

PERALTA COMMUNITY COLLEGE DISTRICT

Library Program Review

College: College of Alameda

Date: Fall 2006

TITLE OF PROGRAM: Library Services/Instruction, and Audio-Visual Services

Program Review Committee Members:

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I. Overall Description and Assessment of the Program

1. Describe the program's mission, goals, and objectives.¹

Mission

The College of Alameda Library strives to be a learning-centered library for a diverse community by providing physical and online access to quality print, electronic, and multi-media resources, services, and instruction. The library faculty and staff strive to promote academic excellence and student success by emphasizing skills in library research, information literacy, and critical thinking. As a result of encouraging intellectual curiosity, independent thinking, and lifelong learning the library helps to facilitate students, faculty, and staff to achieve their individual educational, occupational, and life goals.

The library's goals and objectives are:

- To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs

- To provide students with access to information resources that support their learning processes, teach information literacy, and satisfies their intellectual needs
- To provide timely, appropriate, current, and knowledgeable responses to students and faculty requests for information needs in print, electronic and web-based formats
- To provide professionally qualified librarians and a skilled technical staff to support the use of library resources and technology (including audio-visual/multi-media) to support academic, administrative, collegial, and organizational needs
- To provide assistance and access to persons with special needs, and ensure a comfortable, safe, and clean learning environment for all students
- To administer fair and objective service policies
- To protect each individual's right to privacy with respect to information requested and materials consulted
- To affirm the mission and vision of College of Alameda, and the Peralta Community College District

2. Identify the mission and goals of the college, which the program addresses.

The Library supports the college's mission and goals to meet the educational needs of its multicultural and diverse community by emphasizing the teaching of library research and information literacy, acquiring a current, authoritative, and appropriate collection of resources to serve this community (See Appendix A.1). The library strives to provide excellent, comprehensive and flexible services, resources, and programs that embrace a range from introductory and basic research skills to more advanced information literacy skills. In this way the library can help prepare and empower all students for further education and occupational goals. By insisting on a vision of a teaching-centered library, librarians support the college goals in using, traditional individual, as well as newer team, or group oriented teaching methodologies to train student as *innovative seekers of knowledge*. Through the processes of learning how to access library services, one-on-one reference, or classroom instruction, library faculty assists the college's goal by teaching students how to seek, evaluate information, as well as communicate effectively and efficiently.

The library also support the college's *Goals and Objectives for Improvement, 2003-05* by assisting in the development of student learning outcomes at library course and program levels that will be used across disciplines. The library hopes to assist the college in other goals such as improving student persistence, retention and completion rates and increasing student success. This assistance is needed especially for at-risk students and can be achieved throughout the college by promoting clearer lines of communication, more stable student services and staff, and respect and civility between faculty, staff, students.

The Library's Reserves Collection, by allowing students to have access to textbooks and other research materials loaned by faculty, is an important resource

and service for at-risk students. Towards the college's goal of clearer and better organized communication, the library has set up a new information kiosk for L building services; published a quarterly Library Newsletter; instituted written computer use guidelines; and promoted use of open computer labs. The library has also increased communication and collaboration with Student Services by attending their Council meetings.

Library faculty helps strengthen organization and delivery of learning resources & basic skills by increased collaboration with instructional faculty. As a result library instruction and resources are made more useful to specific course needs by: (1) offering faculty/staff professional day presentations on information literacy topics; (2) participating on a scheduled basis program review to help improve and develop curriculum, identify strengths, weaknesses, opportunities and challenges; (3) providing training in information technology and literacy skill for faculty and staff; (4) and finally by making staff available for training in various administrative procedures, especially hiring and purchasing.

- 3. Describe any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. Remember that this is a broad general assessment versus the more detailed responses and recommendations for both long term and short term covered in the four emphases areas that follow.**

LIBRARY

Until the Accreditation ACCJC recommendations for the Library and Audio-Visual Services to initiate a program review, no district library was required to assess their programs in detail. The Library did, of course, contribute to the colleges self-study, and Educational Master Plan, and other similar reports, but was not scheduled by the district for program review on any regular basis. During the 2003-04 academic year district librarians met to develop a program review format that was approved by the Vice Chancellor of Educational Services, and other appropriate district and campus committees. It has not yet been verified that the College of Alameda Library, or other district libraries, have been included on the regular district schedule for program review.

The automation of the College of Alameda Library over the last 5 years has drastically changed access to services and resources. Bibliographic instruction via classes and at the reference desk has also changed with the use of information technology. Part of the difficulty with these changes revolves around the overall lack of planning and funding for stabilization and growth of library facilities and equipment as well as electronic and print resources and services. For example, funding for subscription periodical databases is based entirely on state Technology and Telecommunications Infrastructure Program (TTIP) Fund. (See Appendix B) This fund (TTIP) is an unstable source of funding that could disappear at any time. There is currently no identified fund for the maintenance, replacement, or upgrade of library computers. Nor is their funding available for training on upgrades of library systems. Included in the original TTIP Funds for Library Automation was funding for construction of an electronic "smart" classroom for library instruction (\$87,000). Although one district library was able

to use these funds to create a classroom (Laney College), the remaining funds were used by the District office for other purposes.

Although automation and electronic access has greatly improved the library research resources, the need for traditional print materials remains. Funding for acquisition of print materials has either remained flat over the last decade, or supported only with annual state grants, such as the *State Equipment and Library Materials Fund*. As a result of decades of under funding for acquisition of new library materials, 80% of the library's print collections are more than 25 years old. This percentage represents the bulk of the collection, and is essentially the same as that of the library's "opening day" collection – those books purchased in when the library was "opened" in the 1970s. Only between 10%-15%, depending on collections, represents print materials published since 1990. Only approximately 2% represents print materials published since 2000. In the 2003-04 academic year, the library's operating budget was cut 85% resulting in no new book purchases. As a result, print periodical subscriptions were cut by a similar percentage. (See Appendix B)

By 2005 the library had only 31 current periodical subscriptions. ACRL standards recommends that a library of COA's size have 300 current periodical subscriptions. (See comparative chart p. 21) Standing orders of reference resources (annuals, and updated editions) have been cut over the past decade from 70 to only 12. In 2006-07 funds were partially restored for the current reference standing orders (12), allowing for approximately 40 new subscriptions. Funds for these collections in particular must be stabilized. It is neither academically sound, nor cost effective to annual cancel, and then reinstate subscriptions. As a result of the above mentioned cuts, gaps, that is to say, missing issues in reference materials and periodicals has occurred. Printed materials are necessary for examination by students essential for critical thinking, research and academic success. Student should become aware of basic reference resources at the undergraduate level.

In general the budget for library materials has been insufficient and unreliable, and, as a result, the library has not been able to update or expand the book collections in any substantial way. This steady decrease in the library budget has been a trend over the last decade, a trend that was dramatically accelerated in 2003. (See Appendix B.3) The Circulating Collection has been especially affected by the declining budget as will be discussed in Section III.

As we will discuss more fully in a following section (III.2.), circulation of library materials, with the exception of reserve materials, continues to decline. (See Appendix D) Initial analysis concludes that this decline is a result of a growing student need for current and subject appropriate materials that is greater than the library's ability to provide such material. As we begin to prepare another self-study for accreditation, the library's facilities, equipment, and collections remain insufficient and outdated. (See Appendix N)

STAFFING

The Academic Colleges Research Library Section of the American Library Association is responsible for academic and profession standard of the library

profession. According to ACRL standards for college libraries, College of Alameda should have a minimum staff of 10 FTE, including three additional staff added when the head count of student exceeds, as it does at COA, 50% of FTES. Currently, COA Library has 8.7 FTE staff. (See Appendix O) According to Title V of the California Education Code recommendations, COA Library should have a minimum staff of 11.5 FTE to maintain current DAY HOURS of operation and development of library programs and A/V. Additional evening hours would require additional staffing.

College of Alameda currently has 3 full-time faculty librarians with both shared duties and focus assignments: Reference/Instruction, Public/Access Services Librarian, Technical Services/Systems Librarian, and acting Head Librarian (See Appendix E). These focus areas are part of librarian job descriptions. The various areas of focus provide for the numerous and complex tasks necessary for the operation of an academic library. P.T. Hourly Librarians equal .6 FTE (3.6 total library faculty). Their duties include staffing the reference desk and teaching orientations and workshops in the evening. We also have 5 permanent full-time library technicians, and one P.T. Library Tech 1 at .1 FTE, 1 Principle Library Tech, 1 Senior Library Tech/Circulation, 1 Senior Library Tech/Periodicals, 1 Library Tech II/Reserves & Evening Tech, 1 Library Tech II/Technical Processing/Cataloging. This is a total of 8.7 FTE library staff. At COA each librarian has shared duties, and based on their individual job descriptions, Library technicians also have regular assigned areas of responsibility as described in their job descriptions, but also cross-train to allow for subs in public access services (Circ/Reserves) as necessary.

Lack of funding for additional necessary staff has caused an over reliance on the availability of COA work study students which vary on availability and skill levels.² However, work study students are often not available during the hours needed by the library. Consistent funding is needed in order to hire additional students assistants outside of those with financial aid (i.e. work study). (See Appendix O). The library has proposed in annual budget, the COA Educational Master Plan, and the COA Self-Study for Accreditation, and other proposal and documents the necessity of hiring additional library faculty and staff for any development and expansion of services or instruction (e.g. adding an multi-media collection and related circulation services, expanding instructional programs – especially those for credit, or a general educational requirement for information literacy, development of resources for distance education – electronic reserve, Inter-Library Loan, other online resources such as “Ask-a-Librarian,” a model of 24/7 reference services).

LIBRARY INSTRUCTION AND INFORMATION LITERACY

Information literacy (the ability to seek, evaluate, and present information) is currently a general requirement for undergraduates at most colleges and universities. This requirement is also becoming a requirement at the community college level (e.g. Diablo Valley College). Through current instructional programs (orientations, workshops) of the library does provide some exposure and training

to students in information literacy. The library workshops, in particular, lead the student through the research process using print and online resources. Librarians continue, through the shared governance process, to develop plans to institute information literacy as a graduation requirement.

Currently the college does not provide curricular support for librarians to develop a program to fulfill this basic requirement. As a result, the library and the college will be unable to accommodate further development, or realization of an information literacy program without additional funding (e.g. release-time, additional hourly library faculty, staff, and appropriate library resources). The limited resources for library materials that has been allotted has been concentrated on keeping the reference collections updated. However, COA students have available in the library mostly aging print and electronic resources and equipment. Despite these difficulties librarians have developed and enhanced our instructional programs that will be described in Section II. This development has expanded into the electronic and online environment and includes collaboration with instructors developing online courses who see information literacy as a pedagogical necessity.

ASTI: Alameda Science and Technology Institute

The College of Alameda initiated an early high school project in 2004. As a result of extensive discussions the library has agreed to offer additional library instruction to the school 9th and 10th grade classes. These instructional sessions are led by a K-12 certified librarian hired by ASTI and coordinated by the head librarian. As a result of these extensive discussions, planning, and preparation by library faculty, standard forms and policies were developed to provide library services and instruction to ASTI instructors and students.

Summary of short term issues: restoration of library operating budget to pre-2003 levels; petition administration and budget committee to stabilize and increase library budget for updating and expanding book collections; increasing periodical budget to include funding from the college's general funds of online periodical databases/indexes; continue to improve communication and cooperation between library, faculty and administration, especially in the area of expanding instructional services through classes, orientations, and workshops; begin planning for funding and design of electronic library classroom on the 1st floor of L Building.

AUDIO VISUAL SERVICES

Audio-Visual Services staff support the library and college mission by applying the highest professional standards to provide quality media solutions for College of Alameda faculty, staff, and students. Audio-Visual Services hopes to maintain such high standards to develop and expand access to media hardware/software in the rapidly evolving field of Media studies. Audio-Visual Services is made available to administrators, part-time and full-time faculty. A/V equipment is delivered, set-up and operated on campus (classrooms, meeting rooms, and public areas). A/V assists in planning and coordinating all college special events in conjunction with a variety of faculty, administrators and staff. However, the organization, budget, and managerial structure of the Audio-Visual Department has not yet been clearly defined (See Section III for a more detailed discussion).

Regular services, including access to the Reserve Collection, are provided thirty-seven hours weekly. Other requests for services, delivery and set-up are made by special arrangement through requests with a minimum of 48 hours notice. Special requests come from other departments, and administration often cause the A/V budget to accumulate over-time costs, or require staff to “comp time.” The library does not currently own any multi-media materials or resources, but does maintain a faculty reserve of instructional materials (mostly analog video and audio tapes) that instructors use in class, or require students to use in the library. Some of the resources available include the following: VCRs, DVDs, LCD projectors, laptop computers, audio video taping overhead projectors, and recording of broadcast television programs. The current reserve collection is only partially captioned. Any development or expansion of these resources must comply with state and federal guidelines.³ Statistics show a consistent need for audio-visual delivery with an average of 2,665 requests per calendar year for the last four years.

As technology is essential to education in the 21st century, Audio-Visual Service, in addition to supporting library objectives and goals, recognize that it is critical for students to have direct access to state-of-the-art audio-visual equipment (hardware and software) that is also ADA compliant. Such access will add to the college’s goal of improving student learning and student success rates. Another goal of Audio-Visual Services is making audio visual services reliable, consistent and user friendly. Without proper funding these goals and expansion of the program will be difficult. The budget for A/V has been inconsistent, usually no general funds being provided for annual costs of running the department except staffing (1.5 FTE). Although budget data is incomplete and sketchy, it appears that for some years funding, except for special projects requests, was non-existent. In 2004-05 no funding was provided to A/V for equipment or supplies (See Appendix F).

Recommendations for this area: Divide A/V services into two distinct service areas (Area 1) Distribution/Delivery/Set-up/Special Projects (Area 2) Library Multi-Media Collections (circulation and reserve services) including development of a multi-media collection of library-owned resource materials to be used in a Listening-Viewing Center; clarify budgetary and supervisory responsibilities for

A/V; Improve funding for A/V services and staffing, , establish a public access desk for circulation of multi-media materials to students, develop methods for measuring the effectiveness of A/V Services (surveys, automated collection of statistical data), collaborate with library in development of Learning Outcomes for A/V Services.

4. Include College's Organization Chart. (See Appendix G)

II. Instructional Programs

A. Courses

1. List courses offered and the dates of the most recent course outline update.

LIS85 & LIS85 Online Version – Not currently offered, but recently updated in Spring 2004 in coordination with other Peralta district librarians. (See Appendix J)

LIS500 Drop-in Workshops – New workshops initiated Spring 2005, submitted and approved Spring 2004. (See Appendix J.1)

2. If course outlines have not been updated in the last six years, they are to be updated as part of this program review.

- A. Include a description of the program's methods for evaluating the contents of course offerings (e.g. is the curriculum current, appropriate and effective?)
- B. Include incorporation of student-learning outcome measures.

Although LIS85 is not currently being offered, both courses were revised and updated in 2004 using new forms and criteria with special attention to student learning outcomes (exit skills) and course content and objectives. These updates were developed using models of similar courses at other colleges and universities (e.g. San Francisco State University), and in support of the goals, objectives for the library instructional program. The course outlines also include a supplemental page that tie course objectives to student learning outcomes, and lists context, objectives, and traits for specific assessment measures. (See Appendix H) Hiring additional library faculty, construction of the electronic library instructional classroom, and making information literacy a graduation requirement will be necessary components before successful offering of this course.

Student learning outcomes for Library Instructional Programs and LIS85 are:

- 1. State a research question, problem, or issue.
- 2. Determine information requirements in various disciplines for the research questions, problems, or issues.

3. Use information technology tools to locate and retrieve relevant information.
4. Learn to organize, analyze, and evaluate, and communicate information using a variety of information technologies.
5. Understand the ethical and legal issues surrounding information and information technology.
6. Apply the skills gained in information competency to enable lifelong learning.⁴

Recently collaboration with faculty has included learning outcomes measures such as repetitive use of short quizzes on content of orientations, evaluating term paper bibliographies (short and annotated style), and library worksheets documented students understanding of bibliographic instructions, styles and methods. Also recently developed for LIS500 is a pre/post test to evaluate library research skills.

Student Learning Outcomes for Library Services

The library is currently developing additional student learning outcomes and measures for other library services. Outcomes will include an assessment of library service effectiveness, continued development of reports, statistics, and policies. (See Appendix I) The process will also include development of questions concerning what we want to know about effectiveness of services, how these will be measured, and a time line for implementation. Special attention will be made to developing, or updating written, consistent, and reasonable policies, handbooks, and procedures for public access and service area.

Development of an assessment plan will include ways to measure services, including additional survey, and regular calendaring of reports. Efforts to in these areas are hampered by inadequate staffing, lack of funding to purchase reporting and inventory utilities compatible with the library bibliographic utility, Horizon.

3. Describe how the course outlines have been updated to follow Title V regulations (e.g. prerequisites, co-requisites, advisories, and VTEA recommendations).

Course outlines for LIS500 and LIS85 were submitted and approved by the campus Curriculum Committee. (See Appendix J) The online/hybrid versions of LIS85 were also submitted and approved at this time. Recommended preparation for LIS 85 is English 201 and CIS 1 or CIS100. There are no prerequisites or recommended preparation for LIS500. The library has begun communication with and development of library materials/resources for vocational programs, yet no campus process for incorporating VTEA recommendations, or providing funds for appropriate resources has been identified. Through the campus learning communities (*clusters*) librarians have begun a dialogue with vocational instructors and received recommendations for acquisitions and donated materials.

4. With what institutions have the courses in this program been articulated? Validate through ASSIST and/or CAN.

As LIS85 is not currently offered, the College of Alameda has not pursued any agreements with other institutions for LIS85. Laney College is reached an articulation agreement with CSU-Hayward and San Francisco State. This agreement with one district library studies department will eventually help to facilitate any future agreements. Offering LIS 85 is dependant on increased budget and staffing. LIS 500 is a non-credit positive attendance lab designed for articulation.

5. What methods are used to maintain the integrity of academic standards and achieve consistency within the instructional program?

The course outlines and other course materials were developed in coordination with other libraries and approved by both campus and district Curriculum Committees. The objectives and learning outcomes for LIS 85 were developed by consulting outlines for similar courses at California State University, East Bay and San Francisco State University, and consulting best practices in professional literature. Librarians use several informal methods of assessment to achieve consistent academic standards that are elaborated in Section B. Librarians have developed several methods for assessing the academic standards and consistency of programs besides student learning outcomes including: assignment worksheet (evaluated and returned to instructor), pre/post testing (still currently under development), post-session analytic discussion with instructors, and student evaluations from TRC process. A syllabus and course outline was developed for LIS 500.

6. To what extent are writing skills and critical thinking reinforced in this program?

Critical thinking skills have been integrated into library orientations and workshops described below in Section B. Written library assignments have been developed in several subject areas including critical thinking in English and psychology. Particular emphasis has been placed on the research process, creating search strategies, and development of thesis statements/questions, and application of these, and other learning tools, to the evaluation of resources.

B. Orientations/ Workshops/ Reference Services/ASTI

ORIENTATIONS & WORKSHOPS

Goals and objectives for all orientations and workshops are discussed initially by library faculty and based on library student learning and instructional outcomes. Development of the courses included discussion of current and innovative best practices in librarianship and teaching of library research and information literacy skills.

Orientations are held by request of faculty. The faculty member who makes the request collaborates with the librarian to set the goals for a specific library

orientation. Librarians place a high priority on teaching the basics of information competency in each library orientation session. Feedback on the success of library orientations is obtained verbally from the instructor who requested the library session. While at the reference desk, librarians also obtain feedback from students as to the level of success of a particular orientation. The ease or difficulty students are having with an assignment after receiving library instruction is an indicator of the success of the particular orientation. Librarians also use workshops to gauge student learning during sessions.

The library drop-in workshops serve two functions:

(1) They act as an orientation to the College Library and an introduction to information competency skills. (See Appendix K) Students become familiar with the services the Library has to offer, the Library's rules and physical layout, finding a book and how to use one of the Library's research databases. Students are also given some hands-on supervised time with the library catalog and databases.

(2) After the students are oriented to the campus library, the emphasis moves to information competency: Defining a research topic, selecting and effectively using relevant information sources and critically evaluating what is found. Students also learn how to find background information on a topic and the importance of citing sources. At the end of the workshop, students are encouraged to begin work on their research. Through observation and student feedback, librarians are able to ascertain workshop effectiveness.

7. What has been done to study the appropriateness of integrating information competency into degree and/or certificate program requirements at the college?

While there has not yet been any formal actions taken, librarians are studying the various options for incorporating information competency into the curriculum. In an effort to inform faculty, librarians also continue to offer Faculty Workshops on various topics (e.g. "What is a good library assignment?") during district and campus professional development days. As a part of this study librarians have done extensive reading and research, held discussions with colleagues at other community colleges, and attended workshops and conferences on a variety of topics that comprise information literacy. Conversations have taken place with members of the classroom faculty in English and Communication departments. Collaboration also continues with instructors from other disciplines including the social sciences, science, and humanities. Options considered are mindful of the staffing and financial limitations of the College.

At this time, we have chosen to infuse classes with the information competency basics through library orientations (library faculty guest lectures and presentations) and to hold a series of three library drop-in workshops (LIS 500) throughout the semester. Starting in Fall 2006 each three workshops will be offered four times during the semester, and held concurrently with four sections of English 1A.

The three library sessions are:

1. Overview of the research process, task definition and thesis development.
2. Locating information using the catalog, online databases, the Internet and print resources.
3. Evaluating information, citing sources and avoiding plagiarism.

The Library also designs web-based instructional materials to aid distance education students with their research skills. Library faculty has responded to the increased interest and demand for instruction by instructors in a variety of additional ways including: developing new print, and electronic/online materials. Librarians hope to explore the feasibility of including the LIS85 course for information literacy as a general education requirement for graduation, and/or transfer. Librarians are also studying and experiment with the development of instructional methods and materials to be used with Basic Skills and ESL students.

8. To what extent are information competency skills reinforced in the instructional program?

The basics of information competency are: Defining an information need, selecting appropriate information sources, using those information sources effectively and efficiently, critically evaluating the information found and using information ethically. These skills are taught by librarians while providing reference services, in library orientations to classes and in the newly instituted library workshops that are now being held concurrently with four sections of English 1A. Reinforcement and participation is currently voluntary and does not carry the weight of required skills for transfer or graduation. Many instructors are now offering extra credit, or requiring attendance at Library Workshops in their syllabi.

Interest in information competency skills has grown due to librarian interaction with faculty through discussions at division, learning community clusters, and workshop attendance by faculty. Direct feedback from students and faculty is also solicited by librarians. Library instructional sessions has tripled (increased by 300%) since the 2002-03 academic year. The number of student attending library instructional session increased from 394 in 2002-03 to 969 in 2005-06. (See Appendix D) The increased involvement and exposure to beginning library research, and critical thinking skills employed in information literacy has a beneficial effect on student learning and academic success. This effect is reflected in increased persistence of students that attend library instruction as showing in Appendix L.

9. In what ways do courses, orientations, and workshops support general education and other college instructional programs?

Most of the presentations by librarians are in direct response to classroom faculty teaching general education classes in the Social and Behavioral Sciences, Humanities, Language and Ethnic Studies Classes. Librarians instruct students from general education courses as well as from other courses while serving at the reference desk. Drop-in workshops are designed to be of benefit to students in all instructional programs.

10. What procedures are being used to assure that the instructional program is adequately meeting the needs of students?

Reference service provides direct one-on-one student-faculty instruction. Students are directly involved in the learning process and receive immediate feedback from library faculty. Much of the contact between students and librarians is driven by class assignments. Librarians reach out to students rather than passively waiting for students to approach the reference desk. Librarians follow-up with students to see if the student was helped by the initial contact and if more instruction is needed.

SURVEYS

During the 2005-06 academic year the library, with the support of the college's Researcher, circulated a student survey to help evaluate and measure program effectiveness. A faculty survey was sent out during the same time period, but response was too small to be statistically significant. Using the results of the student survey, a study was done by Bruce Hawkins of the Peralta District's Office of Research & Institutional Development. His analysis indicates that students who receive library instruction have higher rates of academic persistence and success than students who do not. (See Appendix I) His analysis also included other interesting results: only 12% of students say that their instructors require a library research for assignment; 66% of students agree that the library is good for studying; 64% do not use the library to read magazines, newspapers, or journals; however, 60% of respondents use library reserve materials. (See Appendix I)

On responses about library services (circulation, reserve, copiers, etc.) the students responded positively by an average of 68%. Forty percent of students find it difficult to locate services in the L Building. Thirty-two percent find the library to be either dirty, poorly lit or uncomfortable. Twenty-three percent of students find the library to be too noisy.

Additional student surveys are distributed and evaluated during library faculty's tenure review process. In almost all cases, librarians receive feedback from classroom faculty. Library faculty also participate in campus-wide discussion in *clusters*, the college's learning communities to discuss information literacy in the various disciplines.

11. Describe the profile for students served in the program's courses, orientations, and workshops for the past three years.

According to the data from the Peralta District (See Appendix L.1-2) students who attend library orientations tend to mirror the student body in terms of ethnicity and age. Those attending library orientations tended to be younger than the student body as a whole.

The number of orientations and student attending has steadily increased since 2000. Before 2000 there was only one library faculty member. From 2002-03 to 2005-06 class orientations tripled from 15 to 45, and student attendance doubled from 394 students to 969 students. (See Appendix D) The number of workshops offered has fluctuated as librarian experiment on ways to increase attendance. During 2004-05

when the workshops were initiated twelve workshops were taught. This was increased to seventeen workshops in 2005-06. However, “drop-in” students attending workshops, despite enthusiastic sponsorship by some instructors was not increased. This academic year (2006-07) workshops have been better attended by coordinating the schedule with English 1A classes. (See Appendix K)

12. How are goals established for student learning and what methods are used to assess whether the goals are met? (How do we know students have learned what we have taught?) Identify student-learning outcomes for courses and programs.

Student learning outcomes were developed as a result of extensive research in professional library literatures, review of model programs, especially those program at four year universities (e.g. San Francisco State University, California State University – East Bay). (See Appendix H) As a result our program reflects current theory and best practices for library instructional programs, teaching methods, and best professional practices. Goals are designed to support program, college and district goals as well as state (e.g. California State Academic Senate), national (ALA) standards for information literacy. For example one stated goal of the college is “improvement of student persistence, retention and completion rates to increase student success.”⁵ (Discussed also in Section B. 10, Surveys) Result of the library survey show that library instructional programs contribute to this college goal.

Library faculty have developed and continue to explore several formal and informal methods of measurement including: analysis of tenure review student surveys, observation of students during group work sessions, and evaluation of sessions and class assignments given to instructors. Librarians also utilize various teaching techniques such as group projects, and in-class participation. Librarians use the results of such informal methods as feedback to improve and inform instruction. Within the next three years librarians plan to move to a more formal structure for assessing instructional sessions. A pre/post test has been designed, but not yet implemented due to time restraints.

A. LIS 85 (Introduction to Information Resources): This is a traditional semester long course, but not currently offered. An online/hybrid version has also been approved. Students attending LIS85 will be able to:

1. Articulate a problem, issue, or search question.
2. Identify potential sources and types of information tools based on the scope and type of information needed.
3. Develop successful search strategies appropriate for specific tools.
4. Locate, evaluate, synthesize, organize and present information.
5. Identify ethical and legal issues that affect information.

B. LIS 500 (Computer Lab for Library Information Studies) This course is an open-entry, open exit library research computer laboratory. According to the course, emphasis is given to developing the following research skills:

1. Defining an information need
2. Identifying appropriate information sources
3. Identifying key terms

4. Linking search terms to create a search strategy, evaluating search results and modifying search
5. Identifying the research process as one involving critical thinking skills.

For both of these courses, library faculty will use a variety of instructional methods including: lecture, demonstration of research strategies, group discussion, research using print and electronic resources, group work, student presentations, online tutorials, course website, online course management software (E-tudes), use of audio visual materials, online readings and quizzes, online forum, e-mail, office hours and research worksheets.

Librarians will use various measurements to assess student learning: assignments and tasks including: written evaluations of books, articles and websites, cooperative research assignments, worksheets on applying research methods, group work analyzing resources, readings and quizzes.

In LIS 85 a final written project consists of an evaluative annotated bibliography, oral presentation of the final project, and a final exam including hands on research. See the following chart for an example of course objectives matched with student learning outcomes. Detailed explanation of how the outcomes are to be measured including the context of the measurement, the objectives of the measurement and the traits for assessing the student learning.

LIS 85 Course Objective	<u>Statement of Student Learning Outcomes</u>
<p>1. Articulate a problem, issue, or research question.</p>	<p>Context: Given a broad subject area, a reference book for that subject, a short answer worksheet and access to the online catalog,</p> <p>Objective: develop a research topic and create a search statement.</p> <p>Traits: Include the ability to create a genuine research question that is appropriately narrow; utilize reference books to acquire background knowledge; identify main concepts; select synonyms/related terms for main concepts; and locate Library of Congress Subject Headings for concepts.</p>
<p>2. Identify potential sources and types of information tools based on the scope and type of information needed.</p>	<p>Context: Given a list of research questions and a list of possible sources and search tools,</p> <p>Objective: select the appropriate search tools for the research questions based on the scope of the tools; describe the type of information needed and the search strategy that would be undertaken to access the source.</p> <p>Traits: Include ability to evaluate and select search tools based on dates covered, types of sources included, and subject areas covered; demonstrate the ability to locate and distinguish between primary sources, secondary sources, scholarly journals, popular magazines, professional publications, newspapers, book reviews, proprietary databases, subject and general encyclopedias, almanacs, handbooks, atlases, statistical sources, Internet search engines, Internet directories, and Internet meta-search engines.</p>
<p>3. Develop successful search strategies appropriate for specific tools.</p>	<p>Context: Given access to a proprietary database and a worksheet for evaluating databases,</p> <p>Objective: locate and read the database help screens, build a search in the database on a selected topic, and write a detailed evaluation of the content and search features of the proprietary database.</p> <p>Traits: Describe content, dates covered and subjects included in the database; recognize different search screen options (e.g., basic vs. advanced); identify and build searches using boolean logic, truncation, subject headings, field searching and limiters; distinguish between proprietary databases and the public Internet; demonstrate ability to print, e-mail and save articles from proprietary databases.</p>

<p>4. Locate, evaluate, synthesize, organize and present information.</p>	<p>Context: Given a final project based on lectures, readings and homework,</p> <p>Objective: develop a research topic, locate sources and write an annotated bibliography evaluating specific sources, on a topic of the students' choice, found using search tools presented in the course and give a 5-minute class presentation on the final project.</p> <p>Traits: Clear articulation of the research question; appropriately narrow research question; selection of search tools that match research question; evaluation of sources based on criteria listed in the Evaluating Resources Worksheet; use of MLA citation style, format and parenthetical references; demonstration of an advanced search on an online tool in the oral presentation; communication of a helpful tip on researching given in the presentation; and utilization of technology in oral presentation.</p>
<p>5. Identify ethical and legal issues that affect information.</p>	<p>Context: After reading an online handout on plagiarism,</p> <p>Objective: complete an online tutorial.</p> <p>Traits: Define plagiarism; recognize acceptable and unacceptable paraphrases; distinguish between a paraphrase and a quote; and recognize common knowledge.</p>

ASTI: Alameda Science and Technology Institute

Agreements between ASTI and the COA Library include additional instruction for the 9th and 10th grade classes. By arrangement ASTI teachers request orientations and collaborate with a COA adjunct librarian who is K-12 teacher-certified. Other ASTI students (11th and 12th grade) attend regular instruction as a regularly enrolled member of a college course. Planning and development of these arrangements have been time consuming for librarians. Form and policies developed include: a parental permission form to use an open stacked library and unrestricted Internet-based research workstations, ASTI Basics – services provided and behavior expected handout, matriculation procedures, including issuing an ASTI/COA I.D. card, and funding for library resources appropriate for ASTI students. Difficulty with communication between the institute and library faculty continues, due in part to the change or transfer of ASTI instructors and administrators, and lack of a college liaison. Annual implementation of the above procedures and agreements remains problematic.

ASTI recommendations: In an effort to improve communication, annual beginning of the academic year meeting between ASTI teachers and library faculty; clarification of need for funding for library materials, planning of these and other costs that might be incurred by increasing the library's user population. (e.g. increased cost of databases based on FTES, staffing (after ASTI school hours), and additional reference desk staffing for ASTI drop-in classes. (See Appendix M)

13. To what extent is the program encouraging the use of successful and innovative teaching methodologies/instructional strategies that involve students in the learning process?

Each library orientation and workshop includes a question and answer period and, if time permits, a hands-on exercise using electronic and print information sources. For example, a session on the critical evaluation of websites, might include having students evaluate a particular website and then present that evaluation to the class. In this way, student can benefit from help from the librarian as they begin their research project.

Librarians utilize various teaching techniques such as groups projects, and in-class participation. Librarians use the results of such informal methods and feedback to improve and inform instruction. Within the next three years librarians plan to move to a more formal structure for assessing instructional sessions. A pre/post test has been designed, but not yet implemented due to time restraints. The Library is in need of a computerized classroom for information competency instruction.

14. How has technology affected your delivery of instruction?

The expansion of library's use of information technology has greatly changed and enhanced instruction. The upgrade of the instructional area with a new laptop, new electric screen, white board, and stable network connectivity has made this temporary open classroom area into a very useful library classroom

Students need to be instructed in selecting and effectively using electronic full-text databases. Computer projectors allow for live demonstrations of electronic databases to an entire class. Instructional materials developed using PowerPoint and other software is used to enhance class presentations.

The availability of information on the Internet has created the illusion that research is easy. Most students have apparently received little or no instruction in evaluating what they find using Google or other Internet search tools. The ease of "cutting and pasting" requires that librarians teach students the ethical use of information, including avoiding plagiarism.

Reference area computers for student use provide access to the library catalog, electronic databases and the Internet. This access carries with it a number of drawbacks. Sufficient funds need to be available to purchase new computers every 3-5 years. Maintenance and upgrading of computers need to take place on a regular basis. All too often computers act as a diversion from study rather than as an aid. The Library has implemented a web browser that facilitates study while discouraging inappropriate use.

DISTANCE EDUCATION

The library has participated in the planning process with the new Distance Education Committee. COA librarians and staff can support the development of distance education by providing library research materials, library services, and

library instruction online. Any plan for expanding online resources must be developed in several development stages. A crucial element is the development of funding for technology, electronic resources, and additional faculty and staff.

Currently COA Library offers many online resources that are already being used by students. Resources can continue to be developed to include a more interactive environment by using available instructional software like E-tudes, and EZPROXY for remote authentication of users. However, further developments are entirely dependant on additional funding for new technology, as well as for additional staffing to help develop, organize, and maintain new online and electronic library resources.

Expanding ongoing classes, like LIS85 (online), or additional web-based instructional materials is not possible with current staffing levels. Expansion is entirely dependant on additional, ongoing and stable funding. Classes in various disciplines might be either offered or not offered, access to online library resources must continue regardless what courses are offered. For example, starting and stopping subscription to and access to library research materials (including both print and online periodical databases) is both bad collection development practice and confusing for users – students, faculty and staff. Current online resources available on the Library Homepage Resources include:

1. Online library catalog (all college libraries)
2. 17 online periodical databases (remote access via password)
3. Recommended web resources by subject
4. Guide and links to online search engines
5. Library Handouts: study guides and forms
6. Faculty resources
7. Calendar of events, including drop-in workshops
8. Online tutorial explaining the research process
9. Guide to Library services and policies

LIBRARY HOMEPAGE

The library launched its web pages in 2000. It was the first COA department to have a working homepage of instructional and informational resources. Initially the webpage was only updated on a bi-annual basis, however, with librarian server access in 2002, and now with the new web editor, the resources on the homepage have been extensively developed including an online tutorial on the research process. Study guides and handouts, including policies and faculty forms are now routinely made available online.

Updating, revising, and maintaining the homepage is increasing a time consuming task. Librarians have divided up the numerous tasks for development, maintenance, or update of web pages. This is also a larger campus issue as we have neither a campus web master position, nor a comprehensive plan, or organizing structure for website planning and development. Additional organizing, expanding and updating library instructional materials found on the homepage also takes up a considerable amount of library faculty's time.

Recommendations and needed improvements:

1. Standardized Remote Authentication of Users: COA Library currently uses an Etudes page for remote access to databases. Due to changes in Etudes, initiation of more stable remote authentication software – EZPROXY (including purchase of software and hardware, installation and maintenance costs, yearly fees). This includes resolving ID number issue for remote identification. A temporary fix can be found using password, but not all company accept that option.
2. Upgrading library's user interface (Public Web Browser) to a server version for easier installation and maintenance.
3. Maintenance and update of computers hardware on a three year cycle and computer roll-down policy and procedure recommended by the IT department.
4. Expansion of student access to library research computers, explore more to thin client platform.
5. Expansion of access to online library reference resources
6. Construction of a "smart" electronic classroom for library instruction.
7. Upgrade Library's User Interface, Public Web Browser, in use on all public use library computers, to a server version for more efficient maintenance.
8. Planning for a multi-media collection and Listening-Viewing Center

15. What instructional initiatives have been used to increase the program's FTES? (e.g. alternative scheduling, telecourses, distance education, faculty/librarian collaboration)

As the library cannot currently offer LIS85, due to staffing limitations, collection of "positive attendance" for the Drop-In Library workshops was developed for this purpose. (See description above) Librarians also contribute to the over all colleges FTES by doing outreach to classroom faculty regarding the new library workshops. Workshops have been scheduled on various days and times, including evening hours. Based upon feedback and adequate staffing, a variety of library workshops may be planned, including those that specifically address more advanced skills for information literacy, evaluating information, and completing the research paper step-by-step.

According to statistical comparison between students who attend library orientations and those who do not, students who attend orientations have a higher persistence rate. This means that they have a higher rate of returning for additional classes. Such a result supports the College of Alameda 2003-05 Goals and Objectives to "improve student persistence, retention and completion rates to increase student success." (See Appendix L)

Issues surrounding the collection of FTES from LIS500 needs to be clarified with the Office of Instruction. Librarians believe that this course should be listed, as an open-entry/open exit labs just as other similar college labs are listed in the course schedule.

Recommendations for this area:

1. To support reference and instruction the reference collection needs to be updated in a timely manner. New editions need to be purchased when they become available. Reference books that are out of date may be of little use or provide students with wrong or incomplete information. See Section III for a further analysis of collections.
2. All College of Alameda students should receive a minimum of three hours of instruction in library research and information competency. This could be accomplished by tying the instruction to the English Composition, General Education requirement. Also the reintroduce the research class LIS85, especially as an online class. Expansion of library programs would require hiring additional instructional librarians who would, in collaboration with other librarians, help design and teach these classes. Library faculty also plans to develop a general library orientation for all new students during the College's orientation sessions.
3. Construct on the 1st floor, a classroom dedicated to library instruction and information competency is desperately needed. The classroom should have adequate, tables, chairs, desks, computers, projection equipment and other resources needed for teaching. The current makeshift "open-area classroom" is disruptive to students studying in the library and affords students receiving instruction little privacy.

Identify goals, objectives and plans for this area (1-5 years):

Budget and staffing permitting:

- Design and establish a library classroom to be used to instruct students on library use and information competency.
- Teach library use and information competency to all students as part of the General Education requirement.
- Hire an Instructional Librarian to teach information competency and library use.
- Upgrade and maintain student research computers in the reference area on a three year cycle.
- Initiate a 10 year plan to weed and upgrade the library's reference and circulation collections to assist in provided current, and pertinent library materials for research, instruction, and support of the college curriculum.
- Expand the number of electronic online databases. Find additional stable budget resources to support this expansion.
- Provide a stable platform for remote access of periodical databases and other library owned electronic resources (e.g. EzProxy, or Horizon module)
- Investigate additional HORIZON modules (coordinated with other PCCD libraries) such as new reporting module (WebReporter), inventory, and online reserves modules.

- Professional development and continued support for attendance at conference and workshops for librarians, especially in regards to instruction techniques and technologies.

Distance Education/Online Resource:

1. Plan for expansion of online instruction by developing appropriate technologies, including development of teaching materials and study guides focused on remote access to research.
2. Hiring of Instructional/Media Librarian(s), or as backfill for reference desk, and in-house, or online reference and instruction.
3. Additional funds for subscriptions to new electronic/online research resources (e.g. electronic version of an encyclopedia).
4. Investigate local library consortium resources for 24/7 reference – “Ask a librarian” software.

Audio-Visual

1. Clarify services areas within A/V with respect to budgets, supervision, and purpose. Identify responsibilities between audio-visual services (A/V-Multimedia equipment delivery, set-up, maintenance, special projects/programs) and Library services (Faculty Reserve, Multimedia Collection & Circulation)
2. Provide annual stable budget from general funds for Audio-Visual to purchase new equipment, supplies, and parts and/or components for repair of existing A/V equipment. Funding should not solely rely on State *Instructional Equipment and Library Materials Fund* that are unreliable.
3. Planning for “Listening and Viewing Center Project.” Creation of a Listening/Viewing Center with state-of-the-art multimedia players, acquisition of multi-media library materials/resources as required by professional standards and Title V Ed. Code (See Section III below). Adequate staffing and supplies to realize this project.
4. Plan for funding to initiate new streaming audio-visual resource into “smart classrooms.” For example the Electronic Media Distribution System (EMDS) allows delivery of video resources, including video disks, interactive CD-ROMs and ultimately multimedia computer programs to classrooms. Implementation of this and similar systems would be major pedagogical resource for College of Alameda faculty and students.⁶

III. Evaluation of Collections, Equipment, and Facilities

1. **Describe the strengths and weaknesses of your book, periodical, media, and electronic collections in support of the college's current curriculum (include criteria used for assessment). Compare to minimum ACRL Standards for Community, Technical, or Junior College Libraries or California Code of Regulations Title V, Article 3, Section 58722.**

The most recent adjusted statistics generated from the Library bibliographic system, Horizon, indicate that College of Alameda has the following holdings:

Standards for 1,000-3,000 FTES	COA (2006-07)	ACRL/Title V
Total Book Titles ⁷	35,396	40,000
Serial Subscriptions	31	300
microfilm subscriptions	1	400
Video & Film Titles ⁸	0	400
Electronic Databases	18	TTIP/CCL Compliance ⁹

The Association of College and Research Libraries (ACRL) Standards for Community, Technical, or Junior College Libraries recommend the following minimum collection sizes for colleges with 1,000-2,999 students. College of Alameda current Fall 2006 FTES is 1,558. As shown in the above chart, the book, periodical, and media collections fall far short of minimum ACRL or Title V standards. The periodicals and media collections are alarmingly deficient. This deficiency has been exacerbated in the last two years by a dramatic reduction of the library's operating budget (range from 50% to 85%). Observation of the statistics for the book collections is equally alarming – 4,336 titles short of minimum standards. Moreover a more careful analysis of the age of the collections shows that over 85% of these titles are over 25 years old. (See Appendix N) In addition between 5-10% of the collections remain “out of circulation.” This category includes books whose status is lost or missing, long overdue, or being held for repair. While a trust fund is available to replace or repair these materials, it is not adequate, being funded only by lost book fees.

Funds for purchase of Reserve Textbooks is also inadequate. For the last decade funds have ranged from \$1,000 to \$2,000. per academic year. Other district libraries have funds up to \$15,000 allotted. Currently the library holds reserve items for only about 40% of current courses offered during the semester. Many items are older editions of textbooks. Librarians have explored additional funding sources for reserve books. These include using book store profit now allocated to both the college (via administration funds) and student government, and providing an online, electronic version of texts. Although similar funding has been adopted at other campus, no formal proposal has been made at College of Alameda.

Due to the lack of a regular budget and dependence on soft money for new library materials, an emphasis has been placed on weeding and updating the reference collection. In the last two years, however, the library has not received fund from the

State Equipment and Library Materials Fund on which we have relied for purchase of new books. This fund is supposed to be used to aid libraries in maintaining collections but for several years the college has failed to designate any of these funds for the Library. As a major function of the allocation of funds from this resource is for *library materials*, the college should adopt a standard practice of designating a annual regular percentage to the library for acquisition of library materials. For example, at our sister campus, Laney, from 10% to 20% is allotted to the library book budget before funds are distributed to other departments and divisions.

Despite the several important vocational programs at our college, no VTEA funds have been allocated for purchase of library materials and resources that would help support these programs (Automotive, Aviation, Dental Assisting, Fashion Design). As a result the library's titles in these vocational subject areas are, as is the larger collection, extremely limited and outdated. This need was discussed during a recent meeting with the accreditation team for the Dental Assisting Program.

Audio Visual Services

The library owns no multi-media collection, or digital media playing equipment for student use. In the annual planning document a plan to develop a "Viewing and Listening Center" was proposed. This would require the college to plan and budget for: collection development for multi-media library materials (CDs, DVDs, etc.), state of the art equipment, new furniture, and proper wiring advanced, contemporary technology including "streaming" audio/video. The library does maintain a A/V Reserves Collection, consisting of faculty owned video tapes for use in the classroom.

The project would require coordination of several parts: acquisition of multi-media library materials and resources, cataloging/processing supplies, acquisition of multi-media players and related IT, or A/V supplies and equipment, hiring of additional library staff to help catalog, process, and oversee the multi-media collection. Additional staff would also be necessary to provide public access to the materials at a A/V circulation desk. Short term needs include allocation of a regular A/V budget for equipment parts and supplies. Additional planning for expanding A/V-multimedia services and collections must become a priority.

As mentioned above the organization and managerial structure of the Audio-Visual Department is not clearly defined. The Head Librarian, the College President, and Vice-President of Instruction oversee and supervise different and overlapping parts of budgetary areas of the service. A/V staff reports to the Vice President of Instruction, but the library includes Audio-Visual annual cost in its annual budget planning and proposals and program review. The library recommends that the purpose and services of the Audio-Visual department evolve into two distinct areas.

Area 1. A distribution/delivery/set-up service area for loaning A/V equipment for classrooms, special events, etc. This area would be funded and supervised, as it is currently, by the Office of Instruction, and/or the college President. Request for services from faculty would continue to be by individual or division request.

Area 2. Library Multi-Media Collections (Circulation and Reserves). This second functional area would be funded and supervised by the library as any

library service. The collection development of the media collections owned by the library, would be accessed in the proposed Listening and Viewing Center, and would be under the same management and policies as other library collection. Circulation/Reserve services would be handled in a similar manner as library print circulation/Reserve services.

Currently the Audio Visual Services offers extensive set-up, delivery, and maintenance of A/V equipment to faculty and administration. From set-ups for audio-video presentations in classrooms, to professional day presentation, and graduation, the demands made on A/V staff and equipment is great. Fund for A/V supplies and equipments remain on an by-request, emergency basis. Funding A/V is usually allocated from the annual State Equipment and Library Materials fund, or Instructional Supplies. In Fall 2006 A/V finally received an annual general fund budget allocation for \$15,000.00 to purchase badly needed supplies and parts for aging equipment.

Due to lack of stable funding A/V multi-media equipment, despite the best effort of A/V staff, has been poorly maintained. (See Appendix F) Condition and age of equipment falls short of ACRL standards for longevity and/or obsolescence of information access equipment. According to ACRL standards for Media Resources in Academic Libraries, "Specialized media-related reference services, supported by appropriate print and electronic reference sources, should be available to assist the students, faculty, and staff in meeting their instructional, informational, and research needs."¹⁰

Other recommendations for best media services/collection practices include: "The necessary equipment to access media resources should be available and maintained to provide ready access to collections; an ample and stable budget for the acquisition of media resources that should be based either on a percentage of the total library acquisitions budget or on a formula related to collection use and needs; [and finally] ... media equipment [that] is essential to providing access to media resources. The library should establish an ample and stable budget for the maintenance and purchase of media equipment. The addition and replacement of equipment should be based upon a written plan."¹¹

A/V Facilities/Space

L Building facilities are also inadequate for A/V Services and Collections. Gradually over time essential rooms for storage and repair have been assigned to other 2nd floor L Building services. Planning should be begun to address this problem -- expansion of available space for A/V services, storage, and repair. According to ACRL standards for Media Resources in Academic Libraries 7.0, "The media resources program should have adequate space for housing collections and for use of the materials. Any renovation of media space should consider the rapidly evolving world of digital media and the attendant networking requirements. Standard 7.1 states that, "Media resources [and facilities] should be available for a variety of playback situations, including a mixture of individual, small group, and large group viewing facilities."¹²

2. What procedures are being used to assure that the collections are adequately meeting the needs of students and faculty?

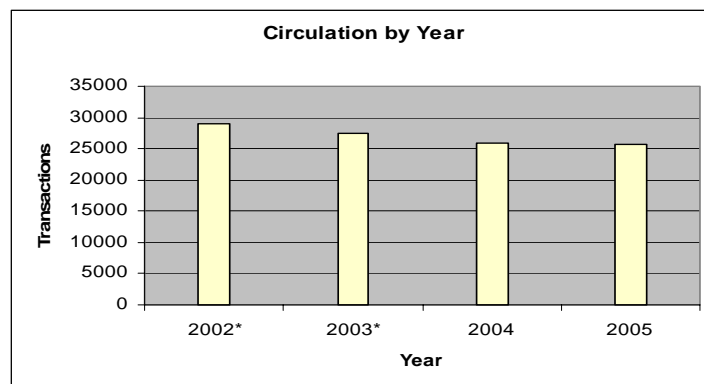
Several methods have been traditionally used at College of Alameda. These include: tracking topics requested at the Reference Desk (See Appendix Q), soliciting faculty for recommendations, and required library approval of adequate materials during the curriculum/new course development process. The lack of adequate staffing has made developing greater faculty participation in the selection of library material difficult. However, some progress on a one-to-one basis has been made. Also the librarians have strived to be part of the new projects and planning (e.g. Title III, and ESPIRE). Part of this latter proposal would be major participation of faculty in the weeding of collections and recommending new acquisitions

Also the librarians have initiated a discussion with the Curriculum Committee to heighten the awareness of instructors developing new courses of the necessity of recommending, even supporting the library. In this way faculty can help with acquiring new, current, and appropriate materials for new courses. Also purchase of reporting and inventory modules for Horizon would assist in evaluating the collection. No process is in place to survey the audio-visual, or multi-media materials needs of faculty and students. An informal A/V Faculty Reserve is operative, but there is no library-owned collection.

3. Describe acquisition and utilization patterns for collections and services for the past three years.

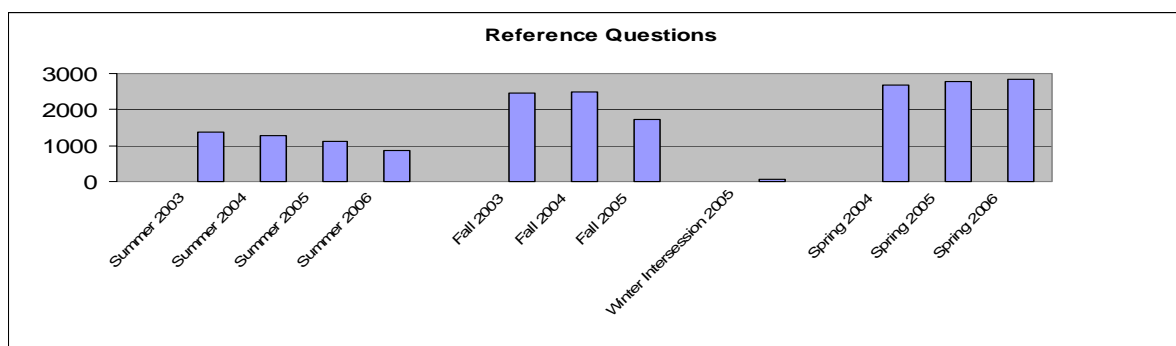
Since automation of the library in 1999, circulation and reserve collection utilization had dramatically increased. As a result even the aging collection was at first better utilized, as more students, faculty, and staff become aware of the contents of the collection by using the online catalog. Library circulation statistics show that a majority of the transactions involve the reserve collection. (See Appendix P) This is not surprising since many of COA students, due to the high cost to purchase textbooks, rely on the reserve collection.

Library Circulation statistics indicate a gradual decrease in circulation transactions between 2002 and 2005. One explanation for higher circulation statistics in 2002 is the number of hours the library was open that year (68 hours per week). Library hours were reduced in 2003, 2004 and 2005 down to an average of 59 hours. (See Appendix D) That is a 15% reduction in hours which could easily explain a slight decline in circulation between 2002-2003 and 2004-2005. (See Appendix P)



Circulation may also be declining due to the lack of currency of the collection. Considering that 75% of the collection was published before 1980, it is not unreasonable to presume that much of the collection is not meeting the needs of our students and that this may be at least partly due to the age of the collection. (See Appendix C) An analysis of the reference question topics collected from the daily reference desk statistics indicates that the library owns books covering the majority of the topics requested but many of these books are out-of-date. (See Appendix Q) So, it could be construed that the librarians are purchasing in the needed areas but due not have adequate funds to continue updating resources in all the necessary subject areas.

Reference statistics show a mixed picture of reference desk questions with an increase in questions in the Spring semesters and a decrease in the Fall and Summer semesters. More research will be necessary to explain this pattern.



Library head count statistics bolster these numbers showing that the library is busiest during the morning hours. The library has an average of 35 students per hour using the library. (See Appendices R, S)

The exception to increases in circulation is the periodicals collections. Circulation of periodicals has been dramatically reduced due to the serious cut in budget (from 150+ subscriptions to 31 current subscriptions) and the availability of full-text online periodicals at the reference computer workstations. (See Appendix C)

Also full use of the library's bibliographic utility, Horizon, has been limited due to outdated district servers and other technology.

4. What procedures are being used to assist students and faculty in obtaining information not available through current library resources?

COA librarians regularly assist students and faculty in searching various local libraries. A link to both public and academic local libraries is provided on the library homepage. Although due to budget and staffing inadequacies, inner-campus library loan and delivery is not possible, students and faculty encouraged to use all Peralta district library as shared collections. Since at least 1997, librarians have been advocating and soliciting the district IT for the installation and use of remote authentication programs for off-site access to electronic library resources. Due to

outdated technology at the district level, this has not yet been achieved. Library patron can, however, utilize the online catalog which is now available on all district library homepages.

There is no current adequate staffing or funds to initiate a district-wide interlibrary loan. However, student may using features of the online catalog put a hold on items checked-out at sister campuses. Neither does the library have any budgetary or staffing resources to initiate an OCLC-based interlibrary loan program that is a regular feature in most academic libraries. Library faculty has made information available to faculty and staff about limited library privileges at other Bay Area university campuses and, as a result of the above the college has completed an agreement with CSU East Bay for library user privileges.

5. Describe the quality of equipment and software used to access library resources (include criteria for assessment).

While the original quality of library IT equipment and software was good, a lack of regular upgrades and maintenance has made this library resource problematic and unreliable. However, a recent change in college IT personnel and procedures has greatly improved IT services. Since the withdrawal of state TTIP funds for “total cost of management” of Library automation and Library IT, no source of funding for computer upgrades and maintenance has been identified either for the college in general, or for the library in particular. Staff and student are using equipment that is over four years old and has not been well maintained. Library staff and faculty is the only campus department that has not been funded and outfitted with new computers.

During the 2003-04 academic year, the Campus Technology Committee recommended a three year replacement schedule and a campus “roll-down” procedure. But neither roll-down, nor regular funding has yet been planned. This academic year (2006-07) funding for technology is available from at least two sources, Measure A, and through General Funds allocated to the library budget to replace both staff and student computers. As with most budgetary issues clarity and direction is needed as to purchase of library IT. The college IT department has recommended a system and criteria for assessment of campus hardware (based on district IT standards) but except for emergency purchases, this remains unfunded. Fall 2005 the IT department has exhausted the back stock of operational computers, replacement parts, and supplies.

Standards for technology (hardware and software) is set by the district IT department. Librarians have participated in committee discussions on strategic planning for and purchase of IT, especially those utilities that are used district-wide by all libraries. A campus-wide plan needs to be implemented for the purchase of computers and other hardware, but no process has yet been identified on campus. Library IT was initially provided by the state TTIP library automation project, since that time the district has upgraded library computers once in 2002. In 2005 the library purchased computer components to upgrade student computers (OPACs), and older computer components were installed in staff computers that extended their RAM. The library has an older Technology Plan that will be updated and integrated into annual library budget planning and into a planned Library Strategic Plan. (See Appendix T)

6. Do program facilities and equipment (library, classroom, and lab) effectively support your programs and services (include how effectiveness is measured)?

Facilities and equipment are both inadequate for support of library programs and services. The library is located on the first floor of the Learning Resources (L) Building. Both the building and furniture are aging and worn. Except for the furniture for the Library OPAC (online public access computers) Workstations and six small tables, all the furniture is original – 28 years old. The L building has become a multi-services/use building that conflict with library resources and services for students, especially for quiet study. Seating and study room space is also inadequate. A space and setting analysis of the library, based on ACRL and Title V standards should be initiated.

Open labs located on the second floor have been essential in expanding the limited access to library technology, and online resources. Access to library databases are available throughout the campus. However, funding for staffing of these 2nd floor services due to recent budget cuts is inadequate and operate on limited hours. The condition of the L Building, especially air condition and cleanliness, remains problematic. Staffing of custodian and maintenance services is also inadequate to maintain a clean and safe facility. This results in a lack of cleaning throughout the whole building. The library logs service requests through the Business Offices and is logging (verbal and written) student comments, complaints, and requests for additional hours and services at the reference desk.

The library has submitted a proposal and plans for a Library Electronic Instructional Classroom. Funds have been solicited from Measure E, Measure A, and other funds. The original TTIP funding for library automation set aside \$87,000 for the construction of such a classroom, but the funds were distributed by the district for other non-library projects.

The IT department has been essential in helping plan and implement library technology and maintaining equipment. As a result library technology needed for operations is adequate. However, district-wide planning has been urged by the District Head Librarians Group for development, upgrading, and maintenance of platforms, hardware/software, and IT utilities used by all district libraries. For examples district librarian have meet with district IT department to call attention for the need for a interface/module development between Horizon and the new PeopleSoft PROMT module for student, faculty, staff personal information and accounting. The Head Librarian currently sits on the District Technology Committee to bring library IT issues to the attention of the district group.

Recommendations for this area (including goals, objectives and plans for this area for 1-5 years:

1. Continue to evaluate and revise circulation and acquisition data collection procedures by continuing upgrades to our bibliographic utility, Horizon. Purchase of new modules for Reports.
2. Development and implement a ten year plan for upgrading all library collections, including the implementation of the Listening Viewing Center on 2nd floor (Section III.1.A/V Services).

3. Funding Collections: As a major objection of the above plan develop projection of annual costs for updating a projected percentage of new acquisitions to complete the updating project within ten years. Also seek greater participation in existing funding by urging the college to adopt a standard practice of designating allocations from the general funds, plus a regular percentage each year to the library for acquisition of library materials from the *State Instructional Equipment and Library Materials Funds*. Also do research to seek alternative methods (e.g. grants) of funding for updating collections.
4. Continue to advocate for a stable budget for collection developments. Especially for periodical collections, including monographic periodicals.
5. Continue to develop additional funding for online and electronic resources in addition to state TTIP funds.
6. Develop additional sources for funding Reserve Books (Book Store, Student Government funds), and/or include costs in budget plans and goals.
7. Implement plan for a regularized method for remote authentication of users to online resources, including purchase and maintenance of EZProxy server and software.
8. Update the Library Technology Plan, and develop plan and process, integrated with campus IT plan, for the systematic upgrading of computer hardware and software.
9. Continue to develop a district-wide planning procedure initiated by district head librarians to provide funding for library IT used by entire district for upgrades, maintenance, and development. (e.g. Inventory and Reports Modules for Horizon).
10. Initiate a detailed space analysis for library services and collections, including analysis and comparison of adequate setting and study space based on Title V and ALA standards for COA population (FTES).
11. Construction of a Library Electronic Instructional “Smart” Classroom.
12. Devise system and organization for improved and regular clearing of the library.

III. Staffing and Fiscal Support

1. What staffing factors influence the effectiveness of the program?

Library faculty have both shared duties and areas of focus. (See Appendix E) for additional analysis of library faculty duties and schedules) Library faculty focus areas cover essential services and programs of an academic library. Besides staffing the reference desk, where individual instruction in research takes place, librarians must organize, oversee, and provide policies and procedures for all detailed and complex aspects of an academic library program. Hourly librarians are necessary for staffing the reference desk as well as for staffing the additional evening and weekend hours, and to be available for additional staffing according to Title V formula for staffing.

The library continues to not be allocated a budget for faculty or staff substitutes for excused absences (illness, appointments, vacations, etc.). As a result of the current college policy generally disapproving overtime for staff, hiring subs (both faculty and staff) has been on an *ad hoc* basis. Our ability to provide excellent and consistent services, especially for additional hours and sessions, has been strained. The lack of available funding for faculty subs also goes against ACRL standards recommending availability of professional development for library faculty and staff.¹³

For the past several years the library has been operating at reduced hours from previous practice (e.g. M-Thurs. 7:45am-9pm; Fri. 7:45am-9pm, Sat. 8am-5pm). Current library hours (2006-07) are M-Thurs. 7:45am-7:50pm; Fri. 7:45am-4:50pm; Sat. 11am-3pm. Summer and Intersession hours have also been drastically reduced. Traditionally the library had been open from 8am-5pm in the Summer. Similar hours were scheduled for Spring Intersessions. For Summer 2006 library open hours were reduced to 9am-3pm, and Intersessions (Winter 2005, Spring 2006, and Extended Summer 2006) were further reduced to four hours daily. Attempts to reduce regular academic year hours further have resulted in student complaints, resulting in administration requests for reinstating expanded hours.

Currently the library is, for the regular academic year (Aug-May), open 12 hours a day for 35 weeks of the academic year, or 2135 annual open hours. Full-time (contract) library faculty is scheduled between 8am and 5pm (M-F). For thirty-seven of the 61 weekly open hours, the reference desk is staffed by the three full-time library faculty members. A staggered schedule accommodates backups necessary for instruction, and other assigned duties, and professional activities required of library faculty. Hourly Librarians (.6 + FTE faculty) provide reference and instruction primarily for evening hours, Saturdays, Intersessions, summers, and act as on-call substitutes for regular staff absences.

Additional hours for hourly Librarians will continue to be necessary in order to provide library services and instruction, not only for evenings, but for additional, extra contractual semesters and sessions. For example in 2005-06 for the Winter, Spring, and Summer Extended Intersession an additional 394 open hours were provided. Instruction could not be provided due to limited funding for instructional librarians. The expansion of college intersessions during 2005-06 increased the total library annual open hours to 2529.

Library Faculty

The library has greatly benefited by the addition of a third permanent librarian in Fall 2004. This has allowed library faculty to develop instructional programs, especially our drop-ins lab/workshops. Having three full time librarians has also increased library participation in shared governance. However, in 2003-04, the library lost all its funding for adjunct librarians. Due to this most instructional programming, as well as time for development and other library procedures (e.g. cataloging) were greatly decreased. As previously stated, hourly librarians are necessary for staffing the library for both evening and weekend hours. With only a minimum library faculty, such a policy has negatively effected reference and instruction, and limits librarian's professional development opportunities. All college plans and library proposals include additional funding for both librarians and classified staff (See Appendix O).

Library Technicians

The library also has a minimal staff of technicians – one technician for each library service area – circulation, reserves, periodicals, technical services/processing, and acquisitions/accounting. The reserves library tech also serves as the evening tech for the library. Library tech staff cross trains in the duties of other services areas. This allows the library to cover public access services (e.g. circulation) in the absence of other staff members. However, with such a minimal staff, the library occasionally runs into staffing difficulties.

Due to this minimal staffing, the library relies heavily on student workers, primarily work study students, whose availability is unreliable. Before 2003 the library received a minimal budget allowance of \$1,000-\$2,000 to hire student workers. Since that time no monies have been made available except by petition. (See Appendix O) The lack of student assistants greatly impacts the workload of our permanent staff who, as a consequence, often work long hours with no assistance. Other assigned duties, such as shelf reading and shelf dusting, and head counts suffer as a result of having no time to attend to these important and essential tasks. Training and professional development for classified staff also suffers due to minimal staffing and lack of substitutes.

Audio-Visual Services

Audio-Visual Services staff consists of one full-time Electronics Technician, and one part-time (.50 FTE) Audio-Visual Assistant. ALA/ACRL minimum standards recommend that staffing for Media Centers consists of one media library faculty, and three support staff. (See Appendix F) A time/staff analysis, similar to that done for library staffing need to be done. Such an analysis would be useful in light of services provided by Audio-Visual that have been expanded in response to additional hours driven by adding Intersessions, Weekend College, and special college presentations. Classroom set-up and delivery services as well as on-site operation of multi-media/streaming programming of college presentations, and other services of the Office of Instruction and President, cause the A/V reserve desk to be unmanned during crucial times of

the day. Planning should include extending A/V service hours for all hours in which the library is open and classes are in session.

2. Are current staffing patterns adequate for all services and activities? Compare to minimum ACRL Standards for Community, Technical, or Junior College Libraries or California Code of Regulations Title V, Article 3, Section 58724.

Staffing is not adequate for all current services and activities. Library services and instruction has been strained particularly by the increasing number of college Intersessions, short-term classes, and Weekend College sessions. Staffing for public access services is, as mentioned above, minimal. Also there is no planning or funding for regular excused absences (illnesses, vacations, etc.). Overtime is approved only on a case-by-case emergency basis. This led to an addition of 394 open hours during the 2006-07 school year – a total of 2528 open hours, without, except for hourly librarians, additional funding. Also student workers are very often unavailable, funds being undistributed between semesters. Full-time library faculty has grown from one librarian in 1999 to 3 three contact positions by 2003-04.

However additional hourly library faculty are crucial for the library to maintain basic education support services and extended hours for evenings and weekends (24 hrs per week). Funds for hourly librarians were cut in Fall 2003. As a result 14 open library hours, and all weekend hours, were cut from the weekly schedule. The three contract librarians were required to respond to this by temporarily changing their schedules, resulting in 80% of their total work hours assigned to coverage of only the reference desk, leaving only 20% for daily library management and other assigned and essential tasks. As a result both instruction and cataloging services were essentially shut-down. Most other managerial duties (policies, ordering, resource, and program development) were also made. Only one librarian was on duty except for limited times during the day, reducing the hours available for instruction to only those few hours when another librarian was present for a few midday and afternoon classes.

Since the Fall 2004 experiment the library has petitioned the Office of Instruction, and some funding has been restored for hourly librarians (.6 FTE). These librarians are scheduled primarily in the evening. Additional funds will need to be allocated for expanding library instruction, including instructional support for distance education/online classes. The lack of hourly support during the day has restricted contract librarians' professional development (e.g. participation in shared governance, attendance at conferences, workshops, and formal training). This especially works to the disadvantage of library faculty still under tenure review by limited their professional development opportunities and responsibilities. Such a budgetary policy also goes against *ACRL Recommendations on Professional Qualifications of Library Faculty and Staff* 3.1 which state that "professional staff members ... shall have faculty status, benefits, and obligations or the equivalent [and that] ... all should have the same status, benefits, and recognition as other faculty and

where faculty rank exists they should meet the same requirements for promotion and tenure as other faculty.”¹⁴

Separate budgets are submitted for additional intersessions. Funding for only limited hours has been provided (4hrs daily), and only for one hourly librarian to staff the reference desk. As a result no library research classes, workshops, or orientations have been scheduled during intersessions. Neither have additional funds for library materials, supplies, or reserve textbooks been allocated for the extended and expanded intersessions. (See Appendix E for a list of librarian responsibilities) Until Fall 2006, when an extended contract for Head Librarian was approved, no additional compensation was awarded for the extra administrative duties of Head Librarian.

The college in recent years has not provided ongoing funding for student assistants (between \$2,000 and \$6,000 when provided). (See Appendix O) Since the elimination of funds for student assistants in 2003, the library has had to rely exclusively on Work Study Students. Due to the accommodation of students' class schedule and financial aid awarded, coverage at circulation/reserve desks is problematic. Additional work that student assistant traditionally do in library (e.g. shelving, shelf reading) often is delayed. This has had an adverse impact on the workload of our permanent and minimal staff who work often busy hours without assistance. Librarians must often assist at circulation or reserve, especially in the evening or weekends, for staff breaks. Other basic library maintenance such as inventory, weeding, and dusting, previously done on an annual schedule is neglected. Collection maintenance has also been impeded by housing other college services on the 2nd floor of the L Building causing the library to be open during traditionally down time between semesters. According to minimum ACRL standards for college libraries, College of Alameda should have a minimum staff of ten, including one full-time librarian administrative position. Currently at COA administrative duties (Head Librarian) are rolled into other assigned duties (approximately 0.2 FTE, not 1.0 FTE). Additional staff is needed when head count of student exceeds, as it does at COA, 50% of FTES. An excellent staff would be comprised of 6 professional library faculty (including one administrator), six technical staff, and six additional staff members, for a total of eighteen.

TABLE A. ACRL STANDARDS - Additional Staff will be needed if enrollment is 50% greater than FTE

FTE Students	Admin	Faculty		Techs		Other Staff***		Total Staff	
	Min & Excel	Min	Excel	Min	Excel	Min	Excel	Min	Excel
<i>ACRL Guidelines for 1,000-2,999 FTE</i>	1	3	5	3	6	3	6	10	18
<i>Current COA Staffing</i>	0	3.6		5		.1		8.7	

TABLE B. TITLE V: Minimum Standards For [California Community College] Libraries & Media Centers (A/V). Sections 66700, 70901, and 84750, Education Code. BASED ON DAY HOURS ONLY. Nights and weekends considered "additional" according to Title V

FTE Student	Faculty Librarian	Support Staff	TOTAL
<i>According to Ed. Code Guidelines for: 1,000-3,000</i>	4.0	7.5	11.5
<i>Current COA Library Staffing</i>	3.6	5	8.6

As stated in the California Education Code, Section 78101/03 "each community college district shall provide library services for the students and faculty. [And that] libraries shall be open for the use of the faculty and the students of the community college district during the day, [and in] addition the libraries may be open at other hours, including evenings and Saturdays ... and shall be under the supervision of academic personnel."

In the near future it is essential for the college to find funds for additional staffing to support the expanding programs of the college (e.g. Distance Learning, ASTI High School, and Intersessions) as well as the library's expanding information literacy program. The latter program for the current 2006-07 academic year has been expanded to three sequential workshops, in cooperation with the English department, to four English 1A classes.

Audio-Visual Services

Audio-Visual Services has proposed in annual budgets, the Library Education Master Plan, and other college reports additional staffing for A/V, with special attention to development of the current part-time position into full-time as well as additional staffing. If the plan for the Listening and Viewing Center Project is realized then additional library staff will be necessary to provide cataloging, processing services for multi-media materials, and for circulation/reserve public access services.

3. What areas of focus have been provided within the last two years for staff development and what plans are being identified for future staff development?

While some funds are provided by the campus Professional Development Committee, currently these funds are extremely limited and do not cover the actual costs of attending off-campus training, workshops, or conferences. The lack of available funds for substitutes for library faculty also caused a staffing problem that limits, except on district staff development days, availability of librarians to attend professional development events.

Library faculty has conducted workshops for instructors on Professional Days. These have not been well attended and librarians are rethinking these workshops with instructors input. The Systems Librarian and Public Access Librarian continue to rework policy and train staff on library technology systems, especially in HORIZON, our bibliographic database. However, in general neither the district nor the college provides adequate training on new software and systems. This is true of both the new finance system from PeopleSoft and the new web system from SchoolWeb.

The district librarians have not been able to get funding for additional formal training for Horizon since the initial purchase in 1998-1999. Evelyn Lord, Laney Systems Librarian has been able to attend the annual HORIZON Conference and has given occasional updates, and mini training sessions. Due to the minimum staff at College of Alameda and lack of support for subs and backup, library faculty, despite availability of staff development funds, has not been able to attend but a couple of conferences, workshops and trainings in the last six years. We did arrange for a one hour demonstration of new features of an article database by EBSCOHOST in 2005. Both district and campus librarians are planning in-house training and faculty workshops for the 2006-07 professional days. Librarians on both the campus and district levels have proposed in campus and district strategic planning documents providing time, space, and funds for adequate training. District Academic Senate and other committees are currently reviewing these suggestions.

4. What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies? (For example, workshops, conferences, course work, related work experience, advanced degrees.)

As mentioned above COA library faculty has little opportunity to attend conferences, workshops, etc. However, librarians have taken numerous courses in advanced library technology and in teaching information literacy over the last two summers. All librarians keep current reading professional journal, and share information and articles found in their reading and research. The Head Librarian attends the Annual Meeting of the Council of Chief Librarians at his own expense, and two years ago attended the Internet Librarian Conference using staff development funds.

The Technical Services/Systems Librarian did receive staff development funds to attend the Internet Librarian Conference in 2005. Other librarians have attended local conferences (e.g. FACCC Conference), or taken advanced coursework in various aspects of librarianship and information technology at their own expense during the summer break.

However, this experience and a few other local meetings that were attended by other librarians in the past two years demonstrated the undue burden placed on staff by such absences. Until administration is willing to allocate funds for subs and backup for the Reference Desk, librarians will not be able to take much advantage of this kind of resource when available.

5. What budgetary factors influence the effectiveness of your program (include how budgetary effectiveness is measured)? Consult *Bowker Annual of Library and Book Trade Almanac* for average price of U.S. college books, periodicals, and videocassettes.

Many of the budgetary factors affecting the library's services and instructional program are systemic to college and district organization. A primary factor has been the lack of unified and integrated institutional planning based on educational goals that support the growth and upgrade of the library collections. Support for library collections and services has been insufficient to keep collections current, and maintain increased demands on instruction and services. The size and currency of the collections fall below national, professional standards. While funding for staffing has been maintained at minimal levels, funding for librarians has increased since 1999 to include three faculty positions. These new positions have allowed for automation of the catalog, development of online resources, and tripled the number of students participating in library instructional programs. Additional faculty will be necessary to support increased demands and development of library instruction and services. However, funding for library materials, print collections, has been sporadic. In 2005-06 no general funds were allocated for print materials.

While the college has instituted a strategic planning and budgeting process starting this current academic year for 2007-08, the process remains less transparent than desired. Until recently libraries were not generally conceived throughout the district as playing an essential education purpose, or providing critical student support and instructions services. For example, district libraries still are not included as part of the District's Program Review schedule. As a result of this college's accreditation review in 2003 a recommendation was made for the library to initiate a program review. College and district librarians took it upon themselves to developed a program review form that was approved by the Vice Chancellor of Educational Services.

The library has contributed to other campus documents, such as the Educational Master Plan, but until this year there has been no regular process for using these plans to drive program development or resulting budgets. As a result of the program review process, the library is developing additional

methods of goal-setting and measurement of success. Thus without giving attention to possible or necessary growth or development of library program, budgets were allocated based on the previous year's allocation. Neglecting funding for print collections (circulation/reference) has led to the outdated condition of the collections as a whole. By 1999 reference standing orders (annual editions of standard reference materials) were reduced from about 70 subscriptions to 12. They are essential resources that updated annually for currency. The periodical budget has steadily declined

Only a little more than one thousand books (1051) have been purchased and cataloged over the last six years. Approximately another 300 donated books were added to the circulation collection. Averaging approximately 175 books per year, most of these acquisitions were annual editions for standing orders of reference books. Almost half of these new acquisitions (447) were purchased between 2002 and 2006, due in part to special grants from the Chancellor. As in previous years, the majority of acquisitions were purchased primarily from one-time or annual grants from the district or state, not from general funds.

Purchase of standing Reference orders/annual editions are not currently reflected in the regular library budget, and currently are only 12 subscriptions. Due to the inadequacy of allotted funds (between \$1,000 to \$8,000) additional funds must be sought. Due to this historical lack of available funds to keep library collections current, the Chancellor made available in 2004, \$19,000.00 for purchase of new books for COA, and in 2005 additional funds (\$45,000) was allotted. Due to the latter gift, the library was able to double its usual book order. (See Appendix B)

Between 1994-98 periodical budgets had averaged approximately \$16,500, and from 1998-2003 averaged approximately \$13,200. The periodical budget was dramatically cut in 2003 to \$6,300, a 50% cut from the previous year. The latter figure represents the final annual figure, but the initial yearly allocation was less, and represented a total of more than an 80% reduction. Due to the scheduling nature of periodicals, approximately 80% of subscriptions were canceled. In 2005 the periodical budget was further cut to \$4,907. This total stayed at approximately this amount during 2005. (See Appendix B)

Until 2003 the library operating budget (Fund 1), while inadequate for growth, was stable over the last decade -- an average of \$31,000.00. Funds for library materials (annual additions/update of library material-books) were stable at between \$8,000.-\$10,000.00. Between 2003 and 2005 an average of \$3,000.00 was allotted for acquisitions of print materials, representing a substantial reduction. Book acquisitions were sometimes supplemented by funds from the *Instructional Equipment and Library Materials Fund*. (See Appendix B) These sources of funding are either erratically and/or insufficiently allocated, providing for only minimum amount of funding to update the reference collection. Since most allocated monies were invested in keeping the Reference Collection current, the Circulation collection continued to age. There remains a problem in achieving an ample and stable budget for library

materials. If strategic planning for library budget is implemented, then library acquisition can be more accurately based on its educational planning and needs. The library plans to develop a Strategic Plan in conjunction with the newly initiated college process for strategic planning and budget development – a process based on the college's educational goals.

Indeed most professional standards recommend that a certain percentage of the total college budget be allocated for the library's needs. Currently no such measurement or standard is operative at COA. We neither base the library budget on a percentage of educational and general budget total for the institution, nor on professional recommendations (ACRL, Title 5). Title V recommendations are based on dollar amount per FTES. For example, according to ACRL standards expenditures for print materials should start at \$14.69 per FTES as a minimum and rise to \$37.47 as excellent. This would result in between \$22,887.02 to \$58,378.26 expenditures for print materials annually. However, over the last decade General Fund expenditures for has ranged only between \$8,000-\$10,000. Again categorical funds (IELM¹⁵) were on occasion added, but only averaging \$7141.00 between 1995 and 2005.

In contrast for 2001-02 the college allocated only \$9.15 per FTES for purchase of library materials. When in 2003 the operating budget for the library was reduced 80%, and reducing amount spend per FTES on all print (including periodicals and microfilm) materials to \$1.83. In 2004-05 budget cuts continued to have an after effect on the library budget, and only \$1.29 per FTES was allotted from general funds for the book collections. On average academic libraries allocate their total budgets in this way: Salaries 64.7%, Acquisitions (library resources/materials) 15.2%, and Operations – Office Supplies 20.1% (Office Supplies 20%, Processing Supplies for acquisitions 80%).

In contrast, calculating only General Fund monies, for the academic year 2004-05, the College of Alameda Library spent approximately 97% of its total budget on salaries, 2% on Acquisitions (Books, Periodicals, etc.), and 1% on all library supplies. (See Appendices B and O) In light of the fact that the library has only a minimum amount of classified staff to operate an academic library of our size (FTES and total student count), this is percentage is alarming. (See Table A, p. 27 for ACRL/Title V staffing standards)

In light of these figures, it is evident that the library could not operate without the additional state funds such as TTIP funds for electronic databases, or the state Instructional Equipment/Library Materials Fund, or the recent one-time gifts from the district Chancellor's special fund for library materials. (See Appendix B) However, these funds are not guaranteed to be distributed to the library from either the college or state levels. Indeed the Chancellor's special fund for library materials has been canceled this year (2006-07). As a result it is no mystery why library collections are out-dated, or why library services have not grow as they should, and why library facilities and equipment are becoming out-of-date and/or deteriorating. Librarians have been trying to impress on the administration that expenditures resulting from unstable budgets is neither cost effective, nor academically sound. For example, due to the nature of academic periodical subscriptions, canceling and reinstating

periodical subscriptions is an intense, complex processing task, costly in staff-hours.

Accounting records have been in the past and continue to be problematic for record-keeping and gathering statistics. While the district and college business office collaborate on the improvement and development of the districts new financial software system, PROMT (PeopleSoft), the library plans to devise way in which to keep better records and statistics, especially in the services areas.

Audio-Visual

Audio-Visual Services have not until this academic year 2006-07 received funding from the General Fund, but only from the above mentioned state or special funds. As a result no acquisitions process, or public access services have been developed. Past accounting records are either unavailable, or impossible to detect, since funds for A/V have been allocated from other unspecified cost centers. This is information not available to library staff.

6. If collection size does not meet Title V minimum standards for your current FTES, describe the funds needed to bring collection to this standard.

As mentioned above library collections fall far short of minimum ACRL or Title V standards. The periodicals collections are alarmingly deficient. The library has never received funding for a multi-media collection, and current maintains only a limited faculty media reserve. See description above of a planned project to properly fund (materials, staffing, equipment, furniture) establish a Listening Viewing Center. An analysis of the age of the collections shows that approximately 85% of the print collection is over 25 years old. (See Appendix N) In addition between 5-10% of the collections remain "out of circulation." This includes books whose status is lost or missing, long overdue, or being held for repair. Currently there is no adequate budget is provided to replace or repair these materials.

Approximately 37% of the print collections date from the 1960s or earlier. The bulk of the collection (53%) was purchased when the library was opened in 1977 and represents publication date from 1970-1980. Only 10% of the collection has been published since 1990, and the majority of the latter is to be found in the Reference collection. Because of this and other factors (such as historical understaffing) faculty use of the library remains limited. 80% of the collection represents information that is either outdated, or incorrect. Print materials are also worn out and in of repair of replacement. Weeding and updating library collections would be a large, but productive project requiring comprehensive recommendations and participation from the faculty. As a result the faculty will be actively involved in helping librarians improve the collections. Additional library staff would be necessary for any large weeding project.

According to the latest edition of the Bowker Annual Library and Book Trade Almanac, the average price of college books in 2001 was \$59.32. This is more than an 180% increase since 1983. The bulk of the current collection represent the original collection purchased in the late 1970s. The average subscription price in

2002 was \$282.31 in 2002. That represents a 513.6 increase when indexed to the average 1984 price. Since the 1980s the library budget for materials has remained at levels of funding adequate for the 1980s. The library has submitted various proposals and plans for upgrading library collections with current and appropriate materials for an academic library.

The library has also requested annual funding from the district's recent Measure A bond for a general upgrade of library collections. If the library replaces and updates 3,000 items a year for 10 years, approximately 80% (that percentage of the collection that is 25 or more year old) would be current. That would cost \$162,720.00 a year, or \$1,627,200.00 over 10 years. Some of these costs would include electronic resources (databases and e-books) that might reduce costs – if universal and remote online access to material/resources can be achieved. Processing costs for supplies might average an additional \$1,000.00 annually, or \$100,000 over the 10 years of the updating project. Additional cataloging/processing staff would also be necessary to order, receive, and process such large acquisitions – additional staffing cost at least \$25,400 annually.

Audio-Visual

The cost of adding a Multi-Media Collection of a minimum of 300 item would be a great added value to library collections, and, as a result for student and faculty. Costs for multi-media resources are greater than for print materials. The library plans to initiate a more detailed analysis of costs to implement a project for adding such a collection for a viable Listening-Viewing Center.

7. Describe budget allocations and expenditure patterns for the past three years.

The library budget for the last three years has been extremely unstable. In 2003, the library budget was cut by approximately 80% resulting in similar cuts in library spending for periodical subscriptions and book allocations. Some additional funds were made available by the Chancellor for emergency funding of the book budget. In 2004-05, \$12,000. was allocated and in 2005-06, \$45,000. This emergency fund is no longer being made available. For the academic year 2004-05 there was some restoration of funds – approximately 30% for some line item (e.g. periodicals). (See Appendix B)

Funds for other library supplies and other essential needs and resources, such a technical processing and office supplies, and professional library memberships (local and state organizations and inter-library cooperatives), also were insufficient for needs. In 2002-03 \$4,115.00 was distributed for all library and office supplies. Much of this expense is for purchase of papers, but also for cataloging-related supplies. However, from 2003-2006 an average of only \$1,519.00 was annually distributed.

After extensive meetings with the V.P. of Instruction, business office, and budget committee, the library budget for 2006-07 has increased and comparable to the pre-2003 levels. However, as mentioned above this level of funding has not been adequate for keeping library collections and resources current and suitable, or that reflect the academic requirements of the college's curriculum, or the informational needs of faculty, staff, and students. As a result of this increased

budget (2006-07) the library will be able to restore periodical subscriptions to within 70% of the pre-2003 levels.

The 2006-07 allocation of Instructional Equipment/Library Materials Funds for library materials is \$33,500. This figure will help reinstate subscriptions of standing orders for annual reference sources. No General Funds have been allocated for library collection for 2006-07, but the library has proposed an annual allocation of \$50,000.00 from Measure A bond fund. If these funds are distributed, the library can move partially towards its goal to update collections within 10 years.¹⁶ However, a similar level of funding must be annual for this 10 year period for this to be accomplished.

Recommendation for this area:

1. Stabilize budget and work with Vice President of Instruction and Business Office to clarify and reconcile actual library budget needs with line item object codes, and/or past business office budgetary practices. For example, stable funds essential for some library collections such as the periodical and reference standing orders collections.
2. Acquire annual funding for student assistants for public access service desks
3. Provide more staff training on library utilities/platforms, and other college used software
4. Increase library materials budget to a dependable annual level that reflects the necessity to update collections on a regular basis. This includes additional funds for electronic databases and other online resources.

Identify goals, objectives and plans for this area (1-5 years):

1. Allocate funds to adequately update approximately 80% of the collections.
2. Obtain additional allocations (especially from Measure A Bond funds) for library collections to update collections so that 80% of the collection would be updated in 10 years – less than 20 years old.¹⁷
3. Initiate a study/analysis, including development of funding, for the initiation of a Multi-Media Collections and Listening/Viewing Center (including library materials, supplies for processing, staffing, technology, and start-up costs.
4. Create a strategic plan for the library with a detailed budget proposal and analysis, and emphasizing goals and objectives
5. Regularize and receive training in district accounting system in order to be able to collection better facts and figures about budgets.
6. Work with Business Office to clarify and develop access to library budget records for more accurate statistics and measurements.
7. Continue to develop plans for better records keeping and statistics gathering, including purchase of reporting and statistics module for Horizon.
8. Hire a Technical processing/catalog assistant for help process expanded collections acquisitions.

IV. Accreditation

Review the college's Accreditation Self Study Report, the Report of the Evaluation Team, and ACCJC's final report and recommendations.

1. Individually list each recommendation that relates to your program.

A. The college will implement a systematic and comprehensive process for ensuring that accurate and current information is consistently available to student via the college publications and the college website.

B. The Library and audiovisual services initiate systematic program review with special emphasis in the following critical areas: budget analysis, collection development, use analysis, faculty involvement, and technology

C. DISTRICT RECOMMENDATIONS: A district-wide plan and implementation process be created that is strategic and systematically integrates the educational, financial, physical, and human resources of the District.

2. Indicate how your program is addressing each one of these items.

A. The library has maintained, updated and expanded its various policies, instructional and informational documents in print and electronic formats. These resources are made available on the library homepage.

B. The library has initiated and completed a program review with special attention to those areas requested.

C. The library is involved in campus-wide strategic planning and budgeting as well as with District committees.

Recommendation for this area:

1. Continue to develop print and online information and instructional materials to help keep the campus community and students informed about and prepared to use library resources and services.
2. Continue to develop library record keeping for statistical and information gather purposes for funding purposes and planning.
3. Clarify enrollment and FTES issues and procedures with Office of Instruction concerning LIS500, including listing in course schedule
4. Develop a library strategic plan including exploration of remodeling facilities for construction of a library electronic classroom, and/or as per the college's Education Master Plan (See Appendix U) begin planning for construction of a new library facility on campus (including state matching fund programs).
5. Address staffing needs by hiring additional staff.
6. Address library information technology (hardware/software) needs by helping support proper funding for campus IT, and IT policies recommended by the Technology Committee.
7. Help clarify budgetary process, and accounting procedures for a more transparent understanding of library budgets.
8. Clarify budgetary and area responsibilities between Library, the Office of Instruction, and President for Audio-Visual Services.
- 9.

Identify goals, objectives and plans for this area (1-5 years):

1. Increase funding for print and electronic library informational and instruction materials, especially for updating of library collections. Initiate a detail analysis of the collection by age, subject, and curricular need using new inventory and reporting software.
2. Develop a specific budget plan with funding goals to update collections within ten years, and in conjunction with a ten year updating cycle for library materials.
3. Assist librarians with the development of instructional and information materials by adding additional hourly librarian to staff the reference desk.
4. Work with the college articulation officer to clarify LIS85 articulation issues concerning library courses and listing in course schedule.
5. Seek additional funding for increased opportunities for professional development for librarians and classified staff, especially training and development of online and electronic materials for distance education.
6. To assist the development of the college's strategic plan, and development of a library strategic plan for a better overview and understanding of library budgetary issues, goals, and program needs.
 - A. Purchase of additional statistics producing modules (reports and inventory) for use with HORIZON the library's bibliographic utility. Create more accurate and annual statistics for collections and circulation.
 - B. Work with business office and office of Instruction to clarify and develop budget process, especially with the new financial system, PROMT.
7. Develop a plan to increase staffing to reflect current inadequacies including:
 - A. Hire a full-time Instructional/Media Librarian especially for developing online library materials/resources and services. Including online reference, interlibrary loan, electronic reserves, Listening-Viewing Center collections and services.
 - B. Work with college IT department to help support adequate funding for IT services, staffing, acquisitions of equipment, and development of advanced media services, such as streaming audio/video, and networks.
 - C. Hire sufficient student assistants to address staffing deficiencies.
8. Research and development of the Audio-Visual/Multi-Media Project including:
 - A. Listening-Viewing Centers – circulation services and collections
 - B. Planning and development for hardware/software necessary for enhanced Audio-Visual IT services to facilitate "smart classrooms," streaming audio-video, and other multi-media systems like Synergy Electronic Classroom Systems.
 - C. Develop funds for staffing to support A and B.

Appendices



Program Review

**Library Services, Library Information Studies,
and Audio-Visual Services
College of Alameda**

APPENDIX A

College of Alameda***I. Mission Statement**

College of Alameda's mission is to meet the educational needs of its multi-cultural and diverse community by providing excellent comprehensive and flexible programs including basic skills, transfer, and occupational, which will enable each student to achieve his/her own unique goals.

****II. Values**

1. Achieving educational excellence
2. Accommodating and supporting student needs
3. Encouraging teamwork and active learning
4. Engaging our community
5. Empowering innovation
6. Extending opportunities in technology
7. Respecting diversity

***III.. Vision Statement**

College of Alameda will be a diverse, supportive, empowering institution of seekers of knowledge. We are committed to providing a creative, ethical, and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world.

*Approved by College Council on 9/22/03.

** Approved by College Council on 10/27/03.

APPENDIX A.1**COLLEGE OF ALAMEDA
GOALS AND OBJECTIVES FOR IMPROVEMENT
2003-2005**

- I. College of Alameda will strive to communicate effectively and efficiently with its internal and external constituencies in order to achieve its mission.
 - A. Develop a uniform communication mode to disseminate information.
 - B. Commit to improving the accuracy and consistency of the COA website, catalog and course schedule.
 - C. Ensure access to COA communication tools and information.
 - D. Expand community connections and outreach efforts.

- II. College of Alameda will improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.
 - A. Promote and model respect and civility amount faculty, staff and students.
 - B. Improve the advising process by maintaining and disseminating updated curriculum to students and counselors.
 - C. Strengthen the organization and delivery of learning resources and basic skills for students.
 - D. Develop student learning outcomes at the course and program levels.

- III. College of alameda will continuously review, improve and develop curriculum in order to meet the changing needs of our students and community.
 - A. Utilize program review processes to identify strengths, weaknesses, opportunities and challenges.
 - B. Infuse multi-cultural and global themes and values into all curriculum, pedagogy and the campus climate.
 - C. Provide assistance and incentives to encourage faculty to participate in the curriculum development process.
 - D. Integrate student learning outcomes into the curriculum.

- IV. College of Alameda will improve administrative services in support of institutional effectiveness.
 - A. Maintain a high level of professionalism that emphasizes excellence and timeliness.
 - B. Promote and practice teamwork for superior internal customer service among all college constituencies.
 - C. Provide training in technology and a range of administrative procedures, including hiring and purchasing.

CC:jel 10/27/03

APPENDIX B -- COA COLLEGE LIBRARY
4-Year Historical Statistics Report – EXPENDITURES / FUNDING SOURCES
2002-2006

Collection Expenditures by Resource Type

Note: The College Budget is the only stable funding. All other funding sources are sporadic and their future is uncertain. Due to District-wide migration to the new PeopleSoft Financial System, records for 2004-2006 are incomplete.

CATEGORY (Activity Code 6120)	2005-2006 College Budget (General Fund), Instructional Equip. Fund, TTIP and Chancellor's Fund	2004-2005 College Budget (General Fund), Instructional Equip. Fund, TTIP and Chancellor's Fund	2003-2004 College Budget (General Fund), Instructional Equip. Fund, TTIP and Chancellor's Fund	2002-2003 College Budget (General Fund), Instructional Equip. Fund, TTIP and Chancellor's Fund
<u>Books - 6301</u> <u>(includes Reference</u> <u>and Circulating)</u>	\$45,000	\$25,663	\$3,768	\$13,385
Periodicals – 4303 Print Subscriptions	\$5,000	\$4,907	\$6,299	\$12,744
Reserve Books - 4102	\$2,000	\$2,060	0	\$1,772
Online Database Subscriptions Fund 12	\$36,697	\$36,694	\$37,037	\$37,037
Instruc. Misc. - 5864			\$1,350	\$1,403
Supplies – 4302,4304	\$2,000	\$1,498	\$1,059	\$4,115
Memberships - 5301	0	\$175	0	\$375
TOTAL	\$90,697	\$70,997	\$49,513	\$70,831

*See details on following pages

APPENDIX B.1

Breakdown of 2005-2006 Collection Expenditures

CATEGORY	College Budget	Instr. Eq/ Lib. Materials Block Grant	Chancellor Contribution	TTIP (Telecommunicatio ns and Technology Infrastructure Program)	2005-2006 Total Library Funding
<u>Books - 6301</u> <u>(includes</u> <u>Reference and</u> <u>Circulating)</u>	0		\$45,000		\$45,000
Periodicals – 4303 Print Subscriptions	\$5,000				\$5,000
Reserve Books - 4102	\$2,000				\$2,000
Online Database – Subscriptions Fund 12				\$36,697	\$36,697
Instruc. Misc. - 5864					0
Supplies – 4302,4304	\$2,000				\$2,000
Memberships - 5301	0				\$50
TOTAL	\$9,000		\$45,000	\$36,697	\$90,697
					<i>INCOMPLETE</i>

APPENDIX B.2
Breakdown of 2004-2005 Collection Expenditures

CATEGORY	College Budget	Instr. Eq/ Lib. Materials Block Grant	Chancellor Contribution	TTIP (Telecommunications and Technology Infrastructure Program)	2004-2005 Total Library Funding
<u>Books - 6301</u> <u>(includes Reference and Circulating)</u>	\$3,069	\$3,094	\$19,500		\$25,663
Periodicals – 4303 Print Subscriptions	\$4,907				\$4,907
Reserve Books - 4102	\$2,060				\$2,060
Online Database – Subscriptions Fund 12				\$36,694	\$36,694
Instruc. Misc. - 5864					0
Supplies – 4302,4304	\$1,498				\$1,498
Memberships - 5301	\$175				\$175
TOTAL	\$11,609	\$3,094	\$19,500	\$36,694	\$70,997

APPENDIX B.3
Breakdown of 2003-2004 Collection Expenditures

CATEGORY	College Budget	Instr. Eq/ Lib. Materials Block Grant	Chancellor Contribution	TTIP (Telecommunications and Technology Infrastructure Program)	2003-2004 Total Library Funding
<u>Books - 6301</u> <u>(includes Reference and Circulating)</u>	\$3,768				\$3,768
Periodicals – 4303 Print Subscriptions	\$6,299				\$6,299
Reserve Books - 4102					0
Online Database – Subscriptions Fund 12				\$37,037	\$37,037
Instruc. Misc. - 5864	\$1,350				\$1,350
Supplies – 4302,4304	\$1,059				\$1,059
Memberships - 5301					0
TOTAL	\$12,476			\$37,037	\$49,513

APPENDIX B.4

Breakdown of 2002-2003 Collection Expenditures

CATEGORY	College Budget	Instr. Eq/ Lib. Materials Block Grant	Chancellor Contribution	TTIP (Telecommunications and Technology Infrastructure Program)	2002-2003 Total Library Funding
<u>Books - 6301</u> <u>(includes Reference and Circulating)</u>	\$7,075	\$6,310			\$13,385
Periodicals – 4303 Print Subscriptions	\$12,744				\$12,744
Reserve Books - 4102	\$1,772				\$1,772
Online Database – Subscriptions Fund 12				\$37,037	\$37,037
Instruc. Misc. - 5864	\$1,403				\$1,403
Supplies – 4302,4304	\$4,115				\$4,115
Memberships - 5301	\$375				\$375
TOTAL	\$27,484	\$6,310		\$37,037	\$70,831

**APPENDIX C -- COA COLLEGE LIBRARY
COLLECTION HOLDINGS**

FORMAT	2005-2006	2004-2005	2003-2004	2002-2003
BOOKS:				
Base Collection by no. of titles carried over from previous year	35,436	35,371	35,256	34,964
New Titles Cataloged	165	65	115	102
Donations Cataloged	63	0	0	190
Withdrawn Titles	Info. not avail.	Info. not avail.	Info. not avail.	Info. not avail.
Total Book Titles Held*	\$35,664	35,436	35,371	35,256
MAGAZINE SUBSCRIPTIONS:				
Print Subscriptions	35	35	31	175
Microfilm	1	1	1	1
Online Databases	18	13	14	12

* The number of titles is estimated base on Sept. 2005 collection report. Plans to purchase a reporting module for the catalog will improved reporting of collection statistics.

APPENDIX D
Library Services

ACTIVITY	2005-2006	2004-2005	2003-2004	2002-2003
FTE				
Student Count (First Census Enrollment)	3,304	3,325	3,830	3,324
Hours Open per Week (F & Sp only)	61	61	Fall 54, Sp 58	68
Class Orientations	42	24	22	15
Number of Students	969	511	601	394
Number of Workshops	17	12	0	0
Reference Transactions	5,723	6,556	6504	Info. not avail.
ACTIVITY	2005	2004	2003	2002
B. <u>Transactions – Circulating Items*</u>	5,101	4,984	Info. not avail. See Total Circulation below.	Info. not avail. See Total Circulation below.
Transactions – Reserve Items*	20,645	20,897	Info. not avail. See Total Circulation below.	Info. not avail. See Total Circulation below.
TOTAL CIRCULATION* (both Circulating items and Reserve items)	25,746	25,881	27,358	28,954

* Numbers based on calendar year not academic year.

APPENDIX E

IV. DESCRIPTION OF STAFFING OF LIBRARY PROGRAMS, SERVICES, AND INSTRUCTION

HOURLY BREAKDOWN OF LIBRARY FACULTY ASSIGNMENTS:

S. GERSTLE: Reference/Instruction

14.5 hrs. Reference Desk (Individual instruction, etc. see below)

10.0 hrs. Focus assignments: development of instructional/reference programs and resources. Reports to the Head Librarian, attends COA Librarian and staff meetings, reports on focus areas and projects. -- In collaboration with other librarians, help maintain up-to-date library research resource materials (e.g. study guides, handouts, and pamphlets) in various subject areas, including print and electronic collections and Internet resources. Takes the lead, acting as a resource to instructional faculty by assisting in the development of information literacy components and collection development in a variety of subject curricula. Assist with curriculum design, classroom instruction and general orientation, web-based instruction, and reference service in traditional, electronic and multimedia formats. In collaboration with other librarians helps select electronic databases, and other similar digital resources. Develops teaching materials and design of IT user interface to electronic resources, reference, and instructional materials. Takes lead in developing collaborations with other instructional faculty to integrate library research and information literacy components into course content, and assist in developing reference (print and electronic) resources required in a variety of subjects. Provide direction and training for other library faculty and staff in conjunction with general reference services/instruction, especially for the Reference Desk. Participates on the Curriculum Committee.

5.5 hrs Other shared assigned duties, see below

30 hrs. Weekly assigned (in class) hours on campus

J. McKenna: Public Access Services

14.5 hrs. Reference Desk (Individual instruction, etc. see below)

10.0 hrs. Focus assignments: development of Public Access Services, resources, policies, and procedures (Reserve, Circulation, and Homepage). Attends COA Librarian and staff meetings, reports on focus areas and projects. Takes the lead and assists the Head Librarian & Systems Librarian in the design, development, implementation, and coordination of library public services, resources and activities including circulation and reserves in traditional and electronic formats. As part of the Public Services team to staff providing direction and work effectively in policies and procedures concerning public services. Provides direction and training for other library faculty and staff in public services policies and procedures. Coordinates the disposition, weeding, and development of pamphlet file. Coordinates the development and publication of a Library Newsletter, Welcome Back Packet (for continuing and new faculty), and other outreach and public relation resources. With assistance of public service staff, helps maintains and coordinate appropriate public service statistics and prepares reports. Participates on COA Academic Senate and District Academic Senate.

5.5 hrs Other shared assigned duties, see below

30 hrs. Weekly assigned (in class) hours on campus

DH Sparks: Technical Services/Systems; acting Head Librarian

8 hrs. Reference Desk (Individual instruction, etc. see below)

10 hrs Focus assignments: Principle cataloger, coordinates technical services staff and students. Oversees technical processing and readying all books for circulation. Coordinates the disposition, weeding, and development of library collections. Creates policies and procedures for technical processing. Troubleshoots cataloging and IT issues. Attends COA Librarian and staff meetings, reports on focus areas and projects. Coordinates daily operations, development and upgrade of library systems. As such takes the lead to assist reference/instruction, and public services librarians in providing electronic access to library materials. Supervises acquisitions activities. Assists in defining, implementing and evaluating library automation enhancements. Provides direction and training for other library faculty and staff in conjunction with library systems and technologies. Maintains and coordinates appropriate collection statistics and prepares reports. Participates on the Technology Committee, College Council, Facilities and Safety Committee, Chair of District Head Librarian Meeting, District Strategic Planning for Technology, Chair of two Tenure Review Committees, Sub-Committee for Shared Governance, and Accreditation Committee.

12 hrs Administrative and other shared assigned duties – for other professional tasks see below.

The Head Librarian, while acting as administrator, acts as manager of daily activities and problems of the library, its services, policies, and patrons. Head Librarian will be responsible for coordinating the activities related to the Library including scheduling, budget develop, giving direction to and supervising the evaluation of classified staff as well as representing the library on various committees. Public services demand many daily and behind the scenes activities, including supervision of policies and procedures, and patron services and rules. Advocates on behalf of the department and serve as liaison between the Vice President of Instruction, President, and department faculty and staff. Represent the department at appropriate administrative, college and district meetings and committees (College Council), including appointing an appropriate alternative. Serve on and assist in the appointment of department faculty and classified staff to accreditation committee. Lead and coordinate with the assistance of library faculty and staff in the development and preparation of various reports, reviews, studies, and plans. These include: annual reports, program reviews, accreditation self study, institutional and educational master plans. Based on library faculty and staff suggestions, recommend, monitor and maintain, department budgets, including acquisition of resources, materials, and equipment. Represent the library and serve as liaison to outside agencies and organizations. Assist the Vice

President of Instruction in implementing district and state mandated policies, procedures and regulations affecting library operations and services. After consultation with department faculty, recommend department work schedules to the Vice President of Instruction. Coordinate with the assistance of other library faculty, the research, development, and implementation of library collection development and instructional programs. Coordinate with the assistance of other librarians the utilization and monitor the condition of facilities and equipment assigned to the department. Be available and listen to department members' inquiries and complaints about department matters and investigate and attempt resolution on a department level, and be available and listen to student inquiries and complains about department members and services and investigate and attempt resolution on a department level. Serve on and/or assist in the development of selection committees for regular faculty, part-time faculty, and classified staff in the department. Hire and schedule part-time faculty and classified staff for temporary positions. Serve on and/or assist in the development of regular and part-time faculty evaluation committees (as per PFT contract). Supervise with the assistance of other appropriate library faculty, the evaluation of classified and student staff assigned to the department. Participate in and plan, with assistance from other library faculty, the orientation of new faculty and classified staff in the department. Convene department meetings as often as necessary. Encourage and support departmental faculty to keep abreast of changes in the library field and disseminate information to department members.

30 hrs. Weekly assigned (in class) hours on campus

V. Library Faculty - Shared Responsibilities & Duties

- **Reference Desk** – During regularly schedules shifts, provide reference and instructional assistance on a one-to-one basis to students, faculty, and staff using print, computer-based, and web-based library materials and resources. Assist student as needed with copying, printing, and access services (check-in/out) if staff not available.

Commentary: The Reference Desk is the central point of daily instructional activities of any college library. One of three librarians (with one backup for absences and students needing help) are scheduled in order to maintain a reference librarian at the desk at during all open hours. Weekly obligation of time for library faculty is 37 hours. Reference librarian greets each student approaching the reference area in order to proactively interact to inquire about educational, informational needs of the student. Research, critical thinking, and computer skills are taught during the reference interview. Librarian also trouble shoots technical, policy and maintenance problems The reference desk is also the central point of general information for entire L Building and often the entire campus.

As opposed to other faculty, librarians are assigned (at .50) a total of 30 “class” hours on campus. COA Librarians stagger and overlap their daily schedules as to accommodate Reference Desk coverage from 8-4pm covering 8 hours of the total 12 library open hours. Standard practice also usually limits staffing the reference desk to two hour shifts; here librarians have 3-4 hour shifts. This allows only 3-4 hours per day to perform other professional assigned duties described in more detail below. Maintaining discipline and appropriate behavior in 1st floor reading and study areas is also a duty at the reference desk.

- **Instruction (Orientations, Drop-In Workshops)** -- Assist in providing in-house and, in future, online instruction in library research and information literacy skills, including creation of teaching materials such as study guides, for library orientations, workshops, and the classroom online instruction.

Commentary: Instructional services are at the heart of a teaching library. Class instruction (orientations) and Drop-In Workshops have dramatically increased due to their promotion and development by library faculty. Librarians teach essential basic skills in information literacy. Last year classes were increased to 43. This semester we have already scheduled 12 workshops and 12 additional subject-centered class sessions. Weekly obligations for in-class teaching and class preparation are approximately 3-5 + hours depending on scheduling and demand. Librarians spend an additional approximately 3-5 hours a week developing general library and specific call instructional and information literacy material in both print and electronic formats. Maintenance of the extensive instructional and references resources on the Library Homepage has become a new, time consuming, and complex task. In addition librarian are active in discipline clusters and spend approximately three hours a week speaking with classroom faculty about library resources that will benefit them and their students.

Having three contact library faculty members has allowed the development of instructional programs, especially our drop-ins lab/workshops (LIS500). In our second year workshops doubled. This year when have partnered with English instructor to provide three sequential Information Literacy/Critical Thinking sessions as an development of the Information Literacy Workshops. These latter classes are specifically developed in conjunction with the English 1A instructors to meet their students' needs. Besides the one-on-one instruction at the Reference Desk, this is a crucial part of the library's instruction program and assigned duties.

- **Collection Development** -- Assist with selection and recommends materials and resources for collection development; reviews professional journals, publisher catalogs, etc

Commentary: Librarians spend on average about two hours or more weekly researching and developing materials and resources for the collections, including research of and evaluation of electronic/online resources. Librarians also confer with faculty and read professional literacy in subject areas of expertise to develop necessary, new, and relevant resources. The head librarian compiles the various recommendations and prepares the annual book order, a time-consuming task (30+ hrs.). Development in this area has been hampered by the reduced periodical budget by which all professional periodicals were cut, including those like Choice directed towards recommending library resources.

- **Policy Development** -- Participate in recommending policies and procedures in assigned area.

Commentary: Written policies and policy development was, due to under funding of staff for decades (1 library faculty member). Librarians have developed policies for IT, Public Services, Searching for lost materials, cataloging and processing, displays. Essential policies to be developed: copyright. In addition developing policies, librarians also oversee and enforce policies.

Example: **ASTI:** The library also provides resources, services and instruction for ASTI. One of our hourly librarians, besides having an MLIS degree, is K-12 certified and teaches the 9th-10th grade ASTI introduction to research classes. Librarians have worked many hours over the last three years with COA administration, ASTI administration and teachers. This has resulted in the establishment of policies, requirements, and procedures in order to provide library services and instruction to students. Librarians also facilitate and organize informal ASTI class visits that depend on having faculty backup for these additional services.

- **Services Development & Planning** -- Assist in the design, development, implementation, and coordination of library services, resources and activities. Assist the Head Librarian in the planning and implementation of related policies and procedures. Participate in overall planning for the future of the library, campus and district.

Commentary: Due to the Library Automation Project, since 2000 library services and resulting procedures and policy have been completed investigated and reworked.. Automation required completely new, and non-paper, ways to doing the business of the library. All librarians collaborate in the planning, research for reports and other documents required of the library including: Educational Plan, Program Review, Gathering statistics, etc. Librarians, with AV staff, have been planning for the expansion of AV Multi-Media resources and services – a major development of library services.

Example: The Library is currently in the process of Program Review as required by the Accreditation Report. The library faculty are working collaboratively to complete the program review document and develop methods for continued assessment of student learning in relation to programs and services.

- **Internet/Online Access** -- Assist in the planning, development of content, and design of the Library web site and other online resources for students.

Commentary: This is increasing a time consuming task. At larger libraries this is a separate position. Involves developing online access to reference resources, ordering, budgeting, troubleshoot IT problems.

Example: Distance Education - Many hours have been spent developing online resources for distant education classes and students. Librarians are working with the Distance Education Committee to, with college support, further develop online library services, resources, and instruction. In the near future it is essential for the college to support funds for additional staffing to support these expanding programs of the college as well as the library's expanding information literacy program. Currently the library provides online access to the catalog, article databases, online instructional handouts and tutorials, web guides, etc. Organizing, expanding and updating these instructional materials takes up a considerable amount of library faculty's time.

- **Collegiality/Shared Governance** -- Perform professional responsibilities required of faculty members such as the research and preparation for creation of state, district, and campus reports (e.g. Program Review). Participate in professional activities such as departmental and campus committee work, faculty peer evaluations, staff meetings and participation in the governance structure of the College and District.

Commentary: Librarians participate on: COA Campus Discipline Cluster, COA Academic Senate, Curriculum, Facilities and Safety, Accreditation, and Technology Committees. The Head Librarian also represents the library on the College Council. Librarians also represent the college on the District's Technology Strategic Planning, and District Academic Senate. The Head Librarian also attends and is chair of the District Head Librarians Meeting.

APPENDIX F

Audio Visual Department – COA Library

Audio Visual Expenditures by Resource Type

*Note: All funding for the last 4 years came from the Instructional Equipment Fund. No General Funds were allocated to A.V. *Due to District-wide migration to the new PeopleSoft Financial System, records for 2004-2006 are incomplete.*

CATEGORY (Activity Code 6132)	2005-2006 Instructional Equip. Fund	2004-2005 Instructional Equip. Fund	2003-2004 Instructional Equip. Fund	2002-2003 Instructional Equip. Fund
A.V. Equipment - 6403	Info. not available*	0	0	\$6,916
A.V. Supplies – 4303/4	0	0	\$2,180	\$1,500
A.V. Reprs-Srcs - 5882/5	0	0	\$255	\$255
TOTAL	Incomplete	0	\$2,435	\$8,671

Audio Visual Department Staffing – 2002-2006

Position	2005-2006		2004-2005		2003-2004		2002-2003	
	FTE	Expense	FTE	Expense	FTE	Expense	FTE	Expense
A.V. Staff F/T	1.0	Info.not available*	1.0	\$48,650	1.0	\$43,176	1.0	\$41,439
A.V. Staff P/T	.5	Info.not available*	.5	\$11,281	.5	\$6,500	0	0
TOTAL	1.5	Info.not available*	1.5	\$59,931	1.5	\$49,676	1.0	\$41,439

APPENDIX F.1

Audio Visual Services – Overview for 2003-2006

Description	Calendar Year			
	2006	2005	2004	2003
Equipment Daily Use	1,502	1,882	1,853	1,624
Material Daily Use	373	345	291	285
Video Tape Duplication	39	47	34	93
Audio Tape Duplication	617	580	387	479
Special Events & Set-up	49	61	62	57
TOTAL	2,580	2,915	2,627	2,538

**COLLEGE OF ALAMEDA LIBRARY AUDIO VISUAL SERVICES
STATISTICS**

Appendix F.2 A/V STATISTIC 2003													
Description	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Equip Daily Use	104	156	145	165	198	167	97	108	175	164	127	18	1,624
Material Daily Use	39	36	25	21	31	14	30	19	19	17	26	8	285
Video Tape Dupl.	23	6	9	7	7	1	3	3	4	3	26	1	93
Audio Tape Dupl.	30	20	9	25	26	0	1	95	233	40	0	0	479
Special Events	6	7	3	7	3	3	2	4	5	6	6	5	57

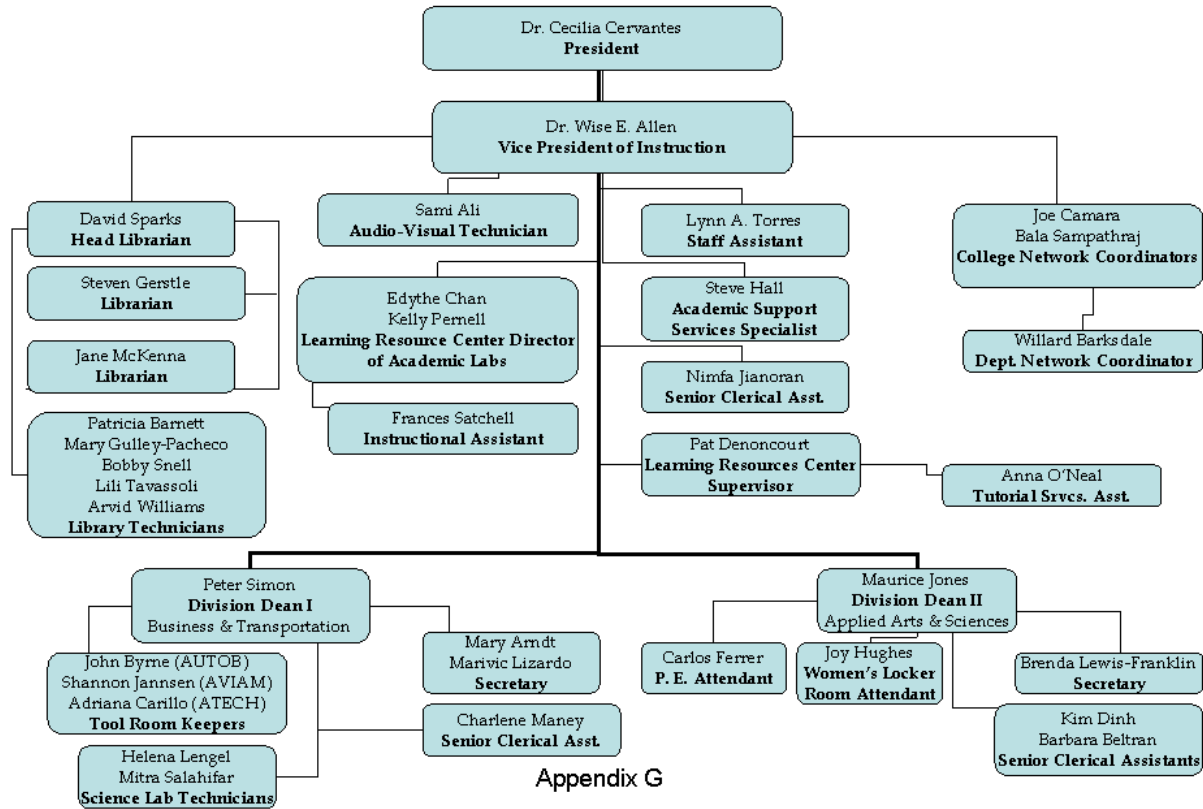
A/V STATISTIC 2004													
Description	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Equipment Daily U	128	146	195	126	187	131	104	149	196	192	168	131	1,853
Material Daily Use	16	24	43	10	10	17	31	25	13	45	37	20	291
Video Tape Duplic	5	2	1	5	3	4	3	1	3	2	4	1	34
Audio Tape Duplic	122	49	31	19	32	7	47	11	49	0	16	4	387
Special Events &	6	5	6	7	4	5	2	7	5	5	4	6	62

COLLEGE OF ALAMEDA LIBRARY AUDIO VISUAL SERVICES STATISTICS

A/V STATISTIC 2005													
Description	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Equipment Daily	130	188	178	203	160	118	110	150	142	190	162	151	1,882
Material Daily Us	20	30	47	50	35	19	27	12	15	32	44	14	345
Video Tape Dupli	3	4	6	6	4	3	4	5	5	2	3	2	47
Audio Tape Dupli	110	60	15	80	75	30	48	32	49	28	43	10	580
Special Events &	6	5	5	7	6	5	6	7	5	4	2	3	61

A/V STATISTIC 2006													
Description	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Equipment Daily	111	178	140	201	155	104	122	161	148	182	N/A	N/A	1,502
Material Daily Us	49	37	43	50	46	19	35	38	15	41	0	0	373
Video Tape Dupli	4	5	3	6	2	2	3	3	5	6	0	0	39
Audio Tape Dupli	110	75	55	65	68	45	49	67	48	35	0	0	617
Special Events &	5	4	7	3	7	6	2	6	7	2	0	0	49

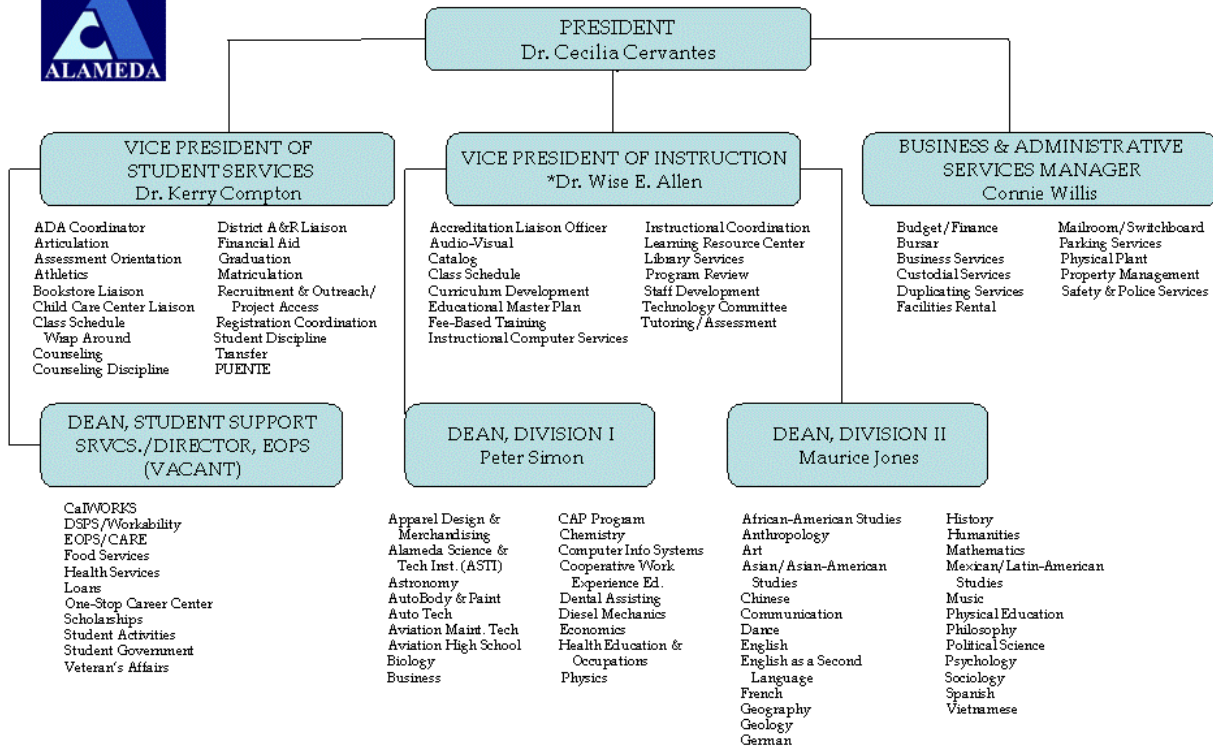
APPENDIX G
COLLEGE OF ALAMEDA -- Office of Instruction
ORGANIZATIONAL CHART 2006-07



Appendix G

G.1

COLLEGE OF ALAMEDA -- Organizational Chart 2006-07



*interim
10/18/06

APPENDIX G.1

APPENDIX H	<u>Statement of Student Learning Outcomes</u>
1. Articulate a problem, issue, or research question.	<p>Context: Given a broad subject area, a reference book for that subject, a short answer worksheet and access to the online catalog,</p> <p>Objective: develop a research topic and create a search statement.</p> <p>Traits: Include the ability to create a genuine research question that is appropriately narrow; utilize reference books to acquire background knowledge; identify main concepts; select synonyms/related terms for main concepts; and locate Library of Congress Subject Headings for concepts.</p>
2. Identify potential sources and types of information tools based on the scope and type of information needed.	<p>Context: Given a list of research questions and a list of possible sources and search tools,</p> <p>Objective: select the appropriate search tools for the research questions based on the scope of the tools; describe the type of information needed and the search strategy that would be undertaken to access the source.</p> <p>Traits: Include ability to evaluate and select search tools based on dates covered, types of sources included, and subject areas covered; demonstrate the ability to locate and distinguish between primary sources, secondary sources, scholarly journals, popular magazines, professional publications, newspapers, book reviews, proprietary databases, subject and general encyclopedias, almanacs, handbooks, atlases, statistical sources, Internet search engines, Internet directories, and Internet meta-search engines.</p>
3. Develop successful search strategies appropriate for specific tools.	<p>Context: Given access to a proprietary database and a worksheet for evaluating databases,</p> <p>Objective: locate and read the database help screens, build a search in the database on a selected topic, and write a detailed evaluation of the content and search features of the proprietary database.</p> <p>Traits: Describe content, dates covered and subjects included in the database; recognize different search screen options (e.g., basic vs. advanced); identify and build searches using boolean logic, truncation, subject headings, field searching and limiters; distinguish between proprietary databases and the public Internet; demonstrate ability to print, e-mail and save articles from proprietary databases.</p>
4. Locate, evaluate, synthesize, organize and present information.	<p>Context: Given a final project based on lectures, readings and homework,</p> <p>Objective: develop a research topic, locate sources and write an annotated bibliography evaluating specific sources, on a topic of the students' choice, found using search tools presented in the course and give a 5-minute class presentation on the final project.</p> <p>Traits: Clear articulation of the research question; appropriately narrow research question; selection of search tools that match research question; evaluation of sources based on criteria listed in the Evaluating Resources Worksheet; use of MLA citation style, format and parenthetical references; demonstration of an advanced search on an online tool in the oral presentation; communication of a helpful tip on researching given in the presentation; and utilization of technology in oral presentation.</p>

5. Identify ethical and legal issues that affect information.	<p>Context: After reading an online handout on plagiarism,</p> <p>Objective: complete an online tutorial.</p> <p>Traits: Define plagiarism; recognize acceptable and unacceptable paraphrases; distinguish between a paraphrase and a quote; and recognize common knowledge.</p>
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APPENDIX I

COLLEGE OF ALAMEDA LIBRARY – STUDENT SURVEY RESPONSES, COLLAPSED INTO TWO CATEGORIES

The survey resulted in nearly 230 completed questionnaires of which 217 were valid (contained applicable responses). Given that some 700 students were selected for the survey, the return rate was approx. 31% or significant – the error level at the 90% confidence level equals 4.7%; and, at the 95% confidence level, the error is 5.5%.

		STRONGLY AGREE & AGREE	DISAGREE & STRONGLY DISAGREE	UNSURE/NO OPINION
1	I use the Library to read and study alone	141	56	20
	%	65	26	9
2	I use the Library to study in groups	92	105	20
	%	42	49	9
3	I use the Library to get information for writing a paper and other class assignments	141	56	20
	%	65	26	9
4	I go to the Library to use the textbooks and other class materials on reserve	131	66	20
	%	60	31	9
5	I go to the Library to use or read print magazines, newspapers and journals	55	138	24
	%	25	64	11
6	I go to the Library to have copies made of the media resources assigned by my instr.	40	153	24
	%	18	70	11
7	I go to the Library to use the photocopiers	146	51	20
	%	67	24	9
8	I use Library computers for personal and/or class-related email	107	80	30
	%	49	37	14
9	I use Library computers to search the internet for info for my class assignments	121	70	26
	%	56	32	12
10	I ask a Librarian to help me find materials to print or on the Internet for my classes	92	101	24
	%	42	47	11
11	I use the library's online Article Database for my class assignments	98	95	24
	%	45	44	11
12	I find Library Orientations to be helpful for my class assignments	68	110	39
	%	31	51	18
13	I find the Library handouts helpful for my research and study needs	90	98	29
	%	41	46	13
14	My instructors require a Library Research assignment	26	158	33
	%	12	73	15
15	I know how to find a book in the Library using the online catalog	129	64	24
	%	59	30	11
16	I know how to find good internet information for my assignments	188	11	20
	%	87	4	9
17	The Library has enough books to complete my assignments	121	59	47
	%	56	22	22
18	The Library has enough magazines, newspapers & journals to complete my work	108	76	33
	%	50	35	15
19	The Library has enough Audio/Visual/multimedia resources	88	63	66
	%	41	29	30
20	The library is open enough hours for my research and study needs	122	64	31
	%	56	30	14
21	The Library has enough seating and study rooms	105	83	29
	%	48	38	14

Turn over
→

APPENDIX J

PERALTA COMMUNITY COLLEGE DISTRICT REQUEST FOR COURSE APPROVAL

INSTRUCTION: Originator is to complete this form for all new course additions, deactivations, or substantive course changes, including any change of the proposed action to be taken and is **to accompany the course outline** for submission to the College Curriculum Committee and the Council on Instruction, Planning, and Development (CIPD). **Use only the appropriate form attached that is applicable to the action to be taken.**

ORIGINATOR: Mary K. Holland _____ DATE: January 28, 2004 _____

DEPARTMENT: Library _____ [X] NEW or [] REVISION

COLLEGE: Alameda _____ [] UPDATE ONLY

DEPT/COURSE NO: LIS 500 _____ [] DEACTIVATION

COURSE TITLE: Computer Laboratory for Library Information Studies _____

APPROVED

	<u>YES</u>	<u>NO</u>	<u>Signature</u>	<u>Date</u>
ORIGINATOR:	[X]	[]	_____	_____
DEPARTMENT CHAIR:	[]	[]	_____	_____
<u>Recorded/Forwarded by:</u>				
<u>ASSISTANT DEAN:</u>				
<u>Approval Obtained:</u>				
<u>UCN District-Wide DISCIPLINE</u>				
COMMITTEE (UCN Change only):	[]	[]	_____	_____
CHAIR, CURRICULUM COMMITTEE	[]	[]	_____	_____
DEAN OF INSTRUCTION:	[]	[]	_____	_____
PRESIDENT OF COLLEGE:	[]	[]	_____	_____
CIPD:	[]	[]	_____	_____
CHANCELLOR OR DESIGNEE:	[]	[]	_____	_____
BOARD OF TRUSTEES:	[]	[]	_____	_____

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: Alameda _____ TERM COURSE TO BE OFFERED:
 Fall/Spring _____

ORIGINATOR: Mary K. Holland _____ DATE: January 28, 2004 _____

DIVISION/DEPARTMENT: Division IV/Library/Information Studies _____

1. REQUESTED CREDIT CLASSIFICATION (check one):

Degree Credit Non-Degree Credit Non-Credit
 Community Service (Fee-Based) Not-for-Credit (Contract Ed.)

2. DEPARTMENT/COURSE NUMBER: LIS 500 _____

3. COURSE TITLE: Computer Laboratory for Library Information Studies _____

4. COURSE: NEW REVISION/SUBSTANTIVE CHANGE UPDATE ONLY TOP No:
 1699.00

5. UNITS: 0 _____ HRS/WK LEC: _____ HRS/WK LAB: Various
 hours _____

6. COURSE LENGTH: SEMESTER: X _____ SHORT-TERM: _____ Short-Term No. of Weeks: _____
 Short-Term No. of Lecture Hrs: _____ Short-Term No. of Lab Hrs: _____

7. NO. OF TIMES OFFERED AS SELECTED TOPIC: _____ Average Enrollment: _____

8. JUSTIFICATION FOR COURSE:

Open-entry, open-exit, zero unit laboratory supports the information research and retrieval needs of students enrolled in courses throughout the college curriculum.

9. COURSE/CATALOG DESCRIPTION:

Open-entry, open-exit library information research computer laboratory.

10. OTHER CATALOG INFORMATION:

- a. Modular: Yes _____ No X _____ If yes, how many modules: _____
 b. Open entry/open exit: Yes X _____ No _____
 c. Grading policy: (1) Credit/no credit _____ (2) Letter grade only _____
 (3) Both letter grade or credit/no credit _____
 d. Eligible for credit by exam: Yes _____ No X _____
 e. Repeatable according to state guidelines: Yes X _____ No _____

- If yes, number of allowable repeats: _____
- f. Required for degree/certificate: Yes _____ No _____
- If yes, specify degree/certificate: _____
- g. Part of a sequence of courses: Yes _____ No _____
- h. Are there prerequisites/corequisites/recommended preparation for this course? Yes ___ No _____ If yes, pages 5 and 6 must be completed.

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

11. **LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.) (See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Formulate searches using various computer-based information resources.
2. Select appropriate resources to meet specific information needs.

12. **COURSE CONTENT:** (List major topics in sequence; address objectives listed in #11 above. **Degree applicable courses must be taught at college level; see definition.** List percent of time spent on each topic. Also, differentiate content of each level, when levels are assigned.)

Course content will be determined by the students' specific information needs as related to specific course assignments or independent inquiry.

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

13. METHODS OF INSTRUCTION: (List methods used to present course content.)

Instructor explanation and demonstration coupled with individual hands-on practice.

14. ASSIGNMENTS: _____ hours/week. (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

N/A

ASSIGNMENTS ARE: (Check one. See definition of college level.)

College level

Not college level

15. STUDENT ASSESSMENT (Grades are based on): (Check as many boxes as are applicable. **Note: For degree credit, AT LEAST ONE of the first three boxes must be checked.** If "ESSAY" is not checked, please explain why here.)

N/A

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

COMPUTATION SKILLS

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe.)

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

16. TEXTS, READINGS, AND MATERIALS:

A. List representative sources, texts, and other materials: (List author, title, publisher, edition, and date of publication.)

N/A

B. Additional Resources:

1. Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

Are print materials adequate? Yes X_____ No _____

Are nonprint materials adequate? Yes X_____ No _____

Are services adequate? Yes X_____ No _____

Specific materials and/or services needed have been identified and discussed.
Comments by librarian:

Librarian (Signature)

Date

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

C. Readings listed in A and B above are: (Check one. See definition of college level.)

Primarily college level.

NOT primarily college level.

17. Designate occupational code (check **ONE** only):

_____A: Apprenticeship course

_____B: Advanced occupational

____C: Clearly occupational

____D: Possibly occupational (preparatory; introductory)

____E: Non-occupational liberal arts or course in an occupational department recommended for non-majors)

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

18. **PREREQUISITES, COREQUISITES, AND ADVISORIES ON ENROLLMENT:** (Any entry here requires completion of page 6 also. List specific Peralta course(s) by department and course number. The limit in the Peralta District is 4 "AND" and 4 "OR" statements for each prerequisite or corequisite.)

Prerequisites:

_____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

Corequisites:

_____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

AND _____ or _____ or _____ or _____

Recommended Preparation _____

Program Requirement: Is program acceptance required: Yes__ No

Limit on program enrollment: Yes__ No__ Maximum enrollment:

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

NOTE: Complete a SEPARATE page 6 for EACH prerequisite or corequisite or recommended preparation (number the pages as 6a, 6b, 6c, etc.).

19. This page applies to a: Prerequisite Corequisite
 Recommended Preparation

List the specific prerequisite or corequisite: _____

List the specific recommended preparation: _____

20. Are subject course and pre/corequisite: Sequential Adjunctive

(If checked, omit responses to Items #22 and #23 below.)

21. **ENTRY SKILLS:** (In the following space, list the course content/entry skills required of the pre/corequisite or recommended preparation, i.e., list what the student needs to learn in the pre/corequisite or recommended preparation course that constitutes the entry skills of the subject course of this outline.)

22. **CSU/UC CAMPUSES:** (Identify in the table below three CSU/UC campuses which require an equivalent pre/corequisite for a course equivalent to the subject course of this outline. Also state in the table the corresponding course department and numbers for the identified campuses. This is one way to validate a pre/corequisite, but it is not the only way and therefore it is not mandatory to complete this table.)

	CSU/UC Campus	Course Dept/No.	Pre/Corequisite No.
1			
2			
3			

23. **COMMUNICATIONS, COMPUTATIONAL, NON-SEQUENTIAL PRE/COREQUISITE:** (In the following space, explain how the need for the pre/corequisite was validated.)

COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: LIS 500, Computer Laboratory for Library Information Studies

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

Form G-1 (4/96)
File: c:crsoutln.496 or formg1.1098

Page ___ of

C. APPENDIX J.1 PERALTA COMMUNITY COLLEGE DISTRICT ONLINE COURSE
OUTLINE

COLLEGE:	College of Alameda	OFFERED:	Fall/Spring
ORIGINATOR:	David Hatfield Sparks		4/27/04
DIVISION/DEPARTMENT:	Div. V, Library Information Studies		

1. REQUESTED CREDIT CLASSIFICATION (check one only):

Degree Credit Non-Degree Credit Non-Credit
 Community Service (Fee-Based) Not-for-Credit (Contract Ed.)

2. DEPT/COURSE NO: 3. COURSE TITLE:

LIS85

Introduction to Information Resources

4. COURSE: NEW REVISION/SUBSTANTIVE CHANGE UPDATE ONLY TOP NO:

5. UNITS:

2

HR 2

6. COURSE LENGTH: SEMESTER: SHORT-TERM:

Short-Term No. of Weeks: Short-Term No. of Lecture Hrs: Short-Term No. of Lab Hrs:

7. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT:

8. JUSTIFICATION FOR COURSE:

This course has been revised in order to meet a general education requirement in information competency at several CSUs such as SFSU and CSU Hayward and a future requirement for the CA Community College System. The Academic Senate of the California Community Colleges has recommended to the Board of Governors that information competency become a locally designed graduation requirement for degree and certificate programs. No date for implementation has been set.

9. COURSE/CATALOG DESCRIPTION:

Introduction to the basic concepts and tools used in information research: Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet.

10. OTHER CATALOG INFORMATION:

a. Modular: Yes No If yes, how many modules: b. Open entry/open exit: Yes No

c. Grading policy: (1) Credit/No-credit (2) Letter grade only (3) Both letter grade or credit/no-credit

d. Eligible for credit by exam: Yes No e. Repeatable according to state guidelines: Yes No If yes, number of allowable repeats: f. Required for degree/certificate: Yes No

If yes, specify degree/certificate:

g. Part of a sequence of courses: Yes No h. Are there prerequisites/corequisites/recommended preparation for this course? Yes No

If yes, pages 5 and 6 must be completed.

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: Library Information Studies 85, Introduction to Information Resources

11. LIST STUDENT PERFORMANCE OBJECTIVES (**EXIT SKILLS**): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Articulate a problem, issue, or search question.
2. Identify potential sources and types of information tools based on the scope and type of information needed.
3. Develop successful search strategies appropriate for specific tools.
4. Locate, evaluate, synthesize, organize and present information.
5. Identify ethical and legal issues that affect information.

12. COURSE CONTENT: (List major topics in sequence; address objectives listed in #11 above. **Degree applicable course must be taught at college level; see definition.** List percent of time spent on each topic. Also, differentiate content of each level, when levels are assigned.)

List Percents

1.	a. The Research Process						2%
	b. Research Topic, Main concepts and Boolean Search Statements						8%
2.	a. College Library Services	2%					
	b. Reference Sources	2%					
	c. Structure, Contents and Search Features of Library Catalogs		8%				
	d. Proprietary Databases vs. Public Internet	2%					
	e. Print Indexes and Online Periodical Indexes		8%				
	f. Scholarly Journals, Popular Magazines, Professional Publications and Newspapers	2%					
	g. Primary and Secondary Sources						2%
	h. Statistical Sources	2%					
	i. Subject Specific and General Online Encyclopedias		2%				
	j. Book Reviews, Literary Critiques and Biographies in Proprietary Databases						2%
	k. World Wide Web Structure and Webpage Components	2%					
	l. Search Engines, Directories and Meta-Search Engines						8%
3.	a. Subject vs. Keyword Searching	2%					
	b. Library of Congress Subject Headings and Controlled Vocabulary						5%
	c. Boolean Logic, Truncation, Subject Headings, Stop Words, Phrase Searching, Advanced Search Screens and Limiters						8%
4.	a. Call Numbers	2%					
	b. MLA and APA Citation Styles and Paper Formats						10%
	c. Evaluating Sources		13%				
	d. Evaluative Annotations	2%					
5.	a. Plagiarism, Bias, and Media Consolidation						2%
	b. Copyright, Fair Use and Information in the Public Domain						2%
	c. Censorship	2%					

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: Library Information Studies 85, Introduction to Information Resources

13a. **METHODS OF INSTRUCTION:** *(List methods used to present course content.)*

- | | |
|--|-------------------------------------|
| 1. Orientation session | 6. Review Meetings (minimum of two) |
| 2. Course Website | 7. Online Tutorials |
| 3. Online Course Management Software (E-tudes) | 8. Audio Visual Materials |
| 4. Online Readings, Worksheets and Quizzes | 9. Online Forum and e-mail |
| 5. Onsite Final Exam | |

13b. **INSTRUCTOR CONTACT FOR ONLINE COURSE:** *(Explain in detail how and when instructor contact will be made with the students, e.g., orientation sessions, review periods, exam*

On-site orientation session, online course management software (E-tudes), online discussion forum, e-mail, telephone, on-site office hours, review meetings (minimum of two) and on-site final exam.

periods, telephone contact, office hours, etc.)

14. **ASSIGNMENTS FOR ONLINE COURSE:** *(List all assignments, including library assignments.)*

- Written evaluations of books, articles and websites.
- Weekly exercises applying research strategies to locate resources.
- Weekly worksheets analyzing sources and search tools.
- Weekly readings and quizzes.
- Online forum discussions.
- Written final project consisting of an evaluative annotated bibliography covering books, articles and websites.
- Onsite Final Exam including hands on research

ASSIGNMENTS ARE: (Check one. See definition of college level.)

- College level
 Not college level

15. **STUDENT ASSESSMENT** (Grades are based on): (Check as many boxes as are applicable. **Note: For degree credit, AT LEAST ONE of the first three boxes must be checked.** If "ESSAY" is not checked, please explain why here.)

- ESSAY** (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

COMPUTATION SKILLS

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe.)

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

Library Information Studies 85, Introduction to Information Resources

16. TEXTS, READINGS, AND MATERIALS:

- A. List author, title, publisher, edition, and date of publication of representative texts and other materials.

Bolner, Myrtle S. and Gayle A. Poirier. The Research Process: Books & Beyond. 2nd edition. Dubuque, Iowa: Kendall-Hunt, 2001. ISBN 0-7872-7329-5

Wolbers, Dennis. Introduction to Information Research. 2002. Skyline College. 12 December 2003. <<http://www.smccd.net/accounts/skylib/lscil100>>.

- B. Additional Resources:

1. Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

Are print materials adequate? Yes [X] No []
 Are nonprint materials adequate? Yes [X] No []
 Are electronic/online resources available? Yes [X] No []
 Are services adequate? Yes [X] No []

Specific materials and/or services needed have been identified and discussed. Librarian comments:

 Librarian (Signature)

 Date:

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

- C. Readings listed in A and B above are: (Check one. See definition of college level.)

[X] Primarily college level.
 [] NOT primarily college level.

17. Designate occupational code (check **ONE** only):

[] A: Apprenticeship course
 [] B: Advanced occupational
 [] C: Clearly occupational
 [] D: Possibly occupational (preparatory; introductory)
 [X] E: Non-occupational liberal arts or course in an occupational department recommended for non-majors

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: Library Information Studies 85, Introduction to Information Resources

18. PREREQUISITES, COREQUISITES, AND ADVISORIES ON ENROLLMENT: (**Any entry here requires completion of page 6 also.** List specific Peralta course(s) by department and course number. The limit in the Peralta District is 4 "AND" and 4 "OR" statements for each prerequisite or corequisite. Do NOT print this page if there is no prerequisite/corequisite or recommended preparation.)

Prerequisites:

<input type="text" value="None"/>	or	<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>

Corequisites:

<input type="text" value="None"/>	or	<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>
and:		<input type="text"/>	or	<input type="text"/>	<input type="text"/>	<input type="text"/>

Recommended Preparation:

Recommended: English 201A or appropriate placement through multiple measures assessment process.

Recommended: CIS205

Program Requirement: Is program acceptance required: Yes [] No []
 Limit on program enrollment: Yes [] No [] Maximum enrollment: []

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: Library Information Studies 85, Introduction to Information Resources

NOTE: Complete a SEPARATE page 6 for EACH prerequisite or corequisite or recommended preparation (number the pages as 6a, 6b, 6c, etc. (Do NOT print these pages if there is no prerequisite/corequisite or recommended preparation.)

19. This page applies to a: Prerequisite [] Corequisite [] Recommended Preparation []
 List the specific prerequisite or corequisite:

List the specific recommended preparation:

English 201A or appropriate placement through multiple measures assessment process.

20. Are subject course and pre/corequisite: Sequential [] Adjunctive []
 (If checked, omit responses to Items #22 and #23 below.)

21. **ENTRY SKILLS:** (In the following space, list the course content/entry skills required of the pre/corequisite or recommended preparation, i.e., list what the student needs to learn in the pre/corequisite or recommended preparation course that constitutes the entry skills of the subject course of this outline.)

Students should be able to:

1. Construct paragraphs with basic sentence structure.
2. Develop a thesis statement.
3. Identify and comprehend the main ideas and supporting details in a written work.
4. Use critical reasoning skills to evaluate written material.

22. CSU/UC CAMPUSES: (Identify in the table below three CSU/UC campuses which require an equivalent pre/corequisite for a course equivalent to the subject course of this outline. Also state in the table the corresponding course department and numbers for the identified campuses. This is one way to validate a pre/corequisite, but it is not the only way and therefore it is not mandatory to complete this table.)

	CSU/UC Campus	Course Dept/No.	Pre/Corequisite No.
1			
2			
3			

23. COMMUNICATIONS, COMPUTATIONAL, NON-SEQUENTIAL PRE/COREQUISITE: (In the following space, explain how the need for the pre/corequisite was validated.)

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

Library Information Studies 85, Introduction to Information Resources

NOTE: Complete a **SEPARATE** page 6 for **EACH** prerequisite or corequisite or recommended preparation (number the pages as 6a, 6b, 6c, etc. (Do NOT print these pages if there is no prerequisite/corequisite or recommended preparation.)

19. This page applies to a: Prerequisite [] Corequisite [] Recommended Preparation [X]

List the specific prerequisite or corequisite:

List the specific recommended preparation:

CIS 205

21. Are subject course and pre/corequisite: Sequential [] Adjunctive [X]
(If checked, omit responses to Items #22 and #23 below.)

21. **ENTRY SKILLS:** (In the following space, list the course content/entry skills required of the pre/corequisite or recommended preparation, i.e., list what the student needs to learn in the pre/corequisite or recommended preparation course that constitutes the entry skills of the subject course of this outline.)

Students should be able to:

1. Compose, send and receive e-mail messages.
2. Save files to a disk.
3. Operate an Internet browser and computer mouse.
4. Print from a browser or word processing program.
5. Type a document using a word processing program.

22. **CSU/UC CAMPUSES:** (Identify in the table below three CSU/UC campuses which require an equivalent pre/corequisite for a course equivalent to the subject course of this outline. Also state in the table the corresponding course department and numbers for the identified campuses. This is one way to validate a pre/corequisite, but it is not the only way and therefore it is not mandatory to complete this table.)

	CSU/UC Campus	Course Dept/No.	Pre/Corequisite No.
1			
2			
3			

24. **COMMUNICATIONS, COMPUTATIONAL, NON-SEQUENTIAL PRE/COREQUISITE:** (In the following space, explain how the need for the pre/corequisite was validated.)

ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

Library Information Studies 85, Introduction to Information Resources

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

15. continued

Course Objective	Statement of Student Learning Outcomes
1. Articulate a problem, issue, or research question.	<p>Context: Given a broad subject area, a reference book for that subject, a short answer worksheet and access to the online catalog,</p> <p>Objective: develop a research topic, post it to the class online forum and create a search statement.</p> <p>Traits: Include the ability to create a genuine research question that is appropriately narrow; utilize reference books to acquire background knowledge; identify main concepts; select synonyms/related terms for main concepts; and locate Library of Congress Subject Headings for concepts.</p>
2. Identify potential sources and types of information tools based on the scope and type of information needed.	<p>Context: Given a list of research questions and a list of possible sources and search tools,</p> <p>Objective: select the appropriate search tools for the research questions based on the scope of the tools; describe the type of information needed and the search strategy that would be undertaken to access the source.</p> <p>Traits: Include ability to evaluate and select search tools based on dates covered, types of sources included, and subject areas covered; demonstrate the ability to locate and distinguish between primary sources, secondary sources, scholarly journals, popular magazines, professional publications, newspapers, book reviews, proprietary databases, subject and general encyclopedias, almanacs, handbooks, atlases, statistical sources, Internet search engines, Internet directories, and Internet meta-search engines.</p>

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ONLINE COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: Library Information Studies 85, Introduction to Information Resources

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

Course Objective	Statement of Student Learning Outcomes
3. Develop successful search strategies appropriate for specific tools.	<p>Context: Given access to a proprietary database and a worksheet for evaluating databases,</p> <p>Objective: locate and read the database help screens, build a search in the database on a selected topic, and write a detailed evaluation of the content and search features of the proprietary database.</p> <p>Traits: Describe content, dates covered and subjects included in the database; recognize different search screen options (e.g., basic vs. advanced); identify and build searches using boolean logic, truncation, subject headings, field searching and limiters; distinguish between proprietary databases and the public Internet; demonstrate ability to print, e-mail and save articles from proprietary databases.</p>
4. Locate, evaluate, synthesize, organize and present information.	<p>Context: Given a final project based on lectures, readings and homework,</p> <p>Objective: develop a research topic, locate sources and write an annotated bibliography evaluating specific sources, on a topic of the students' choice, found using search tools presented in the course.</p> <p>Traits: Clear statement of the research question; appropriately narrow research question; selection of search tools that match research question; evaluation of sources based on criteria listed in the Evaluating Resources Worksheet; and use of MLA citation style, format and parenthetical references;</p>
5. Identify ethical and legal issues that affect information.	<p>Context: After reading a handout on plagiarism,</p> <p>Objective: complete an online tutorial.</p> <p>Traits: Define plagiarism; recognize acceptable and unacceptable paraphrases; distinguish between a paraphrase and a quote; and recognize common knowledge.</p>



APPENDIX K LIBRARY WORKSHOPS

No registration necessary!

Location: COA Library Reference Area (First Floor)

Research I: Research Process

Come learn the step-by-step process of doing research.

Research II: Databases and Internet

Learn search tips to efficiently search databases and the Internet.

Research III: Evaluating, Citing & Plagiarism

Learn how to recognize credible sources, quote sources and create a works cited list.

Research I: The Research Process

Mon., Sept. 25: 1:30-2:30pm McKenna
Wed., Sept. 27: 10:00-11:00am Gerstle
Tues., Oct. 3: 4:00-5:00pm Sparks
EVENING: Wed., Oct. 4: 6:30-7:30pm Fields

Research II: Databases and Internet

Wed., Oct. 18: 10:00-11:00am Gerstle
Mon., Oct. 23: 1:30-2:30pm McKenna
Tues., Nov. 7: 4:00-5:00pm Sparks
EVENING: Wed., Nov. 15: 6:30-7:30pm Fields

Research III: Evaluating, Citing & Plagiarism

Wed., Nov. 15: 10:00-11:00am Gerstle
Mon., Nov. 20: 1:30-2:30pm McKenna
Tues., Dec. 5: 4:00-5:00pm Sparks
EVENING: Wed., Dec. 6: 6:30-7:30pm Fields

*Workshops can be taken out of sequence.
Questions? Call the COA Reference Desk at (510) 748-2398*

APPENDIX L

Effect of Library Instruction on Student Success, Retention, and Persistence

COLLEGE OF ALAMEDA: FALL 2004-SPRING 2005						
OUTCOME COMPARISON OF STUDENTS IN ENGLISH 1A AND 201A IN FALL 2004: SECTIONS WHICH RECEIVED LIBRARY ORIENTATIONS COMPARED WITH THOSE THAT DID NOT						
COURSE	STATUS	CW ENROLL	GROUP GPA	SUCCESS	RETENTION	PERSISTENCE
TERM OF ORIENTATION: FALL 2004						
ENGLISH 1A	NONE	356	2.74	65.9	85.7	68.0
ENGLISH 1A	ORIENTATION	70	2.60	58.7	84.3	77.1
ENGLISH 201A	NONE	125	2.20	50.2	85.6	68.0
ENGLISH 201A	ORIENTATION	45	2.17	46.9	80.0	60.0
FOLLOW UP TERM: SPRING 2005						
ENGLISH 1A	NONE	237	2.86	68.0	84.8	70.9
ENGLISH 1A	ORIENTATION	53	2.66	73.9	88.9	81.1
ENGLISH 201A	NONE	81	2.51	60.8	80.0	58.0
ENGLISH 201A	ORIENTATION	27	2.52	59.3	74.1	74.1

IN FALL 2004, CW ENROLLMENT INDICATES THE NUMBER OF STUDENTS STILL IN THE COURSE. FOR SPRING 2005, IT INDICATES THE NUMBER FROM THE COURSE(S) STILL ENROLLED IN THE COLLEGE.

COURSES WITH ORIENTATION AND DATE OF ORIENTATION:

English 1A, code 0612, date: 11/9/2004
 English 1A, code 0090, date: 12/1/2004
 English 201A, code 0099, date 9/15/2004
 English 201A, code 0105, date 9/23/2004

Since the orientations in Fall 2004 took place well into the semester, the most meaningful outcome measure for that term would be persistence. Students in the English 1A courses with orientations had a 77.1% persistence rate. 81.1% of the oriented students from English 1A who enrolled in Spring 2005 were still enrolled in Fall 2005.

The students in all four groups who returned in Spring 2005 had higher composite GPAs in Spring than they had in the Fall. The students from English 1A with no orientation had the highest GPA, but the students from English 201A with orientations had the greatest increase in GPA, from 2.17 to 2.52.

Students in the sections with library orientations had greater increases in overall success rates for both English courses. This is especially true for English 1A with an increase in success rate from 58.7% to 73.9%.

The success rate used is weighted for units (all units with a grade of A,B,C,CR divided by all units with any grade of record).

APPENDIX L.1**LIBRARY INSTRUCTION BY ETHNICITY, GENDER/SEX, AND AGE****2000-2003**

Ethnicity	Asian	Af. Am.	Hispanic/ Latino	Native American	Filipino	White	Other/ Unknown
Orientations Fall 2000-03	38.3%	22.9%	4.2%	10.5%	1.2%	14.3%	8.5%
Campus Fall03	35.0%	25.0%	10.4%	1.0%	4.0%	17.0%	8.0%

Gender/Sex	Male	Female	Unknown
Library Orientations Fall 2000-2003	59.7%	38.6%	1.7%
Campus Fall 2003	44.0%	53.0%	3.0%

Age	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	Over 65
Orientations Fall 2000-03	0.1%	18.0%	43.0%	9.9%	7.4%	19.4%	1.4%	0.7%
Campus Fall03	0.0%	10.0%	42.0%	13.0%	9.0%	21.0%	3.0%	1.0%

2004-2005

Ethnicity	Asian	Afr-Am.	Hispanic/ Latino	Native American	Filipino	White	Other/ Unknown
Orientations Fall 04	34.3%	26.3%	11.8%	0.8%	5.5%	14.3%	5.3%
Campus Fall 04	34.5%	23.6%	12.0%	0.6%	5.0%	16.6%	5.4%
Orientations Spring 05	25.3%	27.2%	16.6%	0.5%	5.1%	15.7%	4.6%
Campus Spring05	34.5%	23.5%	12.0%	0.5%	4.6%	16.8%	5.8%

Gender/Sex	Male	Female	Unknown
Library Orientations Fall 2004	45.8%	53.0%	1.3%
Campus Fall 2004	44.0%	53.8%	2.2%
Library Orientations Spring 2005	39.6%	59.0%	1.4%
Campus Spring 2005	44.9%	53.2%	1.9%

APPENDIX L.2

Age	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	Over 65
Library Orientations Fall 2004	0.0%	20.5%	56.5%	11.3%	3.3%	7.0%	1.5%	0.0%
Campus Fall 2004	0.5%	11.1%	41.8%	12.9%	9.3%	19.8%	3.2%	1.5%
Orientations Spring 2005	0.0%	15.7%	56.2%	12.0%	4.6%	10.1%	1.4%	0.0%
Campus Spring 2005	1.6%	9.1%	41.1%	14.9%	9.0%	19.1%	3.2%	2.1%

APPENDIX M

College of Alameda Library
Parental Permission Agreement for ASTI Students

The College of Alameda Library requires that any minor child (under age 18) be accompanied by an authorized adult to enter or use library collections and services. College of Alameda Library collections and services are provided primarily to support the classes and programs of the college. The college, which usually serves adult students, and the California Education Code recognize that some course topics may not be appropriate for minors, it follows that library collections and online resources, such as the Internet, may include topics not appropriate for minors

Since college policy and the California Education Code require parental permission for minors under the age of 18 to enroll in a college class, the COA Library will exercise similar restrictions on access to its collections and online resources. ASTI High School students must receive parental permission to access the print and online collections and services at the Library.

Therefore all ASTI High School students under the age of 18 who are currently enrolled in ASTI or a College of Alameda class must obtain and have on file a parental permission slip, and obtain a student I.D provided by the High School. If all of these preconditions are met, ASTI student will be allowed access to all library resources and services as a part of the ASTI program.

As the parent/legal guardian of an ASTI high school student under 18, signing below I state that I have read and agree to the *College of Alameda Library Internet Access and User Guidelines* and the *College of Alameda Student Code of Conduct*. I understand that some material found in the library's print and online collections as well as on the Internet may be unreliable, offensive, disturbing, sexually explicit, or illegal. I recognize both the benefits and the risks, but I accept the responsibility, and agree to allow my child to use the library print and online collections as well as the Internet both independently and under the instruction of COA and ASTI faculty.

I hereby grant permission for my child under age 18 to use the print and online (Internet) collections and services at the College of Alameda Library.

Parent /Legal Guardian: _____

ASTI student's name: _____

ASTI student's age: _____

ASTI student's birth date: _____

ASTI student's barcode # _____

Date: _____

Parent name (print): _____

Parent's signature: _____

APPENDIX M.1 College of Alameda Library - ASTI High School Students

POLICY ON LIBRARY ACCESS BY ASTI Student Minors and Non-Student MINOR CHILDREN

Introduction

College of Alameda Library collections and services are provided primarily to support the classes and programs of the college. The college, which historically serves adult students, and the California Education Code recognize that some course topics may not be appropriate for minors. It follows that COA Library collections and online resources, such as the Internet, may include topics not appropriate for minors. Starting in Fall 2004, the College of Alameda initiated an on campus high school program, requiring an exception to this policy in order to allow for use of library services and collections by ASTI student minors. Since college policy and the California Education Code require parental permission for minors under the age of 18 to enroll in a college class, the COA Library will exercise similar restrictions on access to its collections and online resources.

Policy

(1) Assisted or individual use of the COA Library's collections and online resources by non-student* minors under the age of 18 is prohibited. All non-student minors must be accompanied by an authorized adult to enter and/or browse the library's Reference or Circulation collections. Non-student minors, other non-students, and the general public do not have borrowing or computer use privileges at the College of Alameda.

(2) However, ASTI High School minors may have access to library collections and services with written permission of a parent or legal guardian. ASTI student access may include individualized use of collections or as part of a Bibliographic instructions class. All ASTI class visits to the library must be arranged with the librarians in advance of the visit (1-2 weeks notice). ASTI instructors wishing to request formal library research instruction or class orientations should submit a request form available at the library reference desk. The ASTI librarians will contact the teacher making the request to collaborate on the class materials. If an ASTI instructor wishes to bring their class for an informal library visit, one week notice is required due to limited staff, space, and computer access.



Minors under the age of 18 who are currently enrolled in ASTI or a College of Alameda class and have obtained and have on file a parental permission slip, and a student I.D. are allowed access as a part of that program to all library resources and services. Parental permission is obtained by signing and returning a permission slip to the ASTI office. A copy of this permission slip will be filed in the library. Student I.D. is to be provided by the ASTI program.

Research and service assistance by COA Library staff and faculty will be provided to ASTI High School minors under the age of 18 who visit the library either individually, as part of a library instructional class, or accompanied by an instructor as a class. Library staff and faculty, in cooperation with ASTI faculty, will exercise the right to select appropriate materials from the collections or online resources. The library does not provide Reserve Textbook services for ASTI. Study Rooms are not available for use by individual ASTI students or classes.

ASTI High School students and other non-student minors wishing to use the collections or online resources of the COA Library may be asked to show identification so that library staff may ascertain whether the necessary permission noted above has been obtained. When using the COA library, ASTI High School students and other community visitors will observe College policies, including the COA Student Code of Conduct, and the Library Behavior and Computer Use guidelines.

Any questions or exceptions to this policy may be made to the Head Librarian, ext 2253.

* "Non-student" means not currently enrolled in a College of Alameda class.

APPENDIX M.2 COLLEGE OF  LAMEDA LIBRARY BASICS
SERVICES FOR  ASTI STUDENTS

WELCOME STUDENTS! THE LIBRARY LOCATED ON THE FIRST FLOOR OF THE “**L**” BUILDING. CHECK AT THE LIBRARY FOR CURRENT LIBRARY HOURS. ASTI STUDENT MAY USE THE LIBRARY BEFORE SCHOOL, DURING THE LUNCH PERIOD, AND AFTER SCHOOL. IF ASKED, BE PREPARED TO SHOW YOUR ASTI STUDENT I.D.

PLEASE RESPECT YOUR CLASSMATES & OTHER LIBRARY USERS: THERE IS NO DRINKING, EATING OR CELL PHONE USE ALLOWED IN THE LIBRARY. PLEASE SPEAK AS QUIETLY AS POSSIBLE.

ANY DAMAGE OR LOSS OF LIBRARY MATERIALS OR PROPERTY WILL RESULT

IN LOSS OF

WHEN ASKED PLEASE RESPECT AND FOLLOW THE DIRECTION FROM LIBRARIANS, STAFF, AND CAMPUS SECURITY.

PLEASE READ THE COA LIBRARY AND COMPUTER USE GUIDELINES AND

THE COLLEGE

AT CIRCULATION – Once approved and properly registered you may check out books from the Circulating Collection for three weeks. A current ASTI student ID, a signed parents permission slip, and proper registration are required to borrow library books. Magazines and reference books may only be used in the library.

AT THE RESERVE DESK – Reserve books, textbooks, and services are not available for ASTI students.

AT THE REFERENCE DESK – Librarians can assist you with finding information for your assignment, paper or speech. Librarians can help you to use library materials, finding books and magazine articles, searching databases and selecting useful and appropriate websites.

AT THE REFERENCE WORKSTATIONS -- You must have your parents permission to use library books and computers. The computers may only be used for class research. No shopping, games or personal email is allowed. PRINTING from library computer workstations costs ten cents per page. To print you will need to purchase a copy card at the cost of \$1.00.

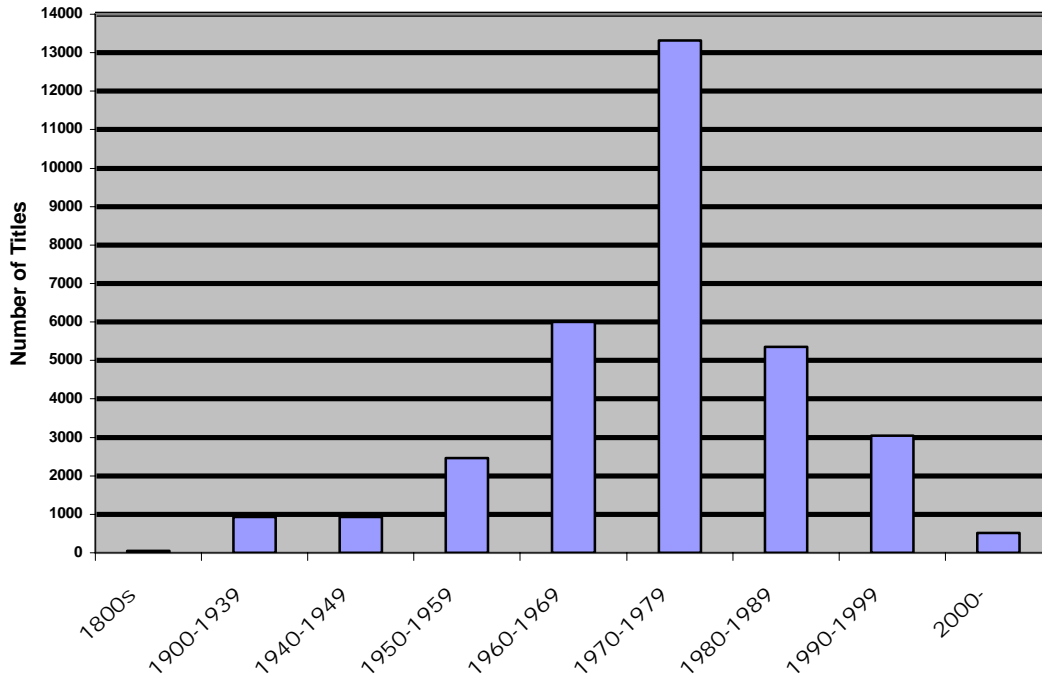
COPIERS are available in the library and copying costs ten cents per page.

GROUP STUDY ROOMS are not available for use of ASTI students or ASTI groups or classes.

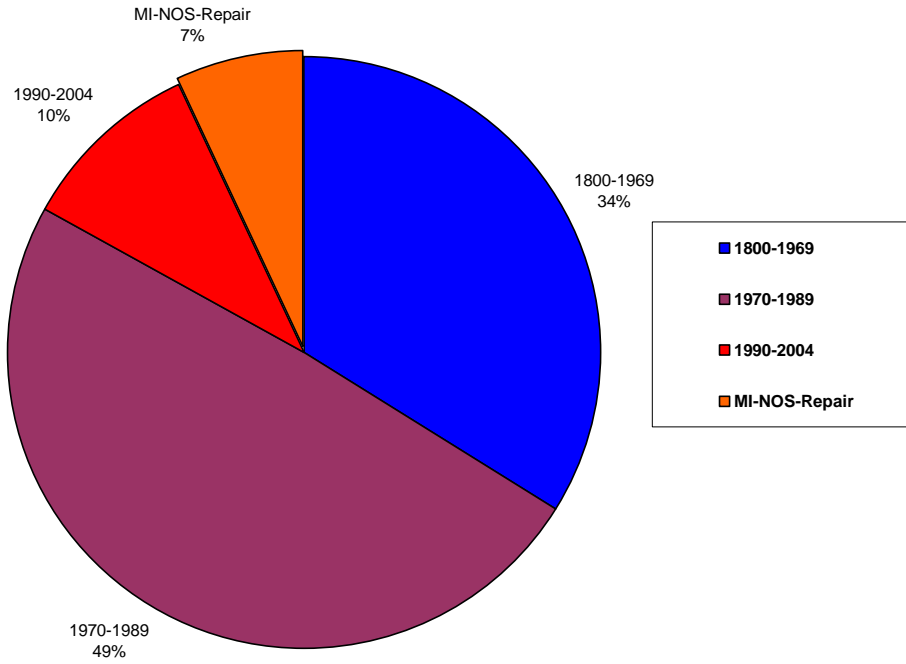
We welcome your questions and will try our best to assist you

Appendix N: College of Alameda: Holdings by Decade

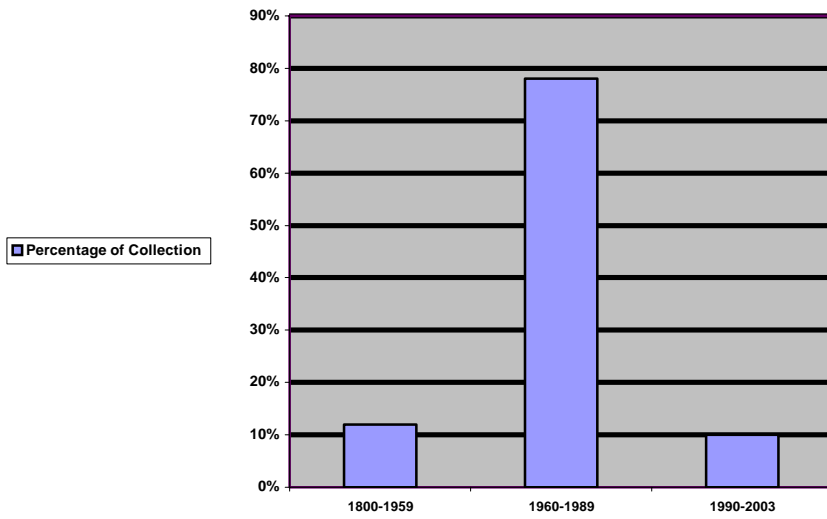
Number of Titles by Year of Publication



Library Collections by decade -- Percentage of total (39,367)



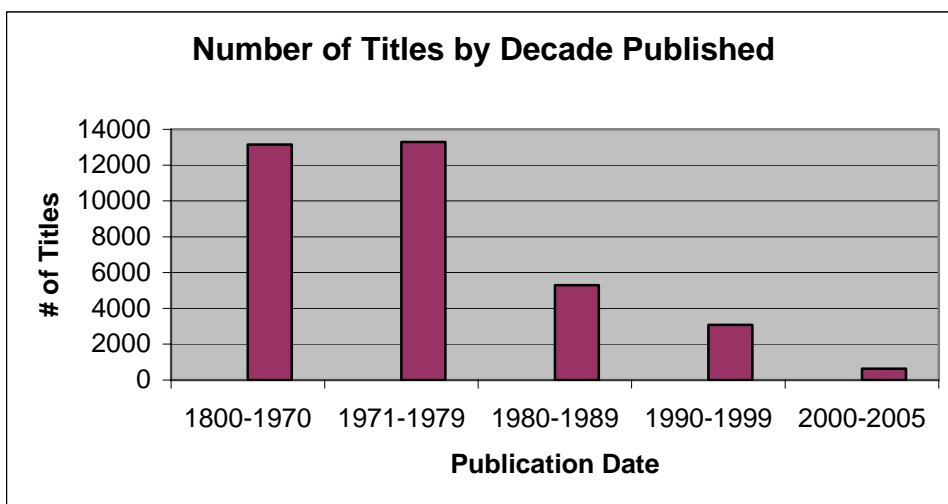
Collection: Broader Time View



Appendix N.1

Age of College of Alameda Collection (As of Sept. 2005)

Publication Date	Number of Titles	Percentage of Total Collection
1800-1970	13148	37%
1971-1979	13295	38%
1980-1989	5296	15%
1990-1999	3075	9%
2000-2005	622	2%
Total	35436	100%



APPENDIX O
4-Year Historical Statistics Report – STAFFING at COA Library

Positions	2005-2006		2004-2005		2003-2004		2002-2003		ALA Comm. Coll. Lib. Minimum Standard
	COA Library		COA Library		COA Library		COA Library		
	<i>FTE</i>	<i>Expense</i>	<i>FTE</i>	<i>Expense</i>	<i>FTE</i>	<i>Expense</i>	<i>FTE</i>	<i>Expense</i>	
Director	0	0	0	0	0	0	0	0	1
Full-time Librarian	3.0	\$171,079	3.0	\$195,752	3.0	\$152,485	2.0	\$81,476	5
Adjunct Librarian	0.6	\$21,000*	0.6	\$21,000*	.3	\$10,500*	0.6	\$21,000*	
Full-time Sr. Library Media Tech.	5.0	\$205,067	5.0	\$207,572	5.0	\$192,395	5.0	\$190,138	5
Part-time Library Media Tech.	0.1	Info. not avail.	0.1	\$1,917	0	0	0	0	
TOTAL	8.7	\$397,146	8.7	\$426,241	8	\$355,380	7.6	\$292,614	11

*Figures based on schedule worked not cost center.

Student Workers (not including Work Study)	2005- 2006	2004- 2005	2003- 2004	2002- 2003
	<i>Expense</i>	<i>Expense</i>	<i>Expense</i>	<i>Expense</i>
Student Positions	0	\$1,213	\$320	\$927

APPENDIX O.1

TABLE A. ACRL STANDARDS - Additional Staff will be needed if enrollment is 50% greater than FTE

FTE Students	Admin	Faculty		Techs		Other Staff***		Total Staff	
	Min & Excel	Min	Excel	Min	Excel	Min	Excel	Min	Excel
<i>ACRL Guidelines for 1,000-2,999 FTE</i>	1	3	5	3	6	3	6	10	18
<i>Current COA Staffing</i>	0	3.6		5		.1		8.7	

TABLE B. TITLE V: Minimum Standards For [California Community College] Libraries & Media Centers (AV). Sections 66700, 70901, and 84750, Education Code. **BASED ON DAY HOURS ONLY.** Nights and weekends considered “additional” according to Title V.

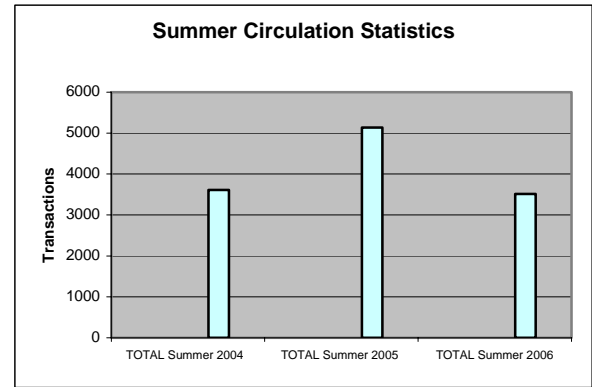
FTE Student	Faculty Librarian	Support Staff	TOTAL
<i>According to Ed. Code Guidelines for: 1,000-3,000</i>	4.0	7.5	11.5
<i>Current COA Library Staffing</i>	3.6	5	8.6

As stated in the California Education Code, Section 78101/03 “each community college district shall provide library services for the students and faculty. [And that] libraries shall be open for the use of the faculty and the students of the community college district during the day, [and in] addition the libraries may be open at other hours, including evenings and Saturdays ... and shall be under the supervision of academic personnel.”

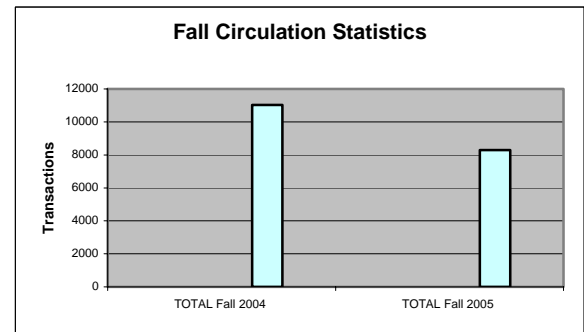
Appendix P

Circulation Statistics 2004-Su2006

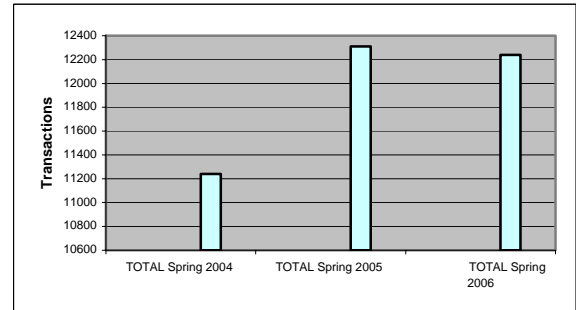
Semester		Circ.	Reserve	TOTAL
Summer 2004	Check-out	382	1427	1809
	Check-in	376	1424	1800
TOTAL Summer 2004				3609
Summer 2005	Check-out	323	2659	2982
	Check-in	311	1844	2155
TOTAL Summer 2005				5137
Summer 2006	Check-in	163	1593	1756
	Check-out	157	1598	1755
TOTAL Summer 2006				3511



Semester		Circ.	Reserve	TOTAL
Fall 2004	Check-out	894	4638	5532
	Check-in	864	4636	5500
TOTAL Fall 2004				11032
Fall 2005	Check-out	702	3562	4264
	Check-in	519	3516	4035
TOTAL Fall 2005				8299



Semester		Circ.	Reserve	TOTAL
Spring 2004	Check-out	1213	4384	5597
	Check-in	1255	4388	5643
TOTAL Spring 2004				11240
Spring 2005	Check-out	1595	4533	6128
	Check-in	1651	4531	6182
TOTAL Spring 2005				12310
Spring 2006	Check-out	909	5216	6125
	Check-in	899	5215	6114
TOTAL Spring 2006				12239

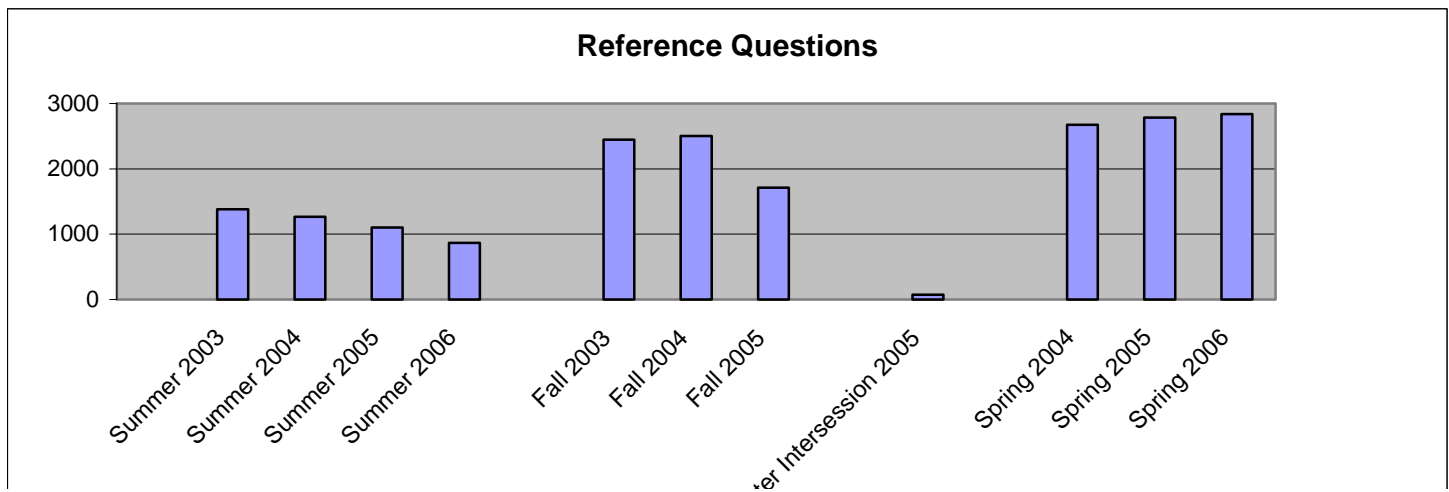


Circulation Statistics By Year	
Year	Total Transactions
2004	25,881
2005	25,746

Circulation Statistics By Year	
Year	Total Transactions
2004	25,881
2005	25,746

APPENDIX Q Reference Statistics - Overview of 2003 - Su2006

Semester	Simple	Search	TOTAL
Summer 2003	1082	298	1380
Summer 2004	874	391	1265
Summer 2005	704	398	1102
Summer 2006	516	350	866
Fall 2003	2000	447	2447
Fall 2004	1693	812	2505
Fall 2005	925	786	1711
Winter Intersession 2005	53	20	73
Spring 2004	1780	897	2677
Spring 2005	1850	936	2786
Spring 2006	1337	1500	2837
Total 2003	3082	745	3827
Total 2004	4347	2100	6447
Total 2005	3479	2120	5599



APPENDIX Q. 1-15 Reference Statistics Comments 2003 – SU2006**Winter Intersession 2005**

Wall Street	Gerontology	Cell phones
Journal	Otto Rank	Abortion
Article	Book Search	Teen
Cold	Catalog	Pregnancy
Mountain	Malaria	Check
MLA		grades
Finite Math		Pollution
Agoraphobia		and cars and
Fall grades		cancer

Fall 2005

Philosophy	Biology	ADA	Career
Internet	Constitution	Public	Hairstylist
Search	Obesity	Speaking	Even the rat
Catalog	Law	Safe haven	was white
Instruction	Irish question	Legalized	Queens of
Education	Terry Schiavo	abandonme	Angola
Education in	Pedestrian	nt	Paris photos
CA	Accidents in	Conjugal	Stress
Bible	CA	visits	Housing
History of	Adoption	Poetry	Social
Ireland	Astrology	Residential	drinking
Emotions	Alzheimer's	programs	Non violence
Lab Hours	Film and	Pumps	Music
Creative	violence	Religion	Sex Ed. and
Writing	MLK Jr.	The Things	teens
Biology	Kings of	They Carry	Jim Crow
Go Print	England	by OBrien	laws
Civil War	Poli. Sci.	Country	Eritea
Feminism	MLA	Info.	Optometry
and	Egypt	Buenos	Prisons
witchcraft	Aztecs	Aires	Real Estate
Paganism	Aids	Asian	Gay and
Nigeria and	N. Korea	Americans	lesbian
sports	Teen privacy	Kahlo	Dog care
Art	Diet and	APA	Patriot Act
Writing	health	Mythology	Welfare &
OED	Textiles	Gay	poverty
Irish History	Drugs	Marriage	Anxiety
Education	Global	Chemistry	Grammar
Alameda	Warming	Monet	Gambling
History	Stem Cells	Landscape	Sharks
Telephone	Geometry	Painting	Octopus
Book	Nutrition	Pineapples	War
Restaurants	Drug Abuse	College	SF earthquake
Ireland	CDC	football	Reagan and
Penal Codes	Slave codes	Smoking	Nixon
Project	Atkins diet	Textiles	Industrial Rev
Assist	Deforestation	Due process	Wonders of
Oil prices	Education	Bilingual	World
Passion and	Medical	Ed.	Prop 79
reason	Marijuana	Statistics	Prostitution
Education	Shakespeare	Grapes of	Vocabulary
and poverty	Inductive and	Wrath	Dalai Lama

U.S. History
 Maps
 MLA
 Phone #
 Anthro
 Biology
 Philosophy
 Employment
 Constitution
 Psychology
 Chinese
 Exclusion
 Act
 Shindler
 Phone #
 Hours
 Sex
 Affirmative
 Action
 Pharm.
 Industry
 France riots
 Post Partum
 Depression
 Billie
 Holiday
 Wagner
 Breast
 implants in
 teens
 Michael
 Moore
 Inequity
 Preschool
 Middle
 Class Afr.
 Americans
 Women in
 Cairo
 Navajos
 JFK
 Duke
 Ellington
 Birth
 Control
 Poems by
 Cullen
 Comp. Sci.
 Homeless
 stats.
 Hurricane
 Katrina

deductive
 reasoning
 Environment
 No Child Left
 Behind
 Obesity and
 children
 Bach sound
 recording
 Toxic waste
 Alcohol
 Schizophrenia
 Euthanasia
 Urban
 violence
 Interracial
 marriage
 Butterflies
 Cancer
 ESL
 Mona Lisa
 Count Basie
 Picasso
 Hip Hop
 Egyptian
 women
 Blood donors
 Swahili
 dictionary
 Shelby Steele
 Women's
 rights
 Amy Tan
 Prozac and
 economic
 China
 Death penalty
 Aids in S.
 Africa
 Eating
 disorders and
 media
 Juvenile
 justice
 Holocaust

Progressive
 movement
 Social work
 CPR
 Harlem
 renaissance
 Xenophobia
 FDNY
 Migration
 Quantum
 Physics
 Memory
 Pro bono
 lawyers
 Evolution
 Jack the
 Ripper
 Mentoring
 Housing
 Violence –
 Oppos.
 Viewp.
 Henry Ford
 1920s
 GED
 George
 Orwell
 Work Place
 bullying
 Thesaurus
 Sheltered
 instruction
 Anxiety
 disorders
 Zora Neal
 Hurston
 Robert
 Hayden
 Cognition
 and
 depression
 Allensworth
 Belly dance
 WWI and
 WWII
 Hybrid
 vehicles
 Weather
 and psych
 Advertising
 Iraq
 India
 Vietnam
 Medicare
 Finance

Princess
 Diana
 Microbiology
 Recidivism
 Pollution of
 water
 Environmental
 justice
 Memoirs of
 Geisha
 Egypt
 colonization
 Islam
 2004 election
 stats
 Chinese
 dictionary
 ADA Act
 C.S. Lewis
 Fire Dept.
 Geography
 Crime
 Inferiority
 complex
 Zodiac
 Jung
 Black
 Feminist
 thought
 Patricia Hill
 Collins
 Racial
 profiling
 Egypt
 colonization
 Serial murders
 Sex
 differences
 Recidivism
 History of
 Internet
 Detroit
 Mozart
 Birds
 Native Am. &
 Boarding
 Schools
 Animal
 behavior
 Civil liberties

Summer 2005

Assisted Suicide Educational standards Science in 1700s Crop circles Birds of brazil (thrush) Abortion Homeless statistics Homeless teens Canola oil and FDA Brazil Popularity Discrimination against women Gender roles Tv violence and children Teen pregnancy Slave families Chemistry Police Dept. Art Diversity Maps Bell Hooks Poetry Short Stories for ESL Grammar MLA Cars Frederick Douglas Black Panther Party Forensic science	Maps of Europe Religion Single parent families Illegal immigration Racial profiling Latino studies Chinese American culture Marriage rites and ceremonies Education in China vs US Stereotyping Renewable energy African American homosexuals Cancer Asian American culture Native American culture Parenting and education History – England and Ireland James Baldwin Hwang, H. D. Child abuse First amendment Immigrants and health Jonathan swift Writing research paper Minimum wage Spending habits Photography African American	Merchant of Venice War on Terrorism Music History African American women Minimum wage Women CEOs Occupations Depression Healthcare Alcoholism Prisons Childcare and poverty Maya Angelou Spousal abuse Public speaking Divorce Domestic violence
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history
Artists
Sleep
Gordon
Parks
Map of S.F.

Spring 2005

Nutrition	Business	Hip Hop music
Philosophy	Letters	Supreme Court
California	Java	Gay marriage
History	Agent Orange	Art
MLA	California	GED exam
Mexican	Government	Economics
Culture	Book Reviews	Pollution
Rastafarianism	African	Bottled water
Time	American	Chinese Americans
magazine	History	Sociology
article	Reconstruction	Asian Americans
Immigration	Writing Essay	Bible
Physical	Twins	Earthquakes
Anthropology	DDT	Occupations
U.S. maps	Cuba	Ethiopia
American	Global	Maya Angelou
Literature	warming	Wall Street Journal
Mechanics	Computers	Freud
Medical	Anthropology	Octavio Paz
Technology	Eugenics	Multiple personality
Drug Abuse	Bill Gates	Like water for
Book Awards	Biology	chocolate
Fashion	Poetry	Business
Algebra	JFK	DNA testing
Spanish	MLK	Evolution
English	Space	Genetics
Dictionary	exploration	Computer
Marijuana	Real estate	Programming
African	African	Womens Rights
American	Americans in	Veterans
Culture	Military	Administration
Cars	Condi Rice	Bipolar disorder
Body piercing	Employment	ADHD
Swimming	College	Neurological
Writing	education	Disorders
Anatomy	Alcatraz	Keyboarding
Grammar	Haiku	Polygamy
Harvard	Psychology	First amendment
Business	Myths and	Mexican folklore
Review	Symbols	Privacy
Physical	Internships	Gender
Geography	Walt Disney	Cancer
Statistics	Beloved –	Prison
Biography	Criticism	Abortion
Industrial	Maslov	Nixon
Revolution	Nelson	War on Drugs
Diabetes	Mandela	Anti-depressants
Santeria	Civil Rights	Rodney King Trial
African	Genetically	
Religion	Modified	
Chemistry	Foods	Aztec music
Volleyball	Meat Industry	World atlas
Thesaurus	Che Gueverra	Bill of Rights
Filipinos in	Stem Cells	Employment
America	Cell Biology	discrimination
Islam	Water	Head injuries
Resumes	Pollution	Middle eastern
Women in	Carlos Santana	immigrants

Military
School Food
Programs
Business
Communications
Water
Pollution in
Mexico

**Spring 2005
(continued)**

Amazon tribes
Nomadic
cultures in
Africa
Anemia
Geriatrics
Depression
Opposing
Viewpoints
Soybean
farming
Tigers
Bears
Healthcare
Slavery
Alzheimers
Hormones
Gambling
Assisted
Suicide
Pre-law
Right to die
Warsaw
ghetto
Native
American
literature
Racism
Death of a
Salesman
Music
Animal
Behavior
Prozac
Architecture
Advertising
Birth records
Divorce
Aircraft
mechanic
Hungary
Religion
Government
Secession
Love
Welding
Latin
American

Death penalty

Muslim
women
Education
research
Abandoned
dogs
Media and
children and tv
Eritrea
Profanity
Migrane
Designing
pamphlets
Recycling
Asian
American
women
Chinese
American food
Identity Theft
Media
Trucking
Cell phones
Gangs
Hamlet
U.S.
constitution
Aids
Obituaries
Physical
Attraction –
Psych
Pt. Reyes
Plagiarism
Medical
terminology
Islam
Biology terms
Ebonics
Scientific
American
Developing
thesis
Working poor
GPS systems
Allergies
Tornadoes
Color purple –
criticism
Nursing
Low wage
jobs
Colleges
Oakland
sideshows
Bluest Eye
Children of the
movement

Company info.
Photography
Scholarships for art
Income distribution
Diego Rivera
Proteus Mirabilis
Oakland City gov.
Philippines
Israel Palestine
relations
Condoms
Idioms
Progressive era
Ethnic studies
Transportation
Sudan
Political cartoons
Du Champ (artist)
Human sexuality
Globalization
Religion in schools
Marriage/engagement
in islam
Shakespeare
Airplanes
Religion
Politics
Emmett Till
Egg and Sperm
Donors

Sculpture
Malcolm X
Egypt
Stress
Fallacies
Lions
Zoos
Downs
syndrome

Pre-Algebra
Three Strikes
Law
Education in
Mexico
Personality

Fall 2004

Transgender	Careers	Gandhi
Nobel prize	Carpentry	Homosexuality
winners	Gun control	Speech
Banned	Law	Oil and war
books	Heart disease	Censorship
Cultural	Chinese	Egypt
anthropology	Americans	Louis
Anthropology	Consumerism	Armstrong
and music	Child neglect	Vaccines
Study skills	Child abuse	Capital
Prostitution	Racial	punishment
Assisted	discrimination	National
suicide	in jobs	geographic
Egypt	Ethnic groups	Women in
Child	in US	math
development	Child	Diversity in
Drug laws	abandonment	math
MLA	Car repair	Electoral
Nature vs	American	College
biology	poetry	History of math
Astronomy	Stem cell	Body image
Low wage	research	History of
workers	Math	Egypt
Euthanasia	Rite aid corp.	Earthworms
AIDS	Witchcraft	Ultrasound
Hip Hop	African	Nursing
artists	American	scholarships
Automotive	artists	Afr. Amer. In
Marijuana	African	film
Islam	American	Alcoholism and
Exchange	musicians	homeless
rate	Family	Drugs
Filmmakers	relationships	Christianity
Word origins	Non-verbal	Id theft
Poetry	communicatio	Mathematicians
Writing	n	Magic Johnson
Calculus	Dialogues of	Behavior and
Microbiology	plato	environment
Bacteria	Abortion	Youth violence
Family tree	Male/female	programs
Native	communicatio	Turkey
Americans	ns	Rock and roll
Filipinos	MLK	Sudan
African tribes	Black Panther	Apartheid
Beethoven	Party	OSHA
Debussy	Roe vs Wade	Coral Island
Writing	Cancer	Lord of the
essays	Meditation	Flies
Gambling	Patriot Act	Zimbabwe
Slavery	Philosophy	Technology
Social	Women in	and society
implications	Islam	Fashion
of internet	Illegal	Economy
Diet	immigration	Hepatitis
Dentistry	and education	Business
Biography	Nonessential	contracts
Countries	clauses	Chiapas
	Gender	Mexican
	discrimination	revolutionary
	Arabic	movement

dictionary
Kidney failure
Bilingual
education
Marijuana
Police
brutality
Tibet
Police
profiling

Summer 2004

Cultural
anthropology
Napster
Scott
Peterson trial
Chinese
Americans
and medicine
Islam
Teenagers
and self
esteem
Immigration
law
Food and
culture
Banned
books
Sex
education
Sickle cell
anemia
Harlem
renaissance
Due process
Genetically
modified
foods
Accounting
Public
welfare
Diabetes
Sweatshops
Same sex
marriage
Herbs
Myths
Globalization
Non-violence
Dogs
2004
elections
Campaign
rhetoric
Picasso
Great wall
Great Gatsby

Che
Gueverra
Democracy
Supreme
Court Cases
Black in
Military
Fashion
Indian tribes
French
literature
Earthquakes
High school
exit exams
Child
development
Venn
diagrams
Special ed
teachers
Male/female
communic.
Emotional
development
(differences
between
sexes)
Insects
Dream
interpretatio
n
Organic
gardening
Egyptian art
Hate crimes
Healthcare
Birth control
College
costs
Teenage
girls
Film reviews
Poetry
Mark twain
Media and
aggression
Marriage

Electoral
College
Art history
Bush + Dems
statistics
Asian American
statistics
Education –
Vietnam vs US
Skateboarding
Fast food
Grant writing
Parenting
Anatomy
Corporations
IRS
Iraq
Aviation
Quarantine of
towns
Outsourcing
Teen murder
Dental assistant
American dream
Civil war
Reconstruction
World religion
Religious
extremists
Dieting dangers
Feminism
Multiculturalism
Domestic
disputes
Financial
reports
Greece and
philosophy
Small business
California
Computer
security systems
Love
Fairy tales
U.S.
government
Plagues

Plessie vs
ferguson
African
American
leaders
Letter
writing
Pop culture
Humanistic
psychology
Columbus
Day
pros/cons
Pure breed
dogs
Genetics
Evolution
Obesity
Insomnia
AIDS
Smoking and
tobacco

**Summer
2004
(continued)**
Social
exchange
Civil engineer
Math
Diane
Acherman
Malcolm X
Fashion
Algebra
Statistics
Shakespeare –
Hamlet
Dance
African tribes
Fast food
nation
Theology
Forensic
psychology
Cooking
Musical
instruments
Birds
Responsibility
Metric ruler
Geography
Geisha
Drivers
handbook
Child
development
Atomic bomb
English-
Arabic

and family
Culture and
media
Diversity
and media
History -
president
election
Cooking
Friendships
Literacy
tests
Self esteem
El nino
Genetics
Day of the
dead
Loneliness
SARS
Periodic
Table
1984

Economy
MLK speeches
Ronald
Reagan
Andrew
Jackson
School prayer
Anthropology
Automotive
Political
science
Calculus
Medicine
Dental
assistants
Impact of war
on US
Marine corps
Identity theft
AIDS
Gulf war
Health
Statistics
Poverty
Military
suicide
Religion
Harlem
renaissance
Drug abuse in
military
Per pupil
spending in
schools
Supreme court
Emmett Till
Michael

Baseball
Postpartum
depression
African
Americans
Psych
Memory
Vehicle code
Cultural
anthropology
ACT test

Marriage
Alcohol
Diet pills
Abortion
Mayan
Eating
disorders
Ernest
Hemingway
Racial
discriminatio
n
Baseball
Chemistry
Cultural
revolution
Yemen
Writing an
essay
Women in
history
Chinese
revolution
Tenants
rights
Respiratory
ailments
Low wage
earners
Tibet
China - mao
Religion in
Asia
Rights of
victims
Right of
counsel

dictionary
 Spanish
 dictionary
 Political
 dictionary
 Medical
 malpractice
 MLA
 Hybrid cars
 Chemical
 elements
 Division of
 labor
 Computer
 repair
 U.S. congress
 Robert
 Dubois –
 criticism
 2000 Pres.
 Election
 Capital
 punishment
 Drug abuse
 Outsourcing
 Drunk driving
 Fetal alcohol
 syndrome
 Family
 structure
 Auto repair
 Janet Jackson

Moore
 Censorship
 U.S. Grant
 Nelson
 Mandela
 Film review
 Native
 Americans
 Reconstruction
 African
 American
 writers
 Music
 ERA
 Media and
 violence
 Death penalty
 Aristide
 Basketball
 athletes
 Abortion
 Thoreau
 Suffrage

Constitution
 Louis
 Armstrong
 Poverty
 Homelessness
 Childrens
 books
 State budget
 Financial
 statements
 Basketball
 draft
 Drawing
 Defense
 mechanisms
 Math
 formulas
 Diversity
 Gun violence
 Astrology
 Colleges
 Gulf war
 Speeches
 Arabic
 dictionary
 Slang
 Hemingway
 malpractice

Spring 2004

Business plan
 2nd
 amendment
 Cabala
 CPI
 Immigration
 Health
 Walmart
 Aids
 Sculptors
 Gay marriage
 Pollution
 Time
 management
 Homeless
 Gun control
 Al Jazeera
 John Dewey
 California
 budget cuts
 Artists
 Affirmative
 action
 Writing
 research paper
 Junk mail

Crime
 statistics
 Low wage
 workers
 1930s
 fashion
 Economic
 policy
 ESL
 Global
 warming
 1930s autos
 Fiscal policy
 Market share
 Duke
 Ellington
 Miscrosoft
 Langston
 Hughes
 Education
 Outsourcing
 Cuba
 Belize
 Grendel
 Bay Bridge
 History of

Greek
 dictionary
 Technology
 and society
 Economic
 terms
 Spanish
 dictionary
 African
 American
 politics
 China
 Oil prices
 Painting
 Miles Davis
 Alameda
 Police
 R.L. Stine
 Ecology
 Artists
 Bill Clinton
 Education
 Resumes
 Textbook
 publishing
 Fashion

Women in Kenya Great depression Filipinos Globalization Korean art Interest rates Deflation Direct mail advertising Scholarships Macaque (monkey) Salvador Dali Biology statistics American family Calculus Simpson rule Literacy rates in Africa Weapons of mass destruction Oakland dropout rate Abortion Arthur Miller – criticism Insects MLA	dictionaries Grammar Rodin Bone marrow transplants Benefits of college education Serial killers APA Eating disorders Oligopoly and auto sales Occupations Battered women and abuse Origin of birds Migrant farm workers Homo erectus Property crime in Europe Education in the 1990s Wicca Law Chinese immigration Differential equations Alice Walker Sexual addiction Philippines Auto production Privacy in prison	Human rights Drug addition Religion Birds Endangered species Sculpture Medical expenses James Baldwin Auto Ethnic groups Stock market Western philosophy Capital punishment Frogs Diet Mexican Americans Videogames Riots Vietnamese dictionary Arctic drilling Asian American history Single mothers Iraq Miles Davis Ford Gay marriage
Spring 2004 (continued)		
Arranged marriages Haiku Poetry Search and seizure Impressionism (art) DNA evidence Greek sculpture Rastafarians Pangea Assimilation Frida Kahlo Renaissance music Cuba Medical school Vietnam history Race relations	White collar crime Patriot Act Auto repair Soul on Ice Into the Forest Medical insurance 1930s Bob Marley	Greenpeace Empire Falls – criticism Innu Eskimos Glenn Miller Dingos Worms Poverty Psychology and race Blacks in military Lewis Carroll Personal relationships

Karl Marx	Legal	Asian
Nursing	appeals	American
Careers	Florence	stereotypes
Trade	Nightingale	Much about
statistics	13 th	Nothing
Fusion jazz	amendment	Human
Pollution	Cooking	Genome
Anatomy	Hair	Project
Black artists	Hait	Forest fires
Drums in	Music	Campaign
African music	Harriet	finance
Racism in	Tubman	reform
children	Biography	Greek gods
Van Gogh	Scientific	American
Alan	American	history
Greenspan	Jim Crow	Workplace
Schizophrenia	Gandhi	safety
Animal	To Kill a	Alzheimers
Control	Mockingbird	1950s
McDonalds	– criticism	Patriot Act
Fast food	Beloved –	Evolution
Ants	criticism	Sudan
Double	Gestures	Euthanasia
jeopardy	Symbols	Vicente
Retinal	Love	Guerrero
diseases	Cold	Butterflies
Free speech	mountain –	Ambulatory
Nickel and	criticism	care
Dimed	14 th	Plastics
Time	amendment	Foster care
management	Color	Heart of
Tv and	Purple-	aztlan
children	criticism	Steinbeck
Defense	Middlesex –	Japanese
mechanisms	criticism	culture
Outsourcing	Old man and	Tobacco
MLK	the Sea	advertising
Biography –	Gun control	Mars
Webster	Wonder	Bluest Eye –
Spring 2004	Boys –	Morrison
(continued)	criticism	Federal
Women	Cruel and	Clean Water
history – 17 th	unusual	Act
cent.	punishm	Gold mining
Sudan	Racism	Diabetes
Global	Victor Hugo	Sexually
Warming	Raisin in the	transmitted
Interracial	Sun	disease
marriages	Medicine	World War
Museles	Malnutrition	II
Breast feeding	Cesar	Denzel
Steroids	Chavez	Washington
Ethiopia	Architecture	Plague
	Toxic torts	
	Ishi	
		Building
		construction
	Iran	Drama
	Declaration	Dracula
	of	Head Start

Independence	Rosetta
New Orleans	Stone
Michael	African
Chabon	Amer.
Pride and	Churches
Prejudice	Social
Jane Goodal	security
Brooklyn	Breast
Bridge	implants

Fall 2003

California	Depression	Aids –
travel	Company info.	Africa
Phonics	M.A. Fauz	Gun Control
Childrens	(author)	Film review
books	Racism	Math
African	Love	Supreme
American	Chinese Zodiac	Court
Churches	Double	decisions
Public	jeopardy	Cairo
speaking	Teenage	Steven
Career artist	pregnancies	Speilberg
Programming	Ecstasy	Jane Goodall
languages	Juvenile crime	Terry
Terrorism	Transpersonal	McMillan
Steinbeck	psychology	SIDS
novels	Abortion	Turtles
Auto	Slave marriage	Career –
mechanics	Iraq	anthropologi
Egyptian	Stereotypes	st
religion	New SAT	Medical
Quotes	Lorraine	terms
African	Hansberry	Henry
American	Education	Hudson
artists	Olympics	Malaysia
Mary Baker	Culture wars	Economy
Eddy	Traditions	James
Mafia	Sidd Hartha	Baldwin
Astrology	Occupations -	Euthanasia
DNA	social sciences	Professional
evidence	Interracial	ethics
Anxiety	dating	Jim
Hans	Negative	Morrison
Christian	images in music	Margaret
Anderson	Welfare	Mead
Jazz	Values	Egyptian
Mythology	Food additives	writers
Bone diseases	Black panthers	Five Pillars
Black soldiers	Serial killers	of Islam
Women and	Crime in	Koran
media	America	Malcolm X
Connie	Daylight	Latin
Briscoe	savings	America
Bill Clinton	Capital	Albert
speeches	punishment	Schweitzer
Women and	Vampires	Homeless
slavery	Renal failure	Articles of
Gandhi		confederatio

Reef	Drunk driving	n
Guitar – history	Moral decline in US	Kenny G
Drawing	Compulsory education	World order
Career – radiologist	Spanish dictionary	Linux
<u>Fall 2003</u>	MLK	Womens oppression
<u>(continued)</u>	Jonathan Swift	Invisible man
Mapping clusters	Opposing viewpoints	Fetal development
Affirmative action	Zoology	Resumes
Skateboarding	Media control	Song lyrics
Books in	Jimmy Carter	Novels
Spanish	Dalai Lama	Cycling in Europe
Pharmacy	J.A. Rogers	Brain – sex differences
schools	Career – sports	Mormons
Music	Chicanos	Plantation life
therapist	Children and Internet	Nursing – history
James Brown	Media and crime	Richard
Constitutional convention	Smoking	Feynma
Forbidden language	Drug Abuse	Bible
Navajo	Air pollution	Stroke
Legal searches	STDs	Aging
Animal rights	Socioeconomics and race	Writing research paper
Florence	Peace	Hamlet
Nightingale	Art of war	Family
Philosophy	Cities of world	U.S. history
State capitals	Elmore Leonard	California history
Extinction	Self-esteem	Child abuse and priests
Addicted	Ludwig Lorenz	Gay marriage
babies	Grad. School essays	Cultural geography
Women	MLA and APA	Origin of sushi
mathematicia ns	Foreign Policy	Civil rights
Rudolph	Capitalism	World hunger
Anaya	Ferlinghetti	Death of salesman – criticism
Minimum wage	Vitamins	Downs syndrome
Cost of living		
Edgar Allen Poe		
Poetry		
California woman artists		
Gender studies		
ESL and jobs		
Suicide in schools		
Popular music		
Piano		
Robert Frost poems		
Sock eye		

salmon
Sustainable
farms
Traditional
culture
Sammy Davis
Jr.
Marriage
Fairy tales
Horse
Anatomy
Geneology

Summer 2003

Freedom	MLA	Humanistic
riders	Oppression	pysch
Poetry	Allen Iverson	Cognitive
Black	Auto repair	psych
churches	Education	Strong
Lord of the	Suicide	Thurmond
flies	Domestic	Physical
Cooking	violence	anthropolog
Islam	Quotes	y
African	Origin of	Toni
American	slave trade	Morrison
history	Apache	Afghanistan
Immigration	Medial	Pakistan
Earthquakes	abbrev.	Cvil Rights
Ecstasy	MLK	Culture
Childrens	speeches	Healthcare
literature	Psych effect	Jobs
Arranged	of video	Welfare and
marriages	games	family
Iran	Supreme	Meaning of
Social security	Court	names
Education –	Divorce	Harlem
US vs Mexico	Spanish	renaissance
Politics	dictionary	Baseball
Slave trade	Ethnic	Computer
Airbags	conflict	animation
Vietnam	Single	Violence in
Music	parenthood	sports
Diversity	Psychological	CPR
Anthropology	theories	Nursing
Dali Lama	American	Vitamins
Discrimination	values	State budget
Affirmative	Government	War
action	Transportation	Family
Phillipines	Airport	Cathy
Aviation	security	Song's
Homeless	Child abuse	Heaven
Alcoholism	Patriot act	Legalizing
Dreams	Galileo	drugs
Gender	Semiotics	Iraq
differences	Inequality	African

Religion
Video games
Aggression
and
technology

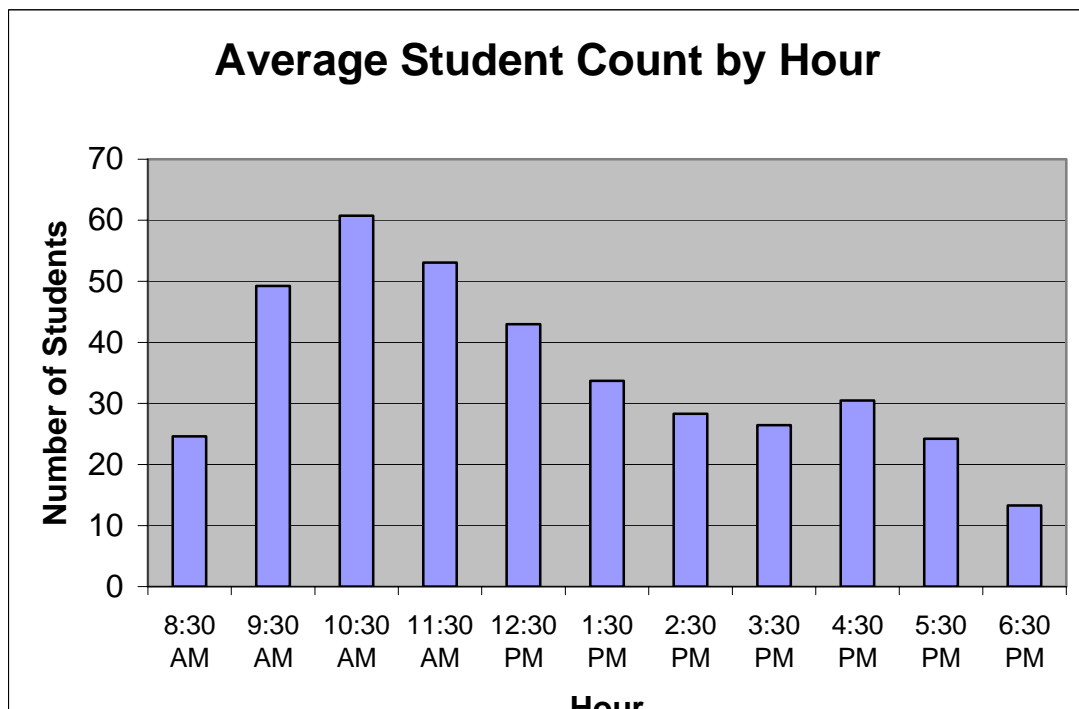
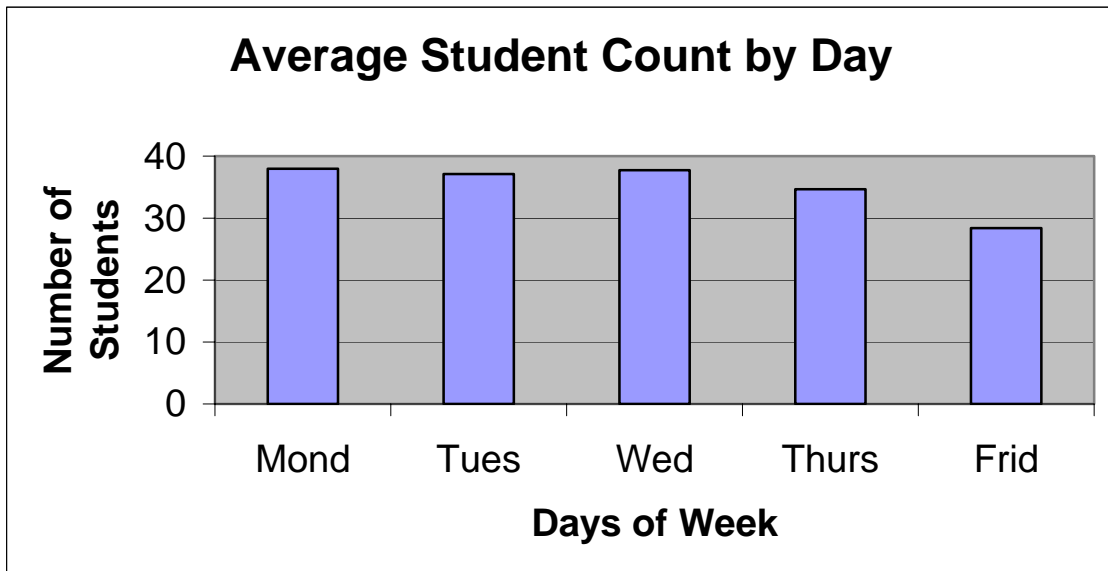
Amer.
Women and
violence

<p>Spring 2006</p> <p>Afram – History Government and Healthcare Environment Opposing Viewpoints Elections Hip Hop Culture Poetry Biography Stokley Carmichael The New Yorker Social Security Burning Man Bob Marley Reggae Wind Energy Redd Foxx Solar Energy The Incas George W. Bush Freida Kahlo Alice Waters Sleep – Physiology Marriage – Opposing Views Roman Costumes Jose R. Borges Careers Ireland taxation Rap music Architecture Psychology Waste Management Media Consolidatio n Media and</p>	<p>Transmissions Clutches Generic drugs Air conditioning Ethical Journalism ASE Test Preparation Jerry Lewis Frank Sinatra Tuskegu Armen Music Fitness Speeches Civil War and women Bible Ireland Penal Codes Jonathan Swift Coretta S. King The Brown Act Financial Aid Raisin in the Sun Chemistry Math Angela Davis Geometry Costumes Aids and Afr Am Women A Demon Haunted World by Carl Sagan Anatomy Adventures of Huckleberry Finn Apparel Law Business Stevie Wonder and Civil Rights Nuclear Energy Education and African Americans And discrimination Obesity Identity Theft MADD Chemical Warfare Native Americans</p>	<p>Earthquakes Fathers Media and violence MLK Jr. Education statistics Brainwashing Wiretapping Dead zones in oceans Cecil Williams Greek mythology Diets Electronics Affirmative Action Inter-racial marriage Queen Lilikulani AIDS Evolution Bill Gates Cloning Opus Dei DiVinci Code Trees 15th century clothing Cancer Abortion Scholarships Cross- cultural parenting Capital punishment Birth defects Watergate Domestic Violence Elderly and healthcare Iraq Bart Cambodia Poussaint Global</p>
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<p> Politics Music Industry Careers Divorces and single moms Japanese immigration Irish History Cooking Film Reviews Nuclear Proliferation Air Pollution Sexuality Egypt Afr. Amer History Anger No Child Left Behind Immigration Reform Hurricanes Malcolm X Resumes Eugenics Anthropology Patriot Act Art Careers Schizophrenia Cairo – women Summer 2006 Eating Disorder Blindness Economics Drugs Hepatitis C Statistics Auto Mechanics Education in Asia Ireland – taxation Country Immigration Mona Lisa False Advertising </p>	<p> CA Penal Code Emotion – Psychology Home buying Endangered Species Envy Nietzsche Oppenheimer ADHD Pets Nigeria Peru Coral Reefs Artificial Intelligence Denistry Dances with wolves by Blake Peterson Guides – updated Aging August Wilson Global Warming Challenged Books Shakespeare Thomas Edison Railroads </p>	<p> Warming Sickle Cell Airborne diseases Nutrition Gambling – Psych Gun Control Hydrogen Energy Costco Education Farm Workers Movem. Chicano Movement Down Syndrome Hybrid Cars Children Women Executives Political Parties Video Games Drunk Driving Outsourcing H.S. Dropouts Terrorism </p>
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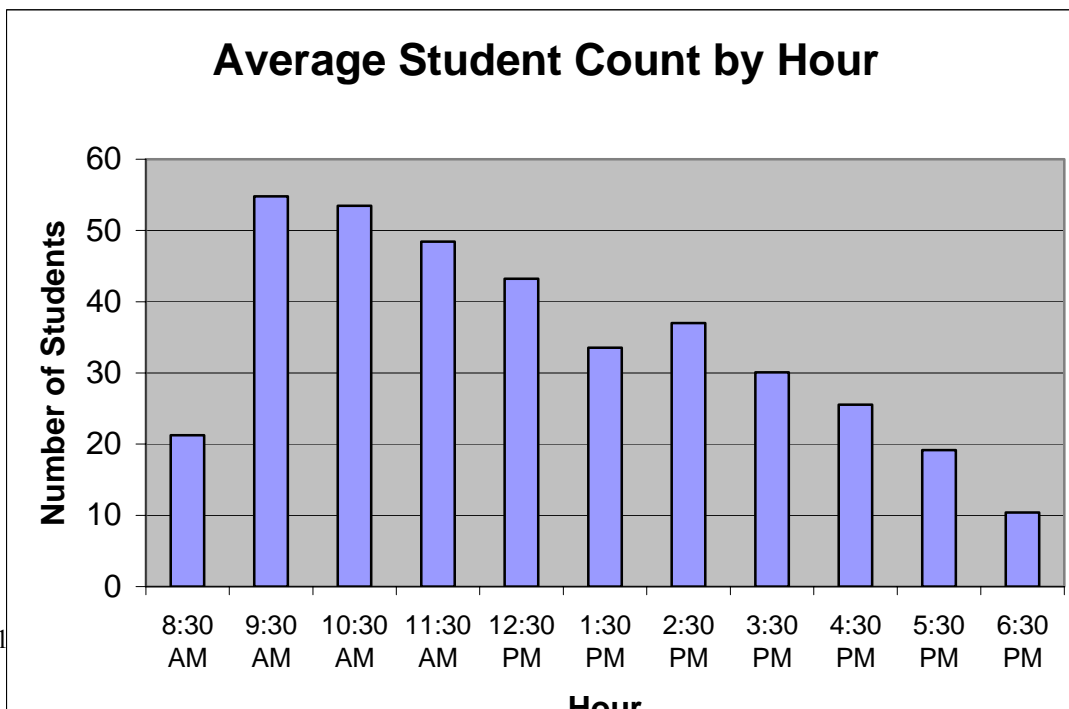
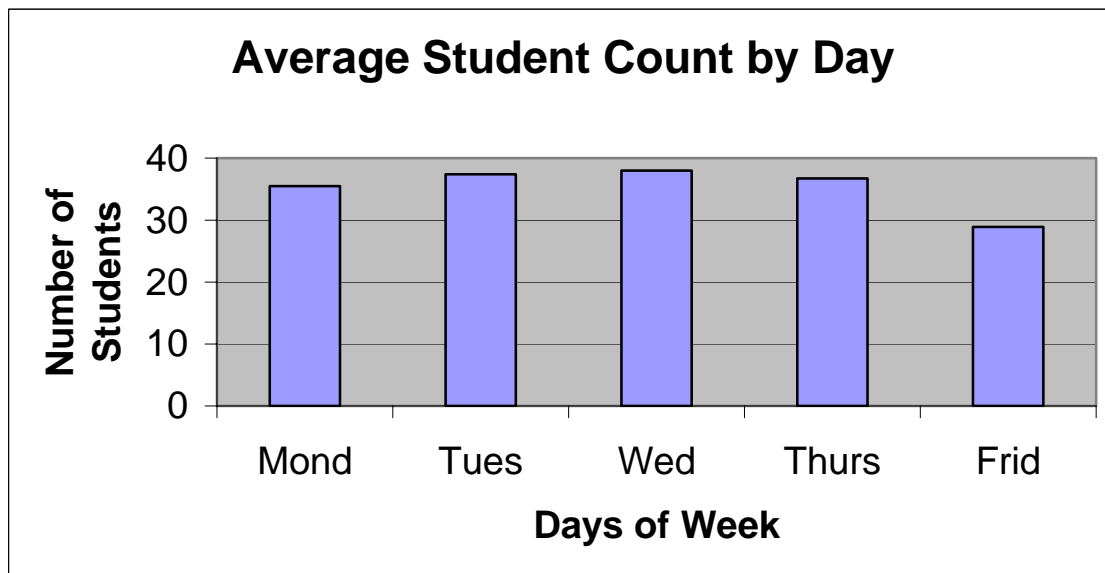
APPENDIX R Fall 2004 - Summary of Library Head Count

Average for Semester by Day and Hour							
Hour	Mon	Tues	Wed	Thurs	Frid	Aver. Total by Hr	Aver. by Hr
8:30 AM	26	22	26	21	28	123	25
9:30 AM	47	56	50	46	47	246	49
10:30 AM	69	60	59	74	41	304	61
11:30 AM	62	53	60	39	52	265	53
12:30 PM	44	46	46	44	34	215	43
1:30 PM	35	33	36	36	28	169	34
2:30 PM	30	32	31	21	29	142	28
3:30 PM	28	32	31	28	14	132	26
4:30 PM	35	36	37	33	11	152	30
5:30 PM	28	24	27	26	17	121	24
6:30 PM	14	14	12	13	14	66	13
Aver. Total by Day	418	409	415	381	312	1935	387
Aver. by Day	38	37	38	35	28		35



APPENDIX S Spring 2005 - Summary of Library Head Count

Average for Semester by Day and Hour							
Hour	Mond	Tues	Wed	Thurs	Frid	Total by Hr	Aver. Per Hr
8:30 AM	21	26	23	20	16	106	21
9:30 AM	52	60	63	62	37	274	55
10:30 AM	53	58	59	60	37	267	53
11:30 AM	51	54	54	50	35	242	48
12:30 PM	50	56	55	55		216	43
1:30 PM	39	33	36	29	30	168	34
2:30 PM	29	29	30	43	54	185	37
3:30 PM	33	33	35	30	20	150	30
4:30 PM	28	26	31	24	18	128	26
5:30 PM	20	21	21	20	14	96	19
6:30 PM	13	15	13	11		52	10
Total	391	411	418	404	260	1884	377
Average per Hour	36	37	38	37	29		35



APPENDIX T

College of Alameda Library Technology Plan**Mission Statement**

College of Alameda Library staff is committed to providing quality services for a diverse student body, faculty, and staff.

The librarians and library staff strive to:

- Encourage and facilitate information competency, critical thinking, intellectual independence, and lifelong learning skills in all students, regardless of their educational goals (transfer, vocational and occupational, basic skills, non-credit education, or personal interests)
- Provide timely, appropriate and knowledgeable responses to students and faculty requests for information needs
- Provide quality services and programs in the use of information resources for the college in a variety of formats.
- Provide professionally qualified librarians and a skilled technical staff to support the use of information in learning
- Provide assistance and access to persons with special needs
- Ensure a comfortable and safe learning environment for all students
- Administer fair and objective service policies
- Protect each individual's right to privacy with respect to information requested and materials consulted.
- Affirm the vision of College of Alameda, and the Peralta Community College District.

Objectives and Strategies

Objective 1: Information Resources

1. Provide College of Alameda students with access to information resources that support their learning processes and satisfy their intellectual needs.
2. Provide College of Alameda faculty and staff with access to information resources to support curricular and organizational needs.

Strategies

Online Access to Information Resources

Continue to provide COA students with online access to core resources, including access to the online catalog of book and media collection; and access to a core collection of academic journals and newspapers.

Continue to provide current print resources, including reference materials and textbooks.

Implement library web page.

Operational and Financial Implications:

- Designation of an electronic resources budget that supports institutional needs.
- Improvement of Library Automation System communication and networking capabilities
- Improvement of library funding for purchase of print materials.
- Maintenance of Z39.50 server software
- Maintenance and up-grade of Horizon system
- Designation of web designer

Objective 2: Instructional Resources

1. Provide College of Alameda students with instruction and assistance enabling the integration of information resources into their educational objectives.
2. Collaborate with College of Alameda faculty to provide training and assistance with the integration of information resources into their curricular, teaching and scholarship needs.

Strategies

Information Competency

Library faculty will determine the information competency needs of College of Alameda students in conjunction with the articulation counselor.

Operational and Financial Implications:

Hire instructional librarians to provide information competency classes, courses and programs for students, faculty.

Instructional Modules and Courses

Design and implement instructional credit modules in information competence for a diverse student body. Design and implement instructional training modules in information literacy across the campus for faculty and staff.

Operational and Financial Implications:

- Hire Instructional Librarian
- Explore grant options
- Request staff development funds as appropriate

Objective 3: Infrastructure

1. Provide appropriate infrastructure that will support electronic access and connectivity for students, faculty and staff.
2. Collaborate with PCCD technology office regarding hardware, software, upgrades, maintenance, and standards.

Strategies

Facilities

Implement the Library Electronic Classroom that will provide 25 computer Workstations (including one ADA unit) for students; one instructor work-station; and other necessary equipment and software to make the classroom totally functional.

Equipment

Online Public Access (OPAC's) workstations should be upgraded to provide for multimedia access, and full utilization of print, recorded sound, graphic and electronic resources.

Provisions for up-grading and maintaining equipment should be included at time of purchase.

Operational and Financial Implications:

- Local procedures and processes to be developed and implemented by campus librarians and network coordinators
- Philosophical framework will be provided in the District Technology Plan

Objective 4: Human Resources

1. Expand the teaching role of the librarian in the learning process by developing and teaching courses in the Library Information Studies discipline. Teaching will include collaboration with other discipline – based faculty.
2. The need to support and maintain library technology requires technical staff assistance.

Strategies

Human Resources

Hire an Instructional Librarian to teach library classes and maintain the web page.

Hire additional librarians to insure sufficient staffing for assisting library users in continually changing information and technological environments.

Hire computer technicians and network coordinators to support library technology needs.

Request staff development funds and other appropriate funding sources to support ongoing technical training for library staff.

Operational and Financial Implications:

- Budget increases will be necessary

APPENDIX U LIBRARY EDUCATIONAL PLAN (original p. 183-189)

History Statement

The Library and Audiovisual Services moved into Building L in April 1977. It was the first time in the history of the college that Library and Audiovisual Services occupied the same facility. The building had more than 3,000 assignable square feet for library and audiovisual services. The library staff consisted of one librarian, designated as Director of Library and Learning Resources, and three other full time librarians. There were six library technicians and three full-time staff persons in Audiovisual Services.

During the years when four full-time librarians were on staff, the library offered credit courses in Library Research. These Library Research classes were lecture courses that used the library as the laboratory. During the late 70s and early 80s, as librarian staff began to decrease, Library Research courses were offered to students as independent study courses.

College of Alameda had only one full-time librarian from 1991 through Fall 1999. A full time Systems/ Technical Processing Librarian was hired in January 2000. In August, 2003, a full time Reference/Instruction Librarian was added to the library staff.

Since the early 80's several programs have been housed on the second floor of the L Building. These programs have impacted library services, library staffing, and reduced student seating for open study. Student seating for open study has decreased by twenty percent. The One-Stop Career Center was added on the second floor in 1997-98. State-mandated service hours for the One-Stop Center prompted the addition of librarian hourly staffing to provide service during extended public hours. The initiation of the Weekend College with several courses scheduled in L building computer labs created the need to staff Friday night and Saturday hours.

Severe budget cuts at the start of Fall semester 2003 left the library budget a total of \$6,300 in discretionary funds. The drastic cuts mandated the cancellation of 125 subscriptions; non-rehiring of 30 weekly hours of part-time librarians; reduction of evening hours; and cancellation of all Saturday service hours.

College of Alameda Library and Audiovisual Services are included in the Peralta District Library Automation Project. In 1998, this project provided computerized catalogs for students, staff and faculty to use to search all PCCD libraries' holdings. In addition, users are able to search catalogs of other institutions and can use the Internet for research purposes. Using the Horizon automated system provided by Dynix, staff will eventually be able to do several library and AV functions on line including circulate materials, order materials (print and nonprint), catalog materials, as well as on-line research and reference.

Present Curricular Offerings

At the present time, the library does not offer formal library research courses. The library faculty has been too small to provide release time for a librarian to offer formal courses. In August 2003 an Instruction/Reference Librarian was hired with the primary responsibility to develop an information competence program and carry out traditional reference librarian duties.

Present Instructional Methodologies

The library currently uses a few methods of instruction. Orientations for classes, requested by instructors, are tailored to specific class needs and assignments. These group lectures (Library Orientations) are held in the Library Reference area or in the L Building computer lab. Both locations provide "hands-on" on-line instruction that stresses information literacy. The Instructional Librarian has also presented orientations to library research in other

classrooms that have online capability. One-on-one assistance to library users is provided at the Reference Desk during all hours that the library is open. Many printed instruction guides are available in the library. The library homepage provides links to many information sources that may be accessed remotely.

Present Staffing

In the spring semester of 1999, a Technical Services/Systems librarian was hired. In August 2003 an Instructional/Reference librarian was hired. This increased the number of full time librarians to three. There are five library technicians, one full-time audiovisual supervisor, and one half-time, hourly, audiovisual assistant. Hourly librarian staff totaled 1.6 in Spring Semester 2001. Severe budget cuts in Fall 2003 forced the elimination of all hourly librarians.

Direct Support Services

Funding for Library and Audiovisual staffing comes from general funds. The Office of Instruction has, in prior years, provided additional funding for hiring of part-time librarians and hourly student assistants. State funds for equipment and library materials have helped to augment budgets for equipment and print materials. State TTIP funds were used to purchase basic computers for staff workstations and student On-line Public Access Computers (OPAC's) in 1998, and equipment upgrades in Spring 2001. State TTIP/Tech II monies have funded library electronic databases since 1998.

Equipment

Ten staff workstations, twelve student OPACs, two ADA-compliant student workstations, four checkout units, one periodicals workstation, and one reference desk workstation were purchased through the district library automation project. This equipment was upgraded in Spring 2001 as part of the district plan for maintenance of the library automation project. State TTIP funds funded the upgrade.

Future Direction for the Department

The Board of Governors of the California Community Colleges published a document called California Community Colleges 2005, in which strategies for the future were outlined. The document states that the colleges will play a major role in enabling the State "... to ensure that every qualified student with capacity and motivation to benefit from programs ... will have a place, and will not be shut out by economic or social disadvantage." Our library will be working with those students and will be teaching them how to utilize electronic information resources.

Information competency is the ability to identify what information is needed and the ability to locate, evaluate, and use information in solving problems and composing discourse. It involves a complex set of skills, including intellectual and cognitive strategies, and comprises different areas, each of which plays an integral role in the overall definition of information literacy. These areas all work to define a person who:

- recognizes and is capable of defining the need for information,
- understands how information is organized, stored, transmitted, and accessed,
- assesses information effectively and efficiently, and
- evaluates information critically and competently.

Information competency prepares people to be lifelong learners. The goal of information competency is to educate people on how to find, evaluate, and use information effectively in order to make decisions or solve problems. Librarians are best suited to teach students information competency skills because they have specialized knowledge of people's information-seeking behaviors, the structure of information, how it is organized, how to access it, and most importantly, how to evaluate it.

The Academic Senate of the California Community Colleges in 2002 recommended that all campuses adopt an information competence graduation requirement. This recommendation has not been adopted by the Board of Governors. However, librarians and other educators realize that in order to be lifelong learners students need to be information competent. College of Alameda librarians view their role in teaching and facilitating information competence as part of their mission. They recognize that no one single approach will reach all students and will attempt to develop a variety of approaches to providing information competence instruction. Their efforts may be limited depending on staff size and the availability of a library instruction room that has enough computers for students in a typical COA class.

The traditional print-oriented community college library is continuing to evolve into a high-tech information resource center. There is, however, an urgent need to update the current print collection. Greater budgetary support

is needed for the print collections (books and periodicals), especially to update resources in various subject areas. It is anticipated that the evolution of the College of Alameda library will continue and that there will be increasing student demand for utilizing the on-line public access catalog as well as the Internet and computerized full-text journal and newspaper databases. The library has increased the availability of library handouts and other instructional materials online. Increased demand will continue to put a growing burden on the college's ability to provide enough computers for student use and to keep them well maintained. It is also anticipated that growing numbers of users will bring an increased need for collection growth and development—namely books and other printed reference tools. Staff training is a continuing requirement for certificated and classified staff. It is hoped that consistent funding will allow Library and Audiovisual Services to continue to play significant roles in helping to ensure that each student at COA achieves his/her educational success.

Future Course Offerings

Demographic data provided in Understanding the Changes Affecting the Peralta Colleges—An Environmental Scan 1998 indicates that between the years 1995 and 2020, the Bay Area population is expected to increase by 22 percent—with absolute changes in Alameda County. With the anticipation that computers will continue to impinge on all aspects of our lives, it is anticipated that education for information competency will continue to be in demand.

The library has developed a course description for “Introduction to Library Resources” but the course has not yet been offered due to funding and staffing limitations. The library faculty will continue to explore the possibility of offering one or more credit courses that teach information competency. Teaching a similar course in collaboration with an academic or vocational program will also be explored.

Other options being considered by library faculty include drop-in workshops (faculty and students) with positive attendance, adding library components/assignments to existing courses, and online class instruction via Etudes or other online classroom software.

Anticipated Instructional Methodologies

The library will use all possible approaches to teach information competency. Librarians will collaborate with faculty to infuse information competence into the curriculum. The library will attempt to develop instructional partnerships with campus programs, creating research requirements for specific courses. Librarians will continue to provide one-on-one instruction at the reference desk. Remote and virtual instructional approaches will be developed- online instruction guides, tutorials, and possibly a formal course using online technology as well as face to face instruction. The library will offer drop-in workshops, focusing on different aspects of the research process, as a pilot program during Spring 2004 semester. In addition, the librarians are planning to offer a workshop for faculty during the March 2004 staff development day.

Future Staffing

The anticipated increase in enrollment by those who will need to learn to do research using electronic resources will necessitate hiring additional staff during the next few years. The addition of an Instructional/Reference librarian in August 2003 provided the impetus to begin planning for an Information Competency program. However, future staff retirements will exacerbate the need for additional librarians to carry out the Information Literacy program

Increased numbers of library computers will require the services of a library network coordinator. This position will be on-site to oversee, troubleshoot, and maintain library equipment. In addition, this key staff person will provide training to library staff. Requests for this position have been made to the college administration several times. Funding was requested through Partnerships for Excellence, State TTIP, and general funds.

Future Need for Direct Support Services

In Fall 2003 all discretionary library funds, except \$6300, were taken back by administration. This resulted in the cancellation of 125 periodicals subscriptions and 20 microfilm subscriptions. Future direct support services for the library will be restoration and augmentation of discretionary funds. It will be necessary to resubscribe to as many periodical titles as funds will permit and to add new titles to the book collection.

Future Equipment Needs (Needed by 2007)

Completion of the district wiring project will make it possible to provide access to library materials by students and staff from their homes and offices. It will be critical to have updated computers and printers for student users and library staff by 2007. In addition, by 2007 most student tables and chairs will be more than 25 years old and may need to be replaced.

Future Facilities Needs

The need for an electronic classroom (library computer lab) is still critical. This lab should have been purchased and installed with State TTIP funds more than five years ago. The need will become more pressing as library faculty become more involved in the Information Competency program. The need is for a library lab that will accommodate 20 student computer workstations and one portable presentation workstation for the library instructor.

Goals: 2001-2003

- Implement and facilitate a smooth transition to the Horizon integrated library automation system. Accomplished.
- Formulate policies and regulations related to the use of the system and the use of computers and other electronic resources. Accomplished in library. No campus or district policies yet.
- Hire instructional librarians to develop and implement formal information literacy courses and programs. Accomplished.
- Develop drop-in workshops for students, faculty and staff to learn to use new technologies. Planned for Spring 2004.
- Establish web-based comprehensive equipment inventory, location, maintenance, repair tracking and file system for all equipment. This goal for campus network coordinator has not been accomplished.
- Develop a comprehensive funding plan for upgrading and maintaining equipment. Not accomplished.
- Develop a library web site. Accomplished.
- Install electronic projection devices in all large lecture rooms. Accomplished by Audio Visual Staff.

Goals: 2004-2008

- Expand the number of OPACs available for student use by requesting funding for library lab.
- Develop a CD-ROM LAN for the library, to be utilized by students and staff to access information and research in CD-ROM format.
- Implement the Serials and AV modules of Horizon.
- Request adequate budget for developing, updating and maintaining library collections.
- Request adequate funds to maintain three full time librarians.
- Request reinstatement of funds for adjunct librarians.
- Request additional technical support (library network staff) and specified tech assistant from District Information Technology division.

- Revise library website according to newly established district guidelines and templates. Make more extensive use of library's Etudes shell.
- Develop library instruction pages on the library web site.
- Develop instructional partnerships with academic and vocational programs.
- Increase the number of library orientations presented to classes.
- Create printed and online library research guides for instructional programs.
- Develop a formal library copyright policy for AV and Reserves.
- Conduct a formal shelf reading and inventory of the Circulation and Reference collections.
- Develop a library proxy server on the new library VLAN network for easier maintenance of library OPACs.
-

Goals: 2009-2019

- Work closely with college administration to plan for future development and maintenance of library staff, budgets, building, furnishings, print and non-print collections, equipment, and student assistants.

Summary Statement

College of Alameda Library has integrated 2003-2004 Goals and Objectives For Improvement into library planning and development in the following ways:

- Library staff is dedicated to improving and expanding information on the library web site.
- Library staff will continue to strengthen the organization and delivery of library learning resources for students.
- Library staff promotes and models respect and civility among students, faculty and staff.
- Library staff is actively engaged in the development and implementation of program review to identify strengths, weaknesses, opportunities and challenges.
- Library staff maintains a high level of professionalism that emphasizes excellence and timeliness within the constraints of budget and staffing.
- Library staff promotes and practices teamwork for superior internal customer service among all college constituencies.

¹ Library mission statement was created during 2003 and revised 10/20/2004. Library goals and objection were revised 9/28/2004.

² *ACRL RECOMMENDATIONS ON PROFESSIONAL QUALIFICATIONS OF LIBRARY FACULTY AND STAFF* 3.5 state that “student assistants perform a variety of tasks that assist and complement professional staff, clerical staff, and technicians. Student assistant programs offer work opportunities and career exploration for student workers. Staff duties are strictly outline in their individual job descriptions.

³ These guidelines include: Section 508 of the Federal Rehabilitation Act of 1990, Americans with Disabilities Act (1990), and PCCD Board Policy 5.24.

⁴ “Information Competency in the California Community Colleges,” The Academic Senate for California Community Colleges, Adopted Spring 1998. <http://www.academicssenate.cc.ca.us/Publications/Papers/Downloads/InfoComp.doc>, July 25, 2005.

⁵ See Appendix [] for survey information.

⁶ This system, developed by Synergy Electronic Classroom Systems, is a division of the AMX Corporation. It has been designed for easy distribution of the University’s multimedia collection. EMDS allows the instructor to schedule several resources for one class period for comparison.

⁷ This figure has been revised down from number of individual volumes noted in Spring 2003 Institutional Self Study, Standard 6, page, 6-1 (39,025) as a more accurate picture of materials actually available. Revision includes estimate of long-over due, and lost items (formally declared missing, and stolen materials.

⁸ Audio-Visual Services does maintain a Faculty Reserves for primarily taped resources.

⁹ As of May 2003: The CCL Executive Board recommends a core collection of electronic resources for all California community college libraries with the following online full text resources included: 1. An online encyclopedia resource with web links to related resources 2. An online, full text national and regional newspaper database 3. An academic journal database in full-text 4. A bibliographic resource 5. A selection of Reference and Monographic electronic books. Council of Chief Librarians Homepage, <http://www.cclccc.org/>, accessed Oct. 2, 2006.

¹⁰ American Library Association Standards Guidelines (November 2003) <http://www.ala.org/ala/ors/standardsa/standardsmanual/manual.htm> Accessed Oct. 9, 2006.

¹¹ American Library Association Standards Guidelines (November 2003) <http://www.ala.org/ala/ors/standardsa/standardsmanual/manual.htm> Accessed Oct. 9, 2006.

¹² American Library Association Standards Guidelines (November 2003) <http://www.ala.org/ala/ors/standardsa/standardsmanual/manual.htm> Accessed Oct. 9, 2006.

¹³ *Recommendations 3.2 & 3.3 state that “professional development should be encouraged through direct financial support of attendance and participation in local, state, and national organizations [and that] ...changes in technology mandate regular staff participation in continuing education. Due to this “duty schedules should be flexible enough for staff to pursue job-related training and education, in-service workshops, and conferences and meetings during working hours. The institutional budget should include provision for travel and fees, and release time for in-service training, and education.*

¹⁴ American Library Association Standards Guidelines (November 2003) <http://www.ala.org/ala/ors/standardsa/standardsmanual/manual.htm> Accessed Oct. 9, 2006.

¹⁵ IELM acronym for California State Instructional Equipment and Library Materials.

¹⁶ Actually twice this about is needed (\$160,000) to update 80% of the collection.

¹⁷ Librarian submitted language that was to be used in the description of the Measure A Bond that confirmed that these funds would be also used for “library materials.” Even though this phrase was deleted from the final version of the bond, librarians have been assured by the Chancellor, and the Chief Financial Officer that Measure A fund can be, and will be allocated for library materials.