Solano Community College

Program Review/Follow-up Transmittal
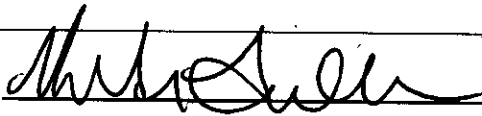
General Information

The attached report is (check one): ☐ Program Review (published every 4th year)

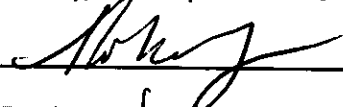☐ Program Review Follow-up (submitted annually)

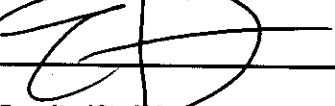The report is submitted for the Academic Year (select one): 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs:

Library

Report Abstract:

Signature: _(signature)_ **Date:** 6/25/10

Faculty/Staff Representative
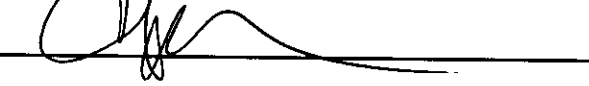
Signature: _(signature)_ **Date:** 8/10/10

Faculty/Staff Representative

Signature: _(signature)_ **Date:** 6·10·10

Faculty/Staff Representative

Signature: Elizabeth Tsai **Date:** 6-17-10

Faculty/Staff Representative

Signature: _(signature)_ **Date:** 6-17-10

Faculty/Staff Representative

Signature: _(signature)_ **Date:** 6-15-10

Faculty/Staff Representative

Signature: _(signature)_ **Date:** 6-15-10

Faculty/Staff Representative

Signature: Ralphine M. Andrews **Date:** June 15, 2010

Faculty/Staff Representative

Solano Community College

Signature: _Philip L. Andrews_ **Date:** 6/18/10

Dean/Director

Signature: _Thomas Watkins_ **Date:** 25 AUG 10

President, Academic Senate

Signature: _Thyer_ **Date:** 8/27/10

Vice President

Signature: _[signature]_ **Date:** 08-12-10

Superintendent/President

Library Program Review 2010

Introduction

Solano Community College, established in 1945 in Vallejo, California, was originally called Vallejo College. In February 1971, the College moved to its current location in Fairfield, California, and the library was established in Building 100 on the Fairfield campus.

The library started with one librarian in 1971. Starting in 1995, the Library professional staff has grown to five full-time Librarians and 16 hours per week of adjunct librarian hours. The adjunct librarian hours are used to assist in Reference services at the Vallejo and Vacaville Centers, as well as on the main campus.

The library is no longer limited to offering only print/AV materials to the campus community; it also provides an Information Commons of 60-plus computers for students who need electronic access for research, course work, and leisure activities.

The library has out-grown its physical size, and the campus is in need of new facilities. We hope, with the passage of the 2010 statewide bond measure, the college will receive state funding for a new library. We are very excited about this prospect.

After eight years of discussion and planning, the college approved LR 010: *Introduction to Library Research and Information Competency* as a co-requisite of ENGL 001: *College Composition* in fall of 2007. Now in full implementation, this linked learning community teaches information competency and library research skills to almost 1000 students in 30+ sections per semester.

A. Program Descriptions

1. Reference/Public Services

   The library provides face-to-face reference services via a reference desk staffed by a faculty librarian all hours the library is open. This service also includes telephone service for students who wish to call the Reference Desk for help. Reference help is also provided 24/7 through the QuestionPoint/Ask a Librarian service. SCC librarians staff this service only 4 hours per week; however, the service is available to Solano students around the clock from e-librarians around the country.

   Face-to-face help at the reference desk or on the phone is given for all types of questions, whether directional, computer, or in-depth research. Librarians collaborate with individual classes and their instructors via orientations. Assignments may reflect the inter-collegial planning of the course instructor/librarian with the discipline-specific instructor. Many of the questions are from students who return for one-on-one help after having attended an orientation. Statistics are collected at the Reference Desk for the different types of questions the librarian fields. Research questions are those requiring more in-depth help, usually consulting two or more sources. Reference questions are those requiring librarian knowledge expertise, with the time spent on the question much less than that spent on a research question; usually no more than one source is consulted. Directional questions are those in which a student needs information on how to find another location somewhere on campus. Computer questions are those in which the student needs to know how to use the Information Commons or how to log onto his/her personal College data.

   Statistics are collected at 30-minute increments, allowing for analysis of peak and low usage of reference desk services. The semester totals for Spring 2009 indicate that the height of reference desk usage is during the day from 7:45-4:00, with the most questions being asked between 8:00-12:00, and the least being answered between 7:00-8:00 pm. The greatest number of questions answered are Research (3131); the second, Reference (2225); the third, Directional (1072); and the fourth, Computer (721). Library faculty staff the Reference Desk all times that the library is open, except in emergencies; the statistics for Research and Reference statistics validate the policy to always staff the Desk with a Professional Librarian.

Following is a typical chart for Reference Statistics for Spring 2009

SCC Library Reference Statistics					
Semester Total -- Spring 2009					
Time	RESEARCH	REFERENCE	DIRECTIONAL	COMPUTER	TOTAL
7:45-8:00	31	83	35	7	156
8:00-8:30	146	130	71	54	401
8:30-9:00	223	174	98	75	570
9:00-9:30	254	162	90	78	584
9:30-10:00	249	157	93	55	554
10:00-10:30	241	305	84	63	693
10:30-11:00	198	129	70	52	449
11:00-11:30	184	101	45	27	357
11:30-12:00	171	97	54	37	359
12:00-12:30	158	93	49	34	334
12:30-1:00	132	99	48	33	312
1:00-1:30	124	84	39	38	285
1:30-2:00	116	71	34	20	241
2:00-2:30	110	65	34	24	233
2:30-3:00	105	62	33	16	216
3:00-3:30	108	54	21	25	208
3:30-4:00	98	42	26	15	181
4:00-4:30	84	56	27	14	181
4:30-5:00	81	48	22	16	167
5:00-5:30	69	52	21	11	153
5:30-6:00	71	39	17	8	135
6:00-6:30	60	34	25	15	134
6:30-7:00	56	41	19	11	127
7:00-7:30	40	30	16	3	89
7:30-8:00	22	17	1	0	40
TOTAL	3131	2225	1072	731	7159

The greatest number of questions are asked on Mondays (2065) and Wednesdays (1988), with Tuesdays (1251) and Thursdays (1221), coming in second. Fridays have the least amount of questions, at 634. Reference desk usage is heaviest at the beginning of the week, and the questions taper off as the week progresses.

Monday – 2065
Tuesday -- 1251
Wednesday – 1988
Thursday – 1221
Friday – 634

The two SLO surveys conducted at the Reference Desk indicate that students are getting their needs met. The first Reference Desk SLO evaluated critical thinking and ultimately found that the Reference Librarians are doing well at instructing students in how to select and narrow a topic. The results of the questionnaire were:

Questionnaires collected: 21
RESULTS
Critical Thinking and Information Competency Taught at Reference Desk

	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Problem Solving – Research Topic			
Has clear knowledge of subject being researched	Realizes that a topic and basic understanding of topic is necessary for research -- 17	Realizes that a topic is necessary before conducting further researching -- 4	Does not understand topic, nor how to go about clarifying it -- 0
Understands that encyclopedias and dictionaries can help to define topic	Understands that both encyclopedias and dictionaries may be useful for defining a topic -- 18	Thinks that only an encyclopedia or dictionary (or vice versa) may be useful to define a topic --3	Does not know that encyclopedias and dictionaries may be useful for defining a topic -- 0
Narrows/broaden search concept, if needed	Understands importance of narrowing or broadening search topic 17	Thinks narrowing a search may be important, but not broadening (or vice versa) 4	Is unsure of importance of narrowing or broadening search topic 0
Chooses keywords/synonyms for search	Knows that good keywords/synonyms are useful for a productive search -- 19	Is aware of the importance of keywords, but not synonyms -- 2	Is aware of search topic, but not of the importance of keywords/synonyms -0
Has a grasp of amount of research needed	Realizes that amount of research depends on both instructor's assignment and length of research paper -- 21	Realizes that amount of research depends on either instructor's assignment or length of research paper -- 0	Does not grasp that amount of research depends on both the instructor's assignment and length of research paper -- 0

It was furthermore determined that "face-to-face individual instruction at the Reference Desk is still very important; students are doing well in learning how to narrow a topic and select key terms. Students filling out the questionnaire were answering the questions from their present experience. Most of the students needed to narrow a topic, so the fact that a few did not know that a research topic may need to be broadened is of minimal concern."

The second SLO evaluated the success of the reference librarian in teaching students at the reference Desk the basics of accessing periodical articles from databases. It produced the following results:

Reference Desk Survey for Finding Articles -- 20 Total
RESULTS

1. To access SCC periodical articles online, you:
  A. Must come to the library in person -- 0
  B. Must use the SCC Library website -- 20 (correct answer)
  C. Don't know -- 0

2. For magazine and newspaper articles, from the library website, you click on:
  A. Library Catalog button -- 1
  B. SCC Databases button -- 19 (correct answer)
  C. Don't know -- 0

3. If you need help from home, you can:
  A. Click on the Need Help? button on the Library Website -- 1
  B. Call the library -- 2
  C. Both of the above -- 17 (correct answer)
  D. I don't know -- 0

4. A periodical article can come from a:
  A. Newspaper -- 0
  B. Magazine -- 0
  C. Both of the above -- 20 (correct answer)
  D. Don't know -- 0

5. A periodical article can come from a journal.
  A. True -- 19 (correct answer)
  B. False -- 0
  C. Don't know -- 1

6. The password to access most SCC databases from home is your:
  A. Your driver's License number -- 0
  B. Your SCC library card number -- 20
  C. Don't know -- 0

This SLO concluded that: "Face-to-face help at the Reference Desk is a valuable point to teach students how to access articles from the library databases. The students are doing well in learning how to identify types of articles. Students completing the questionnaire indicated that overall they were learning how to find articles. Most of the students learned that they needed to use the Find Articles button."

Library handouts are up-dated on a regular basis to help students with questions on remote catalog/database access. The library also provides for students with documentation questions an in-house created/up-dated MLA handout, available in print and electronically from the library webpage. Database-specific handouts are also available.

Needs: The library needs a dedicated computer technician. The reference librarians presently answer how-to computer questions. During Spring, 2009, these questions totaled 731). Such questions used to be answered and solved by a computer technician dedicated to helping

out in the 28-station Library Computer classroom, the 8-station Library Research OPAC computers, and the 60-station Information Commons. These queries encompass such questions as: How to use Microsoft Word, Excel, PowerPoint; how to use nutrition software; how to print; how to transfer a MS Works document into Word; etc.

2. *IT in the Library*

The Library is a heavy user of information technology. There is a sixty seat information commons and twelve station OPAC that is being refreshed in the 2009 summer interim remodel of Building 100. There is a 30+ Bibliographic Instruction Lab that is also being refreshed. The Bib Lab is set up as a smart classroom with projection, media, and remote control of student desktops using NetOps software. Also housed in the Library are the staff training lab and the faculty Teaching and Learning Center. Both of these are also being refreshed in the remodel.

The District subscribes to many online databases through the Community College League, Solano Napa and Partners, and other sources. Most of these databases are purchased through consortial agreements. The Library provides training in how to use these resources through Information Competency Workshops, pre-arranged orientations for specific classes, and the library web site.

The Library has pioneered the use of wikis in the District. Wikis have been used as a tool for collaborative writing and editing of course content and student learning objectives for LR 010, for accreditation responses, and for collegial discussions of workload components. The Library was an early participant in the Second Life virtual world. An "island" was leased and a virtual campus (modeled on the new Vallejo Center) was established. While use throughout the College has been slow, there are several faculty who have worked with the Library in experimenting with this medium. Librarians are available through Instant Messaging (IM) which students can access from the Library web site. The Library is also a participant in QuestionPoint a 24/7 service that allows for reference questions to be answered by any of the consortium's members. Solano is required to provide 4 hours a week of reference help through this service. Librarians are also available to faculty, staff, and students via campus email.

The Library was one of the first wireless hotspots on the Fairfield campus. There are typically up to a dozen students at any time using their laptops in the Library. Another technology that the Library will start using in the fall of 2009 is Voice over IP telephony. The potential exists for interesting information retrieval applications to be developed that can run on that platform.

The Library resource room in the Vallejo Center is similarly technology intensive. It has smart classroom capability, wireless connectivity, and 6 laptops that are loaned to students to use while in the room to do their research. When completed, the Vacaville Center will offer similar capabilities as the space in Vallejo.

3. *Library Collections*

The purpose of this review is to provide statistical data of SCC print materials, targeting mainly the size of collection by subject, according to the Library of Congress Classification schedule. The collection comprises a total of 42,066 titles (44,068 volumes) in the circulating collection and 2,464 titles (5,906 volumes) in the reference collection. This presents a grand total of 44,530 print titles; (49,974 volumes). In addition we have a sizeable e-book collection, totaling 27,000 titles. This puts our entire collection count at approximately 76,000 titles.

Peggy Johnson's Fundamentals *of Collection Development and Management* (2nd ed., 2009) states that:

> "The goal of any collection development organization must be to provide the library with a collection that meets the appropriate needs of its client population within the limits of its fiscal and personnel resources. To reach this goal, each segment of the collection must be developed with an application of resources consistent with its relative importance to the mission of the library and the needs of its patrons".

Following this philosophy, SCC's library collection directly supports the curriculum as well as the needs of the students.

In the last four years, the library book budget increased from $25,000 to $80,000. The collection has shown significant growth in both print and electronic collections. There was potential for further growth, however, there have been large price increases in books and periodicals. The periodicals collection remains about the same number of subscriptions in 2008 (148), as it was in 2006 (143); including a widely read collection of popular magazines: *Martha Stewart Living, Good Housekeeping, Ladies Home Journal, O: the Oprah Magazine, People, People: en Espanol, Real Simple, Self, Shape, US weekly, Vanity Fair, Variety, and Wine Enthusiast*.

The library is running out of display space and should consider either dropping some of these titles next year or keeping in the library only the current year for such titles, along with one year's back issues.

The college library database holdings cover a variety of disciplines including: Psychology (*PsycInfo and PsycArticles*, Nursing (*CINAHL and EBSCOhost Nursing/Academic*), English (*JSTOR*, *Literature Resource Center, Literary Reference Center,* and *MLA International Bibliography),Career Tech (Home Improvement),* Business and Computer Science (*Lexis Nexis*, *ABI Inform* and *Global ABI Inform*, *Accounting and Tax Newspapers and Periodicals*, *Career and Technical Education resources*, *Asian Business and Reference*, *Computing and European Business and Telecommunications).*

Recommendations:

The following clarification should be added to our current weeding policy regarding materials to be weeded

     a.   Are in poor physical condition
     b. Have a newer edition available
     c. Are outdated.

Expansion of shelving space is urgently needed for circulating books. All the shelves are up to the capacity, and it is difficult to maintain a good shelving order.

Book budget allocation should be reviewed by subject of courses offered.

We need create a special fund to purchase difficult to locate materials, replacement copies, and last minute requests for classroom ancillary materials.

4. Library Instruction Program

  a. Orientations
    The orientation program is important, as it integrates library instruction directly with students in particular classes. The classes cover the entire SCC curriculum, from English to Criminal Justice. The average number of students per year (calculated from totals for 4 academic years) that benefit from the orientations is 5359, in an annual average of 189 classes. Instructors collaborate with a librarian instructor so that each research session is targeted to the exact needs of the classroom assignment. The students come from all competency ranges of the SCC student body--from ESL students, to those in English 4: Critical Thinking, Psychology: Research Methods.
    A sampling of statistics shows the following completed orientations for Spring, 2008:

Human Development	13 classes
PE	1 class
History	3 classes
Theatre	2 class
ESL	2 classes
Political Science	6 classes
Business	5 classes
Nursing	2 classes
Psychology	10 classes
English 1	24 classes
English (other)	7 classes
Counseling	5 classes
Social Science	1 class
Criminal Justice	1 class
Art	1 class
Geology	1 class
Reading	1 class

    The English 1 orientations are now handled through the required pairing of English 1/LR10; however, other orientations are still extremely important for those classes requiring research papers, where English 1 is only an Advisory. They also are vital to those classes that culminate in a Certificate that also require library research, or in classes from other non-degree programs. There are also numerous classes that are below English 1, where the instructor wishes collaboration with an instructional librarian for class assignments. The orientation is a perfect pairing for this, an excellent example of this being the Nursing/Library program. All Nursing students are required to complete a Library orientation to the CINAHL database, as part of their program curriculum.

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Orientations/Research Sessions – Statistics
Statistics by Semester:

Total Number in the Classroom:

</div>

Summer, 2004	231 students	13 groups
Fall, 2004	3400 students	123 groups
Spring, 2005	3433 students	111 groups
Summer, 2005	135 students	5 groups
Fall, 2005	3416 students	140 groups
Spring, 2006	3050 students	112 groups
Summer, 2006	155 students	6 groups
Fall, 2006	3924 students	139 groups
Spring, 2007	3289 students	121 groups
Summer, 2007	410 students	21 groups
Fall, 2007	3703 students	119 groups
Spring, 2008	3049 students	93 groups
Summer, 2008	141 students	9 groups
Fall, 2008	3281 students	120 groups
Spring, 2009	2089 students	136 groups
Summer, 2009	0 students	0 groups

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Total Number in Classroom -- Orientations/Research Sessions Only:

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Summer, 2004	388 students	12 classes
Fall, 2004	2811 students	102 classes
Spring, 2005	3039 students	97 classes
Summer, 2005	135 students	5 classes
Fall, 2005	2523 students	91 classes
Spring, 2006	2423 students	84 classes (Vacaville – 2; Online – 1)
Summer, 2006	155 students	6 classes
Fall, 2006	2841 students	97 classes (Vacaville – 6; Vallejo – 1; Online – 6)
Spring, 2007	2473 students	89 classes (Vacaville – 2; Online – 4)
Summer, 2007	181 students	6 classes
Fall, 2007	3137 students	97 classes (Vacaville – 6: Online – 1)
Spring, 2008	2431 students	88 classes (Vacaville – 2; Vallejo – 8)
Summer, 2008	50 students	3 classes
Fall, 2008	2684 students	98 classes (Vacaville – 5; Vallejo – 4)
Spring, 2009	1592 students	46 classes (Vacaville – 2; Vallejo – 2)
Summer, 2009	0 students	0 classes

b. Non-Credit Workshops

The library has been heavily involved with the beginning stages of preparation for a non-credit instructional program at the college. Two librarians served on the campus working group for non-credit; one librarian attended a multi-campus forum and the other drafted and submitted a non-credit course proposal to the Curriculum Committee. The result of the library's non-credit efforts for 2008-2009 include LR500, Topics in Research & Information Competency.

LR500 will be officially run for the first time in the Fall of 2010, with ongoing assessment. Unofficial workshops, similar to the content and structure of LR500, were unofficially tested in the Spring of 2009, in conjunction with LR10 (Introduction to Library

Research & Information Competency), the co-requisite course linked to English 1.
An interest in non-credit instruction began in the library after examining SLO assessment results from the library's instructional orientations.

Background: historically, the library has offered orientations, tailored to a particular faculty member's course. Students would usually attend a one hour orientation, once during the semester. That orientation generally combined several facets of "library research" in its content.

It was determined that some students would benefit from a series of more specific library instructional sessions, rather than a general session once per course. This determination was made after surveying student knowledge of library tools, resources, and methods *after* they had attended a general orientation. While the orientations were found to be successful in generating an awareness of library resources and research methods, the assessment results showed that a large portion of students were unclear about important nuances of these resources and methods. Alternatively, when students were given a subject-specific orientation (i.e.: workshop), rather than the general "all-encompassing" orientation, survey assessment results showed improvement. It was determined that a series of focused workshops, designed to spread library instruction over the course of a semester, would be one method of addressing students' confusion and/or lack of understanding of these important concepts.

Furthermore, it was determined that an official non-credit course (LR500) would support and augment the library's efforts in meeting one of the college's Core Four: Information Competency. Non-credit instruction also supports our campus' large population of Basic Skills and underprepared college students.

c. LR10: Basics of Library Research and Information Competency

Although not a degree requirement in the traditional sense, the newly-developed information competency course LR 010: *Introduction to Library Research and Information Competency* was approved as a co-requisite of ENGL 001: *College Composition* by the Curriculum Committee in fall of 2007. This was the culmination of eight years of dialogue, research, and planning. Discussion of the need for an information competency requirement began with a presentation in the Curriculum Committee in 2002 in anticipation of a statewide information competency requirement for community college students. When the State Department of Finance prevented the requirement from going into effect, declaring it an "unfunded mandate," various groups on the campus (the Curriculum Committee, faculty teaching courses that required research, etc.) continued the discussion, albeit informally, about the need for an information competency course. In the meantime, Library faculty had been conducting workshops providing an introduction to information competency (covering skills from using electronic databases and search engines to determining the credibility of websites) to students in courses that required some kind of research. These workshops have been a valuable supplement, especially in college compositions courses, which have a capstone research project at the end of the semester. In fact, the workshops were so useful that many instructors expanded the time allotted for the workshops from one to two class sessions per semester. At the same time, many composition instructors were reporting problems with success and retention, particularly when it came to the research project, and had realized that research skills had grown more complicated and the material was consuming more and more time in an already challenging course. As a result, English faculty and librarians developed a rationale for an information competency co-requisite for ENGL 001, identifying the co-requisite as necessary for success in the course.

Information Competency at Solano College is defined as *the ability to find, evaluate, use, and communicate information in all its various formats*. It combines aspects of library literacy, research methods and technological literacy. Information Competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

Information Competency is part of the "Core Four" competencies for measuring student learning outcomes in general education and basic skills courses at SCC.

Information Competency is characterized in the **Core Four** as the ability to:
- State a research question, problem, or issue
- Select discipline appropriate information tools to locate and retrieve relevant information
- Use discipline appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance and accuracy
- Synthesize, evaluate and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty
- Apply Information Competency skills to lifelong learning

Information Competency helps the college meet Accreditation Standards.
Accreditation Standard 2C:
> II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in Information Competency.

Information Competency is also featured in the Solano Community College Educational Master Plan.

Educational Master Plan: Goal 1: Quality Teaching and Learning
> *1A. Academic Excellence:*
> - Focus on preparing more students for successful transfer to a four year institution
> - Promote experiential learning opportunities for students to directly apply the knowledge and skills they acquire during their educational experience
> - Consider expanded use of Learning Communities and team teaching methods. Use of these teaching modality will be explored for non-developmental courses.
> - Identify core skills such as ...information literacy and technology that are beneficial for all students and integrate these skills into the curriculum.
> *1C. College Readiness*
> - develop programs to help students become better learners including....information literacy skills

Rationale for creating the co-requisite:
- English 1 Section K already requires research:

  9a. Catalog Description "Mastery of library research techniques"
  10. Student Performance Objectives (5) "Understand the principles of research"

• One-shot orientations are not sufficient, are without formal structure, and are repetitive. Formal assessment of the program is unreliable as the program relies solely on instructor interest. One shot orientations work much better as "just-in-time" instruction as workshops applicable to a particular assignment.
• Concurrent enrollment in LR 10 and English 1 links IC skills to active research, increasing student success and retention of learned skills.
• Students gain skills early on that will support them in future courses and transfer.
• Students gain skills required for participation in the workforce and "global citizenship" (In "What Work Requires of Schools" the U.S. Department of Labor identified five Basic Competencies essential to the success of the American worker. Information Skills are included as an essential competency).
• Success of LR 10 English 1 Learning Community (Wyly/Fuller)
• Success of online Information Competency courses (LR01 and LR51) at SCC
• Information Competency has been shown to increase student GPA, persistence, the number of units completed, and performance in individual course (Glendale College 5 year study)
• Information Competency is part of SCC's Core Competencies (adopted by the Academic Senate March 12, 2007)
• Twenty California colleges and universities have Information Competency graduation requirements (including DVC, Santa Rosa, Contra Costa, CCSF, all CSU) (attached)
• Statewide Academic Senate of the California Community Colleges Fall 2006 Resolution 9.03   Reaffirm the Need for Information Competency "Resolved, That the Academic Senate for California Community Colleges reaffirm its support for information competency for associates degrees"

Co-requisite Implementation Timeline:
    • Modify LR10 (1 unit) 12-week, online activity-focused course *(approved by SCC Curriculum Committee 11/13/2007 and approved by SCC Governing Board 12/19/2007)*
    • Add LR 10 as a co-requisite to English 1 course *(approved by SCC Curriculum Committee 11/13/2007 and approved by SCC Governing Board 12/19/2007)*
    • Plan short-term and long-term assessment strategies *(continuing)*
    • Pilot 11 classes Fall 08 *(completed)*
    • Explore and develop test-out option *(completed)*
    • Develop supplemental instruction through workshops (traditional and online) and one-on-one instruction at the Reference desk *(in progress)*
    • Pilot 16 classes Spring 2009 *(completed)*
    • Concurrent enrollment for all English 1 courses Summer 2009 *(completed)*
    • Full implementation Fall 2009 *(completed)*

Student Survey Report
Fall 2008 thru Fall 2009 Pilot to Full Implementation of LR10 and English 001
Starting Fall 2008 with the first co-requisite sections of LR10, all students in paired English 001/LR10 sections have been surveyed three times during the semester:
- Introduction survey (Who are the LR10 students)
- Midterm survey (How is it going?)
- Final survey (Overall evaluation of the course)

Surveys are optional and anonymous.

These surveys have changed over the last four semesters as questions were evaluated for purpose, response, and efficiency.   Throughout however, the questions have focused on central themes:

- What students like about the course
- What students dislike about the course
- How the online format affected student learning
- How barriers to technology affected student learning
- How well the course integrated with their English 001 course

Survey participants from Fall 2008 to Fall 2009:

- Fall 2008 (12 paired sections, 177 respondents)
- Spring 2009 (2 paired sections, 299 respondents)
- Fall and Summer 2009 (9 Summer sections, 30 Fall sections, 862 respondents)

The following general conclusions were gathered from this data.
LR10 Student Profile:

- 93% of those surveyed are **Very Comfortable or Comfortable working in an online environment**.
- 95% of those surveyed **have Internet access at home**.
- 93% of those surveyed at the start of the semester **think that taking LR10 will be helpful.**
- **See Appendix A for more data and charts.**

Why are you taking LR10?

Do you have access to the Internet from home?
Yes ▢ No ▢

95 %
5 %
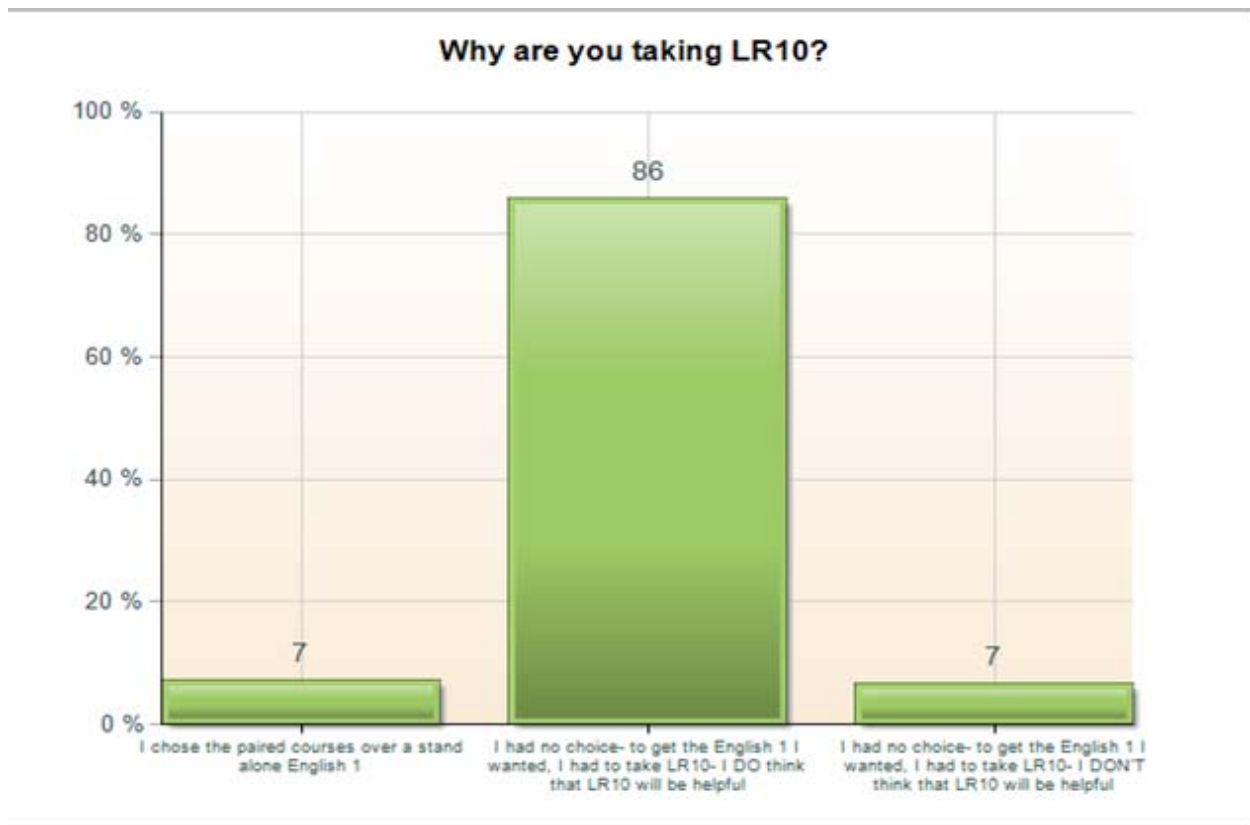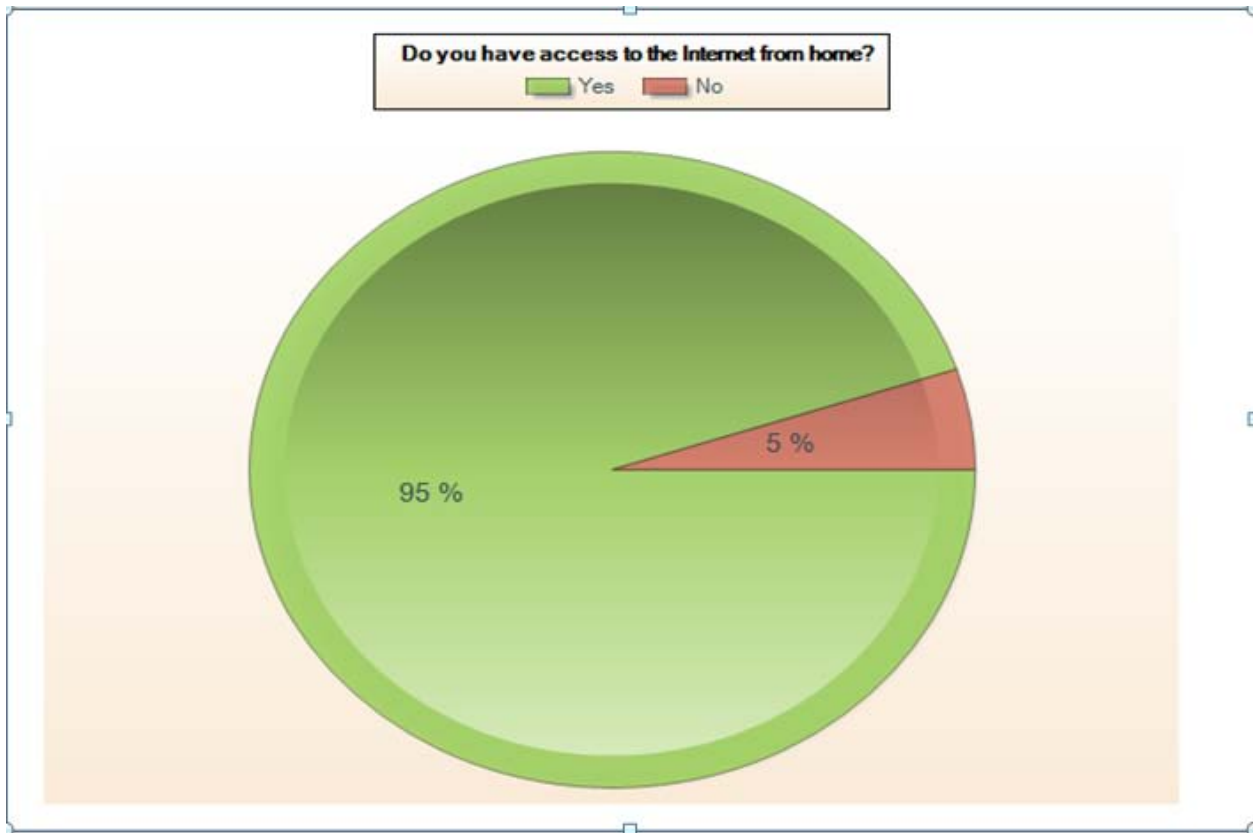
What students like about LR10: (selected from short answers)

Course Content (research skills, advanced searching)

- *I like being able to know how to determine what information that is out there is good and what information is not so good. Before, any information I found I used, and know I know better.*
- *It has taught me specifically that there are a lot more search engines than I ever thought there was. Recently I just discovered (thanks to LR 10) that there are advanced searches, and I never really learned how to use it, but now I do!*
- *It has been INSANELY helpful to know about all of the online databases, and to have a reference to MLA citation and Boolean code instruction*
- *I am glad to have learned what plagiarism is exactly. The CARS for evaluating websites is a great tool to have.*
- *Like the simplicity of the layout. The material covered in this course is very relevant to all of my subjects because it clarifies and simplifies the research process. Another thing I like is that it frequently reminds you that research is in fact a process that needs to be respected with patience.*
- *I liked how it teaches me to search well and get reliable results for information I want on the World Wide Web. I also learned about things internet-wise that I had no idea*

about before like Wikipedia's pros and CONS and not to rely on it too much, just make it a jumping point to other better links

- *Work citation (books, web sites, newspapers, etc), Points of View, CQ researcher, plagiarism, criteria for good databases.*

- *LR10 has taught me how to effectivly search on the internet. I have never been able to search correctly and know what to look for in a reliable source. It has taught me how to use google effictivly especially when I have never been able to use the computer that well.*
- *That there is much information I didn't know existed about searching for anything. I really like that the class seems down to earth and written as though I'm listening to a person and not reading from a published book.*

LR10 Instructor (easy to contact, funny, helpful)

- *I like the style of teaching. I don't feel like the teacher is trying to speak above our heads.*
- *The semi-informal tone in which it is written; it's friendly and personal but still delivers the information I need to know in a factual sort of way.*
- *A librarian that is kind, sweet, and easy to connect with. She is always open to help out her students and make sure that they are learning the material the best that they can. Having such a wonderful librarian makes me want to do my best in the class and to not let her down.*
- *I liked how easy it was for me to contact my instructors (or librarians I should say). It makes me feel good to finally realize that the librarians are always accessible.*
- *That my teacher actually cares about how well I do in the class*
- *the personal approach. Even though I'm not in a classroom I still feel like a person and not just an email address. I like the freedom that the online option offers.*

Instructional Videos (better than reading only)

- *I'm a visual learner and since we don't meet face to face often, the videos and pictures really help to apply what is being taught. And the humor you librarians bring! Haha. :) It feels more human when I know that actual people are writing the material. Instead of me just reading off a computer screen.*

Workload (easy), **Online format** (convenient), timeline (time to get work done)

- *I very much like online classes... Just getting to work at my own pace and according to my own schedule is nice. :] I've also had to contact my instructor several times, and she has always responded very quickly (even on weekends) and been very helpful.*
- *I like how the course is set up, the lectures are very clear and the assignments show exactly want needs to be done.*

- *I like that you give us two weeks to do each unit so that way we are not feeling overwhelmed since we also are taking other classes*

Link to English 001

- *I used what I learned to help with my English paper! It also is informative enought to help me but not overwhelming or interfering with everything else going on in my life.*
- *It ties in with the work in English 1. It helps by showing us a better way to do research for our papers.*
- *I like that the people in my LR10 class are also the ones in my English 1 class. It makes it a lot easier to speak when you already know the people around you who will be reading what you write*
- *I like that LR10 goes along with the English 1 class, and its giving me the tools I will need when it's time to do my research project.*

What students dislike about LR10:

Workload: (Too much reading, too much work, too much time to complete the course, too hard.) Selected Comments:

- *That every unit requires a decent amount of reading.*
- *What I have liked least about LR10 is that the assignments are too long, thus, even though they provide useful information, they are too much. In the beginning the units do hold my attention but after a while I become bored and overwhelmed at all the reading that must be done. Another thing that I do not enjoy/like is that this class is an online class. I feel that I personally would do better if this class was a face to face type of class.*

Instructional Videos:

- *I hate watching the YouTube videos, I can read much faster than I can watch a video*
- *I don't like all of the videos that are a part of the lectures. I would just rather read the unit and take the quiz*
- *Truthfully, I didn't care much for the videos that weren't directly teaching you something because I feel they weren't necessary and just made me skip most of them.*
- *Some of the videos that have been in the content of the units have been pretty irrelevant to the topic that can be pretty frustrating when I watch it and realize it doesn't have much to do with what I'm learning.*
- *I DON'T LIKE HAVING TO WATCH THE VIDEOS. THERE WAS ONE I FOUND INTERESTING, ONE INVOLVING TECHNOLOGY AND SEARCHES I BELIEVE, BUT OTHER THAN THAT I FIND THEM TO BE DULL AND REDUNDANT SO I GENERALLY SKIP THEM.*
- *Watching the videos in the lectures.*

- *I don't really like the videos. I don't mind the reading but the videos bore me.*

Online Class: Does not like online classes, does not like time management related to online classes, feels disconnected from the teacher

- *Simply that it is an online course, which means I have to work extra hard to remember to check in every now and then.*
- *This is my first online course, so it took self discipline to stay focused. What I didn't like, because I'm not used to it, is having to remember something that is "out of sight, out of mind".*

Lack of Coordination between LR10 Instructor and English 001 Instructor. Felt that LR10 not pair well with English 001, instructors were not communication or working together, contradictory information, unlinked research projects, timelines not matching up, MLA incongruities (new formats of MLA being taught in LR10 and older formats being taught in English 001.

- *LR10 is using 2009 MLA and our English 1 is using the previous version.*
- *This class does not coincide with my English class. I am getting taught the same thing in two different ways which is confusing and affecting my grades. There is no response time from the instructor and I do not think this class is necessary*
- *.*
- *There seems to be little to no "meeting of the minds" between the English teacher and the LR10 instructor. It would be nice if there was some communication between the two so LR10 could help us with the upcoming research paper deadlines.*
- *It's not organized very well, and didn't correlate exactly with my ENG 01 class.*
- *That it does not necessarily go hand and hand with College Composition.*
- *I don't like how the class isn't completely linked with my English class. It seems as if we're finding out information that we could have used towards our research project at the wrong time.*
- *I wish it were more incorporated with our English class so I wouldn't forget about it*
- *It is a little contradicting with the English course.*
- *I would improve the course by having a dialogue with some of the students who have taken the course and getting their input. I also think that the teachers should link up.*

Do you think that you will apply what you have learned in LR10 to future courses you might take?

Yes   No

8 %

92 %
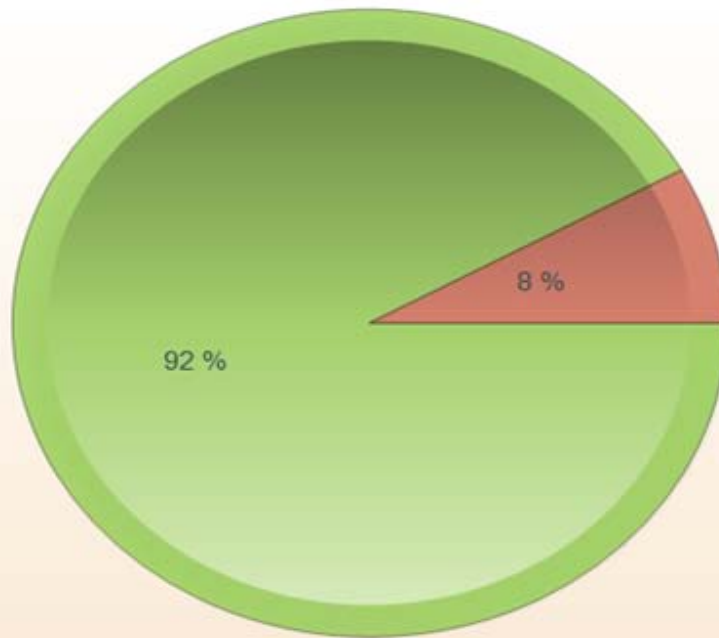
Thus far, how relevant is the content of LR10 to your academic research needs?

Poor   Fair   Good   Excellent

37 %

4 %

40 %

19 %
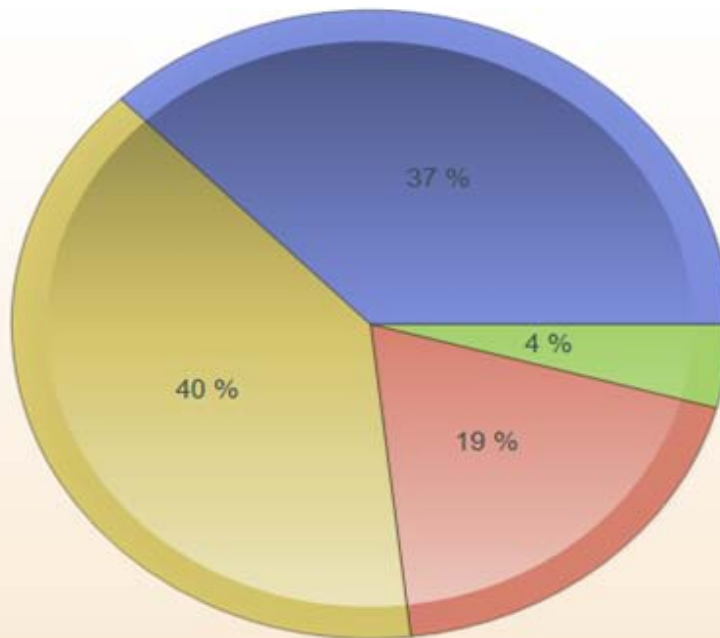
Overall, how would you rate your satisfaction with the course?

Very satisfied.   Neither satisfied nor dissatisfied.   Dissatisfied.   Very dissatisfied.
Satisfied.

12 %

53 %

4 %

3 %

27 %
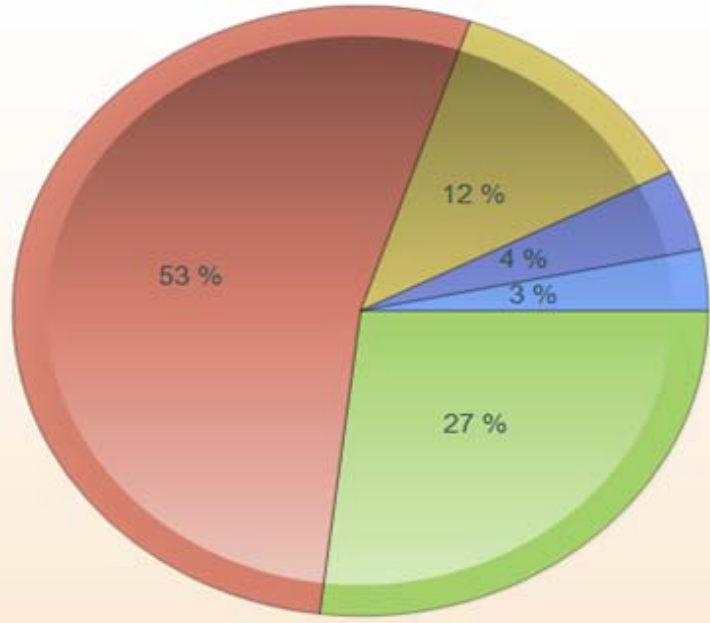
Do you feel more confident about completing your English 001 research paper now that you have complete LR10?

yes   no

19 %

81 %
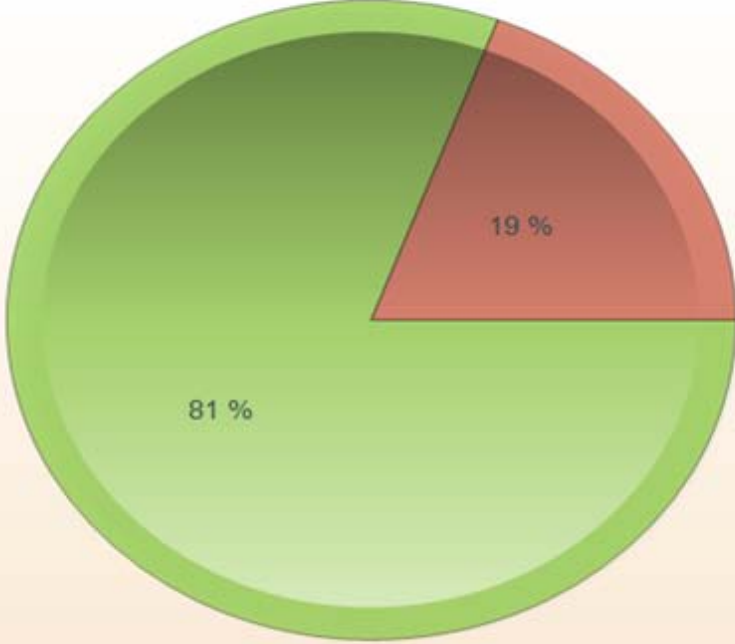
Student Learning Outcomes
>1. Given a research assignment or need, a student determines and implements a basic strategy to select, retrieve, and evaluate for relevance and authority, a piece of information.
>2. Apply proper methods of MLA documentation to a Works Cited List.

Improvements made based on SLO data:
- Collaborative course revision to address student workload concerns and incorporation of changes suggested by all instructional librarians
- Works Cited Assignment re-written including new example.
- Annotated Bibliography updated. Printable examples made available. Past student papers made available for reference.
- Quizzes reviewed and edited every semester
- Expansion of workshops, including non-credit workshops Fall 2010
- Academic integrity lecture expanded to include more MLA instruction.
- Student Orientation changed from extra credit to required.
- Late policy made more flexible to account for students having trouble with access
- Instructor wiki created to discuss concerns and share ideas
- New rubrics for assignments
- Institutionalized Coordinator Position to 8 hours per week. Removed division liaison responsibilities from coordinator. LR10 coordinated in the summer 4 hours per week.
- Removed the lab portion, now 1 unit lecture

Future plans:
- Gather more data via instructor surveys
- Re-write student surveys
- Construct more instructor resources
- Non-Credit Workshops as a F2F option
- Single sign on for databases
- Work with English 001 adjuncts to insure strong Learning Communities
- Investigating mobile phone notifications for class reminders
- Include more real time communication options in class (chat etc.)
- Work with Banner/MySolano to construct more seamless Add/Drops

5. *Library Support for Distance Education & Services to Remote Users*

Access to eBooks and online journals, magazines, newspapers, etc.
     Solano Community College Library offers all users remote access to a large collection of electronic books, magazines, newspapers and journals. The Library has 25,000 electronic books and more than 40,000 unique journals and magazines in our databases that are available to users who are off or on campus. All of these are available on all of our campuses, and most are available from off campus as well.
     Our ebook collection includes more than 25,000 reference books in the Gale Virtual

Reference Library. This allows us to offer an adequate reference collection to our students who are remote or using library services at the Vacaville or Vallejo Centers.

Electronic Reference
    The College also belongs to a consortium of California Community Colleges who work with OCLC Online Computer Library Center, Inc. to offer 24/7 access to college librarians who will answer the students questions. The service we use offers random students a chance to fill out a satisfaction survey. For 2008 we have 13 surveys completed, results are attached.
    Last year we placed a chat widget connected to our 24/7 service on our library home page, rather than using just the button on the navigation bar, and usage of the service increased by 300%.
    One of the District's Strategic Goals is Student Access. The library supports student access to information via our electronic collections, reference librarians available by phone during our open hours, and college reference librarians available around the clock, every day, via an electronic reference service. We have, in the last year, improved access to the electronic service by putting a chat widget on the library home page and joining a new California Community College group within OCLC which improves our students chances of reaching a California community college librarian for help when they need it.
    Making it easy for students to ask questions via chat widget increases student use of our electronic reference service, so we will continue to offer access that way.

Access to materials and librarians at the Centers
    As part of our efforts to make our services available to all of our students, the Library has a presence at the new Vallejo Center with a small library room, laptops with access to all of our electronic resources and the Internet, and a librarian four days a week during the Fall 09 semester. We also have a librarian on site at the Vacaville center one day a week, and plan to expand it to match Vallejo Center hours when the new Vacaville Center opens (currently there is no library at Vacaville). The library at the Vallejo Center also offers textbook reserves and a very small collection of books supporting the courses offered there.

SCC Library Website: Website Redesign

During the Fall semester of 2009, the library's website design and usability was the focus of a Service Area Outcome (SAO) assessment. The purpose of the assessment was to evaluate the following:

 The library's website offers access to materials and resources, regardless of media or location, which provide support for student learning and academic success.

An anonymous electronic survey was developed and distributed to 371 LR10 (Intro to Library Research & Information Competency) students **and** 28 Staff & Faculty (Full & Part Time)

The results of this survey indicate that the library's website could be improved in terms of:

- Layout/ organization & navigation: streamline, simplify, and reduce clicks
- Providing more instruction and support for use of periodical databases
- Simplifying the user's path to their desired information tool or resource
- Aesthetics: modernize, incorporate visual interest, reduce clutter
- Remote-access to services & resources

Based on these results, a reconfigured website was developed, tested, and introduced on the last day of the Fall semester. Prior to launching the new website design, the reconfigured website was presented to the library's student workers, who completed an anonymous written survey comparing the old layout to the new layout. The student workers also provided suggestions for further improvements.

Because a website can constantly change, flexibly meeting the needs of its population, the library's website will continue to undergo small edits and revisions through Spring and Summer 2010. Another assessment may be made in Fall 2010 to determine how well the library's website is meeting its users' needs.

6. *Center Services*

Adequate staffing for Library and learning resources at the Centers is a District and Library goal and one that is also necessary from an accreditation standpoint. Prior to the 2009-2010 academic year, staffing at the Centers was minimal. Vallejo had a librarian on-site approximately 15 hours a week. Vacaville had a librarian about 6 to 8 hours a week. Starting with 2009-2010, Vallejo will have 32 hours a week of librarian on-site service. Vacaville will remain at its present level until the new Vacaville Center is completed.

7. *Circulation*

Almost every person who steps through the library doors comes to the circulation desk. We answer many questions regarding the library as well as school information. When people are lost, they come to the library for direction. Circulation answers students' questions regarding classes, textbooks, computers, finding books in our stacks, accessing SNAP, SuperSearch/ Inter Library loans, assist using copy machines, or we guide them to the areas they need to go to get their questions answered. Statistics can be viewed below.

Circulation assists the librarians with anything they may need. We check materials in and out or route to where they are requested, issue library cards, monitor student behavior in the library and many other duties during the day. Circulation is the front line in interacting with the students.

8. *Textbook Reserves*

A great deal of Library circulation activity is due to reserve textbook use. We are mainly dependent on the faculty for donating textbooks to us for "in library" or short term use outside of the library by students. Historically, small funds have been acquired each year from Basic Skills and/or the Associated Students in order to purchase textbooks. These are not, however, permanent gifted funds.

The SNAP system doesn't generate reports, or any information, on our reserve text items. Because of the lack of system generated reports, we started tracking in February 2009 how many textbooks reserves are checked out each day. This number fluctuates based on where we are in the semester. Please see the table below for textbook reserve circulation numbers by month.

Circulation also maintains back issues of the college catalog, class schedules, general accreditation materials, DVDs' and VHS material for faculty use, and all Board Meeting Minutes.

SCC circulation statistics by month 2009

Month	Reserve Chk-out	Lib. Card Issues/Q	Directional Q	Copy Machine/ Info Common
Feb	1711	267	293	497
Mar	4552	463	684	2454
April	3375	281	449	1590
May	1875	306	466	1641
June	1101	251	377	1034
July	2197	282	698	1605
Aug.	3619	1125	1175	2885
Sept.	5949	1254	1941	5102
Total	**24379**	**4229**	**6083**	**16808**

B. Relationship with other college components (liaison & committee work)

Division Liaisons

Liaisonship with all of these divisions requires outreach via division meetings, communication with faculty, and review of the division's course proposals to the Curriculum Committee.

CTE

Career & Technical Education (CTE) is a large division - the liaison duties for this division range between horticulture, cosmetology, drafting, automotive, criminal justice, wastewater management, and many more.

Because of the breadth and depth of the CTE division, liaisonship for collection development purposes has relied heavily on the subject-area expertise of the CTE faculty. It has been difficult to obtain substantive faculty input from the CTE division for collection development; generally, a small handful of faculty provide input and the bulk of the liaison's collection development time is spent doing independent research on book, periodical, and audio visual purchases to support this division's teaching and learning activities.

Over the course of a semester, it's estimated that 20-30 hours per semester are dedicated to collection development for CTE.

In addition, liaisonship includes presentation at the CTE division meetings, outreach to the division members regarding library services, and review of the division's course proposals to the Curriculum Committee. This division does not often request library orientations/workshops.

Business

The Business division offerings range from Business Math, Economics, and Accounting to a certificate in Insurance. Business requests a variety of services from the library and makes particular use of Lexis Nexis, one of our popular databases. Other databases that support this division are ABI Inform Global (Business, Finance, Economics: journals, company profiles, Wall Street Journal), Accounting &Tax newspapers and periodicals. We also have a growing selection of books on businesses which interest our students (on small business, fashion, music,

and sports). Collection development for this division requires 15-20 hours per semester. One of the instructors requires his Introduction to Business students (about 60 each semester) to come in to the library, talk to the liaison librarian and choose a book about a business to read during the semester. This program is now in its fifth semester and the instructor and students enjoy it.

Computer Science

The Computer Science division has classes ranging from Web Design to Networking and Microsoft Office courses. The library collects supplemental books for all of the topics covered in the curriculum. Collection Development for this division requires about 15-20 hours per semester. Because of the nature of computing and the internet and the speed at which new versions of every kind of machine and software come out, the library focuses on keeping current with the major software programs taught at the college as well as the more timeless books on the underlying theories of Computer Science. Of special interest to the CIS faculty and students is our large collection of electronic technical manuals available on Safari Books Online, one of our databases. There is also a very large collection of ebooks in our NetLibrary collection of ebooks. These ebooks are very nice for our students to use as a quick reference for code or concept without having to purchase or carry the actual books with them.

Fine and Applied Arts and Behavioral Sciences

The Fine and Applied Arts division includes a broad spectrum of topics from Interior Design to Performing Arts and Cinema, music theory and practice to Plein Air painting, Wood Fired Ceramics to the History of World Art. Special considerations have been taken by the liaison librarian to focus collecting in the last year on individual artist monographs and world art at the request of the Fine Arts faculty. The faculty in the Fine Arts division are great at communicating topics they would like to see explored in the collection. The last two years has seen several new courses added to the Fine Arts program, all of which are supported by the library collection. Collection development for this area requires 15-20 hours per semester. We have recently added the ArtStor database of images, a collection of over one million images from many of the great museums and collections in the world.   The Behavioral Sciences Department participates actively in the collecting of materials for Psychology, Sociology, etc. They have worked with their liaison to create interest area lists as well as actively suggesting a wide assortment of titles and subareas of the Behavioral Sciences. The Behavioral Sciences faculty were particularly instrumental in the decision to allocate monies for a DVD collection in the Library.

Counseling

Liaising with Counseling was particularly important during the planning and implementation of the English 001/LR10 Co-requisite. Counselors were consulted throughout the process including a pre-Curriculum Committee vote meeting to vet possible issues and problems with the co-requisite as well as a post Committee meeting to introduce Counselors to the course and ask them to help advertise the meaning of the requirement. Counselors have continued to be important as LR10 has moved into full implementation and question about Adds, Drops, etc. have arisen.

The Counselors are participants in their area collections, this particularly true in the areas of Career Development and Study Skills.

Humanities

The Humanities Division is active in making recommendations for both monograph and non-print media purchases. Along with the recommendations from the entire faculty, each academic year, the library liaison contacts specific faculty in Humanities subject areas, so that those areas get systematic up-date. Development of each subject Humanities area then is driven by the expertise of the Division subject specialist. During the collaboration of selecting the new materials, the liaison librarian weeds the particular subject collection, places them on holding shelves, which are then reviewed for possible discard by the faculty subject specialist. This process has worked quite well with political science. Areas targeted for development in the last few years have been Reading, English grammar, Philosophy, Foreign Languages, ESL, and Education. The discipline of History is the area of the collection presently being developed.

Health Occupations

There is a very rich connection between the library liaison and faculty from the Nursing Department. All Nursing students are required to attend an hour and a half orientation session teaching research methodology for acquiring a research study from a nursing journal. The Nursing Lab Instructor and the Library Liaison collaborate during the process. A designated faculty liaison from Nursing collaborates with the library liaison in deciding what to add to and discard from the medical collection. Health sciences faculty evaluate possible selections for weeding before the final discards are pulled from the collection. The Criminal Justice faculty have also been very active in recommending and evaluating for purchase DVD and print titles. This subject area is presently in the process of being developed.

The Math and Science Division and Physical Education, Wellness, and Athletics division are also represented by a library liaison.

Committees:

Curriculum
A librarian serves on the Curriculum Committee as a voting member. In the past year, the library's representative has volunteered to help re-draft the Committee's handbook of policies and procedures, and to serve on a sub-committee that will focus on new, technology-forward ways of sharing and updating resources with the Committee and campus community. As the campus moves to a new Curriculum management system, this sub-committee will play an increasingly important role in training and supporting the committee's membership.

Distance Education
A librarian serves on the Distance Education (DE) committee. The current representative to this committee also teaches online - although not required for membership on the committee, previous knowledge of and experience with online platforms is a plus.

The library offers a wide array of resources and services online; by serving on this committee, the library representative can ensure that the DE committee is aware of these resources and services that are available to all stakeholders in the online teaching and learning experience.

Non-Credit
The library has been very active in non-credit instruction in the past year. [See Sec. A., NonCredit Workshops, for background.] Two librarians regularly attended a non-credit working

group during Spring 2009. As a result, the library developed a non-credit course proposal (LR500) which was approved by the Curriculum Committee. The library's involvement in non-credit instruction developed after examining SLO assessment results from previous semesters. Furthermore, the library feels a responsibility for the development of resources for Information Competency (one of the college's "Core Four") on campus, and non-credit instruction is ideal for this purpose.

Flex-Cal
A librarian has served on the Flex Cal committee from Fall 2007 through Spring 2009. During this time, the representative has served as the "technology voice" on that committee, and has been the go-between for Flex Cal presentations that cover technology, eCollege, etc. Serving on the Flex Cal committee was an educational experience for the 2007-2009 representative, because she was a new librarian to the campus.

SLO Committee
One of the librarians is a member of the SLO committee and participated in the training on the Cabrillo method.

Accreditation Committee Librarians continue to serve on Accreditation committees as members or chairs including the 2005 Self Study, 2007 Special Report, 2008 Midterm Report, and the 2009 Show Cause Report. A librarian is chair of Standard 2C for the upcoming self-study.

C. Relationship with non SCC components (SNAP, NBCLS)

The Library is a member of Solano Napa and Partners, a consortium hosted at the Solano County Library. This consortium provides automation services for the Library utilizing TLC's CARL Solution, SNAPWeb is the online means through which our patrons access the holdings of the Library and the other consortium members. Materials requested from other members are delivered to the requestor's library. Acquisitions are done using the CARL acquisitions module facilitating their entry into the online bibliographic database. The Vice President attends monthly SNAP Library Directors meetings.

The Library is a member of the North Net Library System, formerly the North Bay Cooperative Library System. This consortium provide extended inter-library loan and delivery services and all SNAP members are required to belong.

The Library is also an active user of services from the District's memberships in EDUCAUSE and the New Media Consortium.
All of these provide excellent opportunities for extended networking and mutual assistance.

NBCLS --> as of July 1, 2009 --> NorthNet Library System
The North Bay Cooperative Library System (NBCLS) is a consortium of 34 libraries (public and academic) from the neighboring counties of the North Bay area. Membership to NBCLS is linked to the library's participation in SNAP (Solano Napa and Partners). Benefits of belonging to NBCLS include SuperSearch services (an InterLibrary loan system between member institutions), SNAP delivery services, and System Reference (not utilized by our library because of the nature of our reference needs and staffing).
Once per month, a library representative attends NBCLS board meetings to stay abreast of issues that relate to the member libraries, the consortium, and libraries in California as a

whole. Participation in this consortium is an important part of remaining in touch with budgeting, staffing, service, and technology issues as they relate to libraries in California.

D. Breakdown of Library Budget

The Library budget for 2008-2009 was approximately $1,000,000 with salaries and benefits, including the Vice President. The main discretionary categories for the Library that have been increased in the past three years in response to accreditation concerns are the overload budget, which includes hourly summer work for the librarians ($70,000); the "book budget" ($70,000); dues and memberships the majority of which is SNAP, NNLS, and CCL databases ($90,000), and instructional materials which include the serials collections ($46,000). In 2008-2009 the Library also received $36,364 in library automation money from the state's TTIP allocation. This allocation has been removed from the 2009-2010 budget.

The District had an unrestricted budget of approximately $50,000,000 in 2008-2009. The Library represents about 2% of that budget without considering the overhead costs that are absorbed in other budgets (utilities, maintenance, IT support, etc.).

E. Student Success

The library developed SLOs or SAOs at the course/service area level, and at the program area. A schedule for assessment over the next 4 year cycle is below.
The library participated in the pilot process the College went through in 2006-2007 to develop our program for using SLO/SAO's for assessment and evaluation. One of the librarians is a member of the SLO committee and participated in the training on the Cabrillo method.

During the first division meeting assessing the data collected via a survey of students attending Library orientations, we found that our students are often confused about how to access the databases(Evidence SLO Report 20080114). During a division meeting(Evidence Division Meeting MINS 2008??), librarians and the Vice President of Technology and Learning Resources decided the students would benefit from a single sign-on option when they are off campus. We are in the process of creating that and will complete it by the end of the 09-10 academic year, in time for our evaluation of the orientations scheduled for Spring 2011.

The start of an official cycle of testing, assessment, redesign, for all of our SLOs and the Core 4 begins this Fall. Below is a list of our 3 program areas, their programs/courses and the schedule for assessing each twice in the next 4 years.

Program review and SLOs or SAOs: Every thing we assess needs to be done twice in every 4 year cycle. Each assessment includes evaluation connected to the Core 4. Our 4 year cycle begins Fall '09:

Academic years:

Fall 2009-Spring 2010

Fall 2010-Sping 2011

Fall 2011-Spring 2012

Fall 2012-Spring 2013

1. Instruction

Program SLO: Improve student success through information competency instruction.

Schedule:

LR01 -- Fall 2010 and Fall 2012

LR10 – Fall 2009 and Spring 2011

LR11 -- Fall 2010 and Fall 2012

LR12 -- Fall 2010 and Fall 2012

Workshops -Fall 2010 and Fall 2012

Reference Desk Instruction - Fall 2009, 2011

eRef Desk Instruction - Fall 2009, 2011

Orientations – Spring 2011, 2013

2. Access

Program SLO: Provide a library environment that attracts and supports students from our diverse community to increase success via access to information.

Schedule:

Collections Spring 2011, 2013

Interlibrary Loan - Spring 2010, 2012

Website - Fall 2009, 2011

Cataloging- Fall 2010, 2012

Textbook Reserves- Spring 2010 and 2012

3. Service:

Program SLO: Support and expand Library services to address the current and future educational needs of the students and the college.

Schedule:

Circulation Desk Spring- 2010 and 2012

Student Workers- Fall 2010 and 2012

Reference Desk- Fall 2009, 2011

Acquisitions- Spring 2011, 2013

Library Technology Spring 2010, 2012

F. External Student Survey Results

There has not been an external student survey in some time. A new student survey is set to be released Fall 2010, data from that student survey will be added to our next Program Review.

G. External Data: Appendix B

H. Three Year Plans: Appendix C

I. Strategic Goals 2009: Appendix D

Conclusion and Recommendations

The Library has made great progress in the last five years. Many of our planning agenda items from the 2005 Institutional Self-Study have been completed. As we begin work on our 2011 self-study, we have identified the following areas that require further planning, implementation, and evaluation:

Reference
- Create a position for dedicated computer technician

IT in the Library
- Budget for the electronic databases if TTIP is not restored in the near future.

Collections
- Expand shelving space for circulating books.
- Allocate book budget by courses offered.
- Create a special fund to purchase difficult to locate materials, replacement copies, and last minute requests for classroom ancillary materials.
- Trial run Baker and Taylor pre-processing for orders.
- Begin ordering books more frequently vs. once a year.
- Add following description to our current weeding policy regarding the removal of books:
  a) are in poor physical condition,
  b) have a newer addition available,
  c) are outdated

Library Instructional Program: *Non-Credit Instruction*

- Provide a series of Non-Credit Library Research courses in the fall of 2010 and evaluate their effectiveness; repeat the process in the Spring of 2011.
- Survey students/faculty to determine additional courses needed.
- Work with faculty to facilitate the referral system for non-credit library research courses and refer those students to the LR500 series/instructors
- Develop outreach methods to promote LR 500 courses to faculty and students.
- Integrate LR500 into the Center for Academic Success.
- Determine a secure sign-in system for LR500 courses to record student attendance.

Library Instructional Program: *For-Credit Information Competency Program*

- Gather more data via instructor surveys
- Re-write student surveys
- Construct more instructor resources
- Non-Credit Workshops as a F2F option
- Implement single sign on for databases possibly using MySolano
- Work with English 001 adjuncts to insure strong Learning Communities
- Investigate mobile phone notifications for class reminders
- Include more real time communication options in class (chat etc.)
- Work with Banner/MySolano to construct more seamless Add/Drops

Library Support for DE and Services to remote Users:
Website
- Create a more interactive experience for students.
- Focus future assessments on ways to create a more feature-rich website that meet the needs and expectations of users.

Plans for Centers
- Staff Vacaville at 30 hours per week as is current practice at the Vallejo Center.
- Plan for increased Librarian hours at both Centers.

Circulation and Textbook Reserves
- Look at cost and budgeting for replacing aging and breaking equipment in our library.
- Improve our textbook reserves to accommodate more classes.
- Learn a new system to assist students and faculty with accessibility to material outside the Solano Napa and Partners system.
- Learn the technical processing aspect of our library.
- Consider how to pay for replacement of these expensive items, as well as budget for future equipment such as print card readers, security gate system etc..
- Explore e-textbooks as an alternative to textbook reserves.
- Provide textbook reserves at Vacaville.
- Make the Vallejo Center's textbook reserves searchable/findable online.

- Work with new Textbook Affordability Committee.

Accreditation

- Begin work on Self-study
- Incorporate program review recommendations and three year plans with self-study planning agenda items.

If you do have internet access from home, is it: (answer yes to all that apply to you)

Dial-up?	High Speed?	Wireless?
4	66	67

What do you do online? (answer all that apply)

email 92, download music 60, download videos 26, listen to podcasts 10, participate in social networking (ex. MySpace, Facebook, etc) 73, game 36, conduct research 56, shop 56, bank 61, date 3
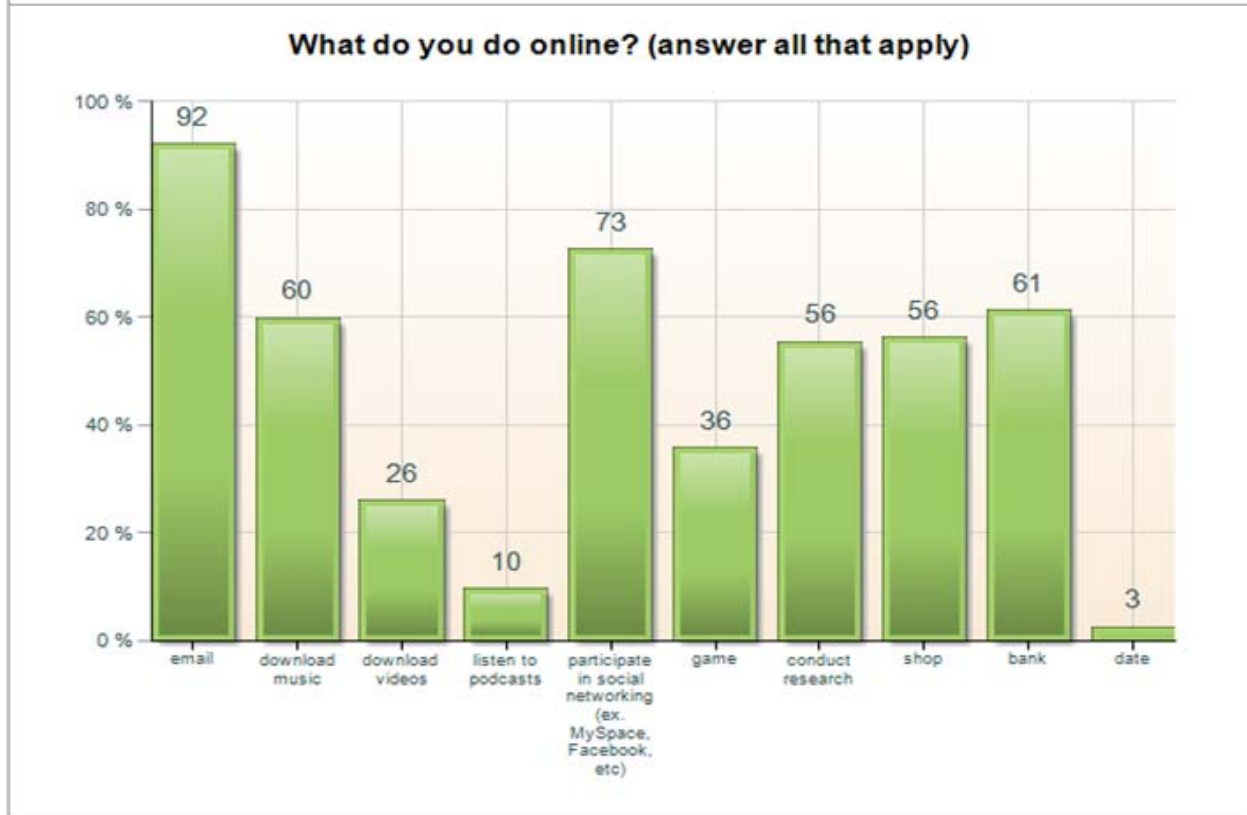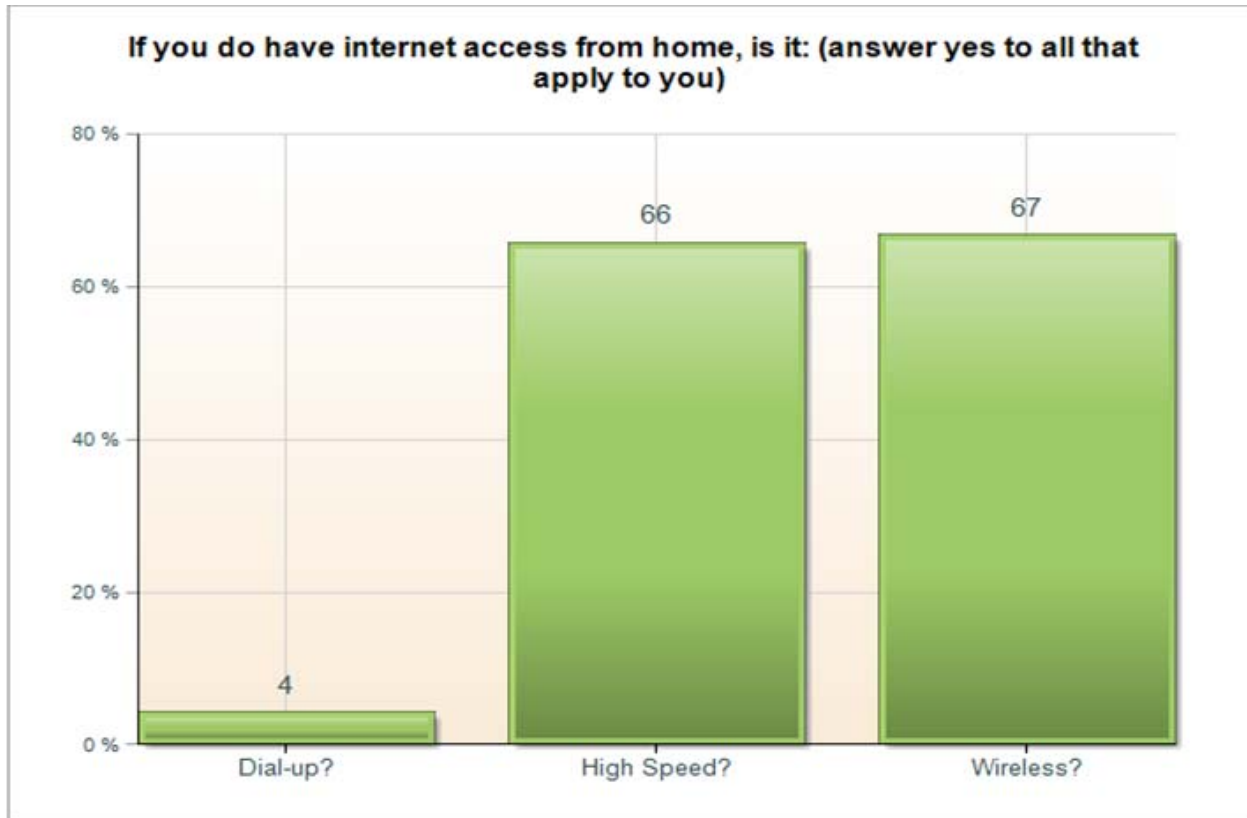
On average, how much time do spend online per day?
- No time
- An hour or less
- 1-3 hours per day
- 3-6 hours per day
- More than 6 hours per day

17 %
5 %
2 %
46 %
29 %
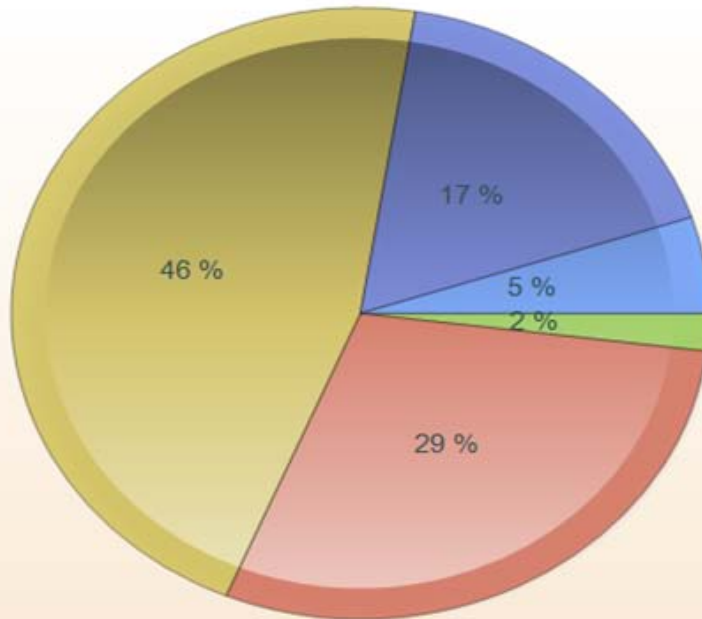
How comfortable are you "online"?
- Very comfortable
- Comfortable
- Not comfortable
- I am never online

51 %
7 %
0 %
42 %
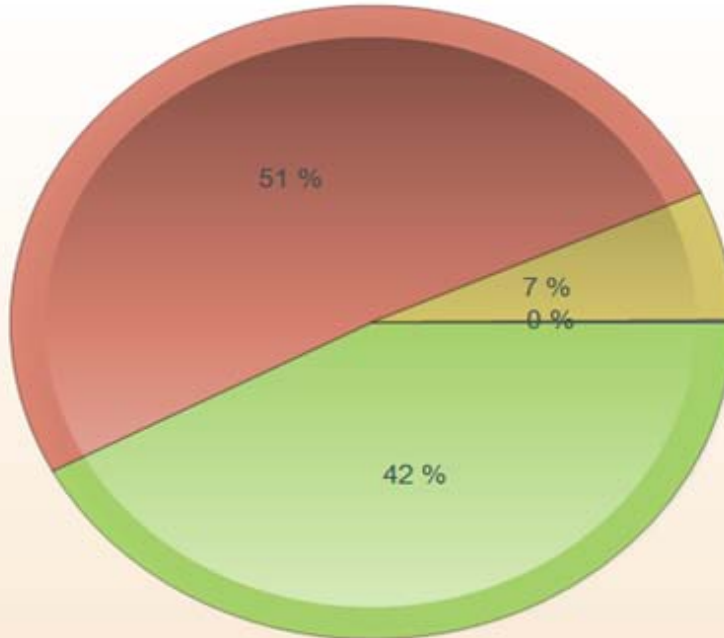
Student Comments continued:
Course Content

- *The information on Google, including how it worked and how they make money. Very interesting. Also I like the video clips used.*
- *I like the fact that it goes more in depth with the internet and how to research in the library better. I like the way they teach us what are good sources and what are not.*
- *Learning how to research a website for accuracy and learning more about how to search, search engines properly as well as the you tube learning, love it!*
- *I liked the part about how to narrow your searches online using the advanced options. It is incredibly helpful.*
- *It has taught me how to be a grade "A" researcher. Not just in School but in my own personal life as well.*
- *Before LR10 I had no idea the number of databases available online for research.*
- *I love all the information given. I did not know how much I didn't know about the internet until this class.*
  I also like the spunky dialogue.
- *I like the fact that I learned how the search engines work and I how get better data.*
- *The MLA stuff. I always have a hard time remembering all the rules. It is actually something I will use in my other classes and life.*
- *It has opened up my eyes to much helpful information when it comes to search for or research topics, and how to go about doing it with the best possible outcome.*
- *I love having help with citing. I am glad we had a project that involved citing websites because I have never cited websites before*
- *Learning how to evaluate my sources and find out how to search for things easier and better.*
- *The search engines and databases*
- *It gives detailed information on how to be critical towards evaluating information sources. For example, checking the contact information, checking the "about us" section and other important and credible information sources...*
- *So far, the best thing I've liked about LR10 is all the new information I have been able to receive and use in other courses as well.*
- *I've enjoyed learning in depth about researching and knowing what I'm actually looking at on the internet. I like learning about the different functions used to research.*
- *I have really loved learning how to decipher what websites are legitimate and which are not.*
- *I enjoy the supportive tips and rules that would help in future research and internet usage.*
- *I like that LR10 helps you with MLA Citation which is very important to all types of papers, that LR10 gives different useful websites, that Ms. Lia responds to all emails in a timely manner, and that LR10 has educational videos that aren't completely mind mashing (sometimes).*

- *How easy was to find information in the library after starting LR10*
- *So far what I like best about LR10 is that the information is relevant, made easy to access, and interesting.*
- *I've learned that the internet can be useful if you know how to use databases correctly and how to use Google more appropriately. I've also learned how Wikipedia can be use to reference information and to find sources as well.*
- *The Google algorithms*
- *learning about Google (specifically advanced search:Boolean; Klingon offered as a language)*
- *The detailed written lectures (online course) and the interactive YouTube inclusions in lectures. It's hands-on with the lecture so you see a firsthand account of what the instructor is speaking about*
- *Learning about different ways to do research. I would have never went on Solano's website. I just use Google.*
- *It has given me more insight into researching, and has shown me there's far more beyond "simple" searching.*
- *All the different databases they have provided for us to use. They are great research tools that I for once never even knew existed.*
- *The different search tools that are shown. Some of the search tools I have never heard of till this class.*
- *I have learned a lot from the information I was provided. The best information I have received is how to minimize your search and where to search!*
- *The lesson about how to spot a credible web site and how they really explain what Wikipedia is and how it works.*
- *The background history of search engines. And the wonderful tips to the online world.*
- *The use of technology as a teaching aide.*
- *It has given me insight for researching carefully and observantly, to help with avoiding bogus websites.*
- *Sense I am right out of high school, I honestly do not know what I would do without LR10. LR10 really helps me to learn how to research better and how to cite my sources correctly. It has shown me all the technical thing like MLA Format, citing sources and everything else that high schools are not teaching students these days*
- *I have learned new ways of finding resources, particularly free ebooks.*

- *This course has provided some useful information that helps with learning how to research a bunch of different ways using different methods for example accessing databases, looking within the internet for legitimate website sources, and how to look within keywords for a more extensive search.*
- *It contains a lot of good, pertinent information pertaining to research and proper attainment and usage of sources, which is obviously becoming more of a vital skill in today's media enriched world*

- *I love the videos, they are very instructional on where to find everything that we need for our academic research. The step-by-step process also helps in using the different search engines.*
- *When I'm doing a project that requires research, LR 10 has given me some good tools on how to narrown down and pick the best sources of information.*
- *mass amount of knowledge being taught to me, i didn't realize there was so much to online researching and tools to help me*
- *Links to articles describing little-known subjects, such as Google's Page Rank, or articles about Wikipedia. These articles I would not have read otherwise*

- *I like that the information isn't the same information given every time you do a class field trip to the library. Instead of having the mentality that the library is always better you have a realistic view that we all like to use wiki and google to do our research and I like that you start there and offer to expand on that option.*

Instructor:

- *The style of the professors writing is entertaining and keeps me interested. The fun links and extras that are mixed in are also great. My absolute favorite things so far were the link to the BBC article on synonyms of "drunk", and the "Medieval Helpdesk".*
- *I also like the spunky dialogue.*
- *Some of the instructors are passionate about the topics and pull the students in what most consider boring*
- *The professors are very helpful and willing to take the time to help you understand the material.*
- *instructor willingness to help*

Instructional Videos:
- *I like the visual aids,(movies).Where it shows me step by step how to do what I am learning about, also I love the comedy.*
- *The videos! They are really helpful.*
- *The lectures are informative. The Youtube videos are excellent.*
- *I love the videos, they are very instructional on where to find everything that we need for our academic research. The step-by-step process also helps in using the different search engines.*
- *the content in the YouTube videos that are presented and the relevancy of the information in the class to help us for our research project*
- *the videos and how quickly the instructor responds to e-mails and also takes the initiative to send them first if a student is falling behind*
- *the use of videos (YouTube) to facilitate the readings per lecture.*
- *I have like the videos where we are walked through on how to research*

Workload (easy), **Online format** (convenient), timeline (time to get work done)

- *That it is fun! I actually enjoy the lectures and the format and look forward to the break from the monotony of my other classes. (My children have even shown interest!)*
- *it's not too difficult*
- *I can do it all from the comfort of home whenever I feel like it, all at once, or spread out*
  I can do other things "in class" like eat or listen to music or whatever
- *That everything is already written down. I don't have to take notes.. I can go back anytime I want to refer back to it.*
- *The detailed written lectures (online course) and the interactive YouTube inclusions in lectures. It's hands-on with the lecture so you see a firsthand account of what the instructor is speaking about.*
- *It is not complicated, and the workload is light, yet covers everything necessary to show that we understand. good through descriptions of lecture materials. I was quite impressed!*

Link to English 001

- *preparing me for the research project in English 1*
- *it connects with my English class to make my English homework easier.*
- *I like that we actually have time to complete the LR10 assignments. I also value the fact that what we learn in LR10 is directly applied to our English one class*
- *It's relevancy to my English class. English is all about research papers, so it is very important to know what sources to use when gathering resources.*
- *When I'm doing a project that requires research, LR 10 has given me some good tools on how to narrow down and pick the best sources of information*

- *I like that this class is going to help me with my English 1 research paper. I like how every lesson is a continuation of the previous weeks lesson.*

Workload: (Too much reading, too much work, too much time to complete the course, too hard.) Selected Comments:

- *The teachers give a lot of information for a one credit course. The quizzes are unreliable upon the topics.*
- *Sometimes the amount of information is hard to deal with, and the quizzes seem to expect us to memorize everything in the "lectures". That is frustrating. Also, sometimes I feel like some stuff in the "lectures" is not really useful. Like why do I need to know so much about Google? I understand that it uses an algorithm, and that there are ways you can word your query to get more relevant results, so why do I need to know all that other stuff? I will totally not remember it by tomorrow, or care.*
- *Time consuming*

- *This being an addition to English 1 just more work it is like an extra class. But it is helpful.*
- *That I have to take with English 1. I have enough homework as it is, let alone this class. I have no family time left.*
- *the amount of work on Works cited and Annotated Bibliography. Really for a one unit class??? It isn't even given to us in a way that would allow me to use the same*
- *The databases are not easy to access, and some lecture information is not categorized well, in my honest opinion. Remember, many of these students have never seen these sources of information before in their lives.*
- *that I cant access the information from all the weeks right off the bat it make starting early really hard and that we have such a complicated final project*
- *All the reading! It's very time consuming for a one unit class.*
- *Time consuming for one unit. And was taught most of this stuff in high school.*
- *guess the reading. Reading because sometimes it is hard to keep it in your mind and then go to the quiz.*
- *I dislike all the reading, although it is necessary to have.*
- *That one has to review the whole course to do good on the exam*
- *The information is all there, but the best way to take advantage of the information isn't. It is easy to get confused in this course, and even though help is available it is not easy to get simple things like the MLA format without constantly practicing.*
- *The, in my opinion, large amounts of reading for each unit. It does have good, helpful information, but it is a lot of reading.*
- *I don't like to read a lot, so probably the reading*
- *Very long readings but it is very useful though.*
- *The amount of units this class is worth! How can you make us do so much damn work and reading and clicking here and here and only provide us with one unit!? extreme blasphemy.*
- *Because the information is so thorough, it's sometimes hard to remember all of it*
- *Mostly the reading. But it's understandable that we have to read, because its lectures and we do not "go to" this class.*
- *getting 0 points for late assignment*
- *The quizzes and the project because they required work.*
- *There is a lot of material to read each week, and considering this is a one unit course it can be frustrating at times.*
- *The quiz questions are very confusing at times*
- *The works cited assignment. It's just something I need to work on.*
- *sometimes it's a lot of reading. but that's not even a big deal...just the biggest one...possibly the only one. once again though, it's really not a problem...it's just all I could think of to not leave this space blank.*

Online Class: Does not like online classes, does not like time management related to online classes, feels disconnected from the teacher

- *I'm old school; I miss having a teacher available*
- *I do not like the fact that it is an online class. It will be so much better if they had an actual class that is like this.*
- *there's no one around to push me to do it or to remind me about LR10.*
- *This all so new to me (I'm still stuck in "old mode") that's all*
- *Just the fact that I have to make myself log into LR10 and do the work because no one is telling me when to do it.*
- *this is my first on line class, so it took time to get used to not having the teacher there in person for questions.*
- *Not seeing the instructor more.*
- *not a fan of online courses in general, requires more self motivation.*
- *With it being an online course I totally forget about it because I did not choose to take this course. If this course was in class I would find it much easier to make an effort to do*
- *my homework and class work on time.*
- *I don't like the online class I like being in a classroom with a professor it feels more personal to me.*
- *making the units two weeks long, I sometimes get side tracked and forget it's too long and makes it too easy to procrastinate.*
- *It's a little hard not to have a class with the teacher in it. Although we can go find the teacher in the library, it's still a more difficult class to take*
- *I feel that this generation don't need an extra class like this because we already know how a computer works and how we can look up things.*
- *I do not learn anything on this site. I do not take online classes for a reason, but now I am forced to, which I do not agree with at all*
- *The fact that since it is not present in my everyday life, such as a face to face class, I often feel I can procrastinate on the assignments.*
- *I don't like the fact that LR10 is online. Yes, it teaches one to be disciplined enough to go online and just sit at the computer without getting distracted. However, it's really difficult to do when you're super busy with other things.*
- *this is my first on line class, so it takes some time to get used to not having person to person communication.*
- *I don't like having an online class. there's ALOT of other things I'd rather be doing when I log onto the internet, but I can come to terms with the fact that I should be focusing on something other than MySpace and do the work.*
- *Personally, I just don't like taking online classes, so that would be my only dislike about this class.*
- *The fact that it's an online class. I think something is lost there, but the prompt emailing really helps.*
- *lr10 doesn't email my own email to remind me...instead of emailing my account in Solano it would be very helpful if it emailed to my yahoo email*

- *Remembering to check in on this class.*
- *I did not want to take an online class. I was unhappy having to take LR10 online. Although some may find it convenient, I do not find doing work online to be beneficial for me.*
- *The little scare about how it didn't recognize that I signed in for the first time, which almost caused me to be dropped from LR10 and English 001 as well.*
- *I already know a lot on LR10 and I don't like that it's an online class only. for me (and some others who I talked to) we choose not to take online classes for a reason, we don't remember to do them. it sucks that we had to take this class without even an option for it to be a person to person class, but only an online class.*
- *online course. if computer courses worked well for me then I would have chosen them.*

Lack of Coordination between LR10 Instructor and English 001 Instructor. Felt that LR10 not pair well with English 001, instructors were not communication or working together, contradictory information, unlinked research projects, timelines not matching up, MLA incongruities (new formats of MLA being taught in LR10 and older formats being taught in English 001.

- *I found that some of the work her conflicts with what we are doing in English 1. The MLA version is a good example. It also seems like I am doing duplicate work by providing a second work cited and annotated bibliography.*
- *I do not like the disorganization of the course. Initially when the course first started there were some technical issues and the help to resolve the issue was not as helpful as I would have liked it to be. The LR10 should also correlate better with the English course itself. I believe that would make the course more helpful and not as overwhelming*
- *It does not fit my English 1 class*

It hasn't seemed to coincide with my English Class
- *Works sited! I have never done it before and seemed like there was a lot of conflicting info*
- *I would allow more of the research we do to go along with the English 1 class, and to be able to use other databases more.*
- *Better coordination between LR10 and English 1*
- *I would not have this class anymore unless it is more structured with what I'm learning in Eng 1. It is not helpful if I am being taught the same thing in two different ways*
- *open all the week up at the beginning of the semester for example I was working on my final project but got stuck the section I was working on said if you need help look at week 6 or 7 I'm working on it in week 4 so I have to wait 3 weeks to finish my project which would put me at finishing it last minute I understand not opening the quiz up but I think we should be able to view the info in all the weeks I'm taking an eight week course so I have to schedule my time wisely and that hard to do if I don't have all the material at hand*

- *I would say that there should be a better coincidement with the English class it accompanies, however, my English class is running at an unpredictable rate so the issue probably lays more with the English pace than the LR 10 pace.*
- *more geared*
- *include it in Eng 1 very early in the course.*
- *Have LR10 follow along with the English class.*
- *I would have the LR instructors work directly with the ENG 01 instructors to create a timeline for the semester.*
- *I would improve LR10 by having the class collaborate with the College Composition class.*
- *To have the instructor for LR10 follow along with the instructor for any English 1 class so we can use the information for our research project.*
- *Something that I think would really improve LR10 is that it was set up so that it went along with the English 001 syllabus. I think it would help us more for English that way.*
- *would make it a learning community with the English teacher and the online LR 10 teacher so that the work is not just relevant for research but for the English class so that they can be in sync unlike it is now. It's kind of unorganized. And it could be a little more exciting.*

How well is the content of LR10 organized?

Poor   Fair   Good   Excellent

34 %

2 %

13 %

51 %
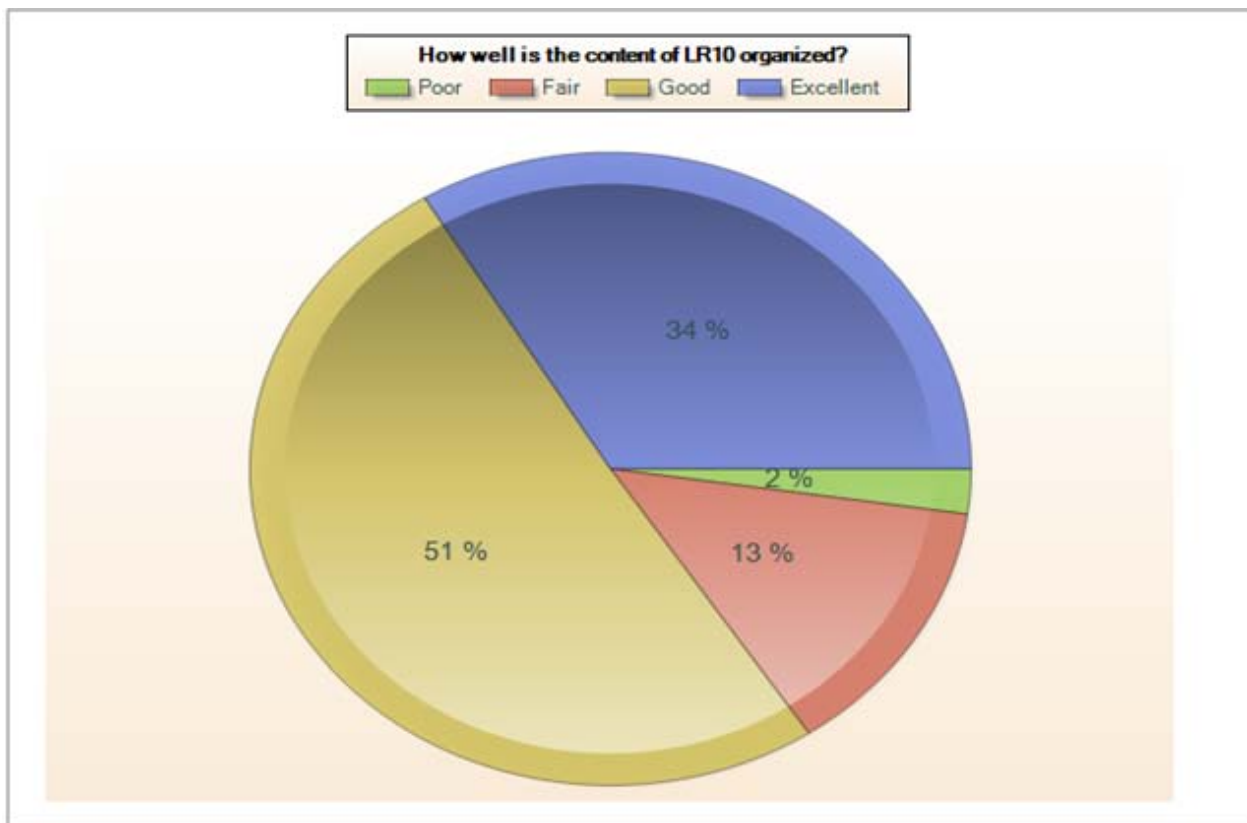
Did you apply what you have learned in LR10 to other courses you are taking?

Program Review for 2008-09
Library

Division 21

DEPT: 2120 & 2105
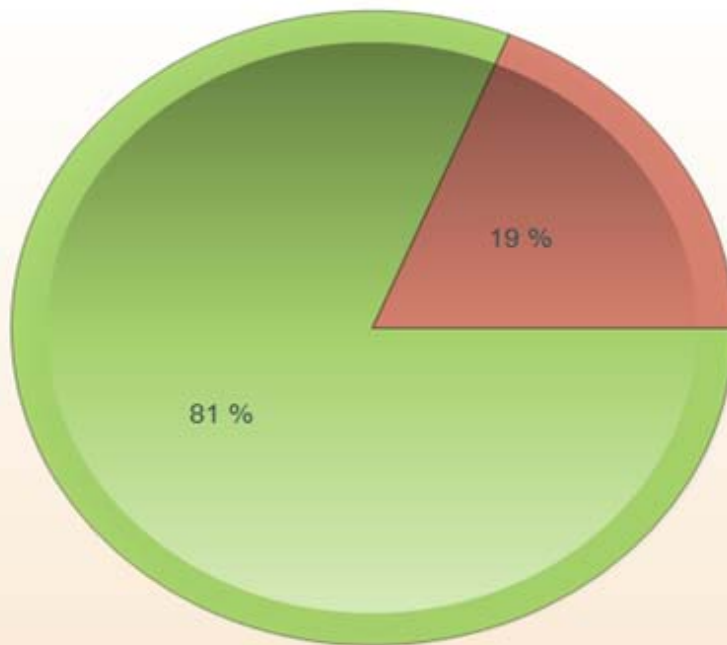
		04-05	05-06	06-07	07-08	08-09
FTES	Summer	0.57	0.00	0.00	0.00	0.00
GENERATED	Fall	1.63	1.30	1.33	2.30	8.80
	Spring	0.77	0.53	2.40	2.87	12.97
	TOTAL	2.97	1.83	3.73	5.17	21.77
Growth/Decline *[(Yr2-Yr1)/Yr1]*		-19%	-38%	104%	39%	321%
	Summer	254	0	0	0	
LOAD	Growth/Decline	-61%	N/A	N/A	N/A	N/A
(WSCH/FTE)	Fall	184	293	150	148	
	Spring	343	239	270	322	
	AVERAGE, Fall & Spring	264	266	210	235	0
Growth/Decline *[(Yr2-Yr1)/Yr1]*		19%	1%	-21%	12%	-100%
	Summer	17	0	0	0	0
ENROLLMENT	Fall	49	39	40	45	265
	Spring	23	16	36	44	366
	TOTAL	89	55	76	89	
Growth/Decline *[(Yr2-Yr1)/Yr1]*		-5%	-38%	38%	17%	-100%
	Summer	1	0	0	0	0
NUMBER OF	Fall	2	4	3	3	11
SECTIONS	Spring	1	1	3	2	16
	TOTAL	4	5	6	5	27
Growth/Decline *[(Yr2-Yr1)/Yr1]*		0%	25%	20%	-17%	440%
	Summer	0.067	0.000	0.000	0.000	0.000
FTEF	Fall	0.267	0.133	0.267	0.467	0.733
	Spring	0.067	0.067	0.267	0.267	2.433
	AVERAGE, Fall & Spring	0.167	0.100	0.267	0.367	
PERCENT	Summer	68%	0%	0%	0%	0%
FILL	Fall	89%	78%	75%	53%	80%
(1ST cen/max enroll)	Spring	77%	64%	65%	81%	76%
	AVERAGE, Fall & Spring	83%	71%	70%	67%	78%
PERCENT	Summer	82%	0%	0%	0%	0%
RETENTION	Fall	71%	69%	68%	76%	88%
(EOS/1st cen)	Spring	87%	75%	78%	57%	84%
	AVERAGE, Fall & Spring	79%	72%	73%	67%	86%
APPORTIONMENT INCOME *(FTES * Annual Factor)*		$10,347	$7,726	$16,289	$22,577	$99,380
EXPENSE	Salaries					
	Materials					
	Capital Outlay					
	Total Direct					
	Indirect *(Direct * .40)*					
	TOTAL					
ANNUAL COST/FTES						
Growth/Decline *[(Yr2-Yr1)/Yr1]*		N/A	N/A	N/A		

Responsibility Code	Academic Year	Strategic Direction & Goal	Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs $ K	Type	Outcome Measures & Results	PFE #	E	F	T	B	H	M	V	A
	2003-07	QTL 1 QTL 2	Increase funding to improve the library books and periodical holdings.			College budgeting process and Executive Council			Incremental increase in budget for books and periodicals.									
22	2003-05	QTL 1 QTL 2 OC1 OC2 T1	**INFORMATION COMPETENCY PROGRAM**--Research and Develop different strategies for implementing and evaluating information Competency in the SCC Curriculum (possible graduation requirement)			Librarians and Work with SCC Information Competency Task Force.			IC Graduation Requirement at SCC	3	X	X	X					X
	2003-07		*PHASE 1. Development and Implementation*															
22	2004-07	QTL 1 QTL 2 OC1 OC2 T1	A. RESEARCH SKILLS LAB -- Institute a non-credit, positive attendance laboratory courses (traditional and online), oriented around specific disciplines or fields of research, to advance student skills in the identification and evaluation of information available online. Also addresses SA1. [2,5]	F		Need a computer (recycled) and software (1-time = $500) for tracking students, permanent station (1-time = $200), new electrical outlet (1-time = $50), and 36 hours of librarian (faculty) backfill (on-going = $1,500).	2.3	1O	Generate 10 FTES per year.	3	X	X	X					
22		QTL 1 QTL 2 OC1 OC2 T1	B. INFUSION/LINK with English 1. Traditional and Online			English Instructors, Librarians			Creation of Infused English 1A/ Info Comp Course (Traditional and Online) (FTES)	3	X	X	X					
22		QTL 1 QTL 2 OC1 OC2 T1	C. STAND ALONE COURSE (already developed)			Librarians			Completed	3	X	X	X					
22		QTL 1 QTL 2 OC1 OC2 T1	D. (possible) Develop methods of teaching information competency at the developmental level. English 370/ Information Competency Workshops.			English Instructors, Librarians			Generate FTES	5	X	X	X					
22		QTL 1 QTL 2 OC1 OC2 T1	E Develop online STAND ALONE COURSE			Librarians				3	X	X	X					
22		QTL 1 QTL 2 OC1 OC2 T1	F. Develop Test Out			Librarians			Test created for possible graduation requirement (FTES?)		X	X	X					
	2004-07		*PHASE 2. Evaluation*															
22		QTL 1 QTL 2 OC1 OC2 T1	Plan and create methods for measuring student learning outcomes as well as overall effectiveness of each method of implementation. (ex. Pre/post tests etc.)			Librarians and SCC Information Competency Task Force			Student Learning Outcomes Assessed Evaluation Forms created									

* E=Ed Mstr Plan, F=Facilities Plan, T=Tech Plan, B=Fiscal/Budget Plan, H=Human Rsrcs Plan, M=Mrktg Plan, V=Voc, A=Accred

1 of 4
1/15/2004/ 3-Year Plan, 10-03.xls

Responsibility Code	Academic Year	Strategic Direction & Goal	Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Outcome Measures & Results	PFE #	Institutional Plans *							
							$ K	Type			E	F	T	B	H	M	V	A
			PHASE 3. Present															
22	2006-07	QTL 1 QTL 2 OC1 OC2 T1	Draft best practices paper for presenting to IC Task Force, SCC Curriculum Committee and Academic Senate			Librarians and members of IC task Force.			Best Practices Paper drafted and presented		X	X	X					
22	2003-05	QTL 1 OC1 OC2 TI	FLEX-CAL: Develop and implement continuous program of library oriented flex cal activities for faculty. (1 per semester)			Librarians, Flex-cal committee			Flex Cal Program created and implemented		X	X	X					
22	2003-05	SA 1 SA2	READING MAKES YOU A STAR PROJECT															
		ID 1	Phase 1. Develop committee, grant proposal etc. And investigate possibilities purchasing books			Reading, ECE, Library Faculty/Staff/Students			Plan for reading fair, grant proposal, 200+ books									
		ID 2 CR1	Phase 2. Host first Reading Makes you a Star fair.			Reading, ECE, Library Faculty/Staff/Students			Reading Fair									
22	2004-05	QTL2 SA1	Investigate how best to utilize $35,000 from Foundation/Grants	S		Security Cameras; update software/hardware for computer classroom	35,000.00	1	Plans have been initiated already. Project will be complete after area has been built.	1,3, 5								
22	2004-05; 2005-06		To catalog our non-print materials (microfilm)			Input bibliographical information from OCLC database, or original cataloging onto our online database.			Adequate materials in the library can reduce the barriers to students' academic goals. It can save time and increase productivity, thereby enhancing college life.									
22	2004-05		To identify the weakness of print resources			Purchase titles to support our curricula needs, using college book reviews publications "Choice" and "Library Journal". The cost of "Choice" is $237 for one year's subscription (10 issues).												
22	2004-05	QTL1 QTL2 SA1 SA2 CR1 CR2 PFE3	Create grant proposal and get funded for development of online library presence which would offer the same level of library service to our online students and students at the Vacaville and Vallejo Campuses that our students here on the Fairfield campus enjoy. This would include development of a web portal for all of our databases with access to all with one password; interactive tutorials for use by students to learn about library resources; online library card application process with validation through eCollege; creating online information literacy course; online orientations and research skills labs.			20 hours librarian time to research and write at least 2 grant proposals, figure 20 X $54. Not sure this couldn't be done within working hours, but not at current work load.	10,800.00	1	getting a grant									
22	2004-05	QTL1 QTL2 SA1 SA2 T2	Develop and test two 1-hour pilot lab sessions for two specific online courses -- Institute a non-credit, positive attendance laboratory workshop oriented around specific online courses to ensure our online students have equal access to library resources and know how to use them. Work with the 24/7 eGain software, eCollege and two online instructors to test. Time need 6-8 hours per hour of orientation to develop the first 2, will need 3 hours each to develop each one thereafter.			16 X 54 = 864 for one time costs, 162. for each one, ongoing costs.	0.90	1	L-LAB - Generate 10 FTES per year.									

* E=Ed Mstr Plan, F=Facilities Plan, T=Tech Plan, B=Fiscal/Budget Plan, H=Human Rsrcs Plan, M=Mrktg Plan, V=Voc, A=Accred

Responsibility Code	Academic Year	Strategic Direction & Goal	Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs $ K	Costs Type	Outcome Measures & Results	PFE #	Institutional Plans* E F T B H M V A
22	2004-05	OC1	Develop minimum of two Library Corner columns to be published in student newspaper.			Ruth Fuller, coordinator.	?		Published columns		
22	2004-05	QTL1 SA2	Develop a coordinated method for collection and dissemination of library statistics.			Require time from all of the librarian's and possibly other faculty to come up with good criteria and methods for measuring student learning outcomes. Require programmer's time if we decide to collect data online, would require student worker hours for data entry if we collect manually.			yearly report to be published on the intranet		
22	2004-05	QTL2 SA1 SA2 CR1 CR2	Develop a minimum of 3 new webliographies using the new form.			Time need 6-8 hours per webliography to research and enter information into form. Would need to work with Technology department to implement a hits counter on the pages to test and record usage statistics.	2.60		1 Research Guides used by students as demonstrated by statistical information on number of hits per page.		
22	2004-05	OC2	Begin reading about accreditation standards for upcoming accreditation and developing criteria for the library			Library staff.	?				
22	2005-06	OC1	Develop minimum of two Library Corner columns to be published in student newspaper.			Ruth Fuller, coordinator.	?		Published columns		
22	2005-06	QTL2 SA1 SA2 CR1 CR2	Develop a minimum of 3 new webliographies using the new form.			Time need 6-8 hours per webliography to research and enter information into form. Would need to work with Technology department to implement a hits counter on the pages to test and record usage statistics.	2.60		1 Research Guides used by students as demonstrated by statistical information on number of hits per page.		
22	2005-06	QTL2 SA1 SA2 OC1 T2 CR1 CR2	Update webpage information and organization. Using all of the interested librarians with input from a user's group consisting of interested faculty and students develop an idea of what we now think would be good information for the library page to contain, then implement it. need time for 3-4 hours for planning and setting up packets, need 1 hour to create and disseminate outreach efforts to user groups (could send out a $all or $all faculty or put an ad in the paper, or something else similar.) and 6 hours for meeting time, spread out over a semester then would need time (amount to be determined by scope of project) to implement changes and work with VF on any coding not within my abilities.			Time: 4 X 54 organizing group/materials; 6 X 54. X # of librarians involved in task force on redesign; ? X 54. for time to implement design.			1 updated webpage with improvement in user statistics.		
22	2005-06	QTL2 SA1 OC1 T2	Develop Faculty Resources for Intranet. Begin to develop organized list of resources useful to faculty for promotion of student success and learning.								
22	2006-07	OC1	Develop minimum of two Library Corner columns to be published in student newspaper.			Ruth Fuller, coordinator.	?		Published columns		

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Responsibility Code	Academic Year	Strategic Direction & Goal		Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Outcome Measures & Results	PFE #	Institutional Plans *							
								$ K	Type			E	F	T	B	H	M	V	A
22	2006-07	QTL2 SA1 SA2 CR1 CR2		Develop a minimum of 3 new webliographies using the new form.			Time need 6-8 hours per webliography to research and enter information into form. Would need to work with Technology department to implement a hits counter on the pages to test and record usage statistics.	2.60	1	Research Guides used by students as demonstrated by statistical information on number of hits per page.									

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1/15/2004/ 3-Year Plan, 10-03.xls

B: STUDENT SUCCESS AND READINESS

    I.   Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals. [CCC/B]

            E.   Teaching and Learning Effectiveness. *Support effective teaching and learning.* [CCC/B5]

Strategic Goal #1: Quality Teaching & Learning — *Improve student success while maintaining academic quality.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
1.1 Enhance attainment of educational goals by students.	LR 10 Instructors LR10 Coordinator (Ruth Fuller) Library Management	Continuing	Students perform better (quantitative and qualitative) in Eng 001 and LR10. Students perform better across curriculum.	Qualitative results agree with expected outcomes. LR10 has and above average success rate. Other quantitative indicators not yet measured.
	To review and weed the Library's periodicals and audiovisual collections, making the materials more easily accessible for students. (Elizabeth Tsai)	Spring & Fall, 2010	More room will be available for the Library's periodicals audiovisual collection.	
	Design a questionnaire to see if the Information Commons adequately helps students meet their educational needs. (Quentin Carter)	End of Spring, 2010	Possible changes in procedure or policy for Information Commons	

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1.2 Improve basic skills attainment.	LR 10 Instructors LR10 Coordinator Library Management	Continuing	Continue offering of LR10 , Basics of Research and Information Competency with English 001. Continue drop-in workshops to work on basic computing with novice online students	Drop-in workshops gaining popularity.
1.3 Develop new and expand existing curricular offerings.	Library Management Non-credit coordinator (Erin Duane) Librarians	Continuing, start offering Non-credit Library Workshops, Fall 2010	Curriculum created of Non-Credit course offerings on Library related topics. Begin offering in the Fall 2010.	Non-credit course outline has been accepted by SCC Curriculum Committee and the state.
1.4 Validation and improvement of student learning	LR 10 Instructors LR10 Coordinator Non-Credit Coordinator Library Management	Continuing	Planning, implementation, evaluation of LR10 and Non-Credit workshops	Qualitative data agrees. Quantitative not yet measured

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A: COLLEGE AWARENESS AND ACCESS
       I.   Increase awareness of college as a viable option and enhance access to higher education for growing populations. [CCC/A]
       C.   Innovative Programs and Outreach for Growing Populations. *Increase college access among growing population groups that will emerge from current demographic trends.* [CCC/A3]

Strategic Goal #2: Student Access — *Provide a college environment that attracts and supports students from our diverse community to increase enrollment and success via access and retention.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
2.1 The number of students served				
2.2 Access and success of under-served populations				
2.3 Participation rate from feeder schools				
2.4 Student retention and persistence				

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A: COLLEGE AWARENESS AND ACCESS

    I.   Increase awareness of college as a viable option and enhance access to higher education for growing populations. [CCC/A]

        E.   Institutional Capacity for Diversity. *Support equity and diversity at the Community Colleges to build a strong society and enable a multicultural democracy.* [CCC/A5]

Strategic Goal #3: Institutional Diversity — *Foster a college environment and strong connection to the community that will attract and support a diverse and excellent faculty, staff, and student body.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
3.1 Diversity profile of college workforce & student body				
3.2 Sensitivity to and appreciation of diversity				

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D: SYSTEM EFFECTIVENESS

     I.   Improve system effectiveness through communication and coordination, regulatory reform and performance measurement. [CCC/D]

     G.   Leadership and Professional Development. *Support learning and growth opportunities to enhance the skills and competencies of all College, District and System Office employees.* [CCC/D7]

Strategic Goal #4: Organizational Development — *Improve internal operations through effective communication and participatory governance structures. Improve internal operations through effective communication and participatory governance structures.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
4.1 Promote effective program review, planning, and budget development.				
4.2 Transparency and accountability of decision making				
4.3 Support continued development of all employees and participation in campus-wide decision making.				

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E: RESOURCE DEVELOPMENT
   I. Provide enhanced resources and allocation methods to ensure high-quality education for all. [CCC/E]
    D. Resource Optimization. *Ensure that existing resources are used efficiently in meeting State priorities.* [CCC/E4]

Strategic Goal #5: Technology and Learning Resources — *Support and expand technology and learning resources to address the current and future educational and technological needs of the students and the college.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
5.1 Enterprise resource planning				
5.2 Technology infrastructure (via Measure G)				
5.3 Mobile Computing				
5.4 Learning Resources at the new centers	Librarians Librarians staffed at Centers (Ruth Fuller at Vacaville, Sandy Rotenberg and Erin Duane at Vallejo)	Vallejo completed, continuing. Vacaville to move in Spring 2010.	Provide Library Services at both the Vallejo and Vacaville campuses. Services should meet the needs to Center student community in resources and staffing	Use study of Vallejo Library Services to implement effective services in Vacaville.
5.5 Computer & information competency	LR 10 Instructors LR10 Coordinator (Ruth Fuller) Library Management	Fall 2007- continuing	Full-implementation of LR10/English 001 co-requisite.	Completed.

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E: RESOURCE DEVELOPMENT
    I.   Provide enhanced resources and allocation methods to ensure high-quality education for all. [CCC/E]
        D.   Resource Optimization. *Ensure that existing resources are used efficiently in meeting State priorities.* [CCC/E4]

Strategic Goal #6: Fiscal Strength — *Develop and manage fiscal and other resources to support institutional effectiveness.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
6.1 Physical plant support for college programs.				
6.2 Effectiveness and efficiency of fiscal services operations				
6.3 Fiscal stability				
6.4 Foundation success				

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C: PARTNERSHIPS FOR ECONOMIC AND WORKFORCE DEVELOPMENT

    I.   Strengthen the Colleges' capacities to respond to current and emerging labor market needs and to prepare students to compete in a global economy. [CCC/C]

        E.   Defining and Addressing Long-Range Economic and Workforce Trends. *Build on the California Community Colleges' Economic Development Initiatives to define and develop emerging career clusters. Ensure that the Colleges have access to the tools and resources needed to track and respond to long-term economic and workforce trends.* [CCC/C5]

Strategic Goal #7: Community Relations — *Foster a strong connection to the communities we serve and be responsive to local and regional needs.*

Objective	Responsibility	Timeline	Expected Outcome(s)	Actual Result(s)
7.1 Workforce training and economic development				
7.2 Life-long learning and personal enrichment				
7.3 Strong connection to the community				

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