

Library 6-year Academic Program Review S2025

Learning Resources:

Date: 04-29-2025

- Program Review (6-year), AY 2024-2025 - Library

Sorted by: Program

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Learning Resources

SECTION 1: PROGRAM OVERVIEW (2024 template)

Program Review (6-year), AY 2024-2025 - Library

1.1 Introduction

List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles. Note major changes in personnel since the last program review.

Fulltime Librarians:

- Erin Duane
- Atticus Frey
- Ruth Fuller

Adjunct Librarians

- Jen Scolari
- Sandra Rotenberg
- Diana Tedone
- Aaron Richardson
- Tim Madigan

- Karen Ballerini
- Emily Mathe
- Ashlie Lawson
- Alicia Craenembroeck
- Lynne Williams

Fulltime Staff:

- Rashmi Bains (Technical Services)
- Katie McCoy (Circulation)

Since our last program review, we have lost one fulltime faculty position. We gained and then lost (currently on hold) one fulltime staff position. Our adjunct pool is reasonably stable, though this can change quickly as our adjuncts are often seeking fulltime work elsewhere.

Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes.

Note also any organizational changes (for example, if the program is now in a different School/Division than before).

If changes have already led to noticeable improvement, please describe.

LR10: Introduction to Information Skills for College and Beyond

The implementation of Common Course Numbering prompted a re-evaluation of the English 001 course outline. As outlined in the English Program Review, it was decided to remove formal research instruction and the associated research paper requirement from English 001. Instead, these elements will be emphasized more heavily in English 002 and 004. As a result, the Librarians and English faculty agreed to move the LR10 corequisite from English 001 to English 002 and 004, with this change taking effect in Fall 2025.

The initial transition will pose challenges, as most students enrolled in English 002 and 004 in Fall 2025 will have already completed LR10 during prior semesters in English 001. To address this, collaboration with the Vice President of Academic Affairs (VPAA), the Dean of Humanities, Curriculum staff, the Articulation Officer, and Library and English faculty led to a decision to ease the transition by temporarily not hard-linking LR10 to English 002 and 004 for the Fall 2025 semester. Instead, two LR10 sections will be offered—one for English 002 and one for English 004—with both sections starting two weeks into the semester. This delay will provide Librarians, English faculty, and the Office of Admissions and Records (OAR) time to identify which students need to enroll in LR10 and ensure proper placement. It is anticipated that most Fall 2025 LR10 enrollment will consist of students who either did not take English 001 at SCC or did not pass LR10 while enrolled in English 001. Both groups are expected to be relatively small.

Starting Spring 2026, LR10 will be hard linked with English 002 and English 004. Unless having completed LR10 already, students will be required to enroll in LR10 when enrolling in English 002 or English 004.

The Librarians agree with the English faculty that English 001 has changed significantly since the implementation of AB705. The wide range of student skill levels in English 001 makes it challenging to teach college-level research when the primary focus needs to be on foundational writing skills. By the time students reach English 002 or 004, they will have completed at least one semester at SCC, become more familiar with academic support services, and gained a better understanding of Canvas. We believe this will better prepare them to learn research skills for LR10.

CTE Programs: Describe the membership of the program's advisory board. Describe how the program requirements are influenced by the advisory board, accrediting institutions, and other external organizations. Note how the membership might be expanded to get more helpful, diverse voices in the field.

This question has not been answered yet

CTE Programs: Provide advisory board minutes from the past two years [upload to the blue folder in the upper right corner of Section 1]. If minutes are unavailable, please describe what meetings have taken place, noting dates, if possible, along with attendees' names and professional positions.

This question has not been answered yet

1.2 Future Outlook

Describe conditions (inside the college, or beyond) that may affect the future of the program in the coming years. For example, note what factors may put a strain on the program or give it a boost in the next five years.

The LR10 program's enrollment is tied to the English program, with its capacity fluctuating based on English enrollment trends. As the college grows, we anticipate English enrollments will increase proportionally, which would positively impact LR10 enrollment.

Under the updated structure, with LR10 as a corequisite for English 002/004 rather than English 001, the program will operate at about half its current size, as there are fewer sections of English 002/004 compared to English 001. However, the program is expected to expand if the college sees growth in transfer enrollment, as English 002/004 are integral to the standard university transfer pathway.

LR10 will continue to be taught as part of the Rising Scholars Program at CSPA Solano and CMF. We believe transitioning to English 002/004 will benefit students, as they will have already experienced college courses and become familiar with Canvas, internet, and library resources. The current pairing with English 001 has faced challenges due to students' inexperience with college coursework and tools. The new pairing is expected to increase comfort and success for the students.

CTE programs: Review the provided labor market data, including employment and wage projections for employees in fields related to the program [upload any additional data to the blue folder in the upper right-hand corner of Section 1]. Comment on any areas that appear especially relevant to the program and its graduates.

This question has not been answered yet

1.3 Population

Address how the population of students majoring in the program and/or taking classes in the program differ from the college as a whole; note what demographics (age, race, gender, etc.), are more or less represented, if any. Reflect on and describe what your department might do to help draw a more diverse group of students.

As mentioned above, the student populations and demographics in LR10 are entirely determined by those in the English program. For additional details, refer to the English Program Review.

In the student survey, students were asked to identify why they were taking Program courses. Please summarize and briefly discuss the results.

N/A LR10 is a co-requisite of English 001

SECTION 1: PROGRAM OVERVIEW - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - Library

----- Program Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
Transition LR10 to English 002/004	Alert affected areas	Librarians	Important	Short	
	Build LR10 for English 002 and English 004				
	Plan for to distribute information to instructors and students				
	Build intro Canvas module for all Fall 2026 English 001				
	Implement Fall 2025/Spring 2026				

SECTION 2: COURSES (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

2.1 Course Offerings

Specify which courses in the department and/or degree/certificate have been deleted or added since the last program review, and what prompted those changes. If these changes have already led to improvement, please describe.

CTE programs: Note how advisory board input has contributed to course changes.

N/A no courses added or deleted

Describe what new course(s) are planned and provide reasons for these new offerings. How do the new courses align with the college mission and/or goals related to equity and student success?

CTE programs: Note how advisory board input has contributed to planned course changes.

Please add any new course plans to the Course Goals table at the end of Section 2.

This question has not been answered yet

2.2 Scheduling, Sequencing, and Fill

Describe the student survey feedback related to course scheduling. What barriers to enrollment do students report? In terms of timing, location, and instructional format of course offerings, what changes are suggested by the survey responses? (Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)

Most students surveyed were happy with the current model—LR10 offered online with face-to-face support from the library. A small group expressed interest in taking LR10 in person, as was originally offered. However, past attempts to provide face-to-face sections and workshops have seen low enrollment and attendance. It appears that while some students express a preference for in-person LR10 in theory, they are less inclined to enroll or attend when the option is available.

As we transition to English 002/004, we anticipate renewed interest in basic library research

workshops, as instructors will no longer be able to rely on students receiving information literacy instruction in their first year at SCC. By integrating basic library instruction modules into English 001 (and other interested courses) and offering face-to-face workshops, we aim to support students who will no longer take LR10 because English 002/004 are not part of their education plan.

Additionally, students continue to have extensive access to LR10 support through Library Services. Fairfield is staffed by professional librarians approximately 47 hours per week, while Vacaville and Vallejo are each staffed 20 hours per week. Any of these librarians can assist with LR10 coursework.

For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc.). If applicable, how might your department address the possible causes of low enrollment in specific courses?

N/A

Note if there is a preferred sequence of classes that students should take in the department/degree/certificate, or if there is no preferred sequence, and how students are informed of your preferred sequence (if any). Describe any work done to support PACE/Guided Pathways and inform counselors. (Include a link to program homepage on SCC website.)

N/A

2.3 Prerequisites, Course Advisories, and Placement.

Review and summarize student survey feedback regarding prerequisites. Note how advisories and pre- and co-requisites might be changed to get students better prepared for classes in the program. (Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)

We are addressing this by moving LR10 to English 002/004

SECTION 2: COURSES - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - Library

----- Course Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
Transition LR10 to E2/4	Alert areas on campus affected Build LR10 for English 002 and English 004 Plan for to distribute information to instructors and students Build intro Canvas module for all Fall 2026 English 001 Implement Fall 2025/Spring 2026	Librarians	Important/Urgent		
Establish standard RSI expectaions for all LR10 instructors					

SECTION 2: Courses in Department (Table, 2024 template)

Program Review (6-year), AY 2024-2025 - Library

Courses in Department	Count
LR010 - Information Skills for College and Beyond	366

SECTION 3: ASSESSMENT (2024 template)

Program Review (6-year), AY 2024-2025 - Library

3.1 Program Learning Outcomes (PLOs)

Summarize the student survey feedback related to PLOs. To what extent do majors understand the PLOs, find the classes effective in preparing them to succeed in the PLOs, and feel they are able to achieve the PLOs?

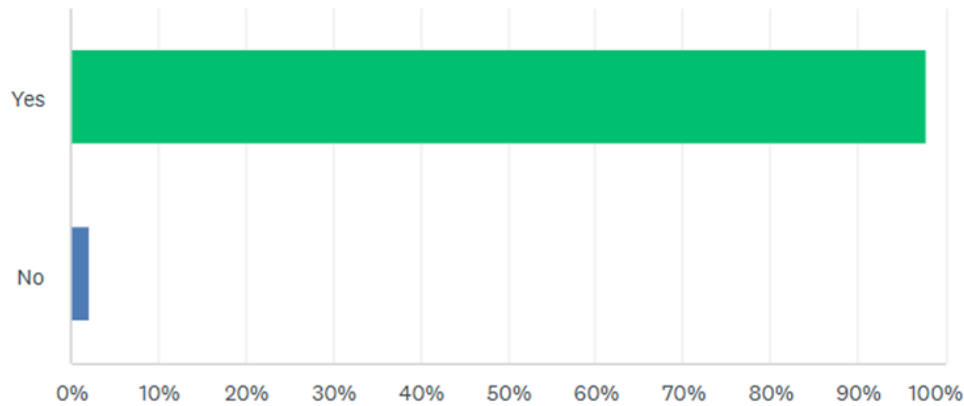
There are no PLOs for LR10 (it isnt technically a "program." Nevertheless, LR10s are surveyed at the end of every semester. The following charts represent responses from 2020-2025.

Q1



Do you think taking LR10 has improved your research skills?

Answered: 2,542 Skipped: 4



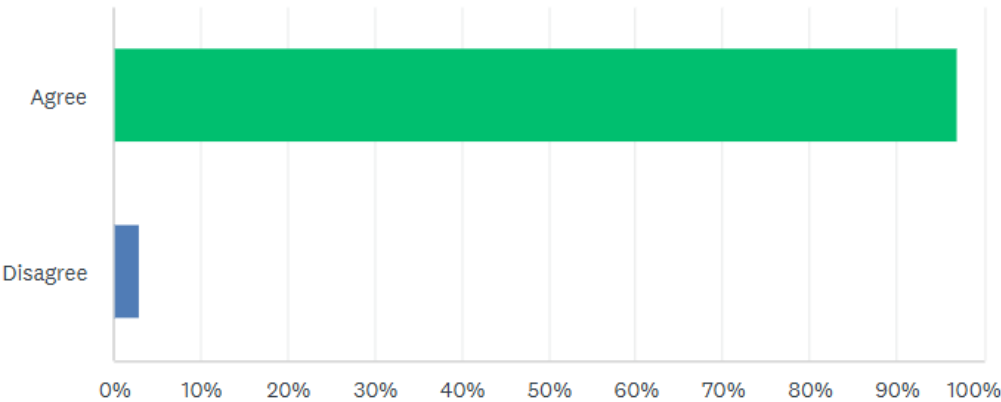
ANSWER CHOICES	RESPONSES	
Yes	97.88%	2,488
No	2.12%	54
TOTAL		2,542

Q2



LR10 contained lessons that were relevant to my needs in English 001

Answered: 2,538 Skipped: 8



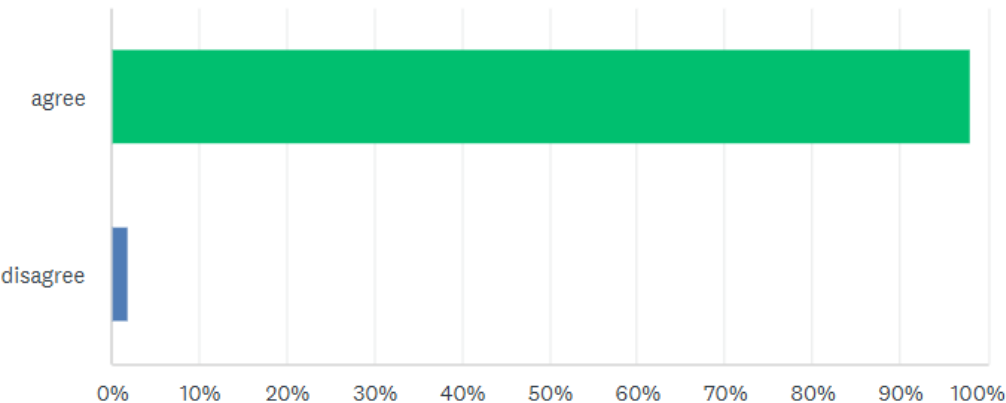
ANSWER CHOICES	RESPONSES	
Agree	96.97%	2,461
Disagree	3.03%	77
TOTAL		2,538

Q3



LR10 was well organized and easy to understand.

Answered: 2,541 Skipped: 5



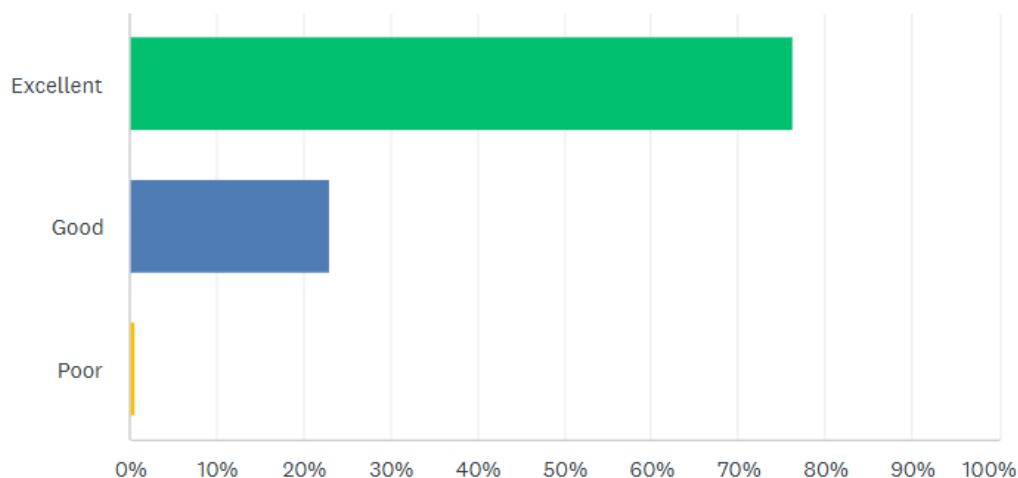
ANSWER CHOICES	RESPONSES	
agree	98.07%	2,492
disagree	1.93%	49
TOTAL		2,541

Q4



Overall, what rating would you give LR10?

Answered: 2,542 Skipped: 4



ANSWER CHOICES	RESPONSES	
Excellent	76.28%	1,939
Good	23.13%	588
Poor	0.59%	15
TOTAL		2,542

3.2 Student Learning Outcomes (SLOs)

Review the current status of SLOs in your program. Note if all course SLOs are written and up-to-date (at least two per course). Identify which courses have not had the SLOs assessed in over two years, and note which of these courses have not been offered in over two years. Indicate when unassessed courses will be assessed and when courses not offered in the past two years will be offered. (The status of courses not offered in the last 5 years should be reviewed in curriculum, please put in goals in section 2.)

LR10 has been assessed in the last two years. That said, as a faculty, we have

been inconsistent in completing assessments and discussing assessments. As of Spring 2025, all instructional library faculty have been reminded and reintroduced to completing SLOs. Everyone seems to appreciate moving away from the current SLO cycle and the consistency of evaluating every semester. We are on track to have Fall 2025 assessments in by the end of the semester.

LR011 - Internet Explored: Advanced Information Competency

LR11 has not been offered in over five years and, to our knowledge, has not been assessed. The new Journalism program has expressed interest in adding it as an elective. However, we need to have a more in-depth discussion about the course's future, including the feasibility of finding an instructor willing to develop it as a class. Most likely we will be archiving the course via Curriculum Committee in the near future.

Describe collaborative efforts among faculty to assess SLOs. For example, note if SLO assessments in online and face-to-face courses have been compared by instructors and between instructors, and what these comparisons indicate. Note if rubrics have been used in different sections of the same course, or across courses, to aid SLO assessment. If applicable, include a description of how faculty share/discuss their SLO assessments as a department and use them to guide changes in how courses are taught and in curriculum updates.

Our last SLO cycle was in 2022. We met as a group during Flex in March 2022 to discuss SLOs, share findings, and plan changes for LR10 in Fall 2023. These changes included increased flexibility in assigning the final project, offering different assignment options to align with various English instructors' needs, adjusting due dates, and modifying our approach to MLA instruction. Additionally, we refined our grading scheme to align with more equitable grading standards.

All LR10 sections have access to the same grading rubric, though its use is optional for instructors. The shift from LR10 being a co-requisite for English 001 to English 002/004 resulted from SLO discussions. More SLO discussions continue after the transition from English 001 to English 002/004.

SECTION 3: Assessment of PLOs (Table)

Program Review (6-year), AY 2024-2025 - Library

PLOs in Department	Expected Performance	Performance
Learning Resources		
PLO		
LR10 does not have PLOs		

SECTION 3: Assessment of SLOs (Table)

Program Review (6-year), AY 2024-2025 - Library

SLOs by Course in Department	Expected Performance	Performance
LR010 - Information Skills for College and Beyond		
Locate and select information, appropriate to need (academic, career, lifelong learning) effectively and efficiently using a variety of search tools. (Active from Fall 2019)	70%	100%
Evaluate information for credibility, truthfulness, and usefulness. (Active from Fall 2019)	70%	100%
Document sources in current MLA citation style. (Active from Fall 2019)	70%	100%

SECTION 4: STUDENT SUCCESS (2024 template)

Program Review (6-year), AY 2024-2025 - Library

4.1 Student Success and Support

Describe the student survey feedback related to success. What barriers did students identify, and what did they find helpful? How did students address the question of equity and emotional safety?

A strong majority of students (83%) reported that they had not encountered barriers to enrolling in LR10. The small number of comments indicating obstacles—such as inconvenient class times or course availability—did not specifically pertain to LR10 and appeared to reflect general college issues. Many students cited personal time management as their primary challenge, but also noted that LR10 instructors were highly supportive, offering flexibility and extended due dates when needed. As with previous surveys, some students mistakenly referred to their experience in English 001 rather than LR10. 95% of respondents agreed that LR10 fostered an emotionally safe and supportive learning environment where they felt comfortable exploring ideas and expressing themselves.

4.2 Success by Population

Review the student success rates in the program/department. Note if certain groups are significantly more or less successful than their peers, and if there have been any clear trends upward or downward since the last program review. Explain how your student success rates compare to the College's Institutional set standards. (Data reports provided by the Office of Research and Planning can be found in the blue folder.) Provide possible reasons for higher or lower success rates. What are possible interventions to address disparities?

Note. Individual instructors can request student success data by population for their courses from the Program Review Coordinator who will request the data be sent directly to the instructor.

Comparing the success rates to the institutional success rates, LR10 students consistently fall within 3% of the institutional averages, except when it comes to the spring semester success rates for Black Non-Hispanic students. For that group (and only during Spring semesters) LR10 students' success rate is consistently 10 to 12 percentage points lower than the institutional average. We will work with the English department to see how better understand why this happens Spring semester only, and why this group. We can establish interventions from there. It will also be interesting to revisit this data once LR10 has been paired with English 002/English 004 for some time.

Success rates for all ethnic groups over the past 5 years have remained consistent, with the caveat that the success rates for the Spring 2020, Fall 2020 and Summer 2020 semesters during the COVID 19 closure may have skewed the data as rates were higher than the following years. Between 2022 and 2024, rates across all ethnicities have slightly increased by an average of 2 to 3%.

LR10 has shown that on average, there is significant disparities between success rates by ethnicity, but those disparities vary drastically based on semester timing. For the fall 2020 semester, Black Non-Hispanic students' average success rate was 85%, which was higher than the average White Non-Hispanic students, which was at 81%. That trend flips the following semester in Spring 2021, where Black students' average success rate was 69% and White students' success rates were 78%. Summer semesters also see a significant positive gain in success rates for all ethnicities and have the smallest success rate variance between ethnic groups.

Over the last two years, we have seen steady improvements in success rates. However, the sample size is still relatively small. For Black and Latino students, success rates (particularly in the spring) tend to be a few percentage points lower and have remained consistent. In contrast, success rates

in the summer semesters are generally higher across all ethnic groups and more aligned with each other. When compared to ENG 001, our success rates are similar (within a 3% margin), but whether this difference is statistically significant depends on the threshold for "significance." If a 2-3% difference is considered significant, then we are performing better than English on average.

We hope to address disparities in our planned move to English 002/004. As stated above, English 001 has changed significantly since the implementation of AB705. The wide range of student skill levels in English 001 makes it challenging to teach college-level research when the primary focus needs to be on foundational writing skills. By the time students reach English 002 or 004, they will have completed at least one semester at SCC, become more familiar with academic support services, and gained a better understanding of Canvas. We believe this will better prepare them to learn research skills for LR10. We will reevaluate once we have acquired enough data to study the pairing with English 002/004.

4.2a Success by Population in General Education Courses

If applicable, review student success data in your general education class(es) by population. Explain how your student success rates compare to the College's Institutional set standards. What are possible interventions to address disparities? Data reports provided by the Office of Research and Planning can be found in the blue folder.)

How do your SLOs for your GE courses inform specific GELOs? (Access to SLO/GELO mapping will be provided, see blue folder.)

Same as above

4.3 Degrees/Certificates Awarded (if applicable)

Review the number of degrees and certificates awarded over the past five years, if available, and address any clear upward or downward trends.

If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students don't need all the courses in the program to achieve their goals.

Note if certain populations of students are having greater difficulty completing the program. If so, what might be contributing to this and how might your department address it?

N/A

4.4 Preparation for the Future

Describe how students are informed about future options, such as the kinds of schools they might transfer to, the kinds of employment available in their field, and what further degrees might be useful to get into a particular profession.

CTE programs: Note also if any agreement or MOU exists with employers to place graduates.

N/A

CTE programs: Note if there are any statewide, local or national tests that students should take, after leaving your program, in order to get employed or be more competitive in the job market. Note also if students need additional study or coursework (not provided by the college) before they are ready to take those tests. Explain how students are informed about these requirements.

N/A

SECTION 4: STUDENT SUCCESS - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - Library

----- Program Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
The move to English 002/004 is working to address student success. We will know more once the move has been made and we have a few semesters of data to work with.					

SECTION 4: Student Success by Ethnicity/Race (Table)

Program Review (6-year), AY 2024-2025 - Library

Student Success by Race

SECTION 4: Student Success by Gender (Table)

Program Review (6-year), AY 2024-2025 - Library

Student Success by Gender

SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

5.1 Development and Engagement - Program

Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

LR10 is a component of the Library’s broader outreach to students. As part of our commitment to serving the entire campus community, the Library actively works to create inclusive and welcoming spaces for all. For example, our meditation room—open during all Library hours—prioritizes access for Muslim students to pray during Ramadan. The Library also celebrates cultural and identity-based heritage months by showcasing relevant materials from our collection in dedicated displays. By fostering an environment where students feel safe, seen, and supported, we aim to encourage sustained engagement with the Library—whether through LR10 or general research support—throughout their time at Solano.

Additionally, the allocation of collection development funds to support heritage months, like the recent focus on Arab American voices, ensures that students in LR10 have access to diverse materials that reflect their identities and interests. This inclusive approach not only strengthens the academic resources available for research in LR10 but also encourages students to see the Library as a place that values and supports their cultural backgrounds. By fostering an environment

where all students feel respected and represented, we aim to increase student success in LR10.

5.2 Development and Engagement - Campus

Describe how the program has connected with the campus community. Include any cross-discipline collaborations, student clubs, or other activities that connect students in the program to the college as a whole.
Note whether there is currently need for more coordination with Counseling.

The Library program has significantly connected with the campus community through cross-discipline collaborations and activities that foster student engagement. In addition to our LR10 collaboration with the English Department, key partnerships with the Associated Students of Solano College (ASSC) have resulted in themed events, costume contests, and book clubs, such as those held for Women's History Month. These events help create a sense of community, especially for under-represented populations, by offering students opportunities to participate in activities that celebrate their cultural backgrounds and academic achievements. These efforts encourage students to view the Library as an inclusive, supportive space, increasing their involvement in LR10 and other Library services.

5.3 Outreach to the Community

Describe how the program has connected with the larger community. Provide examples of activities, field trips, and community/classroom partnerships since the last program review. Note who has been brought into the classroom, and where students have been brought, beyond the classroom.

N/A

SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT - GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

--- Outreach Goals ---	--- Actions to be taken ---	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Make sure	Contact all	Librarians	Urgent	Short Term			

--- Outreach Goals -----	--- Actions to be taken ---	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
students understand the English 001 transition for Fall 2025	English 001 and 002/004 instructors and ask them to share information with students.	Librarians	Urgent	Short Term			

SECTION 6: RESOURCES (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

6.1 Human Resources

Describe the current staffing levels in the program, and whether they are currently adequate to meet students' needs. If the program has been functioning for a while without needed faculty/staff, note how long has this position been needed, and how this gap has affected the program.

Note what gaps will need filling within the next year, and within the next five years, and why new or replacement faculty/staff will be needed.

As the LR10 program will be smaller when paired with English 002/004, our adjunct librarians will have less load dedicated to instruction. That said, as Library Services grow in other areas, there will be need for more fulltime faculty. We will continue to monitor the potential need for more faculty librarians in the future.

6.2 Technology

If the program has been functioning for a while without needed technology (IT, software, hardware), note how long the technology/equipment has been needed, and how this gap has affected the program.

Note what new or special technology will be needed in the next year, and the next five years, and why it will be needed.

As the Library on the Fairfield campus is still new, our technology is also fairly new. At some point technology will need to be updated, but for now we are fine. IT generally takes good care of the Library.

We don't have a specific answer to this question, as technology evolves rapidly. It's difficult to predict exactly where AI will take information instruction and Library services in the next five years. However, we anticipate that emerging technologies will play a significant role in shaping the future of these services, and staying adaptable will be key to meeting the needs of our students.

Describe survey feedback describing students' experiences with technology in the classroom.

N/A

6.3 Facilities & Equipment

Note what classrooms, buildings, and other facilities the program currently uses/occupies.

Describe how the existing facilities/equipment serve the program's needs, and in what ways the existing facilities are inadequate to meet students' needs.

If the program has been functioning for a while with inadequate facilities/equipment, note how this has affected the program's health.

Note what new facilities/equipment will be needed in the coming years.

Currently, the New Library is effectively meeting the needs of the Fairfield campus. However, the Vacaville and Vallejo campuses are in need of more standard Library services, including the establishment of actual libraries at those locations.

Describe survey feedback describing students' experiences with the Program's facilities/equipment.

Fairfield: Verbally students are overwhelmingly positive about the New Library. We have an ongoing student survey about the Library facilities and our services. Students can access the survey via a QR code. Most student responses have to do with one off issues like heating or other students being noisy.

A survey recently run at the Vacaville campus, just over 65% of students questioned responded that they would like more Library services. We are fairly confident that they are asking for more traditional Library spaces and are running a new survey through next semester to gather more detailed data. The survey will be at both Vacaville and Vallejo.

6.4 Library and Student Support Resources

Note how the program uses tutors and other specific support for student learning. Include any plan to change or expand student support in the goals list below.

N/A

Review the college's discipline-specific library resources with a librarian. Summarize the current status of the library resources and plans to supplement the collection.

Upload the librarian's collection evaluation form to the blue folder in the upper right-hand corner of Section 6.

N/A

6.5 Other Resources

Note the program's routine or special costs not addressed above, such as regularly contracted services.

Note whether any of the funds for these goods/services come from a special source; if so, note if the funding will run out or will continue for the foreseeable future, and potential impact on the program.

This question has not been answered yet

6.6 Resources Leading to Improvement

Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, student support, and/or funding have led to an improved experience for students and greater student equity.

CTE programs: Address specifically any improvements funded by Perkins money or other sources.

The VPAA has been supportive in ensuring the Library is staffed with adjunct librarians and student workers. Increased staffing directly enhances the level of support we can offer LR10 students, as well as the broader student body. The new Library building has also significantly improved the student experience. A welcoming, well-designed space encourages students to spend more time on campus, leading to more face-to-face interactions with their LR10 instructors and librarians. This helps cultivate a sense of community among Library users—one that we hope will not only support their success at Solano but also foster lifelong engagement with libraries as they transfer and explore their own local resources.

SECTION 6: RESOURCES - FACILITIES and EQUIPMENT GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

--- Resource Goals -----	--- Actions to be taken ---	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Expand Library facility at Vacaville and Vallejo	Student survey. Report student survey to administration for follow up	Librarians, initially	Important	Short and Long			

SECTION 6: RESOURCES - HIRING GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

This section has no content

SECTION 6: RESOURCES - OTHER RESOURCE GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

This section has no content

SECTION 6: RESOURCES - STUDENT SUPPORT GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

This section has no content

SECTION 6: RESOURCES - TECHNOLOGY GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

This section has no content

SECTION 7: CONCLUSION (2024 Template)

Program Review (6-year), AY 2024-2025 - Library

7.1 Need for Improvement and Support

Summarize the program's top two or three areas most in need of improvement and support.

1. LR10 transition from English 001 to English 002/004
2. Onboarding of English and Library faculty into the new pairings
3. Improve Library facilities at Vacaville and Vallejo

7.2 Improvement, Success, and Strength

Summarize the program's top two or three areas of improvement, success, and strength.

1. The implementation of equitable grading practices has resulted in higher student success on LR10 assignments.
2. Revising the final project to offer more options and flexibility has contributed to improved student success on that assignment.
3. Collaborating with LR10 instructors to provide flexibility in due dates has supported student success.
4. Maintaining a strong, ongoing relationship with the English department.

7.3 Signature Page

The following faculty in the program (or in a related program) have read this self-study report and have had the opportunity to provide feedback:

Ruth Fuller
Erin Duane
Atticus Frey