Ohlone College
Program Review Report

- Program Description and Scope:

1. Program Review Title: LRC Program Review
3. Review Type: Instructional Disciplines
4. Program/Departments: Library Science/Services (16000, 61200)
5. Authority Code: 53-Dean, Business, Technology, and Learning Resources
6. External Regulations: Yes X No
7. Provide a brief narrative that describes the instructional program/discipline.

As expressed in its mission statement, "[t]he Ohlone College Learning Resources Center connects students with the high-quality resources they need to succeed in their classes, careers, and lives. Librarians teach students how to find the best information and how to use it effectively, efficiently and ethically. The LRC is committed to providing quality services and an excellent collection of materials that supports the curriculum and stimulates the acquisition of lifelong learning skills."

8. Describe how the program specifically serves students, faculty and staff.

The LRC serves students, faculty and staff though its collections and as an Instructional Unit. Librarians teach information competency concepts to students whether they are enrolled in one of our "for credit" classes, or participating in a library instruction session tailored to their coursework, or working one-on-one with a reference librarian, or accessing our web site for web-based guides and tutorials.

9. Describe how the program addresses current needs and applies current technologies.

The LRC recognizes the changing needs of today's college student and strives to meet these needs via current technologies. For example, the LRC supports the eCampus community by providing remote access to electronic books, online periodical databases, web-based guides and tutorials, an online research skills class, and email and chat reference services.

The library's collections and purchasing decisions acknowledge the changes in student information seeking behaviors in a digital age. Students on campus as well as online students require access to high quality sources of electronic information. In the last six years, the library's collection of electronic books has more than doubled, from 11,000 titles in 2006, to 23,000 titles in 2012. Since 2007, the print periodical collection has shrunk from 220 titles to 50 in 2012 as students increasingly rely on electronic access to periodicals.

Access to online library databases and full text periodical content has seen a
great deal of growth over the past decade. In 2002, the library provided nine databases for academic research, including periodical literature, reference materials and electronic books. The total number of searches that year was 62,573. By the 2008-9 academic year, the library provided over 40 databases, and the total number of searches for that year was 466,394. The pace of growth for database use has not slowed: between the 2008-09 and 2011-12 academic years searches went from 466,394 to 689,035, a rise of 48% in just two years.

Librarians recently designed a self-paced library orientation "trek" employing social, mobile, and geolocating technologies to deliver a game-based instructional experience using the smartphone app "SCVNGR." For a full-report and assessment of this experiment, see the attached report: SCVNGR_report.docx [also available online posted at the SCVNGRU blog].

In addition to providing these essential and well-used online resources, librarians provide instructional technology training through workshops, individualized sessions, and on-going support to faculty on how to use Blackboard, classroom presentation technology, and web-based curricular resources.

10. Discuss the impact of the program on the college and/or other programs.

The Library supports departments across the curriculum by providing access to books, periodicals, databases, media, facilities, equipment, and services related to all disciplines. In addition to providing these collections, the Library works with other programs’ faculty in many ways, for example:

- supporting their students by providing research assistance across the curriculum;
- infusing information competency concepts into the curriculum by spearheading and overseeing the Information Competency (IC) General Education requirement;
- developing the online English 101A Research Skills Lab in collaboration with the English department;
- collaborating with Speech, Allied Health and other faculty departments to embed information competency units into their programs.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The LRC serves the community (including Ohlone students, faculty and staff) as a locus for learning of all kinds. Both in our physical facility and virtually, we facilitate the educational ideals of literacy, lifelong learning, intellectual exploration, and the cross-discipline synergy of ideas. We seek out and employ appropriate technologies to enhance access to library and information resources for all our users. At the same time, within this fast-paced technological setting, the library promotes and enables values of "slow learning," reflection, and contemplative reading for pleasure and personal growth. Specific examples of
diverse library-sponsored learning opportunities include:

- hosting literary events such as an annual poetry reading and local author appearances/book signings;
- maintaining an active rotating display program highlighting artistic and intellectual achievements within the College community;
- sponsorship of a book club open to students, faculty, staff and members of the community, including an accompanying blog for online discussion and a web site providing faculty reading recommendations;
- workshops developed by Ohlone librarians and offered in partnership with local public libraries and school districts;
- providing books and magazines intended for recreational and personal interest reading.

**College Mission**

1. **Mission Statement**
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. **Vision Statement**
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**

**College Core Values**

- We provide life-long learning opportunities for students, college personnel and the community.
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

**College Goals/Objectives**

1. Through innovative programs and services, improve student learning and achievement.
   10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

3. Promote continuous, needs-based, learning and professional
development opportunities for all district personnel.

4. Briefly describe how the program supports the college mission, vision selected college values.

The LRC contributes to the fulfillment of the College mission by supporting all members of the Ohlone Community in achieving their learning goals. Basic skills students find in the LRC the materials that help them gain essential skills in reading and writing, and course reserve materials that support all their academic endeavors. Library instruction provides students with information competency skills they are expected to have upon transfer to a four-year institution. Students working towards career entry or economic development goals have access to the library’s rich collections, including electronic books and periodicals available any time, any place. All students benefit from the library as a place to study independently and to collaborate with their classmates. Our book, media and periodical collections, along with the instruction we provide on effectively accessing information sources, provide all members of the Ohlone community with opportunities for personal enrichment.

A strong LRC supports Ohlone’s vision in many ways. We contribute to superior rates of student success through research assistance, information competency instruction, and the collections we acquire and maintain. An example of our innovation is the LRC at Newark, which supports the entire campus including the nursing and allied health programs in a technologically sophisticated, nontraditional library environment.

The mission of LRC faculty is to provide learners with the strategic skills and technological proficiencies necessary to become independent users of information. Our goal is to increase academic achievement, while developing essential life-long learning skills needed by all 21st century workers and citizens. Because technology is ever evolving, library instruction takes a process-approach to teaching information competency skills within a context of critical thinking, problem-solving, and decision-making. Thus introduced and practically applied, skills become internalized and transferable for individuals of all backgrounds and ability levels.

To this end, LRC faculty teach credit-bearing courses, collaborate with subject-specific instructors to offer customized research strategy instructional sessions, and offer needs-based ongoing workshops for college personnel and the community. We continue to increase the quantity and quality of online resources (subject guides and tutorials) for students and faculty for individual enhancement of information competency skills.

5. Briefly describe how the program supports selected college goals.

1. Through innovative programs and services, improve student learning and achievement. LRC faculty have developed a first-rate collection of
electronic resources and system of instructional services, both face-to-face and web-based, that teach students, faculty and staff how to use them efficiently, effectively, and ethically. Survey results and instructor feedback have consistently shown that students who have had the benefit of library instruction and individualized research assistance achieve greater academic success than those who do not.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs. The mission of LRC faculty is to provide strategic skills and technological proficiencies necessary to succeed in an information based economy. The information competency skills we teach are essential tools needed by all 21st century workers and citizens.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel. Librarians and other library staff provide instructional technology training through workshops, individualized sessions, and on-going support to district personnel on how to use Blackboard, classroom presentation technology and a variety of web-based resources.

6. Briefly describe how the program supports selected college objectives.

1. Provide instruction that will consistently allow Ohlone transfer students to perform in their junior year at the university at a level at or above that of students who started at the university as freshmen. The information competency skills offered through LS courses, the English 101A online Research Skills Lab, the embedding of the GE info comp requirement into Speech 101 and Comm 100, customized instruction, and individualized research assistance provide an essential foundation for students transferring to four-year institutions.

2. By 2015, expand the appropriate Student Services available to evening students, part-time students, students on the Newark Campus, and students taking courses online. The library's web-based collections, guides, tutorials, and services allow for convenient remote access for all students regardless of location. However, current low-staffing levels restrict our ability to provide weekend, early morning, and later evening hour access to library facilities, collections, and in-person services.

- Program SLOs & Assessment

  1. Program SLO -

  Students who receive library instruction or use library services and collections will, in accordance with their level of contact with the library, demonstrate
one or more core information competencies. They will:

a. Develop effective research strategies.
b. Locate, retrieve, evaluate, and use information ethically and legally.

a. Indicate program assessment strategies used.
   i. Skills Assessment
   ii. Other

   Faculty and student surveys.

b. Describe the criteria and standards used to appraise student work.

   LS-101 (Steps to Successful Research) and LS-151 (Internet for Research) explicitly teach and assess progress in mastering information competency concepts. The course outlines for LS 101 and 151 include student learning outcomes directly related to information competency. By definition then, students who successfully complete these courses are achieving success with our program learning outcomes. Analyzing data from the California Community College Chancellor’s Office Datamart system reveals positive trends in the numbers of students we are reaching through Library Science coursework, in their retention in these classes, and in successful course completion rates.

   Program assessments for non-credit library instruction include surveys eliciting qualitative data from students who have received library instruction.

c. Enter assessment results and analyze student success in achieving this program SLO.

   For an assessment of SLOs related to LS credit courses, please see Student Achievement section. In this section, we discuss assessment of non-credit library instruction sessions taught by librarians.

   We developed an instrument to measure student learning in instructional sessions taught by library faculty. Data yielded by these instruments demonstrate that students have learned how to access library services and resources, and specific info comp concepts such as research strategies and web evaluation. 100% of students reported that they will use the library resources they learned about in the instructional session.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Based on recent assessments across the IC instructional program, we developed a standardized curricular approach to delivering information competency concepts and application. Preliminary data are showing that this
consistent approach to library skills instruction is an effective teaching strategy.

e. Future Action (Improvements)  
Maintain current student learning plan

- SLO Matrix
  
  Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
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<tr>
<td>LS 101</td>
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<td>LS 151</td>
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- SLO Matrix Comments

- Course SLO & Assessment

  LS 151 Internet for Research
  1. Demonstrate the ability to search for, evaluate, and use information on the Internet efficiently, and ethically

  Indicate planned course assessment strategies

  Describe the criteria and/or performance standards used to appraise student work.

  Enter assessment results and analyze student success in achieving course SLOs.

  Describe revisions in curriculum or teaching strategies implemented to promote student success.

  (Spring 2012) Course SLOs were updated and revised to meet current student needs. Official course outline of record was updated to reflect the change. Course SLO is aligned with Program SLO related to information competency.

  Future Action (Improvements)

  LS 101 Steps to Successful Research
  1. State a research problem, question, or issue.
  2. Determine information requirements in various disciplines for the research question, problems, or issue.
  3. Use the World Wide Web to locate and retrieve information relevant to his or her research topic.
  4. Analyze and evaluate information.
  5. Apply the Modern Language Association citation style.
  6. Organize and communicate information.
  7. Understand the ethical and legal issues surrounding information and information technology.

  Indicate planned course assessment strategies

  Culminating Project

  Describe the criteria and/or performance standards used to appraise student work.
The culminating project for LS101 Steps to Successful Research is an annotated bibliography. Over the course of six weeks, students select and refine a research topic, develop research questions, and receive instruction on the variety of formats in which information sources are published and delivered. They are required to locate sources appropriate to the topic being researched, and evaluate them according to a set of criteria (authority, accuracy, relevance, purpose, currency).

Among library faculty who teach LS101, the shared anecdotal sense is that one area where some students fail to demonstrate mastery is in writing source annotations. Students are asked to evaluate each source according to at least two of the five criteria they have learned, but are allowed to select the criteria by which to do so. In spite of an emphasis on the importance of the evaluation of sources in lectures, exercises, and quizzes, a significant enough number tend to select what we consider to be "soft" criteria, such as "relevancy" or easily identifiable criteria such as "currency," rather than grapple with "authority" which is a more important indicator of the quality and accuracy of the information. As a result, some source annotations end up being a summary of the source, rather than a critical evaluation of the source.

In terms of the existing course SLOs, the assessment is focused on: "4. Analyze and evaluate information." In terms of the GE SLOs, we are assessing the "evaluation" part of the following: "2. Locate, retrieve, evaluate, and use information ethically and legally."

**Enter assessment results and analyze student success in achieving course SLOs.**

The first step in the assessment process has been to collect baseline data to document the weakness in meeting this SLO. Thus far, we have analyzed a sample set of annotated bibliographies, and made a tally of how many times each criterion was addressed. These results provide sufficient evidence to suggest the following revisions to curriculum might be effective.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

The data reveal that, while not a significant number, enough annotations failed to achieve a level of mastery to warrant adjustments to instructional approaches. Another significant revelation of the baseline data is how much overlap there is between categories, such as "purpose" and "relevancy," and "authority" and "accuracy." This suggests to us that it might make more sense to collapse certain criteria into more clearly defined categories, such as "accuracy" into "authority," and adding "objectivity" which by its nature forces a critical evaluation.

Revisions implemented:

1. The Annotated Bibliography, final project: Previously, students were free to select any two of the five criteria by which to evaluate sources. Students now are required first to evaluate the source according to its "authority" (author, editor, or publisher’s credibility and/or reliability), then select another criteria of their choice.
2. A quiz question in Week 2 was added to reinforce the differences between a
"summary" and an "evaluative annotation."

3. Set of criteria was revised to Authority, Relevancy, Purpose, Currency, and Objectivity.

These revisions have been implemented into the late-start section being taught fall 2012.

### Future Action (Improvements)

Describe changes you will make to promote improved student learning

*Future changes will be based on an analysis of the data collected from the fall 2012 semester class and compared to the baseline data.*

- **Student Achievement:** A series of measures including course completion, course retention, persistence, program completion, and others.

  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Comparing data from two periods, Fall 2006 through Spring 2009, and Fall 2009 through Spring 2012, we found that:

- **Average semester enrollment between Fall 2006 and Spring 2009 was 95, while average semester enrollment between Fall 2009 and Spring 2012 was 83,** a **decrease in enrollment of 12.6% since our last program review (this enrollment decrease likely reflects fewer sections offered overall and the embedding of the GE info comp requirement into Speech 101 and Comm 100).**

- **The average retention rate between Fall 2006 and Spring 2009 was 89%, while the average retention rate between Fall 2009 and Spring 2012 was 87%, reflecting relatively stable retention rates over the past three years.**

- **The average success rate between Fall 2009 and Spring 2009 was 68%, while the average success rate between Fall 2009 and Spring 2012 was 72%, a 6% increase in student success over the past three years.**

3. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

In 2009 the Library materials budget was drastically reduced. The emphasis has been on maintaining electronic library resources at the expense of other materials such as books, print periodicals, and media materials. We are concerned about our ability to continue paying for these essential information resources.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**
Funding for library staffing is also a big concern. The current hiring freeze has resulted in severe staffing shortages at both campus LRCs. Our ability to deliver essential services has been seriously compromised which reduces our ability to contribute to student success.

5. Describe any additional notable program achievements (optional).

Beginning in spring 2010, the library has awarded an annual "Outstanding Research Paper Award" as part of the college-wide Student Awards Ceremony each spring. Along with recognizing excellence in student work, the prize has raised awareness and sparked dialog campus-wide about expected information competency skills and student learning outcomes. It is heartening to see the high-level demonstration of Information Competency skills across such varied disciplines as Nursing, English, Philosophy, Speech Communications, and Art. The award-winning research papers are posted on the library web site.

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

Increase and stabilize library materials budget.

Fill vacant LRC staff and faculty positions.

- Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

Faculty and student surveys, course evaluations, student instructional assessments, and state student achievement data all demonstrate good progress in the achievement of program information competency objectives. Subject-area instructors particularly acknowledge the contribution to student success in achieving learning outcomes when library faculty are involved in teaching the research process. The development and implementation of the Engl 101A Online Research Skills Lab and the inclusion of the GE info comp requirement in Speech 101 and Comm 100 stand as models for the embedding of information competency into the curriculum.

Since Fall 2007 the library has continued to develop and expand its collection of electronic resources, including periodical databases and eBooks, as well as librarian created web-based guides and tutorials to assist students and staff in learning how to use them effectively. Library staff continue to design and facilitate workshops for both students and faculty, and increasingly assist in the effort to develop faculty proficiencies with distance education and instructional technology.

The Newark Center Learning Resource Center continues to refine its
operational goals and instructional objectives. This non-traditional and innovative learning space serves the information and research needs of students and faculty based at the Newark Center. The services offered at the Newark Center LRC have been seamlessly integrated into the services delivered from the Fremont library granting equal access to the resources from either campus.

2. According to the evidence, what are the areas needing improvement?

Library faculty on both campuses will continue to work together to maintain the current level of services, and improve where possible, in the face of severe staffing and budgetary shortages.

Library faculty will continue to:

- Collaborate with subject-area faculty to embed and infuse information competency throughout the curriculum
- Develop effective tools for measuring the achievement of SLOs
- Design strategies for developing an awareness among students of the need to acquire information competency skills

Library staff will continue to work toward the improvement of the Fremont Library facility as a 21st Century learning space.

• Program Improvement Objectives:
  1. Objective:

Collaborate with subject area faculty to embed information competency into their curricula in order to increase student mastery of this key institutional learning outcome.

a. Action Plan
   Year 1:

Continue to work with faculty in the English and Speech departments to refine and assess the effectiveness of the information competency curriculum embedded into classes.

b. Assessment Plan: List Assessment Strategies
   Year 1:

Continue assessment plan as described in PIO Assessment section.

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

Embedding information competency concepts into other departments' curricula will enable students to master core skills, and to fulfill the GE Plan A Area VII requirement, increasing motivation to graduate with an AA/AS Degree.

2. PIO Assessment
   a. Enter assessment results with analysis.

   **SPCH 101**

   As of fall 2011, the GE Plan A Area VII General Education Information Competency requirement is embedded into all Speech 101 Introduction to Public Speaking classes. The expectation is that students who successfully complete Speech 101 will meet the student learning outcomes for GE Area VII Information Competency: "Upon receipt of an associate degree from Ohlone College, a student will be able to: 1) Develop effective research strategies and 2) Locate, retrieve, evaluate, and use information ethically and legally."

   For the complete assessment report, see the attached file: "An Assessment of Information Competency and Speech 101 Introduction to Public Speaking - report.docx."

   **ENG 101**

   In partnership with the English Department, librarians developed the online English 101A Research Skills lab during the fall 2009 semester. In fall 2010-spring 2011, the English Department assessed the lab program and a specific set of research skills that students are expected to develop as part of the lab program:

   i. Sources: Numbers, Variety, Reliability/Academic Level
   ii. Parenthetical Citations
   iii. Works Cited Page

   "Overall, the data indicates that students are meeting or exceeding expectations in all three skill areas and are generally maintaining performance rates, with an overall increase in performance in the area relating to Sources."

   For the complete assessment report, see the attached file: "Eng101A Research Skills Assessment Project fall 2010 spring 2011.pdf"

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   GOAL 1: Through innovative programs and services, improve student
learning and achievement.

This PIO contributes to student learning by integrating information competency outcomes into subject-specific content across the curriculum.

c. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

Work on this goal has been accomplished with existing resources.

d. *Future Action*

Strategies to promote improvements. Specify.

**SPCH 101:**

Continue to work with faculty in the speech department to improve student learning in information competency domains. see attached for details

**ENG 101:**

Update and improve the English 101A online research skills lab. Consult with English faculty to determine the effectiveness of the English 101A online research skills lab.

1. **Objective:**

Seek stable, predictable and appropriate levels of funding for essential library resources in order to ensure access to learning resources vital to student success across the curriculum.

a. **Action Plan**

   **Year 1:**

   i. Library faculty will develop, advocate for, and continuously review budgets for essential library materials and services as listed below with proposed dollar amounts:

   - library catalog and cataloging utilities ($20,000)
   - electronic periodical and library databases ($60,000)
   - electronic books ($15,000)
   - print books ($35,000)
   - print periodicals ($7,000)
   - media materials ($15,000)
ii. Library faculty and staff will explore external sources of funding for library materials (e.g. grants, donations, endowments, establishment of Friends of the Library group).

iii. Library faculty will continue to aggressively review and discard print materials that are no longer useful. With ongoing funds to purchase print materials, we envision a smaller, but more relevant and up-to-date book collection.

b. Assessment Plan: List Assessment Strategies

Year 1:

The Library routinely collects data about our collections including circulation statistics, usage statistics, age of collection statistics, and faculty and student satisfaction surveys. Following the adoption of stable and predictable funding for our collections, we would expect all of these measures to improve.

c. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

While sufficient and appropriate funding for library materials certainly supports the college’s achievements in the area of Information Competency (objective 1.12), the impact of appropriate funding for library materials extends into all program areas across the college. Stable and appropriate funding for learning resources is essential to student success, retention, transfer and graduation rates (objectives 1.2, 1.4, 1.6, 1.7) per Title V regulations (IIC8) and WASC accreditation standards (IIC). Data collected by the library over the past several years has spoken to the direct connection between increases in our print book budget and increases in student use of and satisfaction with our print collections. For example, during the years following an increase to our book budget, we experienced a growth of 20% in circulation of print materials. Following a substantial decrease in our book budget, we experienced an alarming decrease of 35% in use of materials. In addition to these usage statistics, students and faculty tell us their needs directly when surveyed; e.g.: "many of the books are outdated and not very useful for researching modern topics like science." In response to comments and data like these presented in our 2006-7 program review, our book budget was officially raised from $25,000 to $50,000, but during the past three years of extreme budgetary shortfalls these funds have not been released for book purchases. During these years, in the absence of any print book budget, our book acquisitions have relied almost entirely on donations. For example, at the request of an ESL instructor, we established a special collection of ESL
readers (objectives 1.3, 1.5). We have not been able to add to this collection with library funds and this small collection consists almost entirely of donated volumes.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

Students taking work-force development courses, allied health sciences, environmental studies and biotechnology classes require access to the most current, and highest quality information resources available (objectives 2.3, 2.4). The need for uninterrupted support for our subscription periodical databases and the need to fill the gaps in our collections on environment, science and technology centered resources are crucial to preparing students for success in the current economy. Having a stable and predictable materials budget will allow the library to respond quickly to the ever-changing demands of the new information economy.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

The professional development provided by library faculty and staff to instructors across the curriculum is designed to enhance subject-area instruction and encourage ongoing collaboration with the library, which annual surveys consistently show contribute to an increase in student achievement. With sufficient and appropriate funds for materials, library faculty and staff will continue to build on the professional development opportunities currently available to faculty which focus on a) self-reliant use of technology in instruction; b) the integration of current and relevant online resources into and across the curriculum; c) the development and application of critical thinking and evaluation skills necessary to use technology and online resources effectively, ethically, and to their fullest potential.

Library faculty and staff regularly fulfill requests for assistance from other faculty and staff in locating and using information sources for individual research efforts and professional development. With sufficient and appropriate funds for materials, library faculty and staff will maintain and improve the services we currently provide that grant access to tools and information resources which allow for and encourage independent research and data gathering by the college community.

It is, of course, possible to continue to provide professional development geared to how technology and critical evaluation skills enhance instruction. However, if these skills are to be productively applied in the classroom and result in student achievement, the library must be able to offer access to
high-quality and current information resources through its collections.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:

The Library will be in a stronger position to make effective materials purchasing decisions that meet current curriculum and student needs if a knowable budget is in place at the beginning of the academic year. A college library with materials that meet the needs of students and faculty contributes to student success.

The Library staff wants to understand the budget priorities of the college and how the library’s on-going budget requirements fit into the college’s overall strategic plan (objective 4.2).

The Library wants to explore ways to increase external funding sources for library materials through methods such as fundraising, grants, and community donations (objective 4.3).

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:

The Library promotes appreciation for and understanding of diverse races and cultures via rich and diverse print, electronic, and media collections, including subscription research databases such as Ethnic NewsWatch, and the sponsorship of events and displays reflecting the diverse interests of campus and community clubs and organizations. Stable, predictable and appropriate funds for library materials allow us to develop collections that support course offerings (objective 6.1) and other means of cultural enrichment (objective 6.2) for students, faculty and staff in a systematic and thoughtful rather than reactive manner.

8. Engage all members of the college community in active, continual institutional improvement.

Rationale:

The library wants to improve its ability to meet student and faculty demands for library materials. A college library with materials that meet the needs of students and faculty contributes to student success.

The library will explore funding partnerships and collaborations with the community (objective 8.3).
2. PIO Assessment
   a. Future Action

1. Objective:
   COMPLETED: Improve ability to deliver information competency instruction on the Fremont campus to increase student learning and success across the curriculum.

   a. Action Plan
      Year 1:
      Equip room 1305B for effective delivery of information competency instruction.

   b. Equipment (Include items that fit under department budget codes)
      Year 1:
      • Ceiling-mounted projector
      • Teacher's computer podium
      • Support for audio and multimedia presentations (speakers).

   c. Technology (Include items that fit under IT budget codes)
      Year 1:
      Improved wireless coverage to support teaching in 1305B.

   d. Assessment Plan: List Assessment Strategies
      Year 1:
      In recent years we have not had a dedicated teaching space, and our information competency instruction sessions have decreased in number. With an appropriately equipped library classroom, we expect to schedule more classes and reach more students.

   e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
      1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      Information competency instruction improves the quality of student academic research and enhances student achievement across the curriculum.
2. PIO Assessment
   a. Enter assessment results with analysis.

   Room 1305B has been converted for library instruction use, equipped with a projector, 20 student-use laptops, a wireless access point, and flexible seating for approximately 30 students. Having a dedicated space for library instruction has certainly positively impacted our program: the room allows for hands-on instruction which was not always possible when librarians visited classrooms, and we have seen library instruction numbers increase by 61% since beginning to use the room (other factors, such as embedding GE Information Competency requirements in Speech courses, have also contributed to this increase).

   b. Future Action
      Completed.

1. Objective:

   Provide additional human resources to improve student learning.

   a. Action Plan
      Year 1:

      ● Hire at least one full-time librarian to assume a wide range of professional responsibilities, with an emphasis on outreach and developing resources for underserved populations including the eCampus, evening and weekend students, and basic skills students.

      ● Hire a full-time instructional assistant to support day-to-day operations in the Newark Center LRC. This position could also facilitate increased use of educational technologies by students and faculty.

   b. Staffing
      Year 1:

      ● Hire at least one more full-time librarian. Current staffing levels do not allow for the development of new programs and services. The number of approved full-time librarian faculty positions as of 2007-08 is five; however currently the district has only three filled full-time faculty librarian positions. According to California Title V regulations, the minimum standard for a college with our FTES is six faculty librarians.

      ● Hire a full-time instructional assistant to support day-to-day operations in the Newark Center LRC. This position could also facilitate increased use of educational technologies by students and faculty.
c. Assessment Plan: List Assessment Strategies

Year 1:

The success of these newly created positions will be assessed as part of annual performance evaluations by the division dean. Specific measures of effectiveness of new programs and services will be created depending on the type of program developed.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

- Faculty librarian positions will utilize innovative information technologies to reach underserved students, improving their information competency skills, and connecting them with the high-quality resources they need to succeed in their classes, careers, and lives.
- Increased support for the delivery of instructional and technology services at the Newark Center LRC will improve the quality of student academic research and enhance student achievement across the curriculum.

2. PIO Assessment

a. Future Action

Current level of focus maintained. Describe.

Library staffing needs remain pressing but current budget constraints have not allowed for addressing these needs.

- Outside Review Results

1. List each team members name and title.
   None.

2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

- Attached Files

1. An Assessment of Information Competency and Speech 101 Introduction to Public Speaking - report.docx
2. SCVNGR_report.docx