

Academic Unit Plan

Division Library Academic Year 2010-11 Division Chair Jonathon Lee

Executive Summary

The Library division has made good progress in meeting one of our fundamental objectives: to deliver quality library service and resources to students both on-site and off-site. To that end, the Library continues to provide traditional print resources and on-site reference and instruction, but strives equally hard to provide full access to resources equal to print, and instruction and reference service equal to on-site, to our off-site users.

One of our current goals is to create an online workshop to be used in conjunction with the online courses. It would be a module that could fit into any existing online course, with self-paced instruction and assessment built in. Ideally, this module will be developed within Etudes and be working by fall semester, 2010.

In the past, we have provided workshops on plagiarism and citation, and these can be offered again. Attendance is higher when students are mandated to attend, or when they are given extra credit. This suggests that stand-alone workshops are more successful when tied in with courses from other disciplines.

A related goal is to solve the issue of equity and accessibility to resources to reserve materials. Traditional face-to-face students have access to the reserve textbooks, but online students do not necessarily have access to those. One possible solution involves the purchase of e-copies of textbooks, an expense that cannot be borne solely by the library, or to have certain online courses adopt the use of open source textbooks, which would require change at the division-level.

Our acquisitions librarian is currently pursuing the option of purchasing e-copies of textbooks to online students. Electronic access to chapters of the textbook at low cost would be helpful.

Our serials librarian is attending an open source textbook 'train the trainer' four part online seminar starting March 2010.

The Library division faces the challenge of effectively measuring success apart from the traditional course model. Program student/service outcomes have been defined.

The challenge is in measuring these outcomes as they apply to every student using the library. Some methods of assessment are outlined below, but the library has not implemented these or other assessment tools to measure division-wide student success.

Activity: Explore offering information competency instruction to all students, anticipating a district-wide graduation requirement and **providing a means to achieve ISLO 3**. Major strategy: 1.4. Subordinate strategy: 1.5.

Update: First semester Honors Transfer Students must enroll in Library Science 101 concurrently with English 101. This partially fulfills the goal of this activity, and certainly speaks to the philosophy driving the

goal. Yet it still reaches only a small portion of our students.

Activity: Ensure that information competency program continues, providing course-tailored and drop-in workshops on research, including the use of the Internet, databases, and library resources, and teaching methods of critical thinking. Major strategy: 1.4. Subordinate strategy: 1.5.

Activity: Offer instructional and training workshops on Web 2.0 tools/techniques. Environmental scan: Vision 2.

Activity: Measure the success of library workshops by administering pre-test and post-tests and qualitative surveys. Major strategy: 1.2.

Activity: Explore additional and creative ways to fund ongoing commitments, e.g., library subscription databases. District-wide purchases, grants, consortium leverage, division underwriting. Major strategy: 1.5. Subordinate strategy: 4.3.

Update: A Library Information Services Committee (LISC) has been formed with the goal of discovering alternative methods of funding and providing electronic resources to our students, districtwide.

Activity: Replace 3% or book collection per year. Major strategy: 1.5.

Update: Weeding has removed many outdated books, and those in poor condition. Small amounts of block grant money and VTEA funds have been used to update the collection in various areas, particularly history, social sciences, and health sciences. Deficiencies in these areas have been measured by student need and faculty observation.

Activity: Ensure continued purchase and availability of test preparation books and/or databases (e.g., Learning Express). Environmental Scan: Vision 1.

Update: VTEA funds have been used to purchase new test prep books in various fields, notably Nursing.

VTEA grant money has been used effectively to purchase textbooks and books for other vocational areas (e.g., technology, music), and further grants will be pursued.

Activity: Seek to increase efficiency in Library Science credit courses by continuing to plan with other disciplines to offer concurrent enrollment, develop learning communities, etc. Environmental scan: Vision 3.

Update: Extra credit for students in four Social Science division courses for completing Library Science 101.

A psychology instructor is currently piloting a project with the Library in which Life-Span 41 students complete an independent project requiring enrollment in Lib. Sci. 101 and in which students get credit for both courses. Such "signature" assignments, if successful, will be repeated, as they address a number of SLOs in each participating discipline.

Activity: Continue to emphasize quality of customer service at public service points. Environmental Scan: Vision 5.

Activity: Explore adding e-reserves to library collection. Major strategy: 1.5.

Update: Completed. A password-protected directory contains the scanned copies of copyrighted reserve material.

Activity: Explore availability of low-cost or open access textbooks available online. Major strategy: 1.5

Activity: Assess use & effectiveness of chat consultation service. QuestionPoint subscription is purchased from Title V funds. However, if it is proven successful, we would seek Prog. 100 funding to continue. Major strategy: 1.4.
Subordinate strategy: 1.2.

Update: Title V funding still used for this purchase.

Activity: Seek funding for purchase of current class textbooks in addition to instructor donations. Major strategy: 1.5.
Subordinate strategy: 4.3.

Activity: Network wireless computers to printers. Major strategy: 1.5. Subordinate strategy: 6.2.

Update: IT dept. is being engaged to enable this, but there are technical and security issues that need to be resolved.

Activity: Explore grants for completing the college archives, providing access and ease of retrieval. Consider digitizing a portion of the collection. Major strategy: 1.5. Subordinate strategy: 4.3

Activity: Oversee and maintain the library automation systems including public access, cataloging, acquisitions, serials, and library instructional lab databases. Major strategy: 1.5

Activity: Maintain, upgrade, or replace (as needed) security detection equipment, including security gates and desensitizer. New LRC building will mitigate this, presuming the existing system will function over the next 3-4 years.
Major strategy: 1.5. Subordinate strategy: 6.2

Division Student Outcomes

Reference

As a result of the reference transaction, students will be able to communicate their information needs to librarians and locate themselves in the information seeking process.

As a result of the reference transaction, students will understand library classification and its relationship to location of materials within the library.

As a result of the reference transaction, the student will be able to identify where to access different types of information sources from our library's website.

As a result of the reference transaction, the student will be able to differentiate between the library catalog and other library databases.

Instruction (non-credit)

As a result of attending library instruction sessions, the student will be able to find periodical articles and monographs relevant to the topic he/she is studying.

As a result of attending library instruction sessions, the student will be able to identify bibliographic elements to use in reference lists conforming to standard citation guidelines.

As a result of attending library instruction sessions, the student will be able to evaluate information sources as relevant to their topics to use in reference lists conforming to standard citation guidelines.

Access

Students will be able to access library information and sources independently, regardless of student's location.

Students will be able to locate materials and resources independently, regardless of student's location.

Collection Development

Outcomes in progress

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Develop an instructional program offering workshops to students in the essential skills courses, to provide fundamental research instruction.
2. Develop an online library workshop module to be fit into any existing online course.
3. Provide short online tutorials, mostly in the form of screen captures.
4. To increase efficiency, develop learning communities or concurrent enrollment in Lib.Sci courses with courses in other disciplines.
Update: Psychology & History courses provide extra credit to students taking the Lib. Sci. 101 course. First-year Honors Transfer students are required to take Lib. Sci. 101 concurrently with English 101.
5. Explore offering information competency instruction to all students, anticipating a district-wide graduation requirement.
6. Promote off-site reference service. The Library subscribes to QuestionPoint through the CCL Consortium. The Library is working on measurable assessment of this service.
7. Measure the success of library workshops by consistently administering pre-and post-session surveys and questionnaires.
Update: Measurement, assessment, ongoing evaluation.
8. Offer instructional and training workshops in Web 2.0, initially primarily to faculty/staff.
9. Seek funding for purchase of current class textbooks in addition to instructor donations.
10. Consider offering e-reserves, first within the current integrated library system module, but also the possibility of obtaining grant money to establish this service.
Update: Copyrighted reserve materials are stored in a password protected folder on the website.
11. Work toward the restoration of a 30 hour adjunct librarian assignment per week. Adjunct assignment has been reduced to 16 hours per week.
12. Explore the possibility of instructors adopting open source textbooks.
13. Develop Library Science 105, a course teaching success in an online environment, including, but not limited to, the traditional academic research process.
14. More thoroughly and consistently oversee and maintain the library automation systems including public access, cataloging, acquisitions, serials, and library instructional lab databases.
Staffing - 1 FTE Full-time Library Systems and Electronic Resources Librarian.
15. Connect wireless computers to printers.

16. Provide high-speed scanner for public use, offering an alternative to photocopying.
17. Track all library computer equipment and ascertain need for improved and updated equipment.
18. Provide adequate supervision and assistance to students in the use of lab computers and software, and use of wireless online access. Staffing - Add 1 FTE classified computer technician.
Update: Joint position shared and funded equally by LAC and Library is being proposed.
19. Provide more secure housing for Archives and Special Collections.
20. Explore grants for completing the college archives, providing access and ease of retrieval.
Consider digitizing a portion of the collection.
21. Replace 3% of book collection each year
Update: Weeding has removed many outdated books, and those in poor condition. Small amounts of block grant money and VTEA funds have been used to update the collection in various areas, particularly history, social sciences, and health sciences. Deficiencies in these areas have been measured by student need and faculty observation.
22. Maintain, upgrade, or replace (as needed) security detection equipment, including security gates and desensitizer.
23. Introduce monthly book talks bringing together students, staff, faculty, and community members.

Continuing

1. Continue an Information Competency Program that provides course-tailored and drop-in workshops on information research, including use of the Internet, electronic databases, and critical thinking.
2. Continue to collaborate with classroom faculty in developing discipline-focused workshops.
3. Continue to provide consistent and excellent one-on-one instruction for students researching topics for papers and assignments. Librarians must be visibly present and ready to assist all hours the Library is open.
4. Continue to teach online versions of Library Science 101 and 102.
5. Continue to purchase electronic books
6. Obtain more laptop computers with wireless capability to loan to students in library. Promote their use as an alternative to traditional computer lab seating.
7. Continue to identify, evaluate and subscribe to appropriate information databases to supplement texts and instructional materials. Funding currently dependent on TTIP money. If grant ends,

this must be folded into Progr. 100.

update: LISC Committee

8. Continue to assist regular library staff in performing routine operations and providing orderly access to instructional and educational materials. *Student workers*
9. Continue to select, acquire, and catalog a core collection of basic DVDs and other non-print media that are accessible and available to students and staff. Confer with discipline faculty in the selection of these materials.
10. Continue to increase library programming by inviting guest authors and lecturers to speak on relevant course-related topics.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

- 1) (Students taking both Library Science 101 and 102, online courses, had a pass rate of >80% and a retention rate of > 80%.

Assessment related to method of delivery, performance as defined in student learning outcomes.

- 2) Library workshops are assessed every Spring semester.

Preliminary results: Over 70% of the students answer 75% of the questions correctly. We have identified certain questions and concepts that we need to emphasize or teach differently, and we expect to see improvements in the next round of test scores.

Two other methods by which a student receives library instruction: scheduled library workshops and individualized reference interactions. Student takes information/knowledge received & incorporates into other discipline.

- a. Plan: We identify **courses** within each discipline that have participated in library workshops. We identify courses within same discipline that have not. Within a selected sample of both types of courses, we embed test questions relating to library instruction outcomes for means of assessing library instructional success. This may offer the additional dividend of allowing a non-scientific comparison between students who have participated in instructional sessions and those who have not.
- b. Plan: We identify **assignments** and specific sections. Within a selected sample of sections, we embed test questions relating to library instruction outcomes. Additionally, we would need to ask explicitly whether student has received library assistance.

This assessment plan requires commitment on the part of instructors from other disciplines

- a) to include test questions not necessarily directly related to content and area of study, and
- b) to participate in sharing the data. This may therefore need to be directed by the Dean or Vice-President.

A simpler form of assessment would involve surveys gathering soft data. Easier to implement than above assessment plans.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

1. Coordinating, improving, and increasing the instruction programs (including existing Library Science Courses and development of Information Competency courses) will require the addition of 1 FTE Full-time Librarian for Instruction and Information Competency. <See CCR Title 5, Sections 58722 and 58724 Minimum Standards for Libraries and Media Centers> \$65,000 annually
2. Maintaining the library automation systems and the online databases, involving a technical, systems "troubleshooting" role, will require the addition of 1 FTE Full-time Library Systems and Electronic Resources Librarian. <See CCR Title 5, Sections 58722 and 58724, Minimum Standards for Libraries and Media Centers> \$65,000 annually
3. Tracking existing library electronic equipment, and providing support to students in the instruction lab, will require the addition of 1 FTE classified computer technician. <See CCR Title 5, Sections 58722 and 58724> \$40,000 annually
4. Assisting classified staff in the performance of routine operations and in providing orderly access to materials will require an average of 90 hours per week of student workers. \$25,000 annually

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. Connecting the existing wireless networked computers to a networked printer, with pay-per-print access, will require some labor on the part of IT, and perhaps a purchase of equipment. This is not expected to be a large expense.
2. If off-site library chat reference proves to be a successful venture, we would continue participating in a consortium such as QuestionPoint, in order to benefit from superior chat software and 24-hour monitoring by librarians.

APPENDIX

Statement of Principles for Efficiency Improvement:

Library Science 101 is a traditional library research methods course taught online. Enrollment has remained consistent for a number of years. Library Science 102, internet research methods, is on the Fall schedule as an online course. 102 enrollment has traditionally been lower than 101. The courses are an integral part of the library's unit plan and should remain on the schedule. Both are short-term, one-unit courses. Efficiency might be improved by rotating classes, reducing numbers of sections per semester, and teaching the courses as part of the instructors' regular load. Reducing or eliminating resources to students, through funding cuts to books, electronic books, periodicals, and online databases, or reducing the funding necessary to keep the library open satisfactory operating hours, would not result in an increase in efficiency, but rather would be a desperate and destructive act that would undercut the most ardent principles expressed in the library unit plan and will not be proposed as a viable efficiency improvement strategy in this document.

College efficiency is improved by the librarians sharing the burden, with our faculty partners, of teaching the strategies of research and critical thinking. 1,840 students in 92 sections from various disciplines pass through the library workshops per year. These workshops are taught as part of the librarians' regular load and effectively augment all participating sections.

College efficiency is improved by the 5,242 annual, individual, reference interviews, the "invisible hand" by which students are taught how to find and use the tools necessary to help ensure their college success, increase their confidence, and improve their likelihood of remaining in school.

Previous Cuts to Library Division:

The librarians agreed to a 50% cut of hourly librarian assignments earlier this year. These assignments are for evening and Saturday hours. This was agreed to after being mandated not to cut any library public services, i.e., opening hours, circulation, and reference desk coverage.

Semester	Course	Dupl. Enrollment	Est. FTES	Sect. Count	Total FTEF	Reg. FTEF	Hrly FTEF
Fall 05	101	16	0.5	1	0.1	0.1	0.0
Spring 06	101	15	0.5	1	0.1	0.0	0.1
Fall 06	101	36	1.1	2	0.1	0.0	0.1

Spring 07	101	33	1.0	2	0.1	0.0	0.1
Fall 07	101	28	0.9	2	0.1	0.0	0.1
Spring 08	101	33	1.0	2	0.1	0.0	0.1

Unit Plan Activity Summary Sheet

Division: Library Academic Year 2010-11 Division Chair Jonathon Lee

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (major, subordinate)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
	1	1.4 1.5			Increase student success and retention through instructional improvement	Explore offering information to all students, providing a means to achieve ISLO 3		External SCAN (use of technology) Online resources usage Summary sheet Netlibrary (1/07-10/08) Gale summary reports, (cf. 5/07 and 4/08) (data may point to a need for training students on efficient and effective independent research)	Add 1 FTE Full-time Librarian for Instruction and Information Literacy	Salary for faculty librarian position
	1	1.4 1.5			Increase access to library workshops	Develop an online library workshop module to be fit into any existing online course.				No additional cost
	1b	1.5 1.5			Provide online tutorials	Purchase camera and tripod to create video tutorials.	Video introduction to library services is already online. Short screen-capture tutorials are being created through Camtasia, Jing, etc.			
	2	1.4 1.5			Encourage stronger and	Ensure that information competency program		CCL Annual Data Survey p. 2 (latest survey 06/07) (Workshops, total and #s of	Add 1 FTE Full-time Librarian	No additional

				students who enroll simultaneously in Library Science 101 or 102 are options.								
2b	1.4	4	1.4	Expand the reach of information literacy courses, or develop more information literacy courses	LS 105	Curriculum course outline in development.						
2c	1.4	1.5	1.4	The library could coordinate programs or link databases with the Harry Bridges Institute and their wealth of labor information.	Consult with Huerta Institute staff.							
2d	1.4	4	1.4	Emphasize the citation component of information competency	Re-introduce the ongoing plagiarism/citation workshops. They were moderately successful when linked to courses in other disciplines.					We need only to schedule them, but for efficiency, work in conjunction with other disciplines		
3	1.2			Ongoing assessment of the library's student	Measure the success of library workshops by administering pre-test and post-tests and qualitative	Preliminary: Over 70% of the students answer 75% of the	Above statistics, in addition to comparison of success rates between courses			Supplies		

			learning outcomes is imperative. We cannot know what we are doing right or wrong if we do not assess.	surveys.	questions correctly. We have identified certain questions and concepts that we need to emphasize or teach differently, and we expect to see improvements in the next round of test scores.	attending workshops and those not attending (report coordinated with B. Richards)	
3a	2.1		Measure student needs and behaviors	Conduct a point of service survey of student needs and behaviors			
4	1.5	4.3	Increase student success and retention by providing adequate library instructional resources	Explore additional and creative ways to fund ongoing commitments, e.g., library subscription databases. Districtwide purchases, grants, consortium leverage, division underwriting.	LISC Committee	Database usage stats.	
5	1.5		Increase student success and retention by providing adequate library instructional resources	Replace 3% of book collection per year.	VTEA, Block Grant, and 100 funding	CCR Title 5, Section 58722 (a) 1 (D) California Academic Library Report, 07-08 (Circulation statistics, Interlibrary loan statistics indicate needs within collection)	Provide adequate book budget to meet at least minimum standards. (90,000 volumes x 3% x \$50.00)
5a	1.5		Ensure continued purchase and availability of	Purchase Learning Express, Barron's, Kaplan's, e.g.	Purchases currently being made, but will be bumped to a high priority for	EMP Environmental Scan, Vision 1.	

					test preparation books and/or databases Scan: Vision 1.				future years.		
6	1.5				Increase student success and retention by providing adequate library instructional resources regardless of student's location.	Explore adding e-reserves to library collection.	Done.	External SCAN (increase in off-site use) Enrollment data (increase in distance learning courses)			

7	1.5				Increase student success and retention by providing adequate library instructional resources.	Explore availability of low-cost or open access textbooks available online.	N/A		Coordination with other classroom faculty. Obviously this is a curriculum/academic issue that cannot be done unilaterally.	\$1,600 annually.
8	1.4				Increase student success and retention through instructional improvement	Assess use & effectiveness of chat consultation service. QuestionPoint subscription is purchased from Title V funds. However, if it is proven successful, we would seek Prog. 100 funding to continue.	N/A	QP Reports.	Existing faculty	
9	1.5	4.3			Increase student success and retention by providing adequate library instructional resources.	Seek funding for purchase of current class textbooks in addition to instructor donations.	N/A	Needs indicated by circulation statistics filtered by material type (i.e., Reserves) Needs indicated by request list kept current each semester, at circulation desk.		Program 100, Rotary, Foundation
10	1.5	6.2	x		The existing & the new facilities	Network wireless computers to printers.	N/A		IT dept.	

13	1.5	6.2	Ensure that the library receives sufficient equipment out of Prop. J.	Maintain, upgrade, or replace (as needed) security detection equipment, including security gates and desensitizer. New LRC building will mitigate this, presuming the existing system will function over the next 3-4 years.	N/A		Service contract or new equipment	Program, 100
13a	1.5	6.2	Ensure that the library receives sufficient funding for materials storage.	Purchase "Princeton Files" to store loose bound periodicals in the periodicals stacks.				Program 100
14	2.3		Continue to emphasize quality of customer service at public service points.	Through training and evaluation, provide tools and incentive to library staff to maintain a high quality of customer service.		EMP: Environmental Scan: Vision 5.		