

College of Alameda Annual Program Update 2014-2015 for Library Instructional Programs (LIS) & Services

I. Overview	
Date Submitted:	2014
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Discipline: LIS	Library Instructional Programs & Services
Campus:	Alameda
Dean / Manager	Mr. Timothy Karas, VPI
Department Chair	David H. Sparks, Head Librarian
Mission Statement: 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 students, faculty, and staff achieve success in their individual educational, occupational, and life goals.

PCCD BI-TOOL DATA for LIS 85, LIS200 Incorrect and Incomplete; see library generated statistics below (data missing for LIS 500 - ASTI Workshops see Taskstream analysis) **See grading, success and rendition details on the Library Website**

Data Source – COA and PCCD Library Data, Enrollment –	Data Source – Institutional Goals: see relevance above
Data Source – BI Data not applicable to library services & inaccurate for late start classes	Other Data Sources: COA Library bibliographic utility

II. – III.	2013-2014			2012-2013			2011-2012		
LIS85	Fall13	Sp14	Su14	Fa12	Sp13	Su13	Fa11	Sp12	Su12
Census	41	37	15	25	28	25	34	35	13
Productivity	20.5	18.5	7.5	12.5	14.0	12.5	17.0	17.5	7.0
LIS200	Fall13	Sp14	Su14	Fa12	Sp13	Su13	Fa11	Sp12	Su12
Census	33	NA	NA	14	NA	NA	NA	32	NA
Productivity	17.33	NA	NA	7.0	NA	NA	NA	16.63	NA
LIS500-ASTI	Fall13	Sp14	Su14	Fa12	Sp13	Su13	Fa11	Sp12	Su12
Census	41	NA	NA	25	NA	NA	34	NA	NA
Productivity	20.5	NA	NA	12.5	NA	NA	17.0	NA	NA

IV. District Library Faculty Data: COMPARED and CORRECTED	COA	BCC	Laney	Merritt
Contract FTEF (-10 hrs. banked leave)	2.66*	2.0	4.0	2.0
Hourly FTEF (Reference)	.85	.87	2.9	.6
Hourly FTEF (Cataloging)	.20			
Extra Service FTEF (LIS85)	.13	.13	.13	0
Total FTEF	3.57	3	7.03	2.6
% Contract/Total	74%	53%	57%	77%

V. CTE, Transfer, Basic Skills

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

[CCC Libraries and LIS courses are not currently part of these statistics reports]

Introduction: Studies from several California Community Colleges, such as that prepared by Glendale Community College and San Jose State, have shown instruction in Information Literacy/Competency increases student GPA, persistence, the number of units they complete, and their performance in individual classes.”¹ This was confirmed by our own data collected here at COA. (See program review for details)

The Academic Senate for California Community Colleges continues to reaffirm its support for information competency for AA degrees. This body also continues to recommend that IC/IL be a graduation requirement.² The COA and Peralta Librarians, with the support of the Chancellor, continue to pursue the concept of creating an information competency requirement at Peralta.

Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion

History: At the ASCCC Spring 2008 Plenary Session the committee, Resolved, which has since been reaffirmed, that the State Academic Senate request that the Basic Skills Handbook incorporate appropriate library activities into the assessment tool and effective practices portion of any future editions.

Library curriculum and teaching methodology developed and materials purchased for new emphasis on Basic Skills in Library Resources and Instruction. See detailed narrative rationale for inclusion of information literacy as a basic study skill in APUs and Program Reviews.³ The library has either already integrated, or is exploring instructional practices that relate to those listed for programs in the Basic Skills Initiative (section D1-D10) including:

LIS85 (transfer course)
LIS200 (basic skills approach)
Library Instruction (orientations, one or multiple sessions)

1. Application of current learning theory in information competency;
2. Tailoring orientations to specific disciplines, assignments, and needs of instructor/student;

3. Uses a variety of teaching methods (audio, visual, small groups, etc.) to address holistic development of all students (social, emotional, class, and cultural experience), also providing public access to research materials on campus for student without such resources
4. Creation of new testing and assessment tools for evaluating skill set for basic skills/ESL students via library assignments
5. Orientations and workshop are presented in a highly structured environment physically in the library to orient student to facilities and resources;
6. Works with English basic skills, ESL, DSPS, other student success, basic skills and learning community programs, instructors sharing and developing library instruction and resources for student in these programs; the library has created a new special collection for ESL materials and purchased recommended resources for EMOJA, APASS, and ADELANTE
7. Librarians continue to use a number of assessment tests to help access instruction and monitor student performance including: bibliographic assignments, critical thinking assignments – “What is your assignment?” “What is the research process?” “Assignment topic as search strategy” and Pre/Post tests.

At COA, librarians attend Basic Skills workshops and keep undated concerning the Basic Skills & Student Success/ Enrollment Management Committee via contact and consultation with English and Counseling faculty.

VIA. Course / Instructional SLOs and Assessment (Classes, Reference, & Library Research Instructional Sessions)	
Number of active courses in your discipline	3 (LIS85 Online, LIS200, LIS500 (ASTI)), Reference One-on-One Instruction, Class Instruction (Orientations)
Number with SLOs	All
% SLOs/Active Courses	100%
Number with SLOs that have been assessed	LIS85 (3 cr. Hrs.) LIS200 (1 cr. Hr., not offered 2012-13) LIS500 (ASTI) positive attendance LIS – Orientations, positive attendance
% Assessed/SLOs	75%
Describe assessment methods you are using	Graded assignments, quizzes and tests on materials covered, student survey, final project
Describe results of your SLO assessment progress: 100% input & complete Research shows that library usage and instruction increases rates of retention and success for community college students. A recent study completed at Pasadena Community College shows that "students that who use the library showed an increase in both retention and success - as high as 14% greater than students who never checked a resource out of the library" (Basic Skills Handbook. http://www.cccbsi.org , Chapter 4). Analysis of data collected at reference notes a three year trend of an increase of 12% in reference interview. Also orientations increased by 33% with more students attending by 27%. As instructors require or recommend instruction by and interaction with librarians, students tend to follow up. The extension of evening hours, due to greater access and opportunity for class instruction for evening faculty and students. LIS85 (quizzes, survey, graded assignments) COA has the only successful Information Competency classes in the district. In LIS85 there are good retention and success rates. The district does not collect or calculate data on other library instruction. Course evaluations for LIS85 consistently show that students find the course a valuable educational experience. LIS85 will be newly assessed in Spring 2015. Overall success rate for LIS 85 is 67.4%. Instructional SLOs are similar for all library instruction.	<p>REFERENCE DESK (ONE ON ONE INSTRUCTION (survey, statistics) The ability of the librarian to work individually with students at the Reference Research Workstations (Library Lab) is a critical "teachable moment", a standard practice in academic libraries. Data collected at reference includes: type of interaction and subjects and topics discussed/researched. Students can also now, ask reference questions over an online Chat Reference service that remains underused.</p> <p>The information collected here includes subjects sought and discussed and is used in collection development of new research and reading resources. While anecdotal information is shows that one-on-one instruction remains effective, especially in familiarizing the student with useful access to print and online resources, an additional trend of student personal laptops is also a contributing factor.</p> <p>As a result librarians have adopted new methodologies in taking reference to the student rather than waiting for the student to show up at the desk. Librarians now go to students studying and ask if they need help. See request for PC Tablet for Reference Desk</p> <p>LIS200 – Not offered 2013-14.</p>

LIBRARY GENERATED DATA:

Library Instructional Sessions	2013-14	2012-2013	2011-12
1. Nos. of sessions	74	40	45
2. Students Attended /Average Size	1,652	1213 / 30	1258 / 30
3. Instruction Consultations with Faculty	11	12	9
REFERENCE DESK Instruction One-on-one	4,816	4,277	4,374
Group Study Rooms (# of Bookings/ average students per booking)	773 / 3.96	673 / 3.58	691 / 4.19
Chat Reference daily average	N.A.	N.A.	N.A.
Webpage Hits	N.A.	N.A.	31,956
Summer Instruction		2012	2011
1. Orientations / Student Attending	9 / 267	9 / 287	<i>Not Funded</i>
TRANSACTIONS -- Use of Library Materials	2013-14	2012-13	2011-12
Circulation / Reserve / In-House (check-ins only)	25,877	26,950	31,487
Gate Count -- (number of entrances and exits) – Actual users	281,206	305,218	314,112
Reading / Research Materials Added to All Collections NEW/ DONATIONS	525	345	443

Student Usage of Online Databases *	2013-14	2012-2013	2011-12
Summer	16,981	10,050	6,123
Fall	125,791	44,983	35,147
Spring	129,536	99,537	33,891
TOTALS	272,308 **	4,277	4,374

* See Periodicals Staff for database details ** Includes remote access usage

Classified details and narrative:

VI A. Classified Professional Personnel (Library Technicians) F2013				
College	Alameda	Berkeley	Laney	Merritt
Contract Classified	4.0 (1 vacant position)	1.0 (3 vacant)	7 (2 vacant)	3.0
Hourly Classified FTES	0	.9	1	.5
Total FTES	4.0	1.9	8	3.5
% Contract/Total	100%	53%	87%	86%

Classified Staffing Details and Needs:

- **Contract Current Classified Professional Personnel**
 - 1 Principle Library Technician
 - 2 Senior Library Technicians
 - 1 Library Technician II
 - 1 Vacant Position (Cataloging/Processing) Senior Library Technician

Hire Library Technician for Cataloging-Processing -- Justification

- Hire at Senior Library Technician due to increased responsibility for copy-cataloging, processing, hiring and training of students in physical processing, and level of expertise required in library information technology.
- Necessary in order to maintain acceptable level of performance for cataloging department processing library materials for student use.

The Senior Library Technician-Cataloging/Processing, left vacant now for four years, has had a negatively impacted cataloging operations and resulting in reductions in productivity and time delays between the ordering and acquisition of library materials and completion of processing when new materials are made available for student use. Library public access services to students has also been effected as this reduction in staff has led to difficulties in desk coverage during staff breaks, illness, and vacations. Additional personnel costs for staff subs and staff overtimes have been accrued in order to maintain coverage for posted open hours of operations.

The Senior Library Technician-Cataloging/Processing at the College of Alameda is an essential staff position as the library currently operates with a minimal staff. This staff member in Technical Services is assigned specific responsibilities related to the acquisition, cataloging, and distribution of material in the library collection. They assist with the copy-cataloging of library material with adherence to established AACR2 rules and standards; utilize client/server software to export/import, manage, march, edit and update bibliographic MARC records for use in Millennium, our library automated system; monitor and provide quality control for the physical processing of library material; train and provide work direction to assigned classified personnel and student workers.

IF NOT FILLED: Would need to continue to hire and expand hours of P.T. Cataloger/Processing Librarian (currently 6 hrs. per week).

VI B.-VII Library Program: Services SLOs and Assessment	
Number of active SERVICE AREAS	Access Services, Collections, Technology (3)
Number with SLOs	3 / 100%
Number with SLOs that have been assessed	2
% Assessed/SLOs	100% Fall 2013
<p>Describe assessment methods you are using: Current method is data collection from the library's bibliographic utility (catalog system) and annual faculty/staff and student surveys. A survey will be administered that includes both use statistics and anecdotal evidence from a student perspective, concerning facilities needs/use, and technology needs/uses. In general the overall response to library services and instruction from students in the Spring 2013 survey, were positive. Faculty participation remains low. (See Taskstream for a more detailed analysis)</p> <p>ACCESS SERVICES</p> <p>COA Library statistics show that the number of books circulating and used in house continues to fluctuate. Since automation of the catalog, circulation still remains 20%+ above pre-automation figures. Librarians speculate that this is probably due to the increased accessibility of more current publications the general collections. Availability of additional funding additional funding above annual minimal expenses to improve collections (Basic Skills, Bond Measures, Proposition 20/Lottery, SELMs, etc.) been essential for developing basic skills reading research materials, especially new collections like the ESL and graded reading EZ READING collection.</p> <p>Textbook Reserve use, although remaining high, has stabilized, due in part to the cut in sections/classes as well as cuts in funding and inefficiencies in budget availability for pre-semester purchases. The Peralta Foundation has given district libraries annual grants between one to two thousand dollars each. However lack of a stable budget for collection development remains a potential accreditation issue of providing current, curriculum-appropriate reading and research materials for students.</p> <p>COLLECTIONS</p> <p>Data collected includes current and historical circulation statistics used as a partial factor in weeding the collections of underused and outdated resources. Collection Development has been refocused in three ways:</p>	<p>1) Emphasis on keeping more current materials that reflects up-to-date research, literature, and analysis.</p> <p>2) Emphasis on various reading levels for better use of the above materials for Basic Skills, ESL students.</p> <p>3) Emphasis on Ethnic Studies that reflect trends in the curriculum, especially the Learning Communities. Acquisition of new research and reading materials follows standard methods in academic librarianship. There are: analysis of curriculum, (e.g. librarian subject specialty, professional print and online.</p> <p>The ongoing "weeding of the collection" project is also helping to improve currency and availability of print resources to students. Collection development is also driven by those subject areas (LC) that are being weeded. Currently we are continuing to weed Social Sciences and replacing these outdated, underused items with more relevant items</p> <p>4. Emphasis on new course program/ development from outlines of record in C'NET and Curriculum Committee participation</p> <p>TECHNOLOGY</p> <p>Technology SLOs include: 1) providing quality Library technology and services (hardware, software and networks) 2) using library technology to assist a professional, technically skilled library faculty and staff; 3) to provide timely responses to students and faculty requests for information needs; and to provide access to adaptive technologies that assure access to library resources for persons with special needs all of which supports access to resources for the educational needs for the college community.</p>

4) in house statistics show that usage of ADA OPACs had declined due to neglect of IT issues, infrequent refresh of hardware, and lack of additional funding for Library ADA software licensing. ADA computer currently not used due to these issues.

Describe results of your SLO

assessment progress: 100% (student survey, in house and library system generated statistics)
Program outcomes conform to those of Information Competency, but also Institutional Goals are mapped to ILOs and department PLOs-SLOs.

Library Services outcomes include collecting data related to students ability to:

1. Demonstrate and communicate their service-related information needs
2. Using appropriate self-advocacy skill with librarians and staff
3. Successfully complete a "service transaction" from appropriate service desks;
4. Demonstrate social responsibility by proper behavior, use of library equipment, and library policies;
5. Be aware of online and remotely accessible resources as well as the ability to access these resources.

Reductions in library open hours have been made incrementally between 2006 and 2012 totaling a 23% cut. Due to outreach and collaborative efforts of Library faculty and efficiencies of classified staff, library services continue to grow and be used by more COA students despite reduction in full time staffing and student workers,. For the academic year 2013-14, as reflected in student surveys and faculty demand, evening library open hours were extended by one hour to help re-establish library use by evening students and faculty requesting evening library instruction.

Analysis of SLO data also demonstrates more in depth use of library facilities, services and instruction. Despite slow progress in updating collections, the acquisition of ESL and Easy to Read books as well as new Ethnic Studies books, and open display cases of circulating books, circulation of library materials remains steady. L Bldg and Library traffic has been reduced due to the move of the Sciences off campus.

VII B. Accomplishments and Goals Met from Instruction Programs & Services Outcomes and Assessment:

1. **Virtual Reference Desk:** Unanimous recommendation from COA Curriculum Committee to Distance Ed Committee for COA online instructors to add link to library and note availability of online help by a librarian.
2. **Reference Desk Reconfiguration:** Moving reference librarian desk and computer to face lobby and students approaching the reference desk. Easier, quicker, and better contact with students asking questions. Waiting for Maintenance to complete this work order.
3. **Maintained a quiet, clean, open facility for student to use for study and research.** Often overlooked, but a historic and perpetual goal of all libraries. Also the primary reason for the Library and LRC Open Lab to remain open when classes are in session (as per Title 5), especially at night. The Library is often the ONLY college service and facility open in which student may seek shelter and use productively to successfully complete their classes.
4. **Met with VPI to** continue discussion about Library's need for a memo of understanding (**MOU**) to create a minimum budget that reflect actual annual costs. No action taken until Fall 2014 when Lottery, SELM, and other funding was allotted to the library as potentially annual funding of minimum operating expenses (**MOE**).
5. **EZ READING** -- 136 items acquired for this collections, including 15 Active Reading books with accompanying CDs, DVD, and other audio-visual components.
6. **Faculty Consultations & Resource Advising** – continue to grow, averaging over the last three years at 11 consultations annually. Informal consultations also continue to grow, but is estimated at least to be double that of formal consultations.
7. **Continuation of expanded evening hours:** allowed for greater access to and use of library by evening students as well as evening faculty who brought their classes in for instructions
8. **Continued multiple library instructional sessions for ASTI** by K12 Certificated Specialist Librarian Barbara Fields.

9. **Ongoing Scheduling of LIS85 & LIS200 Course with good enrollment --** Retention and success rates for LIS85 equal to or above college percentages. LIS200 linkage with Learning Communities and Basic Skill English also resulted in better enrollment.
10. **Dramatic increase in online research,** by students using electronic databases.
11. **Increase in circulation statistics, especially in the Circulation Collections.**
12. **Increase in new book acquisitions due to additional funding above MOEs...**
13. **Completed SLOs & Assessment Cycles in CNET & Taskstream**
14. **Completed and submitted to the state Chancellor's Office** the California Community College's 2013-14 Libraries and Learning Resources Annual Survey
15. **Continue development of new ESL collection – EZ Reading.** Created processing and shelving procedures. Collaboration with Basic Skill Faculty in recommendations for acquisition/purchase of relevant materials.
16. **Goal to seek interaction with Alameda Public Library** in reading literacy events and offers of instruction in library use and information literacy

VIII-IX. Strategic Planning Goals

- ✓ **1. Advance Student Access, Success, & Equity**
 - Demonstrated by analysis aid to success and equal access to library/information technologies and print resources
 - **Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at COA.
- ✓ **2. Engage our Communities & Partners**
 - Outreach to local media for campus/library events; plan for new community oriented workshop
- ✓ **3. Build Programs of Distinction**
 - Assists by providing resources necessary for curriculum and instruction for information competency.
- ✓ **4. Create a Culture of Innovation & Collaboration**
 - 1st campus website; 1st computer access; 1st campus virtual/chat interaction with students (Chat Reference)
- ✓ **5. Develop Resources to Advance & Sustain Mission**
 - primary mission and goal of COA Library is to acquire and provide reading and research materials for students that reflect curricular needs; all SLOs depend on this ongoing historic charge

The Library supports all these Strategic Planning Goals to acquire and maintain resources that meet the educational needs of its multicultural and diverse community by emphasizing: the teaching of library research and information literacy through both informal and formal course lectures, group work, and unique library assignments; by acquiring and maintaining a current, authoritative, and appropriate collection of resources in order provide the resources necessary for “programs of distinction,” including our collections for specialized “learning communities,” that advance and supports the college’s mission.

[1, 3, 5] 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. During the last several years the library has acquired new reading and research materials for Basic Skills and ESL learners. In this way the library can help prepare and empower all students for further education and occupational goals.

[1 - 5] By insisting on a vision of a teaching-centered library, librarians support the college goals in using, traditional individual and in-class as well as newer team, or group oriented teaching methodologies to train student seekers of knowledge. Through the processes of learning how to access library services, in one-on-one reference interviews, or in classroom instruction, library faculty helps the college’s achieve its goals by teaching students how to seek, evaluate information, as well as communicate effectively and efficiently for both their classroom assignments and life-long learning.

[1 - 5] Although the college removed the crucial skill of **Information Competency** as a goal and learning outcome for the institution, the library does support and create learning opportunities and resources relevant to the college’s **Institutional Learning Outcomes, 2011-13.**⁴ (See Taskstream for more detail) Library programs and instruction also aids the college in other goals such as helping to improving student persistence, retention and completion rates and increasing student success. Ability to use public spaces such as the library and critical thinking in information seeking is especially relevant for at-risk students. For further research studies that support this issues see:

http://wikis.ala.org/acrl/index.php/CCSSE_Information_Literacy_Items

VIII-IX. Accomplishments and Goals – Strategic Plan Relevance

- **Library services and programs are essential to the colleges strategic plan, mission and vision and are mandated by Title V.**

<p>New Programs Under Development: including course and workshop development</p>	<p>Planning to redesign Library Workshop Series:</p> <ol style="list-style-type: none"> 1. 1-2 sessions as required workshops integrated with and linked to the new Student Success initiative. 2. And/or development into three related sessions that address the information needs of the Alameda Community (working, retired, after school) and that teach information competency skills for essential daily tasks as well as library use and research 3. Collaboration with Alameda Free Library and Alameda Multicultural community Center and other yet to be identified adult learning and/or retired persons centers and facilities.
<p>Programs Integral to Overall College Strategy</p>	<ol style="list-style-type: none"> 1. Collection development of appropriate reading and research materials to keep current and to add relevant materials based on new curriculum 2. Instruction in several setting and methodologies in library use and research including: <ol style="list-style-type: none"> a. the “embedded” or “class” librarian approach in which a librarian follows a class throughout the semester. b. Hard linking LIS200 (basic skills approach) to Learning Communities and other English classes. c. Adjunct Reference Library for 860 Atlantic
<p>Programs/Courses Essential for Transfer</p>	<p>LIS85 (Introduction to Library Information Studies) is a transferable course required by many UC and CSU campuses for all majors. It also prepares CTE and business students for employment using skills required by employers.</p>
<p>Programs/Events that Serve a Community Niche</p>	<p>Annual Library Events – All College Creative Writing Reading (not held for the past two years). Goal to seek interaction with Alameda Public Library in events and offers of instruction in library use and information literacy</p>
<p>Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.</p> <ul style="list-style-type: none"> • It is a historical goal and part of COA Library’s current mission to provide reading and research materials and online access via research computer workstations for students that do not have materials or access otherwise. The lack of a stable, annual and minimum budget for library resources has impeded our central mission. 	<p>In general library services and instructional programs strive to provide basic informational resources to support the entire college curriculum. The brick & mortar, physical presence of the library and resources also assists students who do not have either physical space (homeless) or personal access to the Internet with the necessary resources to be successful as a college student in the 21st century.</p> <p>This is especially true for the development of new programs/subject areas, like the ethnic studies based learning communities, Student Success classes, or Men of Color Initiative that come to the attention of librarian via the Curriculum Committee development process at the college and result in developing library collections in new directions.</p>

XI. Funding Needs: Please describe and prioritize in each category

FUNDS NEEDED:
Highlighted are annual ongoing expenses

X. Action Plans and data sources (indicate which data sources used)

Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Includes annual expenses.

1. **DISTRICT-WIDE: See District Libraries Technology Resource Needs:**
 - A. Online Catalog (migration to new utility version “Sierra, and authorities database clean-up project)
 - B. Online Article Database funding district-wide: continued funding by district.
2. **BUDGET & PLANNING: Maintenance of Effort (MOE) Annual Costs Library Budget – Included with Administrative Budget.** MOU with Managers to fund minimum/maintenance of effort budget each year, regardless of funding source; establishment of detailed maintenance budget at the line item level for annual costs and expenses.
 - A. **College approval of a MOU for a minimal annual or “maintenance of effort” budget for annual library expenses submitted with annual administrative budget** and approved by Budget Committee, Business Office, College Council, & District to create “roll-over” budget that reflect actual annual expenditures for **Post Measure A Planning**
 - B. **Educational Master Plan:** Inclusion of Library Services and Instruction section.
 - C. **Adopt regular funding of extra sessions** (Intersessions, Summer) including Instructional Librarian.
3. **MAINTAIN LIS Instructional Program: Library Instruction – Increased demand shown since 2002 –** Until faculty/staffing increased in proportion to increased demand; analysis has shown (see above) this contributes to Student Success by reflecting an 81% persistence rate.
 - A. **Continuing offering LIS85 each semester**
 - B. **Feasibility study of redeveloping Workshop series** (LIS500) in conjunction with Alameda Free Library and other community organizations
 - C. **Online Reference:** Evaluation of experiment and survey of Virtual Reference services
 - D. **Continue “embedded librarian”** project and multiple orientations
 - E. **Library Orientation Test for College Freshmen:** develop an assessment test, administered by college and in alignment with the Student Success Initiative, to all incoming students.⁵
 - F. **Adjunct Reference Librarian for Sciences @ 860 Atlantic** (10 hrs+)
 - G. **Impact of increased instruction** and classes: hiring of Adjunct Faculty-and staff as necessary.
4. **SLOs: Ongoing assessment of analysis and revision of teaching methods in Taskstream**
5. **MARKETING NEEDS:**
 - A. Community Outreach to Alameda Public for collaboration on a literacy event. Includes feasibility study of having Information Literacy Workshops (LIS500) at Alameda Public and/or advertise LIS85
 - B. Funding for printing Library Pamphlets and bookmark about regular services, instruction; and hours; Specialty pamphlets titled: “How a book gets on the library’s shelves,” and “What do librarians do?”

Funded by district
1. **A. PCCD Head Librarians Group**

1. **B. \$40,000 (Lottery)**

2. **\$20,000 + 3% annual cost increases**

3. **Adjunct Librarians as needed**

4. **Library Faculty Extra Service for Summer and special projects for assessment**

6.A. **\$500**

6.B. **\$1,000.**

<p>Please describe any equipment needs:</p> <ol style="list-style-type: none"> 1. Annual 3 M security gates maintenance contract 2. Bi-annual renewal fee for Public Web Browser 3. WebChat – Virtual Reference Service 4. Replacement of Library faculty and staff work computers on 3 year schedule with other depts./services (monitor, keyboards, mice) 5. Replacement of Library OPACs for student use with Thin Client (12) units facing Ref Desk (\$9,000 estimate) 6. Upgrade of Go-Print services and software as needed – Coordinated with LRC 	<ol style="list-style-type: none"> 1. \$3,000 2. 250 3. 250 4. 11,836 5. 9,000 6. Unknown
<p>Please describe any material needs: LIBRARY MATERIALS (READING & RESEARCH RESOURCES FOR STUDENT USE)</p> <p>COLLECTION DEVELOPMENT - MOE</p> <ol style="list-style-type: none"> 1. Annual Standing Orders for Reference Collection 2. Periodicals: Stabilize budget allocations for periodical collection. Begin revision of collection development policy statement for periodicals. Weed collection. 3. Reserve Textbooks: Develop additional sources for funding Reserve Books (Book Store, Student Government funds, President, development of E-Reserve – copyright issues). 4. Collections: Funding support for library materials to research, select, and processes a new Multimedia Collection <ol style="list-style-type: none"> A. Continued Upgrade of collections based on new funding (\$50,000 annually) Bring COA up to accreditation standards (volumes, currency, and curricular appropriateness) research materials for student needs. Complete the collection upgrade within ten years first with Measure A funds, then applying annual funding to accomplish the goal. B. FILMS ON DEMAND from CCLC: The Master Academic Collection includes 12,505 full length streaming videos. C. EBOOKS: Add new collections (GALE) 	<ol style="list-style-type: none"> 1. 5,500 2. 8,800 3. 7,000 4. A. 50,000 4.B. 6,000 4.C. 5,000
<p>Please describe any supply needs: (OFFICE & CATALOGING / BOOK PROCESSING)</p> <ol style="list-style-type: none"> 1. General office supplies & specialized cataloging supplies for processing new library materials to make resources available for students 	<ol style="list-style-type: none"> 1. \$4,000
<p>Please describe any <u>faculty/classified/student assistant</u> needs.</p>	

<ol style="list-style-type: none"> 1. HIRING CATALOGER/SYSTEMS LIBRARIAN (LONG TERM SUB OR ADJUNCT BACKFILL FOR RETIREMENT) 2. REF LIBRARIAN-JMCK'S LEAVE BANKING BACKFILL 3. EVENING ADJUNCT LIBRARIANS (FALL-SPRING) 4. SUMMER SESSION – ADJUNCT LIBRARIANS 5. SUMMER EXTRA SERVICE INSTRUCTION 6. LIBRARY FACULTY SUBS (ILLNESS, ETC.) <ul style="list-style-type: none"> ○ day reference desk subs 7. STAFFING NEEDS: FILL CURRENT VACANT POSITION FOR LIBRARY TECHNICIAN (CATALOGING/PROCESSING) 8. Continue to hire P.T. Cataloger/Processor until hiring of Cataloging Technician 9. Student Assistant/Aid (Cataloging, Reference, Information) (Floating 20hrs total)) to assist with increase work flow in technical services, acquisitions, public services, and security 	<ol style="list-style-type: none"> 1. (TBD) 2. 8,100 (10 hrs.) 3. \$29,850 4. 8,640 5. 1,575 (30 hrs total) 6. 2,000 7. 40,000 8. 5,530 9. 6,700 (20 hrs.)
<p>Please describe any facilities, SIGNAGE, FURNITURE needs.</p> <p>1. Library Learning Commons: Redesign of reference area to include one big screen monitor surrounded by “café” style seating for student group work with shared access to individual laptops, internet resources with seating and connectivity for at least 5 students for collaborative group work.</p> <p>The Library Research/Information Commons is often referred to as a one stop shop for students. The IC is the most popular model for new academic libraries. Most examples are based on the partnership of the library and the information technology department. The model is primarily library centric, where the Learning Commons is more centered on the student user and all of their needs, but would include some on-site tech support.</p> <p>Additional café-style tables/chairs (three stations) with seating at each for 15 (total 20); two stand-up catalog search only stations. Additional details and justification in my sabbatical report shelved and library PRs/APUs in library.</p> <p>This includes moving and redesigning the reference desk and smart classroom, the latter of which to a library enclosed classroom according to original plans-design extending glass wall of existing faculty offices in L; and moving faculty offices to new C/D building. Return open classroom area to study and or additional café-style study table and seating as described above.</p>	<ol style="list-style-type: none"> 1. 200,000 (2008 estimate 130,000)

Please describe any **TECHNOLOGY/SOFTWARE NEEDS** (*See equipment above for replacement of faculty/staff computers*)

1. PCCD Millennium Library System Needs (Fall 2014) Request for upgrade to SIERRA from Innovative to improve bibliographic utility and student access via online catalog. Current utilities is being phased out.	1. Funded by district
2. PC Tablet / Reference – For Librarians use assisting students research at study tables and study rooms. Lenovo Thinkpad	2. 1,200
3. ADA computers -- licensing for software (Zoom Text and Audio/Reading)	3. 400
4. ADOBE Digital Publishing Suite , Professional Edition	4. 500
5. 860 Atlantic Network & Wifi – Fix access issue in order to easily access library databases.	5. ?

¹ Hellenius, Shawna. 2007. "Information Competency Graduation Requirement Programs: A Survey of Methods." Academic Senate for California Community Colleges Newsletter (SENATEROSTRUM), Sacramento, CA., and http://wikis.ala.org/acrl/index.php/CCSSE_Information_Literacy_Items

² "Reaffirm the Need for Information Competency," by Sharon Vogel, Butte College, Executive Committee Information Competency, <http://www.topsy.org/infocomp.html> (accessed Oct 16, 2007); California State Academic Senate Homepage, <http://www.asccc.org/>

³ See at <http://alameda.peralta.edu/library/library-handouts/library-planning-documents/>

⁴ COA ILOs 2011-13 -- <http://alameda.peralta.edu/about-us/mission-goals/>

⁵ Many studies have found, including COA Library's analysis, a "relationship between academic success and 1) library skills, 2) study habits and attitudes, and 3) gender. (<http://www.informationr.net/ir/15-3/paper436.html>)The author of one study concludes that, a "Library Orientation Test appeared to be valid of forecasting success in college." (Educational and Psychological Measurement, 34(4), p 969) See example and study at: <http://www.informationr.net/ir/15-3/paper436.html>