services that support a diverse community of learners" the library places particular emphasis on developing and facilitating access to a broad, current and challenging collection of resources, in support of SBVC curricula. Modelled on the principle of "embedded librarianship" the library is partnered with academic departments and specialized student service areas, and maintains a strong presence in campus-wide governance.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

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Building on previous questionnaires, beginning with its Spring 2015 annual user satisfaction survey, the library now asks students to respond to the following six statements, on a Likert scale. Percentages of respondents reported below agreed or strongly agreed with the corresponding statements.

- I feel welcome in the library, and comfortable asking staff for help. – **97%**
- Library services and resources are sufficient to meet my needs as a student and a member of the community. – **96%**
- Library hours of operation are sufficient and match my schedule well. – **91%**
- The library environment (noise level, temperature, lighting, furnishings, etc) is conducive to study. – **90%**
- As a result of my visit I have a better understanding of how to conduct my own research. – **89%**
- The resources and/or assistance I received during my visit will help me earn a better grade. – **92%**

Almost 400 respondents reaffirmed the Library's overwhelming popularity among students, and their satisfaction with its services and resources. Desire for more access (i.e., increased hours of operation) continues from the previous Efficacy Report as the most common "complaint". Other concerns include temperature and noise levels inside the building.

These questions, as well as other data collected in the annual survey, will be periodically revisited to assure that we are asking the most pertinent and revealing questions, and accurately measure critical resources and services.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Library faculty regularly conduct course-based orientations and workshops, often in support of specific research projects. In Spring 2015 1,186 students in 47 class sections received such instruction. In Fall 2015 1,657 students in 68 sections attended. As discussed above, analysis of the Spring 2015 data showed that 67.28% of students who attended library workshops with their class(es) received a passing grade, compared to 65.43% of students who did not, an increase of almost 2%.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Faculty and student research needs and habits continue to trend toward digital resources. Paradoxically, reliance on printed textbooks persists on campus. The library continuously strives to strike the proper balance of funds allocated for print versus digital. As the system-wide *Online Education Initiative* – and the general expansion of distance learning – moves forward, we can expect a redoubled emphasis on digital "textbooks," open source or otherwise. The library can be expected to play a prominent role in introducing and promoting those resources.

Recognizing that our students' research assistance needs don't always match our hours of operation, we view our participation in the *Ask-A-Librarian* program as essential. Even when they are unable to speak with an SBVC librarian in person, students can receive assistance from librarians around the world, at any hour.

While it may be premature, it seems safe to assume that the Educational and Facilities Master Plans currently being developed will shine a stronger light on CTE programs at SBVC. Accordingly, the library will begin exploring ways by which we can better meet the particular needs of our career training students.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

The SBVC Library has consistently and admirably maintained a high standard of excellence during a prolonged and challenging period of transition and uncertainty. Faculty and staff evince a strong commitment to student success, and have gone above and beyond what should be expected of them, to meet and exceed our students' wants and needs. The library is an extremely busy and popular service on campus, generally serving over 3,000 visitors every day. The department is consistently reviewed positively by students and faculty. Library faculty and staff at all service desks manage patron transactions with friendly efficiency, and students feel welcome in the library. Leveraging that good will, accomplishments in recent years include:

- Since the previous Efficacy Report, in response to student demand, the library has restored some of the previously reduced hours of operation, initially by scheduling voluntary overtime from existing staff. Recent restoration of one of two classified staff positions has almost eliminated that dependence on overtime.
- Migrated to the *OCLC WMS* library management system, with minimal service impact.
- Developed a partnership with the Veteran's Resource Center and assigned an embedded librarian, to better meet the particular needs of our veteran students.
- Responding to student requests for a quite study area, a section of the Reference area was repurposed as a WiFi Nook by placing tables, chairs and electrical cords.
- Continued partnership with TESS to support self-printing stations and deploy *PaperCut*.
- Partnered with ASG for additional funding of textbook bank, to keep pace with increasing student reliance and demand for that resource.
- Partnered with Laura Bush Foundation for Americans Librarians (LEADS), creating an internship for a local MLS student.
- Deployed *Cybrarian* on all public access computers, streamlining student authentication (making it quicker and easier to log in) and enabling collection and analysis of usage patterns.
- Established *Information Literacy & Research* (LIB 110) as an integral component of the *First Year Experience* program.
- Requested and received one-time *Student Equity* funds to expand the textbook bank for "basic skills" courses, making those textbooks available for 24-hour circulation. Further, perhaps permanent, expansion is being considered.
- Leveraging ongoing student requests for more access, the library successfully justified and filled one of two additional classified staff positions necessary to expand (restore) hours of operation.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

As always, digital subscription costs and book prices continue to outpace district budget increases. The latter shortfall is mitigated by gradually reducing reliance on, and demand for print resources. However, the former will soon outpace our ability to reallocate funds toward e-books and database subscriptions. While those digital resources make it possible to "do more with less," the search for increased funding continues. The SBVC Library continues to be an active participant in the *California Community Colleges Library Consortium* and the *Council of Chief Librarians*, leveraging economies of scale to reduce subscription costs system-wide.

Part V: Questions Related to Strategic Initiative:
Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
Challenges	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Examples of technology initiatives undertaken since the previous Efficacy Report include:
- Migration *to OCLC WMS*
- Deployments of *Cybrarian* and *PaperCut* in the computer lab
- Reactivation of the *SenSource* sensor at the front doors, enabling more accurate gate counts
- Better and more robust data collection and analysis using all of the above

Successful partnerships have been formed with:
- Veterans Center, to better tailor library services and outreach to those students
- ASG, to supplement the library's textbooks budget
- First Year Experience, to establish a foundation of information literacy to support student success
- Art department, gallery and club, to create rotating exhibits of students' and other local artists' work in the library
- SBUSD's *Working on Real Careers* program, to provide volunteer work opportunities for local disabled students

Through our annual spring survey, as well as constant evaluation of workshops and other services, the library serves as a standing measure of "campus climate." We remain committed to continual improvement, and solicitous of faculty and student feedback.

Part VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.