

INSTRUCTIONAL PLANNING COVERSHEET

Name of Program: Robert E. Swenson Library / Learning Resources Center

Principal Writer: Georg Romero

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Division Dean: Georg Romero Date: _____

Mentor: Margery Regalado-Rodriguez, Steve Hodges Date: _____

Advisory Committee Chair: _____ Date: _____
(Indicates review, if applicable)

Curriculum Committee Chair: Stephanie Staley Date: _____
(For course and course requisite review)

CIP Review: Presentation

Presenter's Name(s) : Georg Romero Date: _____

Vice President of Instruction: _____ Date: _____
(indicates review by CIP)

Faculty Senate President: _____ Date: _____
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Instructional Program Plan

Robert E. Swenson Library/Learning Resources Center

Spring 2012

I. Background, Evaluation & Analysis

A. Program Description

Overview

The Cabrillo College Library contributes to the college mission by serving as a thriving intellectual center and providing instructional focus through a full range of information resources and services. The library successfully provides an active learning environment that nurtures and reinforces self-directed inquiry.

Reference and Public Services

The Library offers a rich array of core reference and information services. Librarians are available for questions and consultation at the Reference Desk in person or by telephone during all hours when the library is open. The library has also responded to the growth in the campus' Spanish-speaking population by providing bilingual service at its primary service points, Reference and Circulation.

During the 2010/11 academic year, over 260,000 students, faculty, staff, and community members came to the library. The library's circulation of books, videos, and other materials continues at a robust pace, with over 35,000 recorded checkouts and in-house uses during 2010/11. Additionally, over 36,000 checkouts of course reserve materials serving virtually every campus department were recorded, a 55% increase over the past 5 years. Of particular note is the continued dramatic increase in student printing in the library, reflecting the increasing use of the Internet and online databases for research and class assignments. The number of pages printed during 2010/11 was 222,000, an increase of 400% in the past 5 years. This explosive growth was made manageable by the introduction of a campus-wide self-service printing system in 2007, and the introduction of student technical assistants for users of the new technology.

Information Technology Status in the Library

The library has 63 public student computers, 21 circulating laptop computers, a 26-computer classroom, plus an additional 32 staff computers. All three of the library's network servers have been moved to IT, and two of the three have been virtualized. Content on the library servers continues to be maintained by library staff.

Most of the library's public computers are now 8 years old, and should have been replaced several years ago. Staff computers have slowly been updated in recent years, with only a handful remaining that are older than 4 years. Nearly all student computers will need to remain on the older operating system, Windows XP, as only the newest computers are able to handle the new campus standard of Windows 7. The new Virtual Desktop technology being implemented on campus starting early 2012 should ultimately help address the library's aging computer problem. This technology allows application software to reside on network servers rather than individual student computers, and allows a variable collection of software for students, determined by their accounts. Not only should this technology eventually cut costs on computer replacements in the future, but it should lessen individual computer support demands and provide a more cost-effective method for the college to manage its software licenses. Assuming the initial experiences are successful, the library will convert an initial cluster of 6 computers to the VDI technology during Spring 2012, with further rollout to be scheduled.

Assistive technology available within the library includes a Jaws/ZoomText workstation, three Kurzweil reader/scanner workstations, and one enlarger/reader workstation. Media services include 11 TV/VCR/DVD stations, two microform viewers, and a single remaining audio listening station.

The Collection

Print Books

Successful academic and occupational programs depend upon the availability of a sufficiently large and sufficiently current library collection. As the library is not an archival collection but rather an active current collection for campus-wide program support, the currency of the collection is the most significant measure, reflective of its usefulness to the campus. The library has over 70,000 print books in its collection, 37% of which were published from 2000 to present, up from 21% five years ago. Usage of print books, however, continues to decrease, a phenomenon happening at most libraries in the country as the shift to online information continues to expand.

Electronic Books

The recent growth in the use and popularity of electronic books is impacting every library in the country, including Cabrillo's library. The library's electronic book collection has more than doubled, from 12,077 titles five years ago to the current nearly 30,000 titles. Now that user acceptance is increasing, we expect the percentage of our book collection represented by electronic books to continue to rise in the coming years. The challenge to the library will be in learning how to navigate the rapidly evolving and contradictory e-book market. We lost our primary source of e-books when the new owner of our regular source of e-books discontinued participation in collection purchases through the Community College League.

Online Databases

The library currently subscribes to 29 online databases, representing over 15,000 periodical titles, most of which are available fulltext, plus thousands of other sources. Two years ago the library subscribed to 34 databases, but with the recent loss of state TTIP funding we were forced to re-evaluate our subscriptions and initiate a number of cancellations, to ensure we had the money to pay for our remaining databases. However, a hopeful sign is the new systemwide database purchase plan, being initiated in 2012. Under this plan, a core collection of databases is being purchased at the state level, for use by all California community colleges. Once the new collection goes live, each college can then use their own funds for any other databases needed for their students.

Other Materials

The library has 5,425 videos/DVDs in the collection, consisting largely of titles requested by faculty for specific educational programs. There are also 150 print periodicals and newspapers that the library continues to subscribe to, down from over 400 titles not many years ago.

Library Instruction

Formal instruction in the library consists of two components: credit courses and course-related instruction sessions.

Both programs are facilitated by the use of the library's electronic classroom with 24 student workstations.

Credit Courses

Library 10, Information Research, is the library's primary credit course offered. Since the late 1980s, Library 10 has been the one unit co-requisite to the college's transferable English 1A course. Library 10 reaches approximately 700-900 students per semester, with one section open to students not enrolled in English 1A. The course has evolved considerably over the past two years, yet has remained consistent with our core pedagogical elements. Library 10 has changed from a workbook-based course with several in-person turn-ins to a primarily online Blackboard course, with all student work now submitted online. Library 10 students continue to receive in-person orientations in their English 1A classes during the start of each semester, and continue to come to the library to pick up a course handbook, to work on the course independently and obtain assistance from librarians, or to attend one of the study/review sessions we began offering in Summer 2011. The elimination of in-person turn-ins should help eliminate a barrier to student success, since many students missed deadlines because they could not, or neglected to, come in person to the library on the required dates. In addition, the BlackBoard environment has allowed us to contact

students more regularly, and increase the frequency of turn-in exercises for a more sustained and regular instruction experience.

Library 100, Introduction to Information Skills, is a new .5-unit in-person basic skills library course, offered annually and funded by the Title V grant as of Spring 2011. Our initial experience with the course was very promising, in spite of enrollment problems due to logistical issues with the STARS program. We hope that this course continues to help meet the needs of basic skills students, and receives funding in the future to grow and serve more than a handful of the students who can benefit from it.

Library 18, Advanced Internet Searching, is a one-unit online course offered in the Spring, providing students with an opportunity to delve into more sophisticated aspects of information retrieval and manipulation.

Course-related Instruction

The library has a very active course-related instruction program. Librarians partner with classroom faculty to develop structured exercises tailored to each course which provide exposure to the research process as well as appropriate electronic and print resources. Between 80-90 instruction sessions are created and conducted every semester, and are held in the library's classroom, in other campus classrooms, or at the Watsonville Center. Information literacy partnerships with faculty have occurred in over 50% of the departments within Instruction. With the retirement of Instruction Librarian Topsy Smalley, who was responsible for well over 50% of these sessions, it will be a challenge for the library to continue to effectively manage and deliver this vital service.

Distance Education and Services to Remote Users

The distance learner has access to all of the library's 29 online databases and nearly 30,000 electronic books, can check the status of their checked-out books and renew their titles, and can send an email reference question to a librarian and get a response within 24 hours.

The growing Watsonville Center has been a focus of our attention in recent years. In partnership with the Center's director, Rachel Mayo, the library has been able to establish a librarian presence 10 hours per week in the Integrated Learning Center. This consistent presence has enabled us to considerably increase the services offered in Watsonville. Watsonville now has a heavily-used course reserves collection, a new basic skills level browsing collection of Great Little Books that students can check out, several print periodical subscriptions funded by the Student Senate, a small core collection of reference books, and a scheduled librarian available to assist students in their research. The ILC library-related areas were remodeled in 2010, to provide better space and access to student materials housed there.

Staffing

- The library has two contract librarians and a library director, plus two vacant contract librarian positions.
- In 2009, the library lost half of a full-time technical services position due to budget cuts, as well as 20% of our Library Computer Systems Technician, re-allocated to Blackboard support for the Distance Education program. The library now has 7 classified staff positions, totaling 6.3 FTE, down from 8 FTE prior to 2003.

With the retirement in December 2009 of the library director, the library has been in an ongoing fluctuating situation with regards to administration. From January 2010 until June 2011, the library was coordinated by a faculty library director, reporting to the Dean of Matriculation. Beginning in July 2011, a temporary administrative library director position was created, and has provided more consistent ongoing management for the library. However, it is unknown at this time what will come next once this temporary position ends in June 2012. The ongoing quality and support for the library's services will be very dependent upon the future administrative arrangements for the library.

The library's faculty positions are undergoing considerable transition, for the first time in many years. Due to a retirement and a reassignment of one contract librarian to fill a temporary administrative library director position, the library is down from four full-time contract librarians to two, as of Fall 2011. Although many of the responsibilities have been assigned to various adjunct librarians, the lack of continuity and full-time presence represents a grave danger to the library's ability to sustain its effectiveness as a premier student service center.

In addition, the library's classified staff positions have also been in flux. Two positions became vacant in late 2010, and both were filled in 2011 after many months of temporary help. One of the two positions was reduced to a half-time position in 2009, constraining the flexibility of the technical processing area of the library. Another position, the library's Computer Systems Technician position, was assigned in 2009 to support the Distance Education program for 20% of the time. This reassignment has put at risk the future stability of the growing and increasingly complex technical environment within the library.

It is also worth noting that the library relies heavily upon student workers, funded through our temp-hourly budgets. Student employees represent over 250 hours weekly in the various library functions, without which the library would simply cease to function.

The above staffing changes have given the library an opportunity to establish increasingly flexible practices for its staffing and assignments, resulting in numerous staff and librarians engaged in supporting services and activities not traditionally found within their original responsibilities. While this provides for a strongly advantageous dynamism in our staffing, the risk remains that we may ultimately be trying to do too much with too few staff.

B. Relationships

The library does not consider itself an isolated service operation, but rather a strong component of the overall college mission of student instruction and success. The library works as an integral part of the college and has close relationships with most departments within Instruction, Information Technology, Student Services, and Administrative Services. All of the full time library faculty, the library director, and several adjunct faculty serve on regional library committees and college-wide committees such as Faculty Senate, Curriculum, Technology, Distance Learning, Staff Development, Basic Skills, Honors, and CCFT.

Instruction

Students and faculty from nearly every department on campus make heavy use of the library's growing course reserve materials, its nearly 100 desktop and laptop computers, the rich collection of online resources, and our print and video/DVD collections. The library has a strong partnership with the English department through the co-requisite classes of English 1A and Library 10, with instructors and librarians working together on student success, course needs, and collection building. The library's course-related instruction program is now reaching instructors in 50% of all campus departments, every year providing students with over 160 classroom presentations using exercises created in partnership between the course instructor and a librarian. The library's collection development program offers every college division and every faculty member the opportunity to contribute to the selection and maintenance of its holdings. Interactions with other learning centers are also increasing, with the Math Learning Center's conversion in Fall 2011 to the library's online system for checking out textbooks, the change to the Tutorials reporting structure, and the initiation in Spring 2011 of a regular Learning Centers Council meeting for discussion of shared issues and concerns.

Information Technology

The library has a strong partnership with Information Technology. The library's technical staff work closely with IT on support, development, planning, and maintenance of the library's applications, servers, and desktops. All of the library's servers have been relocated to IT, in order to benefit from IT's regular maintenance and attention. The library regularly interacts with Watsonville and Aptos CTC staff on the ongoing maintenance and development of the relatively new campus pay-for-print system. In addition, both

the Watsonville and Aptos CTC labs house collections of circulating course reserve textbooks, with ongoing training and support provided by library staff on use of the library's online system.

Student Services

The Counseling department hosts more Information Literacy sessions for individual classes than any other department on campus. The library director works closely with the Student Senate on a number of ongoing initiatives, most notably the ongoing grant of \$15,000 annually for the provision of a single copy of the most expensive required textbooks for check-out at the library, the CTC, or the Watsonville Center. Librarians work with Admissions & Records staff on the challenges of registration for the Library 10 co-requisite class, and with DSPS on numerous issues involving students with special needs.

Administrative Services

The library works closely with the Bookstore on annually providing updated course reserve textbooks in the library for students. Also, as the largest employer of students on campus, the library works closely, and often, with Student Employment.

Relationships with Non-Cabrillo Organizations

The Cabrillo College library is an active member of the Monterey Bay Area Cooperative Library System (MOBAC), a strong local library consortium. The library director and several librarians and staff are members of the various MOBAC committees covering Reference, Technology, Interlibrary Loan, and administration. These consortium relationships serve to improve a Cabrillo student's access to the resources of other libraries as well as enabling our library to retain currency and relevancy in the services we provide. In addition, the library is able to borrow for Cabrillo students and faculty many materials from libraries both within MOBAC and from other libraries, through our interlibrary loan service.

In addition to the UCSC library borrowing privileges available to current Cabrillo faculty, there is a long-standing agreement between the Cabrillo College Library and UCSC which specifically allows Cabrillo students to obtain short-term borrowing rights at the UCSC libraries.

C. Costs

Library percentage of Base College Expenditures

	2005/06	2006/07	2007/08	2008/09	2009/10
Library Base Expenditures	\$1,117,812	\$1,139,575	\$1,219,018	\$1,172,245	\$1,118,917
Base College Expenditures	\$25,688,668	\$26,934,725	\$29,023,043	\$28,658,802	\$27,072,480
Library Pct of College Expenditures	4.35%	4.23%	4.20%	4.09%	4.13%

As with all service operations, the costs of the library appear high when compared to the college as a whole. The college library is a service-oriented, staff-intensive function that must be responsive to the information needs of students and faculty. The instructional component of the library program also contributes to the college through WSCH, albeit typically less than one percent.

Library Percentage of College WSCH

	2005/06	2006/07	2007/08	2008/9*	2009/10
Fall Semester	0.71%	0.63%	0.70%	1.32%	0.68%
Spring Semester	0.64%	0.62%	0.70	1.44%	0.79%

* Figures for 2008/09 represent a change to using weekly census instead of positive attendance that year by the Planning & Research Office for Library 10. Positive attendance counting was resumed in 2009/10.

The Library's budget for collections has been relatively stable for the past several years, primarily from a combination of college general funds and lottery funds. Funds for the library's databases, however, continue to be problematic. With the elimination in 2009 of allocations to libraries from the state's TTIP program, which provided \$34,500 annually specifically for electronic resources, the library was forced to

evaluate its database subscriptions and ultimately cancel \$20,000 in database subscriptions so far. However, a very positive development is the passage of an initiative at the state level which will, beginning in 2012, provide a set of basic databases for every California community college. This new initiative will hopefully enable us to maintain a rich and suitable collection of databases for our students.

D. Student Learning Outcomes

Core Competencies

Like other campus services, the library uses the college-wide Core Competencies for assessing services, rather than create unique student learner outcomes pertaining to the many services provided by the library. The library's completed Assessment Analysis forms are attached to this document. For several years, we have incorporated student self-assessment questions on the core competencies into our annual services survey, and discuss the results during our departmental FLEX meetings.

Communication: More than half (58%) of the responding students indicated that they "almost always" or "frequently" communicated more effectively as a result of their activities in the library. (Fall 2009)

Critical Thinking & Information Competency: Not surprisingly, over three-quarters (82%) of the responding students indicated that they "almost always" or "frequently" improved their ability to find and evaluate information as a result of their activities in the library. (Fall 2009)

Global Awareness: Over half (55%) of the responding students indicated that they "almost always" or "frequently" used the library as a way to learn new information and discover more about the world. (Fall 2010)

Personal Responsibility & Professional Development: More than one-third (37%) of the responding students indicated that they "almost always" or "frequently" improved their group participation skills (a sub-listing under this competency) as a result of their activities in the library. Interestingly, eliminating students who have been here for less than one year, this figure rises to 50%. (Fall 2010)

Library 10

For the Library 10 program, the librarians elected to use a culminating works-cited exercise contained in the course as our end measure of student learning outcomes. This exercise calls upon students to use most of the skills they learn in L10: searching various tools, selecting quality sources, and citing them correctly. During Spring 2010, all L10 librarians collected detailed statistics on this exercise for students in a total of 13 sections, representing 239 students. The results were largely positive, and were documented in an earlier Services Assessment Analysis Form. As this study was conducted during the last semester before we migrated student required exercises online to the Blackboard system, it served as a baseline comparison for a study of the same exercise within the new online environment. In Spring 2011, statistics were collected for a total of 15 sections, representing 237 students. The new results were discussed during the library's Fall FLEX meeting, and are documented in one of the attached Services Assessment Analysis forms.

Library 18 and Library 100

The Library 18 course was taken over by a new librarian in 2011, and is in the process of being reviewed and revisited. Course SLOs are a culminating exercise, which will be analyzed and documented at the end of Spring 2012. Library 100 is being taught in Spring 2012 for only the second time, after which the course SLOs, consisting of a pre- and post-test, will be analyzed and documented.

E. Student Success

It is difficult to measure overall student success in the library. Most services in the library are typically on-demand and transaction-based. The student's success can only be inferred by the result: did they understand the librarian's answer, were they able to find the desired website or magazine article, etc. We can only infer that the sum of these small successes adds up to the larger student successes in an individual course, or in a program of study. In addition, library services are primarily in support of instruction, serving as a complement to assignments and study efforts in numerous classroom instruction programs. Learning that takes place in the library, or because of the library's services, cannot be isolated to the library, but must be considered part of the overall picture of student success: do students complete their research assignments, find the appropriate study materials to pass their classes, etc.

Somewhat easier to measure is whether the library is providing a sufficient variety of services, and in sufficient quantity, to meet perceived and projected student need levels. If we have few students waiting excessively to speak to a librarian, if we have few students unable to check out their required course reserve materials, then the levels of service provided are sufficient. From observations, the library rarely has students waiting more than a few minutes to speak to a librarian or be assisted with any of the varied Circulation services, students who are not provided with acceptable print or electronic resources on their topic, and only occasionally has students who cannot be provided requested course reserve materials at the time of their request.

Retention rates for Library 10 are close to retention rates for its co-requisite course English 1A, and both are lower than retention rates for the campus as a whole. Both measures for Library 10 undoubtedly suffer from the fact that it is not an in-person class. We hope and expect that the conversion to online exercises in 2010/11 will bring a measureable improvement to these figures as the frequency of individual student contact via email begins to increase.

Success	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Library 10	52.4%	55.6%	62.9%	59.4%	57.7%
English 1A	61.9%	62.8%	68.6%	65.3%	64.9%
College	66.7%	67.3%	68.5%	69.7%	71.0%

Retention	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Library 10	68.9%	71.0%	83.4%	77.5%	80.5%
English 1A	74.4%	76.1%	81.6%	82.3%	82.6%
College	80.6%	80.6%	85.7%	85.3%	85.8%

F. Results of Student Surveys

The library continues to be the most highly rated student service on campus. In the 2008 Cabrillo College Student Climate Survey, of the 1035 students asked to rate their overall experience with the library, over 50% responded with "excellent." Students also appear to be voting with their feet: the library is regularly the busiest service center on campus, with between 8,000-10,000 students coming to the library every week.

Beginning in 2005, the library has also conducted an annual services survey, distributed to 200+ students every Fall semester. These surveys have provided us not only with ongoing measures for student satisfaction with the library, but also with specific information on changing patterns of library use by students, awareness of issues highlighted by the respondents, and student self-evaluation on the campus core competencies. Every Spring FLEX week, the entire library staff reviews the results of the previous semester's survey, and identifies any action or planning needed as a result. Some of the primary findings of these surveys so far:

- The percentage of students who come to the library to study has risen from 75% in 2006 to 89% in 2011. This figure echoes anecdotal reports of the increasing seriousness of our students in recent years.
- Students always seem to want more computers, even after we increased the number in 2010 by over 20%.
- Additional group study rooms continue to be one of the most frequently-mentioned requests.
- The percentage of respondents bringing their own laptop has risen from 8% in 2006 to 35% in 2011. This growth prompted the library to expand the number of available electrical outlets during 2011.
- Newer students who have been at Cabrillo less than one year are harder to please, and somewhat less aware of the benefits of the library than continuing students.

G. Curriculum Review

Library 10, Information Research

- Reviewed & updated course description, 2011
- Reviewed pre- and co-requisites, 2011
- Course SLOs reconfirmed by library faculty, Spring 2011

Library 18, Advanced Internet Searching

- Course introduced in 2005, originating instructor retired in Spring 2011. New instructor will likely be changing elements of course, and we will update course description at that time.

Library 100, Introduction to Information Skills

- New course, introduced in 2010, first taught Spring 2011

Library 15 AZ, Special Topics in Library Research

- Not currently being offered

II. New Directions

Note on overall staffing situation

The first two sections below document the library's current precarious staffing situation, seriously impacting our faculty, administrative, and classified staff. With the staffing holes described below, the library is increasingly building a house of cards – our services are being maintained and expanded where possible and necessary, but our situation is very, very far from sustainable. If we are to continue to have the quality of library Cabrillo students have come to expect, it is vital that these staffing issues be addressed.

Contract Faculty and Administrative Staffing

With the retirement of one contract librarian and the reassignment of another to fill a temporary administrative library director position, the library is down from four full-time contract librarians to two, as of Fall 2011. The reduction in continuity and full-time presence represents a real danger to the library's ability to sustain its effectiveness as a premier student service center. The library's success over the years has been heavily dependent upon having sufficient full-time faculty to successfully and energetically pursue and support new and evolving services and programs, and effective leadership to provide direction, guidance, and planning for the library's efforts. We do realize that we are not unique in these challenging economic times, and that many departments are forced to depend more heavily upon their adjunct faculty when vacancies occur. However, we are unique in being primarily a very large service operation within instruction, rather than a classroom-based instruction operation. It is impossible for part-time faculty to completely provide the oversight and planning needed for core library services. We will of course be consolidating, reassigning, and juggling responsibilities as needed during these transition times, but we do believe that it is vital for the library's future health and success that we fill open contract positions as quickly as possible. *Aligned with College Master Plan Goals B2, C2, D1.*

Technical Staffing

In 2009 the library's Computer Systems Technician position was assigned to support the Distance Education program for 20% of her time. This represents a reduction in library staffing for supporting the one area that is absolutely certain to grow in the future. In recent years, the library's technical environment has been enriched by the introduction of two virtualized servers, a self-service shared student printing system with network and local components, an increasing number of electronic books requiring specialized attention and a Library 10 program conversion to a heavy Blackboard presence. In addition, the library's 100+ aging student computers require increasing amounts of attention to maintain their functionality and speed, and the likely introduction of Virtual Desktop technology in 2012 in the library will require the library Systems Technician to be the only staff member outside IT having to provide specialized technical management for VDI technology. *Aligned with College Master Plan Goals B2, B3, D2, Distance Education Plan page 4 item a ("...providing ongoing system administration...") and page 6 item h ("Align technology support, training, student support, and Library information literacy goals"), and Technology Plan p.76 ("Hire a Database Administrator...to help administer WebCT (or similar product) database.")*

Online Database Funding

In 2009, allocations to libraries from the state's TTIP program were eliminated, which reduced Cabrillo's available electronic resource funds by \$34,500. The library was forced to re-evaluate its database subscriptions and ultimately cancel \$20,000 in database subscriptions during 2010/11. On a positive note, the passage of an initiative at the state level has, beginning in 2012, provided a set of basic databases for every California community college. The vendor selected by the state, EBSCOhost, is fortunately our primary database vendor, and the state package includes most of the databases we have been subscribing to from this vendor. Funds formerly dedicated to EBSCOhost databases can now be redirected to other databases. This new initiative will hopefully enable us to maintain a rich and suitable collection of databases for our students. *Aligned with College Master Plan Goals B1, B3, C2, Distance Education Plan page 5 item d.*

Library Space

Space in the library building has become an increasingly high-profile issue in recent semesters. The library is regularly filled to capacity, and far exceeds the fire marshal limit of 143 during daily class pass-through times. For most weekday hours, students can be found at every computer, every table on the main floor, and in most individual study carrels as well. The only library space not currently regularly filled to capacity is on the second floor, and we have been experimenting with ways to increase student use of that floor, including opening the second floor door, increasing the number of electrical outlets and adding scavenged comfortable chairs to the breezeway area. These experiments have been very promising, as we have already seen the daily peak of students on the second floor go up to over 50 and 60 students, numbers not seen in ten years. In addition, students completing the annual Library Services Survey frequently ask for more group study rooms, which are all in use for most of the second half of the semester. We will continue to examine existing library space, and will continue to repurpose areas from less-used activities to more student-centered purposes. However, we will not be able to increase the number of group study rooms and other group study options without a significant building remodel or influx of facilities funding support. *Aligned with College Master Plan Goal B1.*

Access and Hours

As a result of ongoing budget cuts, beginning in 2010 the library reduced its Friday hours from 9am-4pm to 11am-4pm, and closed the second floor door of the library continuously. We subsequently received fairly frequent complaints from students and staff about both closures, and were seeing impacts to library use and accessibility. We decided to seek creative solutions for reversing both of these closures in spite of having no additional funding. Beginning in Fall 2011, the library's Friday hours were restored to 9am-4pm, staffed in the morning by one of our remaining full-time librarians. Also as of Fall 2011, the second floor of the library was again open during prime hours Mon-Thurs, staffed by student assistants. Due to the decrease in use of print books from the main stacks, the Circulation Desk no longer continually requires the depth of student staff we previously provided, so we re-allocated some of the student staffing to cover the second floor. Any further restoration of library open hours will likely need to await additional funding. *Aligned with College Master Plan Goals A5, B1.*

Watsonville Center Support

The growing Watsonville Center has been a focus of our attention in recent years. As of 2010, there is a librarian presence of 10 hours per week in the Integrated Learning Center, enabling us to considerably increase the services offered in Watsonville. The future Green Technology Center will undoubtedly have an impact on library service needs in Watsonville. The library director will pursue conversations with Chuck Mornard on the expected library needs for the coming new programs. As the size of the Watsonville Center grows, it becomes even more important to minimize the geographic disadvantage and provide good quality basic library services for Watsonville students. The library needs to provide at minimum a half-time position in Watsonville dedicated to library services, for consistency of support and access. For maximum flexibility, and to retain an onsite Library 10 instructor, this position should be a faculty librarian. *Aligned with College Master Plan Goals A5, B1, C2.*

Library 10 Evolution

Beginning in 2011, Library 10 was changed from a workbook-based course with several in-person turn-ins to a largely online Blackboard course, with all student work now submitted online. One of the primary goals of the migration to online was to minimize the excessively bureaucratic logistics required of students simply to turn in and pick up their graded materials. We also expect that success and retention figures will gradually increase, with more frequent assignments and student contact in BlackBoard. However, an unanticipated effect of this migration is that many Library 10 students are now more unaware of the ancillary benefits available in the library, since they are no longer required to go there so frequently. We strongly believe that students benefit considerably from a familiarity with the services and research support available in the library. These students do continue to come to the library to pick up a handbook, but we need to ensure that they know they can also come to work on the course independently and obtain assistance from librarians, or to attend one of the study/review sessions we began offering in Summer 2011. We also continue to work with the English program chair and individual English 1A instructors to encourage the practice of bringing their classes in to the library during the semester for instruction and research sessions with a librarian, a practice that is followed by some but not all English 1A instructors. *Aligned with College Master Plan Goals B1, B3, C2.*

Library 100

Our initial experience in Spring 2011 with Library 100 was very promising, in spite of enrollment problems due to logistical issues with the STARS program. Completing students and librarian instructors were very enthusiastic in their feedback about the class. As this class targets one of the principal at-risk populations – basic skills students – we feel that the course has the potential to grow considerably and someday perhaps become a co-requisite to English 100, similar to the English 1A and Library 10 co-requisites. Once the course is taught a few more times, we should be in a better position to begin working with the English department in discussing future possibilities, and identify possible future funding sources. *Aligned with College Master Plan Goals A5, B1, C2.*

III. Goals and Recommendations:

1. Over three-quarters of the students completing the annual services survey indicated that they almost always or frequently improved their ability to find and evaluate information as a result of their activities in the library. To help achieve this success with students outside of the library, we need to continue to meet ongoing need for library course-specific classroom instruction by replacing open full-time librarian faculty position. (CMP B2, C2, D1)

We need to replace this position in order to consolidate the broadly available library services formerly provided by this position, and currently distributed among numerous adjunct faculty. This position would be flexible enough to meet the growing demand for instruction services, and be able to more effectively pursue new initiatives and services as well as evolution of existing services. As a service operation providing instruction services, the library is heavily dependent upon its full-time faculty for the flexibility to offer services whenever and wherever they are needed.

COST: \$66,000/year.

2. In order to continue to successfully provide students with a complement of library services that enable them to better their information competencies, we need to provide for consistency of library student services by retaining ongoing administrative Library Director position. (CMP B1, B2, D1)

Administrative leadership for the library is essential if we are to maintain consistency of services to students, and allow us to maximize the use of faculty resources for student service and instruction rather than administration. The existing temporary administrative Library Director position is in place through June 2012 only.

COST: \$113,565/year.

3. Students are extremely dependent upon the library's technical environment for their success in researching and coursework. Ensure ongoing functioning of student technical environments by restoring Library Computer Systems Technician position to 100% assignment to the library. (CMP B2, B3, D2, DE Plan p.4 item a & p. 6 item h, Tech Plan p.76)

The complexity of the library's technical environment is increasing considerably, with the addition of self-service printing, the expansion of Library 10 into the BlackBoard environment, the growth of e-books, and the new virtual desktop technology coming to campus in 2012. We need to provide secure, robust staff technology support in order to ensure the reliability of our student technology services, both existing services and future needs.

COST: \$19,355/year (cost of 20% of position).

4. Over three-quarters of the students completing the annual services survey indicated that they almost always or frequently improved their ability to find and evaluate information as a result of their activities in the library. We need to help achieve this success with students at the Watsonville Center by establishing a regular significant librarian presence. (CMP A5, C2)

The library has managed to steadily increase the library services available at the Watsonville Center, and is now providing a minimal 10 hours per week of librarian presence, to help serve and support the growing needs of students at the Center. Providing a 20 hour per week presence would allow us to further expand and enrich the library services available at the Center, and position us more effectively to meet the coming needs of the Green Technology Center.

COST: \$28,053 = 13.5 Academic Specialist TUs

5. In order for students to successfully pursue their research in the library's physical collections, the library needs sufficient technical resources. Restore flexibility of back-office responsiveness by returning Library Specialist half-time position to full-time. (CMP B2, D2)

Restoring this position in Technical Services to 100% would enable the library to increase the promptness of processing library materials and textbooks for use by students and faculty.

COST: \$40,861.

6. Students are extremely dependent upon the library's technical environment for their success in researching and coursework. Provide students with reliable computing environment by updating library student computers. (CMP B1, B3)

The library's student computers are some of the most heavily used computers on campus. Replacing the library's aging computers would improve their reliability and expand their functionality to meet growing student demand.

53 computers in the main library computer area, @ \$785 each

26 computers in the library classroom, @ \$785 each

TOTAL COST: \$62,015.

7. Over three-quarters of the students completing the annual services survey indicated that they almost always or frequently improved their ability to find and evaluate information as a result of their activities in the library. We need to help achieve this success with basic skills students by expanding Library 100 program to multiple sections. (CMP A5, B1, C2)

Although this is a long-term goal, we do feel that it would be extremely desirable to expand the scope of the Library 100 course to provide more than the single section currently being offered annually and funded by the Title V HSI grant. We would like to pursue with the English department an exploration of expanded association of the Library 100 and English 100 courses, possibly even including establishment of a co-

requisite pairing of the two courses. This would require considerable study before approaching reality, but this would help us reach a much greater proportion of the students who currently assess at the basic skills level.

COST: Unknown at this time

8. Provide students with a more effective learning environment by initiating a review of the library building space, for possible future remodel or expansion. (CMP B1)

With the library regularly exceeding fire marshal capacity every day, it is apparent that more students are seeking out the library's services than we can readily serve within our existing space. In addition, the changing student needs indicate that we would serve our students best by being able to increase space allocated to group study, which we would not be able to do without outside assistance. We would like to begin working with Facilities to review our existing space, our future needs, and work toward identifying the space needs of our library in years to come.

COST: Unknown at this time, likely significant.

9. Enhance student access by continuing to keep upstairs doors open during regular hours. (CMP A5, B1)

Beginning in Fall 2011, the library was able to once again have the upstairs doors to the library remain open and staffed during daytime hours Monday-Thursday. This has helped us minimize the physical barriers to student access of the library, particularly for those students who are taking advantage of the learning center operations behind the library. In order to retain this on an ongoing basis, we need to ensure that the primary downstairs Circulation service needs do not suffer at the start of future semesters. We will pursue flexible staffing approaches with existing staff, and will plan sufficiently in advance to enable us to maintain smoothly functioning services at all service desks.

COST: None at this time.

10. Promote student awareness of library services by pursuing ways to ensure Library 10 students become aware of other library services. (CMP B1, B3, C2)

With the conversion of all Library 10 student turn-ins to BlackBoard, we have discovered that many Library 10 students are now unaware of the variety of other services, information sources, and support available in the physical library. We want to ensure that students taking Library 10 are made aware of the full range of services available in the library, and will be pursuing this goal via multiple avenues: maintaining ongoing in-person study sessions for key turn-ins, explore the possibility of incorporating an in-library exercise within the course, etc.

COST: None at this time.

IV. Attachments

- Library Services Assessment Analysis Forms (2)
- Library Science page from Cabrillo College Catalog 2010-2011
- Program Plan Goals Template (separate EXCEL file)

Library Services Assessment Analysis Form - Services

Use the form below to summarize the results of the department meeting in which you discussed the results of your program's assessment process.

Meeting Date	February 3, 2011
Number of Faculty/staff in Attendance and percent of department represented	12 librarians & 7 classified staff (95% of Library staff)
Services Assessed (what services did you examine?)	The results of our annual Fall services survey were reviewed, with particular focus on two new questions covering the remaining two Core Competencies (Communication & Personal Responsibility) we asked students to self-evaluate themselves on, as well as trend data on what students were using the library for.
Assessment Tool (Briefly describe assessment tool –attach survey to this form)	The Library Services Survey instrument (attached) used is the latest version of the annual survey we have used since 2005.
Assessment Results (Summarize the overall results . If using a survey, you may also attach detailed results to this form. What student needs and issues were revealed? Were there any areas that were deemed outstanding? Any areas where they can be improved?	<p>Detailed results of Fall 2010 survey attached.</p> <p>Results of two new core competencies questions:</p> <ul style="list-style-type: none"> • More than half of the responding students indicated that they “almost always” or “frequently” communicated more effectively as a result of their activities in the library (Core Competency #1). This result is similar to results received from earlier surveys evaluating Core Competencies #2 and #3. • Only 37% of the responding students indicated that they “almost always” or “frequently” improved their group participation skills as a result of their activities in the library (Core Competency #4). Interestingly, this percentage jumps to over 50% when eliminating students who had been at Cabrillo for less than one year. <p>Trend data on what students do in the library:</p> <ul style="list-style-type: none"> • Notable increase in students studying & meeting with groups (confirms staff observations). • Notable decrease in students using physical books and other physical resources (confirms staff & statistical observations). • Significant & steady increase in students bringing their own laptops to the library. • Students continue to ask for more robust computers, and more of them. • Students continue to ask for an increase in the library's open hours.
Next Steps to be taken within the Department to Improve Student Learning and/or services	<p>With regard to the new core competencies questions, we will retain these for a couple more surveys, to see if the results are consistent.</p> <p>With regard to the trend data on student use of the library, several things have been undertaken or are under consideration:</p> <ul style="list-style-type: none"> • Microform cabinets & readers moved to a corner of the library, allowing several new group study tables and several new computer stations to be installed. • The evaluation of all library space is ongoing. Space was one of several topics we discussed during the Spring

	<p>2011 department meetings, and possible reconfigurations will be folded into the library's program plan.</p> <ul style="list-style-type: none"> • We are considering having M&O perform an electricity audit in the library, to identify existing outlets as well as potential new outlets. • Open hours and access will be increased as of Fall 2011. • Book displays have been increased as of fall 2010, with rotating exhibits covering various timely topics. • We are also considering incorporating an additional exercise in our Library 10 coursework to educate students on the continuing value of print materials, and reinforce an awareness that not all information is available online.
Next Steps to be taken with help from the college to improve Student Learning and services	The library's Program Plan will incorporate evaluations of several of the library's space and service needs, and identify resources needed to implement any future changes.
Priorities to Improve Student Learning (List the top 3-6 things from the previous two lists that the department felt would <u>most</u> improve student learning or services)	<p>Priorities:</p> <ul style="list-style-type: none"> • Identify ways to increase student study space, both group and individual • Increase library open hours • Update library's aging computers • Electrical outlet audit of library building
Implementation (List the departmental plans to implement these priorities)	Identified priority activities will be implemented immediately. Other activities will be pursued within the contexts of program planning, accreditation efforts, or division meetings, as appropriate.
Timeline for Implementation (Make a timeline for implementation of your top priorities)	<p>Already implemented, or to be implemented as of Fall 2011:</p> <ul style="list-style-type: none"> • Increase Friday open hours from 11am-4pm to 9am-4pm, and open 2nd floor doors to library Mon-Thurs 8am-5pm. • Microform cabinets and readers relocated, opening up additional group and individual student spaces. • Increase in book displays on timely topics. <p>Program planning efforts in 2011/12 will reflect and include the need for an evaluation of the library's physical spaces, and the need for funds for updating the library's aging computers.</p>

Library Services Assessment Analysis Form – Library 10

Use the form below to summarize the results of the department meeting in which you discussed the results of your program's assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

Meeting Date	August 25, 2011
Number of Faculty/staff in Attendance and percent of department represented	All 12 faculty librarians
Services Assessed (what services did you examine?)	This was our second assessment of the Library 10 program SLO, but the first since we migrated much of the course to BlackBoard. Our L10 SLO consists of a specific overview exercise where students construct a Works Cited list. The exercise calls upon students to use most of the skills they learn in L10: searching various tools, selecting quality sources, and citing them correctly.
Assessment Tool (Briefly describe assessment tool –attach survey to this form)	<p>During Spring 2011 all L10 librarians collected detailed statistics on the Works Cited exercise for students in a total of 14 sections, representing 237 students. We collected the following data:</p> <ul style="list-style-type: none"> • Were citations alphabetized? • Good quality sources on their topic? • Citation elements in correct order? • Correct punctuation used? • Correct citation elements included? <p>All material types represented?</p>
<p>Assessment Results</p> <p>(Summarize the overall results . If using a survey, you may also attach detailed results to this form.</p> <p>What student needs and issues were revealed?</p> <p>Were there any areas that were deemed outstanding?</p> <p>Any areas where they can be improved?</p>	<p>The data was tabulated, and reviewed at our Fall 2011 FLEX librarians' meeting. Data was broken down by individual librarian and section, and we were particularly interested in seeing changes from the previous workbook-based version of L10. Although some of the results were comparable to the previous results, we found significant drops in several areas. We had been concerned that many of the citation practice exercises contained in the workbook had been discontinued in the conversion to BlackBoard, and it appears that our concern was well-founded.</p> <p>The primary findings:</p> <ul style="list-style-type: none"> • There were small improvements in students successfully including several material types (76%, up from 73%), and listing citation elements in correct order (75%, up from 73%). • There were small drops in students following basic instructions on alphabetizing (66%, down from 74%) selecting quality sources (72%, down from 80%). • Students were much less successful in providing correct punctuation (32%, down from 54%). In discussing this result, we discovered that there was a lack of clarity in how instructors rated students on this question. These results were of concern, and we identified several steps to take in order to help address this issue. • Students were much less successful in including the correct elements (44%, down from 60%). These results were of concern, and we identified several steps to take in order to help address this issue.
Next Steps to be taken within the	Comparing these newest results to the Spring 2010 baseline results

Department to Improve Student Learning and/or services	<p>using the workbook version of L10, we identified several changes which have been implemented:</p> <ul style="list-style-type: none"> • Beginning in Summer 2011, we introduced example citations on the SLO exercise, to give students a sense of what is expected. • Beginning Fall 2011, during key due date weeks we are scheduling various drop-in study sessions for students to ask questions and review citation elements. • Beginning Fall 2011, we introduced a second citation exercise, which we hope will help reinforce relevant topics for students. <p>We intend to again track this exercise for several sections during Spring 2012, to obtain a reality check on the improvements we have introduced.</p>
Next Steps to be taken with help from the college to improve Student Learning and services	<p>A second BlackBoard migration is scheduled for Spring 2012, with Library 10 and all other BlackBoard classes moving to the considerably different platform of version 9.1. We hope to be able to use this improved version to smooth out some of the technical stumbling blocks which have interfered with students being able to successfully complete many of the course exercises and assignments.</p>
Priorities to Improve Student Learning (List the top 3-6 things from the previous two lists that the department felt would <u>most</u> improve student learning or services)	<ul style="list-style-type: none"> • Implement the new version of Blackboard • Continue increased citation practice in the course exercises. • Continue and promote drop-in study sessions during strategic due date weeks • Repeat data collection in Spring 2012.
Implementation (List the departmental plans to implement these priorities)	<p>The Library 10 exercises will be migrated to Blackboard 9.1 as of Spring 2012. At Spring 2012 FLEX meeting I will be reviewing our current timetable and the repeat data collection with all librarians.</p>
Timeline for Implementation (Make a timeline for implementation of your top priorities)	<ul style="list-style-type: none"> • January 2012: convert L10 exercises to Blackboard 9.1. • Spring 2011 FLEX meeting: review timeline with librarians • Spring 2012: track citation exercise results for a comparable number of sections • Summer 2012: tabulate new citation statistics, and compare to Fall 2011 and Fall 2010 data • Fall 2012 FLEX meeting: review new citation statistics & compare to earlier data.

Library Services Assessment Analysis Form

Use the form below to summarize the results of the department meeting in which you discussed the results of your program's assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan. **(Added 3/13/12)**

Meeting Date	August 26, 2010
Number of Faculty/staff in Attendance and percentage of department represented	11 librarians & 1 classified staff (66% of Library staff, but 86% of Library staff involved in Library 10 program)
Services Assessed (what services did you examine?)	This was our first formal assessment of the Library 10 program SLO. Our L10 SLO consists of a specific overview exercise where students construct a Works Cited list. The exercise calls upon students to use most of the skills they learn in L10: searching various tools, selecting quality sources, and citing them correctly.
Assessment Tool (Briefly describe assessment tool – if using a survey, attach it to this form)	During Spring 2010 all L10 librarians collected detailed statistics on the Works Cited exercise for students in a total of 13 sections, representing 239 students. We collected the following data: <ul style="list-style-type: none"> • Were citations alphabetized? • Good quality sources on their topic? • Citation elements in correct order? • Correct punctuation used? • Correct citation elements included? • All material types represented?
Assessment Results (Summarize the overall results . If using a survey, you may also attach detailed results to this form. What student needs and issues were revealed? Were there any areas that were deemed outstanding? Any areas where they can be improved?	<p>The data was tabulated, and reviewed at our Fall 2010 FLEX librarians' meeting. Data was broken down by individual librarian and section, to review whether there were any anomalous pockets of data, but the findings were fairly consistent across all librarians. The primary findings:</p> <ul style="list-style-type: none"> • Most students successfully followed our basic instructions on alphabetizing (74%) and including several material types (73%). • Most students were successful in selecting quality sources (80%) and listing citation elements in correct order (75%). • Students were less successful in providing correct punctuation (54%) and including the correct elements (60%).
Next Steps to be taken within the Department to Improve Student Learning and/or services	<p>These results provide us with a baseline for Library 10, to be compared to future results. Although the Library 10 workbook and exercises are continuously modified and expanded, we will continue to retain this specific exercise as is, in order to track any changes and improvements to student success on the exercise.</p> <p>Beginning in Spring 2011, Library 10 exercises and turn-in materials will be migrated to Blackboard. We expect that an online presence for L10 will considerably increase our interactions with students, something which has been lacking in this workbook-based class. Most of our updating efforts will need to</p>

	<p>be focused on converting the exercises to online form, as this is a fairly massive change.</p> <p>We intend to again track this exercise for several sections during Spring 2011, to obtain a reality check on the print-to-online conversion of these exercises, and make sure we have not sacrificed any of our successful teaching achievements in the process.</p> <p>Once we have a second semester to compare, we will be in a better position to determine if any specific aspects of Library 10 need to be modified in order to effect improvements in student learning.</p>
Next Steps to be taken with help from the college to improve Student Learning and services	<p>Originally, we were planning to migrate to Blackboard when the new improved version of Blackboard was rolled out by the campus. We expected the new version to be easier to learn for librarians who had never used Blackboard, and it would provide a more robust teaching environment. Unfortunately, the new version has been delayed until Fall 2011 or Spring 2012. We reluctantly chose to migrate to Blackboard anyway, but are very strongly in support of implementing the new version of Blackboard as early as possible.</p>
Priorities to Improve Student Learning (List the top 3-6 things from the previous two lists that the department felt would <u>most</u> improve student learning or services)	<ul style="list-style-type: none"> • Implement the new version of Blackboard • Ongoing focus on citation areas which generated the lowest levels of student success (punctuation and identification of needed elements). • Repeat data collection in Spring 2011, to make sure we did not introduce any new problem.
Implementation (List the departmental plans to implement these priorities)	<p>The Library 10 exercises will be converted to Blackboard as of Spring 2011. At Spring 2011 FLEX meeting I will be reviewing our current timetable and the repeat data collection with all librarians.</p>
Timeline for Implementation (Make a timeline for implementation of your top priorities)	<ul style="list-style-type: none"> • January 2011: convert L10 exercises to Blackboard. • Spring 2011 FLEX meeting: review timeline with librarians • Spring 2011: track citation exercise results for a comparable number of sections • Summer 2011: tabulate new citation statistics, and compare to Fall 2010 data • Fall 2011 FLEX meeting: review new citation statistics & compare to earlier data.

Library Services Assessment Analysis Form

Use the form below to summarize the results of the department meeting in which you discussed the results of your program's assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan. **(Added 3/13/12)**

Meeting Date	February 4, 2010
Number of Faculty/staff in Attendance and percentage of department represented	10 librarians & 8 classified staff (100% of Library staff)
Services Assessed (what services did you examine?)	Continuation of annual assessment of general user services, asking students to tell us what services they used and how well they worked for them.
Assessment Tool (Briefly describe assessment tool – if using a survey, attach it to this form)	Used annual Library Services Survey instrument (http://libwww.cabrillo.edu/staff/statistics/surveys/survey-fall09.pdf), conducted in Fall 2009. Results can be found at http://libwww.cabrillo.edu/staff/statistics/surveys/surveyresponses-Fall09.xls .
Assessment Results (Summarize the overall results . If using a survey, you may also attach detailed results to this form. What student needs and issues were revealed? Were there any areas that were deemed outstanding? Any areas where they can be improved?	<p>Significant findings from Fall 2009 survey:</p> <ul style="list-style-type: none"> • 228 responses were received, nearly all from students • Fewer students report asking for assistance from library staff – continuing trend; • Nearly all respondents were satisfied or very satisfied with their Library activities; • Considerable number of requests for more computers and word processing software; <p>We have noticed that evolving student classroom needs have increased the demand for word processing software beyond the six computers available at our express stations. The library's role as one of two campus locations for the self-service Print Pay Stations is also contributing to an increase in the number of students who expect to be able to write, or edit, their papers in the library.</p>
Next Steps to be taken within the Department to Improve Student Learning and/or services	<p>Growth in use of library has increased demand for computers considerably. We will be investigating options for both increasing the number of computers available to students, and evaluate the impact of installing word processing on all computers.</p> <p>Considerable discussion ensued regarding concerns for increased technical assistance expectations from students, if we expand the software available to them in the library. Discuss and determine acceptable and expected levels of software support to be provided by library staff. Identify methods for tracking impact of software expansion on other library computer uses, e.g. research use.</p>

Next Steps to be taken with help from the college to improve Student Learning and services	Software licenses to be investigated by library technical staff, to determine what would be needed for us to install MS Office on all computers. Funding to be identified as needed for increasing number of student computers.
Priorities to Improve Student Learning (List the top 3-6 things that the department felt would <u>most</u> improve student learning or services)	Priorities: <ul style="list-style-type: none"> • Investigate software licenses • Establish expected support levels for MS Office • Track impact on other services
Implementation (List the departmental plans to implement these priorities)	Identified priority activities will be implemented immediately. We have already determined that the library can use existing MS Office licenses to install the software on all student computers. Ongoing discussions already being held to determine level of support expected of librarians and other staff.
Timeline for Implementation (Make a timeline for implementation of your top priorities)	The following to be implemented beginning Spring 2010: <ul style="list-style-type: none"> • Software licenses to be confirmed (done); • MS Office to be installed initially on a section of library computers; • Librarians will track use of new software, and any changes in support needed by students; • If initial installation proves successful, install software on all library student computers later in the semester, with all student computers having MS Office available beginning Fall 2010.

LIBRARY SCIENCE/ INFORMATION SCIENCE

Library Learning Resources Center

Georg Romero, Interim Director of Library/Learning Resources

Library, Building 1000

Circulation, (831) 479-6473

<http://libwww.cabrillo.edu>

Library Science Courses

LIBR 10

Information Research

1 unit; 0.5 hour Lecture, 1.5 hours Laboratory

Recommended Preparation: Eligibility for ENGL 100 and READ 100.

Teaches information literacy and research concepts, skills, and techniques. Covers online catalogs, full text databases, and Internet sites as well as library books and materials. Applies the process of access, evaluation, and utilization to selecting and interpreting quality information sources for the construction of works cited lists. May be offered in a Distance-Learning Format.

Transfer Credit: Transfers to CSU, UC.

LIBR 15A-Z

Special Topics in Library Research

1 - 3 units; 1 hour Lecture

Recommended Preparation: Eligibility for ENGL 100 and READ 100.

Intensive examination of some specialized aspects of libraries and other information resources and their use to meet academic or personal learning objectives.

Transfer Credit: Transfers to CSU.

LIBR 18

Advanced Internet Searching

1 unit; 1.5 hours Lecture, 1.5 hours Laboratory

Recommended Preparation: Eligibility for ENGL 100 and READ 100.

Teaches advanced Internet search techniques, with focus on using leading-edge strategies and resources. Topics include: finding resources excluded from general-purpose search tools; application of search engine limiters and expanders; how to organize and manage information resources once retrieved; how to transfer data, images, and other materials for personal file management.

Transfer Credit: Transfers to CSU.

LIBR 100

Introduction to Information Skills

0.5 unit; 1.5 hours Laboratory

Recommended Preparation: Eligibility for ENGL 255 and READ 255.

Repeatability: May be taken a total of 3 times.

Provides individualized instruction on how to find, retrieve, and use information, both print and electronic, using technology and other skills related to information literacy. May be offered in a Distance-Learning Format.

LIBR 203

Tutoring Methods

1 unit; 1 hour Lecture

Repeatability: May be taken a total of 4 times.

Teaches methods for tutoring, with special emphasis on managing groups, bridging cultural gaps, and tutoring students with disabilities.