

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Library

Division Name: Learning Resources

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Instructional Program Review: GWC Library

PROGRAM INFORMATION:

The Golden West College (GWC) Library supports the college's goal (IIC) "to provide, maintain, assess, and strengthen both services and resources in the . . . library..." The library achieves this college goal in supporting the institution's instructional programs by providing high quality, service-orientated, collaborative learning opportunities that teach and promote information literacy, educational achievement, and life-long learning.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions:

The GWC Library's core values reflect the campus values to promote campus diversity, a positive campus climate, student success, and student support.

Diversity and Campus Climate

The library is the center of intellectual engagement and at the heart of Golden West College (GWC). The library faculty and staff strive to create a healthy campus climate by upholding the campus values of respect, diversity, and inclusion amongst the community it serves. The library's efforts include:

- recruiting and maintaining a diverse library workforce
- developing collections, programs, and services that are inclusive of the needs of all persons the library serves

- upholding the organizational and professional values dedicated to culturally competent service
- creating a user-centered environment where librarians collaborate with both students and faculty to understand and meet library user's research needs
- Providing space that promotes inclusivity and support of intellectual freedom while respecting differences in our user's ethnicities, identities, experiences, and perspectives.

Student Success and Student Support

As a learning and instructional center, the library provides student support to contribute to student success. The library's services and collections provide support to the institution's instructional programs, campus intellect, and cultural activities. The library excels as a service-oriented facility dedicated to providing access to current and relevant information via content-rich resources and library instructional programs, using current and relevant formats and technologies. Students, faculty, and staff are encouraged to use the resources of the Golden West College Library to locate information to meet his or her educational, vocational, social, and personal goals. Librarians help students, faculty, and staff with research questions such as helping students find relevant books, reference materials, online articles, and appropriate websites for research. During library hours, a librarian is available to teach information competency concepts at the reference desk, during library orientation sessions, online through social media and chat tools, and in library classes. The information competency skills librarians teach are: how to identify the scope of information; how to locate and retrieve relevant information; how to organize, analyze, and evaluate information; and how to understand the ethical and legal issues surrounding information and information technology.

In addition, the GWC Library assesses and maintains its library collection. Annually, the library acquires print and electronic resources that support the educational needs of GWC students, faculty, and staff. Currently, the library maintains an on-site collection of more than 45,000 books, a print magazine and newspaper collection, DVD collection, and the Student Textbook Access Reserve (STAR) collection that includes textbook titles and course materials from many subjects taught on campus. In addition, the library aims to provide 24/7 quick and easy access to timely research materials through its online resources such electronic books, online newspaper articles, online journal articles, online magazine articles, online trade publications, online government publications, online primary documents, online encyclopedia, and a recently added online streaming film collection. In addition, the library has computers available for library research, word processing, and Internet access. Other library facilities include a copy center with photocopiers and printers, group study rooms, resources for physically-challenged students, and a library classroom in which information literacy courses are taught. All of these components together provide GWC students with support and tools for success.

External Requirements:

The Library engages in the institution-wide steps to self-evaluate. These steps address the requirements of accrediting bodies, such as the Accrediting Commission for Community and Junior Colleges (ACCJC). The library assesses its achievements towards student learning, goals, and endeavors to accomplish outcomes under Standard II: Library and Learning Support Services.

The library also is required to follow the state regulations under Title 5 California Code of Regulations. According to the California Code of Regulations, Title 5 section 5874, in the "Table of Minimum Standards for Libraries and Media centers," the current number of full-time librarians and full-time classified staff employed, at the GWC Library, does not meet the state's minimum standards for libraries. Therefore, GWC may be identified as being in violation of accreditation parameters.

5 CCR § 58724

§ 58724. Tables of Minimum Standards for Libraries and Media Centers.

(a) Table 1 consists of ALA/ACRL-AECT described minimum standards for libraries as follows:

TABLE 1
ALA/ACRL—AECT—Minimum Standards for Libraries (*Modified*)

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

Analysis of Data:

- Based on the college's current FTES of 9448, the state minimum suggests that there should be 7 full-time librarians and 13 full-time classified staff.
- The state minimum indicates that the librarian to student ratio and the classified to student ratio should be:
 - 1 librarian for every 1,571 students
 - 1 classified staff member for every 846 students
- Currently, the library has 3 full-time librarians with 1 full-time librarian starting in the fall 2016, and 4 full-time classified staff.
- The current librarian and staff to student ratios are:
 - Spring 2016: 1 librarian for every 3,149 students
 - Fall 2016: 1 librarian for every 2,362 students
 - Spring-Fall 2016: 1 classified staff member for every 2,362 students

To conclude:

- The campus needs to make staffing the library at minimum standards its priority. The library would like to hire 1 full-time Public Services Librarian, 1 full-time Student Equity/Assessment Librarian, and 2 classified employees.

REVIEW OF LAST CYCLE PROGRAM REVIEW

The following were the library's previous program review initiatives and a summary of any accomplishments:

Initiative 1: Library needs to secure database funding as part of the library's adopted budget

- Unaccomplished: The library has not secured a permanent funding source for its online databases; however, the campus has been generous in annually allotting lottery funds to assist in paying, in part, for the database bills. In addition, the Associated Students of Golden West College (ASGWC) have also given the library funds to pay, in part, for its databases. Unfortunately, these are not guaranteed sources of funding.

Initiative 2: Inadequate levels in library faculty and classified employee staffing

- In Progress:
 - The library hired 1 full-time, tenured track Online Distance Education Librarian to begin in fall 2016. Unfortunately, the library needs to hire 2-3 additional full-time librarians to bring librarian staffing to minimal state standards, of 7 full-time librarians. In the past, the library had 6 full-time librarians. In the fall 2016, we will have 4 full-time librarians.
- Unaccomplished:
 - The library continues to struggle in staffing the Public Services Desk with its current classified employees, student assistants, and work study students. We currently have 3 full-time classified employees when we used to have 4.
 - The library is in desperate need in hiring 2 full-time classified employees to work at the Public Services Desk to try to bring us closer to the minimal staffing level, of 13 classified employees, according to Title V minimum library staffing standards.
 - Our current library budget does not provide adequate funding to hire enough student assistances, and our work study students continue to dwindle due to lack of federal funding. However, even if the library had the funding to hire more students, due to a student's work status, a student can only perform a fraction of the duties required to work at Public Services; therefore, hiring 2 full-time classified employee is essential.
 - In addition, the library needs to hire 1 full-time Public Services Librarian to bring expertise in library public services, library circulation, and oversight and delegation of work flow to the public services classified employees. None of the current librarians have this expertise. To conclude, the library's Public Services department needs 1 full-time classified employee and 1 full-time librarian.
 - Last, the library would also like to hire a Student Equity/Assessment Librarian to provide focused support for the delivery of library services, instruction, and resources to the diverse populations across campus, with particular attention to those students from targeted demographic groups defined by the GWC Student Equity Plan and Office of Research campus/library data of student groups experiencing disproportionate impact, defined as lower success rates than the average student success rates.
 - In addition the Student Equity/Assessment Librarian would develop, coordinate, and implement a comprehensive and strategic assessment program for the library to include Student Learning Outcomes (SLOs) of library instruction and Service Area Outcome (SAOs). Currently, the library does not assess its SAOs on duties performed by its classified employees. The list below is only a few of the SOAs that should be annually assessed that are also required for annual library state reports.

- Public services/Circulation
 - Customer Service
 - Student perception of satisfaction with circulation services
 - Public Services statistics of questions asked/answered
 - Circulation statistics for discharged and charged books, e-books, print and electronic library resources, physical and streaming films, reference materials, etc.
 - Number and percentage of registered library card holders
 - Number of circulation transactions by types
 - Student perception of satisfaction with circulation services
 - Library materials lost
 - Fines and fees totals
 - Interlibrary loan transactions
 - Usage data of student photocopiers
 - User perception of value and satisfaction with photocopiers
 - Number of items on reserve and total number of items added and removed
 - Number of circulation transactions for reserve items
 - Student perception of value of reserve services
 - Faculty perceptions of the value and satisfaction with reserve services
- Collections/Acquisitions/Cataloging
 - Collection size data: items/titles added, discarded, total size by type
 - Library catalog user experience
 - Number of items cataloged
 - Number of items processed by type
 - Library annual inventory
 - Statistics of browsing collections
 - Currency of the collection
 - Student perception of usefulness of the library collection
 - Faculty perception of usefulness of the collection
 - Library collection comparison to similar institutions
- Library Electronic Resources
 - Assessment of online resources
 - Database usage statistics
 - Student perception of value of online resources
 - Faculty perception of value of online resources
 - Library access points assessed such as usage statistics of website, social media tools, library chat, etc.
 - Library electronic resources comparison to similar institutions
- Library facilities (Access/Usage)
 - Number of users in library (gate count)
 - Library hours

- Number of reader seats available
- User perception of satisfaction with overall facility
- Number of hours of access
- User perception of satisfaction with hours of access
- Usage statistics of study rooms
- User perception of satisfaction with group study rooms
- Library Open Computer Classroom
 - Number of computer workstations
 - Average age of computer workstations
 - Usage data
 - User perception of value and satisfaction with computer workstations
- Library/Campus Inter-departmental Collaboration
 - Curriculum and Instruction and Library materials for new courses
 - Nursing Accreditation participation
 - Library outreach and programming

Initiative 3: The library needs functioning computers

- Accomplishment:
 - District IT funded and installed new library computers and computers throughout the campus

Initiative 4: Establish more outreach and interaction with students and faculty about its resources

- In Progress:
 - The library expanded its e-book collection and hired 1 full-time Online Distance Education Librarian to better serve the campus's online students.
 - The library also intends to participate in the college's 50th anniversary festivities in developing an author program to increase the library's visibility on and off campus. The library would like to hire 1 full-time Public Services Librarian to develop a library marketing campaign and coordinate ongoing, annual library programs and a library student club for the campus. The library feels like these efforts could increase student participation on campus and increase retention by increasing its visibility on and off campus, attracting future students, and generating revenue for the library/campus.
 - Last, the library would also like to hire 1 full-time Student Equity/Assessment Librarian to not only coordinate the library's assessment of its SLOs and SAOs, but to also create a comprehensive library outreach plan and establish collaborative partnerships with the variety of campus groups that support and foster the student equity identified populations, with the intent to connect and inform these targeted groups about the value and scope of library instruction and services. This librarian would assess and report the effectiveness of interventions.
- **Initiative 5:** Librarians need to stay current with ever-changing technology through training and professional development opportunities
 - In Progress:

- The library hired 1 full-time, tenured-track Online Distance Education Librarian to begin employment in fall 2016 to help keep up with technology and propose ways to incorporate new technologies into our library program.

SWOT ANALYSIS

• **Virtual/Digital Presence and Resources**

- Strengths:
 - Social Media: Facebook, Twitter, and a blog
 - Online Reference/Chat Service (during library hours only)
 - Online resources: e-books, streaming films, e-magazines, e-journals, e-newspaper articles with 24/7 access
 - Current/updated/maintained library website
 - Fall 2016 hire of a new Online Distance Education Librarian to grow our online presence and access to library resources.
 - Development of some library instruction videos
 - Development of Library YouTube channel
- Weaknesses
 - Lack of permanent funding source for the library's online databases and virtual/digital resources
 - Absence of teaching information competency skills to distance education students—we hope to fill this void with the Fall 2016 employment of a new Online Distance Education Librarian
 - No current expertise in new technology to incorporate into library services due to lack of librarian staffing—we hope to fill this void with the new Online Distance Education Librarian
 - Underutilization of library catalog remote user functions such as: remotely placing a hold on a book, renewing a book online, paying a fee online, etc. due to lack of Public Services Librarian
- Opportunities
 - The library's virtual/digital presence and resources have an opportunity to grow with the hiring of an Online Distance Education Librarian; however, funding for these resources is a concern
 - Ability to explore free or open source resources, meta searching, federated searching, CCC Confer, Camtasia, Snag it, Lib Guides, etc. and incorporate these resources into library instruction
 - Ability to explore technology, that our students are currently using, such as Skype, etc. and possibly integrate new technologies into library services
- Threats/Challenges
 - No library budget line item has been created for the library databases
 - Lack of staffing has created little or no time for professional development and/or training of library faculty, classified staff, and student employees.
 - Difficulty maintaining our existing virtual/digital presence and resources due to few library faculty
 - Lack of librarians, impacts the success of our students due to limited library instruction and resources

- **Library Image**
 - Strengths
 - All librarians and classified staff are customer service oriented
 - All librarians and classified are dedicated to creating a welcoming library environment
 - Positive image on campus
 - Students love being in the library
 - Outreach librarian participates in several campus events: College Preview Day, High School Counselor's Breakfast, GWC Fest, and Chicano/Latino Day
 - Weaknesses:
 - Library needs to create a positive image/presence for the campus's online and disproportionate student groups defined by the Student Equity Plan
 - The Fall 2016 hiring of an Online Distance Education Librarian will help with online students; however, the library would like to hire a 1 Public Services Librarian to create ongoing library programming and 1 Student Equity/Assessment Librarian to work with the targeted populations outlined in the Student Equity Plan.
 - Opportunities
 - Beginning Fall 2016, the Online Distance Education Librarian will begin to work on creating a positive image/presence for the campus's online students
 - Threats/Challenges
 - Negative library morale amongst the librarians and classified staff is increasing due to lack of full-time librarian and classified staffing. Employees feel no hope for replacing librarians and/or classified library staff.
 - Library work has become increasingly difficult since the librarians and classified are expected to complete assigned work and work of the librarians and classified members who are no longer employed at the library.
- **Library and Classified Staffing**
 - Strengths
 - Librarians and classified staff work very hard to provide the best service they can despite staffing shortages. Everyone has reorganized his or her job duties, several times, to include additional job duties and departments to accommodate the library faculty/staff shortage.
 - The library has maintained adequate service despite being down 50% in full-time librarian positions and the loss of 1 full-time classified employee
 - Weaknesses:
 - The library had 6 full-time librarians and is down to 3 librarians with no increase to part-time librarian hours, due to budget constraints.
 - The library is also down 1 full-time classified employee in Public Services. The library is currently relying on student assistants, a 160 day employee, and work study students to fill this void; however, due to their status, these employees are unable to complete the full tasks of the job.

- In addition, our budget lacks student assistant and 160 day funding, and our work study student hours are unreliable and continue to dwindle.
- It has been extremely difficulty for the currently librarians and classified employees to continually work understaffed while trying to keep up with library user demands for services, resources, and equipment.
- Students experience longer wait times for assistance from librarians and classified staff and are not offered essential library services and resources due to low staffing levels.
- The current librarian and staff to student ratios are:
 - Spring 2016: 1 librarian for every 3,149 students
 - Fall 2016: 1 librarian for every 2,362 students
 - Spring-Fall 2016: 1 classified staff member for every 2,750 students
- As indicated earlier, according to the California Code of Regulations, Title 5 section 5874, in the “Table of Minimum Standards for Libraries and Media centers,” the current number of full-time librarians and full-time classified staff employed at the GWC Library does not meet the state’s minimum standards for libraries.

5 CCR § 58724

§ 58724. Tables of Minimum Standards for Libraries and Media Centers.

- (a) Table 1 consists of ALA/ACRL-AECT described minimum standards for libraries as follows:

TABLE 1
ALA/ACRL—AECT—Minimum Standards for Libraries (*Modified*)

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< 1,000	2.0	3.0	230	30,000
1,001–3,000	3.0	4.5	300	40,000
3,001–5,000	4.0	6.5	500	60,000
5,001–7,000	5.0	9.0	700	80,000
Each Additional 1K	0.5	1.0	50	7,500

Analysis of Data:

- Based on the college’s current FTES of 9448, the state minimum suggests that there should be 7 full-time librarians and 13 full-time classified staff.
- The state minimum indicates that the librarian to student ratio and the classified to student ratio should be:
 - 1 librarian for every 1,350 students
 - 1 classified staff member for every 727 students
- To conclude:
 - The campus needs to make staffing the library at minimum standards its priority. The library would like to hire 1 full-time Public Services Librarian, 1 full-time Student Equity/Assessment Librarian, and 2 classified employees.
 - The campus is in a period of grow where the goal is to raise the current FTES to 10,000 so now is the time to hire librarians and classified staff to keep up with student needs.

- Opportunities:
 - In order to try to boost library employee morale, the library will apply for professional development funds to host 2 annual library professional development/team building activities that include full-time and part-time library faculty, classified staff, and library administration. In fall 2016, the library went to the Huntington Library and Botanical Gardens and this activity was a huge success.
 - As GWC needs to hire more Librarians, I suggest that GWC add the following positions:
 - **Public Services Librarian:**
 - Retention Efforts: Grow the library in its role as the heart and center of the campus by doing library programming to include: author events and programs. Programs could draw in our outside community and create bonds on campus. Depending on its success, the library may be able to generate revenue for the library and/or campus.
 - Retention Efforts: Create a campus Library Club to increase library visibility and increase faculty and student participation on campus.
 - Open Source textbook project: Serve as the library liaison for the Open Source Textbook Committee
 - Copyright and Intellectual Property: Interface with faculty and students regarding fair use
 - Library Reserve Collection: Manage library course reserves and explore options for providing digital e-reserves for students and faculty
 - Provide much needed oversight, expertise, and knowledge of library public services and circulation functions.
 - **Student Equity/Assessment Librarian:**
 - Become involved with the co-enrollment project with the local high schools in introducing our library classes as great classes for high school students to take while in high school.
 - Create a cohort of classes or co-teach the library classes paired with college success and/or an English class as both of the latter classes contain a library research component.
 - Provide focuses support for delivering of library instruction, services, and resources to diverse populations across campus as identified in the student equity plan
 - Plan, develop, and provide library interventions related to information competency curriculum that addresses gaps in achievement for targeted student groups
 - Establish strategic partnerships with other departments, programs, and services serving targeted student groups by identifying opportunities for outreach and instruction activities development

- Campus involvement with the Student Equity Committee, Recruitment to Completion Committee (RCC), and Basic Skills
 - Pursue grant funding for library services that promote student equity, basic skills, and student success.
 - Identify and implement new methods, including emerging technologies, for bringing library services to targeted student groups
 - Collaborate with the collection development librarian to develop methods to review, assess, and develop the library's collections to provide the resources and formats necessary to support the needs of the targeted student groups
 - Collaborate with discipline experts as a library liaison to ensure that the library resources such as books, databases, e-books, and media materials reflect student needs with special attention to the targeted student populations.
 - Threats/Challenges
 - Librarians and classified have not had time to explore training and/or professional development opportunities, due to lack of staffing, which has a huge impact on job performance. Libraries and its resources, services, and modes of access and delivery change rapidly and it is important to stay current.
 - The library budget cannot fund the needed 2 full-time librarian positions, 1 full-time classified employee position, and/or additional student assistant and 160 day employee hours, which is needed to bring the library staffing up to par.
 - Morale amongst library faculty and staff continues to drop.
 - There is too much internal work demand on library faculty and staff that there is little to no time to leave the library and spend time building relationships with students, the campus, and the community.
- **Library Safety and Security**
 - Strengths
 - Campus safety repaired the panic button on the library's public services desk.
 - Campus safety temporarily provided the library with a two way radio for direct access to public safety
 - Weaknesses
 - The library does not have adequate staff and faculty working in the library especially during the evening hours, during the regular semester, and during summer and intersession.
 - The library does not have an internal public announcement system (PA) to broadcast instructions and information if an emergency should arise. Since pre-construction of the new library, the library has continually advocated for a PA system. The library, in conjunction with, the GWC IT Department, provided research, quotes, and bid for potential PA system

options. The library has repeatedly expressed the importance of a public announcement system due to the fact that most college campus shootings occur in the library.

- The library does not have all of its internal and external cameras working
 - The library does not have secure work areas with assigned access in the library faculty, classified, and administration library work areas. Key card access into these areas would eliminate the public from continually roaming into restricted library work areas and ensure the safety of the staff and faculty and prevent the ongoing theft of library materials and supplies.
 - Given that the library is all glass internally and externally, the campus should consider providing the library with a safe room in case of an active shooter.
 - The campus should arrange to have public safety have the library as one of their routes daily and in the evening at closing
 - The campus should provide the library faculty and classified with additional training and practice drills in case of an active shooter, natural disasters, blackouts, medical emergencies, and campus closures.
 - Public Safety, campus Administration, and the library needs to have open dialog and on-going discussions regarding library safety and security
 - The library faculty and staff need ongoing training regarding how to best serve students with mental illness.
- Opportunities
- The Library Chair and Dean have reached out several times to public safety to express that the library employees do not feel safe working in the library under these circumstances. The library has expressed that due to the amount of library user traffic, the location of the building on the outskirts of campus, the hours that it is open in the evening, the shortage of faculty and staff employed, and the construction of the facility, being all glass, the library would like prior consideration in receiving campus funding from the bond for campus safety improvements.
- Threats/Challenges
- The frequency of shootings on college campuses and schools continues to increase every year.
 - The library budget needs to be increased to hire more librarians and classified staff to work in the library especially in the evenings. Currently, the library staffs the evening hours, from 5-9 pm, with 1 librarian and 1 classified staff member for our entire building. Currently, this is not sufficient staffing for the library, not to mention, in the case of an emergency.
 - Competitive disadvantages: It is a challenge to keep up with student demands and requests on a tight budget with insufficient levels of staffing. Students continually express that they would like to see the library open more hours during fall, spring, intersession, summer, as well as weekend hours. Other local community college libraries offer extended and weekend hours that we cannot afford, which make going to school there more attractive.

- Since the library was built, the culture and climate of schools and the world has changed where there are more school shooting, campus violence, and a growing number of mental health issues on college campuses. Unfortunately, the current library was built in a different time and currently would not shelter and protect its users in the case of an active shooter, etc.
- **Library Materials Collection**
 - Strengths
 - The librarians ensure that the collection reflects the college curriculum, and the requests of its users.
 - The library collection ensures Intellectual freedom in providing its users to free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored.
 - Recently, the library developed a collection called “popular” to include best sellers, fiction, and award winning books. This collection, which was suggested by library users, could be read for pleasure and aligns with the library’s mission of life-long learning.
 - Weaknesses:
 - Inadequate book budget to keep up with the rising costs of print and electronic resources
 - All new CCI approved courses are reviewed by the library to ensure that the course will have adequate library resources and materials. This is a challenge when the library has a limited budget.
 - Lack of staffing and time prevents the librarians to assess the library collections to see if they are inclusive and represent the diversity of its users. The hiring of a much need Student Equity/Assessment Librarian would fill this void.
 - Opportunities
 - External funding opportunities: Currently, restricted lottery funds supplement the library’s budget for electronic resources. Lottery funds could assist the library in developing its print collection as well. Student equity funds have been provided for the purchase of some textbooks for the library’s reserve collection. Additional equity funds could be given to the library to purchase general collection, circulating books on all issues of equity, diversity, cultures, etc. The hiring of a Student Equity/Assessment librarian could assist with collaborating and spending student equity funds.
 - Threats/Challenges
 - Additional funding for library materials for its collection is needed.
 - Competitive disadvantage: community college libraries that receive more funding for library materials appear- more attractive than GWC and may influence a student’s decision to attend another college versus ours.

CURRICULUM REVIEW

CORs needing review/ revision	Timeline to complete review	Person responsible
Library G120	Dec. 2017	Cathy Le
Library G110	Dec. 2018	Cathy Le

C-ID Designation/Dual-listed courses:

- Not applicable to the library

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years.

- Not applicable to the library

PROGRAM DATA AND ANALYSIS**SLO Assessments/List of courses with ongoing assessment**

Library G110

Library G120

Library G999

List of courses offered in the last 3 years that have not been assessed: N/A

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

Unfortunately, the librarians were unaware that each SLO in every library class needs to be assessed every three years. Therefore, there are several SLOs that the library did not assess in the last 3 years. The library faculty are going create a schedule where the assessed SLOs rotate to ensure that every SLO is assessed during the 3 year period.

The library needs to work on improving student enrollment in its Library G110 and Library G120 classes. One way to try to increase enrollment in Library G110 is to analyze/revise the course curriculum to reflect UC transferability. In addition, if a Student Equity/Assessment librarian was hired, they could work with the high school co-enrollment project to promote and teach library instruction classes to high school students. Library classes would be a great segue for high school to enter college. In addition, this librarian could look into creating a cohort of classes that includes the library classes with other classes that contain core library research projects such as College G100 and English G100.

The library would like to look into these program improvements when it is fully staffed. Unfortunately, with low full-time librarian staffing levels, the current librarians have no room for innovation and to explore opportunities for improvement.

Student Demographics (Headcount by Discipline)

How does your student population compare to GWC's general student population?

The students studying library science/information competency are comparable to the GWC's general student population in the following categories:

- Gender: there are more female than male students enrolled in library classes, which coincide with the librarianship workforce.

- Age:
 - Students 19 or less, 20 to 24, 25 to 29, 30 to 34 is reflective of the campus percentage
- Ethnicity:
 - Library Science student enrollment reflects the campus percentage in the following ethnic categories: Am. Indian/Alaska Native, Asian, Black or African American, Hispanic, Nat. Hawaiian/Pac. Islander, two or more ethnicities, unknown, White.
- Disability
 - The percentage of library science students with no disability reflects the campus percentage.
- Veteran
 - The amount of veterans taking library classes is reflective of the campus percentage of veterans on campus.
- Foster Youth
 - The library science program is reflective of the campus percentage of non- foster youth students.

The students studying library science/information competency are not comparable to GWC's general student population in the following categories:

- Age:
 - Library science has a higher percentage of students aged 35 to 39, 40 to 49, and 50 or older than the campus. This is reflective of the librarianship profession that has older students receiving MLIS degrees.
- Ethnicity:
 - Library science has a higher percentage of Asian students enrolled in information competency classes compared to the campus average.
- Disability
 - The percentage of library science students with a disability is higher than the campus percentage.
- Economic Disadvantage
 - The percentage of economically disadvantaged students studying library science is higher than the campus percentage.
- Foster Youth
 - There are a higher percentage of foster youth students taking library classes in comparison the campus percentage of foster youth students.

Based on the trend that you're seeing, what type of adjustments would you make to your program?

- Age:
 - The majority of students enrolled in library classes are from ages: 20 to 24, 35 to 39, 40 to 49, and 50 or older. Therefore, many of these students can be considered reentry adults who are likely juggling other life roles while attending school such as worker, spouse or partner, parent, caregiver, and community member. These roles can serve as an asset in classes in that these students provide rich life experiences. However, more often, the multiple roles of students presents

challenges in allocation of time for studies and involvement in campus life. The library is doing a great job in offering its library classes in an online and hybrid format to benefit the busy lives of our present students and their need for flexible schedules. This is a student population who would not have access to college otherwise.

- The library may want to consider offering its courses in an accelerated 6 week format instead of its current 8 week format. In addition, the library may want to look into the possibility of offering its Library G110 as a fully online class or open entry/exit class during the semester. This would especially benefit older adults and athletes. A completed 6 week or open entry/exit course may motivate re-entry and all students to stay engaged and motivated as they will feel a sense of accomplishment during the long 16 week semester.
- Ethnicity:
 - The majority of students taking library classes are of Asian descent. Therefore, the librarians should continue/consider incorporating diversity/inclusion teaching strategies:
 - Create classroom environments where everyone is treated with respect.
 - Rectify any language patterns or case examples that exclude or demean any groups.
 - Be sensitive to changes in terminology that refers to specific ethnic and cultural groups as it changes.
 - Introduce discussions of diversity at department meetings.
 - Become more informed about the history and culture of groups other than your own.
 - Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society.
 - Bring in guest lecturers to foster diversity in your class.
 - Give assignments and exams that recognize students' diverse backgrounds and special interests.
- Disability
 - Since the percentage of library science students with a disability is higher than the campus percentage, the library should work with the Disabled Students Programs and Services Department (DSPPS) to ensure that all disabled GWC students have equal access to educational opportunities at GWC. This entails knowing the college disability laws, campus and students' rights and responsibilities, services and accommodations, student and faculty forms and resources.
- Economic Disadvantage
 - Since the percentage of economically disadvantaged students studying library science is higher than the campus percentage, the library should work with counselors and be aware of the provided services that assist economically disadvantaged students such as: Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, and Financial Aid Programs (Federal SEOG, Cal Grants A, B and C, Chafee Grant, Federal Work Study, and the Dream Act. Executing these tasks will ensure

that the participants, in the above programs, have equal access to success while pursuing his or her educational endeavor at GWC.

- Library faculty have done a terrific job in creating and writing the library textbooks and readings for its library classes. Since the library classes are either entirely online or in hybrid format, all of the course materials are available to students via Blackboard. This saves students time and money in not having to purchase a textbook or print/photocopy pages. Nonetheless, the library may want to look into the exploration of some open source library science textbooks to see if these resources could improve our classes and save a library faculty member's time of rewriting the library course textbooks and/or readings.
- Every semester, the library applies for federal work study students to work in the library. The library relies heavily on our work study students to staff the Public Services Desk. The benefit of having work study students, in the library, is mutual. Students often work, in the library, to assist in his or her career objective or obtain skill development.
- Foster Youth
 - There are a higher percentage of foster youth students taking library classes in comparison to the campus percentage of foster youth students; therefore, the library must work with EOPS to ensure that these students are successful in school.
- Conclusion
 - The findings and analysis of the student population studying library science/information competency compared to GWC's general student population, these findings support the need to hire 1 Student Equity/Assessment Librarian to work with the targeted population.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?
 - A few years ago, the campus decided to eliminate the information competency requirement from the AA degree. One of the ways a student could complete this requirement was by taking a library course. With this change the student enrollment in library classes is lower than other courses. Therefore, the library has continued to offer 1 section of Library G110 and 1 section of Library G120 every fall and spring semester. The library needs to hire 1 Student Equity/Assessment Librarian to explore options of UC transferability, high school co-enrollment, potential cohorts, co-teaching opportunities, and course lengths and open entry/exit class options to try to increase student enrollment.
 - Since the success rate of the online library courses has been higher than that of the hybrid courses in two of the past three years, the library may want to look into changing its hybrid course to an online course.

- On a positive note, the library is doing a great job in offering its library classes in an online and hybrid formats to benefit the busy lives of our present students and their need for flexible schedules. Our library classes provide our student population an opportunity to have access to college who otherwise would not. However, a Student Equity/Assessment Librarian would greatly benefit the library program and campus in working with the student equity targeted student populations.
- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?
 - For now, the library should keep the same number of sections of its library classes. Currently, the library is short staffed with only 3 full-time librarians versus 6 full-time librarians, in the past, which lends little time for making the necessary changes to increase library class enrollment and/or growing the library program.
- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?
 - In the following years: 2009-2010, 2010-2011, 2011-12, 2012-2013, 2013-2014 the department average FTES was approximately half of the college-wide average.
 - In 2014-2015, the department average FTES approximately doubled. The college-wide average was 35.8 and the Library average was 28.1. Due to the increase in library FTES, the library's average is more reflective of the campus average.

Course Retention and Success

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?
 - Ethnicity:
 - The success rates for Asian students increased between fall 2012 and fall 2013. However, the success rate decreased for Hispanic students during this time.
 - The success rates for White students increased between spring 2013 and spring 2015 while it decreased for Asian and Hispanic students from spring 2013 to spring 2014.
 - Age
 - The majority of students enrolled in library classes are from ages: 20-24, 35-39, 40-49, and 50+. Therefore, many of these students can be considered reentry or older adults who are likely juggling other life roles while attending school, which present challenges in allocation of time for studies and involvement in campus life.
 - Gender
 - Success rates have consistently been higher for female students than male students in fall library courses, with the exception of the fall 2013 semester.

- Male and female student success rates decreased between fall 2012 and fall 2014. Female students' success rates have decreased from 77% to 64.3%, and male students' success rates decreased from 66.7% to 50%.
- In spring, male students have consistently had higher success rates than female students, with the exception of spring 2014.
- The success rate of female students decreased between spring 2013 and spring 2015, while that of male students increased. The success rate of females went from 78.6% to 70.0%, while male students increased from 81.3% to 85%.
- Large Lecture
 - Currently, the library does not offer large lecture classes
- Session Type:
 - Currently, the library only offers Hybrid and Online library classes.
 - The success rates of both the hybrid and online library courses decreased between fall 2012 and fall 2014.
 - The success rate of the online library courses has been higher than that of the hybrid courses in two of the past three years.
 - The success rate of the online courses increased between spring 2013 and spring 2015, while that of the hybrid courses decreased.
 - In summer 2013, the library offered 1 hybrid session and the success rate in this course was 75%.
- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

The following student groups are experiencing a disproportionate impact: older students, female students, and Asian and Hispanic students. The Library Department plans to address the disproportionate impact in the following ways:

- Hiring:
 - The library would like to hire a Student Equity/Assessment librarian to work with the library program and the campus student groups who are experiencing a disproportionate impact.
- Age/Access:
 - The Student Equity/Assessment Librarian would look into offering its courses in an accelerated 6 week format instead of its current 8 week format. In addition, the library may want to look into the possibility of offering its Library G110 as a fully online class or open entry/exit class during the semester. This would especially benefit older adult and athlete students who are juggling multiple life roles while in school. A completed 6 week or open entry/exit course may motivate re-entry and all students to stay engaged and motivated as they will feel a sense of accomplishment during the long 16 week semester.
 - Since library students are online and hybrid and most likely geographically dispersed, students feel frustrated in accessing information competency/library science resources. To increase library student success and completion, the library created a new library reference chat/texting service, several social media pages with chat capabilities, and an embedded library chat widget is available to all online classes, taught in blackboard, at GWC. This is only a start to what the library hopes to

accomplish in terms of access. With the fall 2016 start date of the new Online Distance Education Librarian, the library intends to expand its points of access further.

- Early Intervention:
 - Since all library students are online/hybrid, instructors must identify students at risk of academic and/or progress probation early in the course. The Library department should develop a plan for early teacher intervention and research what campus interventions and services are available for the identified students. Hiring a Student Equity/Assessment Librarian would help greatly in these efforts.
- Increase Student Involvement in College Life:
 - The library would like to hire a full-time Public Services Librarian who would not only oversee the library's circulation, but would also coordinate ongoing and annual library programs, events, and exhibits such as author events, book clubs, poetry readings/open mic., etc. as well as initiating and advising a library campus club for students. The library is aware that student involvement and campus participation is an integral component of student retention/persistence. The library would like to increase its visibility on and off campus, retain current students, attract future students, and generate revenue for the campus through library programming, exhibits, and events.
- Increase library faculty engagement in College life.
 - Hiring a full-time Public Services Librarian who would oversee the library's circulation as well as library programming, exhibits, events and the library student club would be a nice addition to the library team as well as increasing library faculty's participation of College life.
- Increase Focus and Coordination for Outreach and Marketing Activities
 - The library would like to hire a full-time Public Services Librarian who would not only oversee the library's circulation, but also identify and align various library outreach and marketing events and activities.
 - Hiring a Student Equity/Assessment Librarian who could develop closer partnerships with the top 10 feeder high schools by marketing library classes, programs, events, and exhibits would be beneficial too.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years/Completers are defined

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.
 - Currently, the library does not award any degrees or certificates at this time.
- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?
 - NA

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?
- **Successes in hiring and retaining qualified adjunct faculty:**
 - Hiring and Recommendations:
 - We have hired our library school interns (unfortunately, due to low staffing, we do have not participated in the library school intern programs)
 - We have hired some of the librarians as adjuncts who were finalist in our full-time librarian hiring and did not receive the full-time job.
 - We have asked for referrals from: our community college librarian colleagues and our adjunct librarians.
 - Integration/Inclusion:
 - We have tried to integrate and include adjunct librarians to our library department meetings, library social activities, and professional development opportunities to make them feel included. However, we haven't had much success because we cannot provide additional compensation and our adjunct have busy schedules as they work at many colleges part-time.
 - Resources:
 - We have tried to make the adjunct librarians feel included by providing them with one shared office in the library.
 - Unguaranteed Employment:
 - The Library Chair has tried to schedule the adjunct librarians ahead of the other college libraries that they work to retain adjunct employment.
- **Challenges in hiring and retaining qualified adjunct faculty:**
 - Lack Professional Development Opportunities
 - No additional compensation or funds are available for adjunct to keep their knowledge and teaching methodologies current.
 - Adjuncts are often on a tight budget, since work is uncertain, so they do not have personal funds to spend on professional development.
 - Integration/Inclusion
 - No additional compensation for adjuncts to attend departmental, campus, and committee meetings; work projects; curriculum and SLO discussions; faculty organizations; library social events, which makes it difficult for adjuncts to feel part of the college.
 - Adjuncts often feel like they are not fully included as a part of the department and may feel like they lack the respect their full-time counterparts receive.
 - Resources:
 - Induction- provide a mandatory, but flexible, high-quality hiring orientation for newly hired adjunct faculty that covers the basics like how to obtain your keys to services/responsibilities, and emergencies. An online video orientation would be nice to accommodate an adjunct's busy schedule.
 - Not having a physical office space on campus leads adjunct to feel disconnected. The campus has 1 office space for the entire adjunct faculty

to share. To minimize feelings of disconnect amongst the adjunct librarians, the library has assigned 1 library office space to its adjuncts.

- Unguaranteed Employment
 - Budgeting for low and/or no periods of work is challenging and stressful.
 - The year around scheduling, at GWC, has helped a little bit with this issue.
- Salary/Compensation
 - Adjunct must work at several different colleges to make ends meet, which leaves little/no time participate in college life to feel a part of the campus and student life.
 - This may lead to low employment satisfaction and high turnover rates, which causes disruption in quality education.
 - Lack of benefits
- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?
 - In the past, the library had a full staff of 6 full-time, tenured librarians. Currently, the library is down to 3 full-time tenured librarians with 1 full-time tenured librarian beginning employment in fall 2016.
 - The library would like to bring its staffing levels up to 6 full-time librarians although the state minimum standards, according to Title V, state that the library should have 7 full-time librarians. At this time, the library would like to hold back on asking for a 7th librarian, since the library profession is rapidly changing and, as a result, the role of librarians is changing too.
 - This would mean that the library would like to hire 2 full-time librarians: 1 Public Services Librarian and 1 Student Equity/Assessment Librarian.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

Desired accomplishments:

- Increase library staffing levels to include 2 full-time, tenured-track librarians and 2 ten month classified employees.
- When the library reaches full staffing levels, the library would like to work on reinstating an active library internship program with UCLA and/or SJSU Master's in Library and Information Science programs
- Develop library student retention strategies such as creating a library student club and creating library annual events and programs to increase library visibility on campus-- Public Service Librarian (replacement hire)
- Create an action plan/outcomes to provide library services/resources/instruction to online/distance education students--Online Distance Education Librarian (begin Fall 2016)
- Create an action plan/outcomes to provide library services/resources/instruction to student groups targeted in the GWC Student Equity Plan-- Student Equity/Assessment Librarian (replacement hire)
- Secure a permanent databases funding source
- Create a positive library image/presence for the campus's online/distance education students—Online Distance Education Librarian (begin fall 2016).

- Create a positive library image/presence for the student populations defined in the GWC Student Equity Plan—Student Equity/Assessment Librarian (replacement hire).
 - Increase library faculty and classified employee morale
 - Assess the library service area outcomes (SAOs). This has never been done—Student Equity/Assessment Librarian (replacement hire)
 - Work on the attendance, transferability, and schedule of library courses to reflect our student population's needs.
 - Pursue library safety and security training and resources
- What areas does your program plan to improve, what specific actions will you take to improve upon these areas, and how will you assess whether your program has accomplished those goals?
- **Area 1: Retention**
 - Library efforts towards student/faculty participation on campus through annual library programs and events to make the library the heart of the campus
 - Area 1 Action:
 - Host library programs and events
 - Develop a student library club
 - Area 1 Assessment:
 - Participation statistics
 - Surveys
 - **Area 2: Online/Distance Education**
 - Better serve online/distance education students
 - Area 2 Action:
 - Online/Distance Education Librarian will work with this targeted population and develop strategies for teaching library and information science online and providing equal access to library resources and services.
 - Area 2 Assessment:
 - Statistics of online library orientations taught
 - Statistics of online tools used such as social media and chat
 - SLOs and assessment for online library orientations
 - **Area 3: Student Equity**
 - Better serve student populations identified in the library's classes who are the same students defined in the Student Equity Plan
 - Area 3 Action:
 - Student Equity/Assessment Librarian will work with this targeted population and develop strategies of outreach, retention, and instruction to the target population.
 - Area 3 Assessment:
 - Recorded results of measures taken for early intervention strategies in library classes
 - Student surveys completed after the use of library materials purchased with student equity funds

- Recorded results of outreach and working with other campus personnel who serve this desired populations
- **Area 4: Library Morale**
 - Area 4 Action
 - Seek funding to continue to provide 2 annual library departmental professional development/team building events
 - Area 4 Assessment
 - Participation survey
- **Area 5: Library Safety**
 - Area 5 Action
 - Continue to express the faculty and safe concerns about library safety to Public Safety
 - Analyze the division budget to see if some of the minor safety improvements can be done in-house
 - Seek further safety training sessions
 - Area 5 Assessment
 - Record results of actions taken
 - Library faculty and staff survey on library safety
- **Area 6: Library collections**
 - Improve access, promotion, outreach, and instruction methods
 - Area 6 Action:
 - Explore online resources and capabilities
 - Seek training on currently utilized library tools such as Voyager and EBSCO Discovery Service to maximize the utilization of these tools and improve the service we provide to our students.
 - Area 6 Assessment
 - Results from efforts
 - Surveys

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.


- **Staffing**
 - 2 full-time, tenured-track librarians
 - 1 Public Services Librarian
 - 1 Student Equity/Assessment Librarian
 - 2 full-time, 10 month classified staff members
- **Facilities**
 - Public Announcement System
 - Change library staff/faculty work/office area to a key card entry
 - Create a safe room for the library in case of an active shooter/emergency
- **Technology**
 - Lib Guides
- **Equipment**
 - Security gates

- Book Scanner
- **Funding for Professional Development**
 - 2 library professional development, team building activities:
 - 1 in fall and 1 in spring

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean 

- (2) (2) a. Significant declines in enrollment and/or FTES over multiple years
- (1) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (1) (1) c. Scarcity of qualified faculty
- (2) (1) d. Incongruence of program with college mission and goals, state mandates, etc.
- (1) (1) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- (2) (2) h. Other: Chair is seriously concerned with library budget and low staffing levels.

Program Review Check-list

(X) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(x) Organization Chart: Verify that it is up to date: (q:\college information\org charts)
Report necessary changes to the Director of Personnel—Chair Notified the Director that the Organizational Chart is out of date

(X) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: 4/13/2016

Discussion Modality

- Department Meeting
- Emails
- Online/Skype
- Other


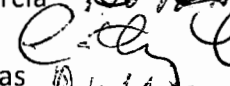

Summary of Discussion Outcome: The librarians met to discuss, provide comments, and propose suggestions to a Program Review draft written by the Library Chair Julie Terrazas. Edits and corrections were discussed and made. Everyone is in agreement that the Program Review reflects the library's current situation and the direction that the library would like to go.

Departmental Recommendation

(X) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- (X) Gonzalo Garcia 
- (X) Cathy Le 
- (X) Julie Terrazas 

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

() NA

Department Chair: Julie Terrazas Date: 4/13/2016

Comments: Thank you for taking time out of your busy schedule to read the Library's Program Review. I am looking forward to discussing the content of this review, and working with you to meet the library's 3 year goals. If you have any questions, please let me know.

Division Dean: Alex Miranda Date: 4/13/2016

Comments: