

Goleman Library Program Review

Fall 2013

http://library.deltacollege.edu/docs/program_review_2013.html

Introduction

San Joaquin Delta College Libraries strive to serve as information-seeking centers and aim to meet the information needs of faculty, students, staff and community members. The libraries also provide instruction for their many information resources. The libraries seek to provide an environment that promotes the personal acquisition of knowledge.

Most often, people think of the library as a “place.” Our newly renovated Goleman Library has the potential to be a great “place” of discovery, learning, interaction, and reflection. The South Campus at Mountain House Library is a welcoming, evolving place for students who live near Tracy, Modesto, Turlock, and other neighboring communities. Today, the libraries must also be thought of as a “presence.” We aim to bring a wealth of physical and virtual learning resources and services to the entire college and all its constituencies.

Library Information Literacy Instruction

The instructional program of the Library has three components: UC/CSU transferrable library information literacy courses, course-integrated library instructional program, and topical, hands-on library workshops.

1. Library Information Literacy Courses

During this review period, the college library has offered the following three UC/CSU transferable library courses to have empowered Delta students with research and information literacy skills:

- Library Information Literacy (LIBRY 1): a one-unit course offered in both spring and fall semesters. It has a reading level II prerequisite. Between Fall 2008 and Spring 2011, an additional section of this course has been linked with an ENG 1A and a COM ST 1A classes as part of a Learning Community. Since Fall 2011, the section has been a standalone class offered in the library classroom.
- Advanced Library Information Literacy (LIBRY 2): a two-unit course offered in spring semester only. It has a prerequisite of LIBRY 1.
- Information Competency (LIBRY 3): a three-unit, GE course offered online. It has a reading level II prerequisite. Due to budget cuts, the course has been cut till Summer 2013 when it was finally revitalized.

All of the library courses (LIBRY 1, LIBRY 2, and LIBRY 3) have been articulated with UC/CSU. Such information literacy/competency courses are part of graduation requirements at many 4-year colleges and universities.

Demographics of the Students and Course Outcomes in the Library Program in Reference to Those from the College during the Review Period:

| Student Demographics: Fall 2009 -- Summer 2013 | | | | | | |
|--|---------------|---------|---------|---------|---------|---------|
| Ethnicity | Program | | | College | | |
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| 2 or more Races | 1.30% | 5.00% | 6.20% | 2.10% | 3.10% | 3.70% |
| American Indian/Native Alaskan | 1.90% | 0.60% | 0.90% | 0.90% | 0.70% | 0.60% |
| Asian | 13.10% | 9.40% | 18.60% | 14.30% | 14.90% | 14.80% |
| Black/African American | 16.90% | 14.90% | 8.80% | 11.30% | 11.30% | 11.90% |
| Filipino | 3.80% | 1.10% | 1.80% | 5.70% | 5.10% | 4.80% |
| Hispanic | 27.50% | 29.30% | 34.50% | 31.20% | 33.60% | 35.50% |
| Pacific Islander | 0.00% | 0.60% | 0.00% | 0.90% | 0.80% | 0.60% |
| Unknown/Non-Respondent | 3.80% | 3.30% | 1.80% | 5.60% | 4.00% | 2.60% |
| White | 31.90% | 35.90% | 27.40% | 28.00% | 26.50% | 25.60% |
| Grand Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| Age | Program | | | College | | |
| | 19 OR YOUNGER | 43.10% | 31.90% | 40.10% | 37.90% | 36.20% |
| 20 - 24 | 20.00% | 21.50% | 30.10% | 31.10% | 32.50% | 34.00% |
| 25 - 29 | 10.00% | 6.10% | 7.10% | 10.10% | 10.60% | 10.80% |
| 30 - 34 | 5.60% | 8.30% | 7.10% | 5.90% | 6.00% | 6.10% |
| 35 - 39 | 5.60% | 3.90% | 8.00% | 4.20% | 4.30% | 4.00% |
| 40 - 49 | 10.60% | 11.00% | 8.80% | 5.90% | 5.70% | 5.80% |
| 50 OR OLDER | 5.60% | 6.10% | 7.10% | 2.80% | 3.10% | 3.00% |
| Grand Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| Gender | Program | | | College | | |
| | Female | 59.40% | 59.10% | 57.50% | 56.20% | 55.50% |
| Male | 39.40% | 37.00% | 40.70% | 42.30% | 43.20% | 42.50% |
| Other | 1.30% | 3.90% | 1.80% | 1.40% | 1.30% | 1.10% |
| Grand Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| Full-Time Equivalency | Program | | | College | | |
| | FTES | 7.5 | 5.9 | 4.2 | 17117.7 | 16296.1 |
| FTEF | 0.8 | 0.7 | 0.4 | 804.9 | 765.5 | 759 |
| FTES/FTEF | 9.38 | 8.43 | 10.5 | 21.27 | 21.29 | 21.63 |

| Outcome | Program | | | College | | |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2009 | Fall 2010 | Fall 2011 |
| Success | 68 | 58 | 70 | 64 | 65 | 64 |
| Retention | 79 | 76 | 83 | 80 | 80 | 81 |

While the above library student demographics largely reflect the campus student demographics, they provide the following unique information about the students from the library program during this review period.

Firstly, more African American, white, and two/more-races students and fewer Filipino and Pacific Islander students took the library courses compared with the overall ethnicity data from the college. During this review period, there was a significant yearly growth of Hispanic students taking the advantage of the library courses to empower themselves with information literacy skills needed for college success and the 21st century work force.

Secondly, compared with the campus-wide student age data, more 19-year-old or younger students and 30+-year-old students enrolled in the library program, suggesting once again that more non-traditional students have taken the advantage of the library courses to enhance their information literary skills during this review period.

Thirdly, more female students enrolled in the library courses than their male counterparts, suggesting a continuing increase in female student enrollments in the library courses.

Fourthly, the financial crisis and severe budget cuts across the board significantly reduced the number of course offerings throughout the college, including those from the library program during this review period. LIBRY 3 had been cut for three years (from Spring 2010 through Fall 2013) before it was offered again in Summer 2013. LIBRY 2 was cut in 2012. As a result, there was a significant decline of FTES and FTEF in the program as well as in the college during this review period.

Lastly, rigorous intervention efforts (e.g. follow-up telephone calls, email messages and reminders, one-on-one instruction and advisement, accommodations for self-paced students from remote areas without transportations) had continuously been made in this review period to facilitate students' successful completion of the library courses. In Spring 2012, LIBRY 2 and both sections of LIBRY 1 became Web-enhanced via Etudes. It provided a platform for online tutorials and additional instruction through modules, linked resources, class discussions, private messages between the professor and the students, and progress or grades track online.

During this review period, more percentage of library information literacy students had successful learning outcomes compared with the overall student learning outcome data from the college except in Fall 2010 when quite a few library students (including those from the Learning Community class) were unable to complete their courses due to their extraordinary financial and life's challenges. The student success rate and their retention rate were significantly higher in Fall 2011 through Spring 2013 compared with the overall outcome data from the college.

Curriculum Updates, SLOA, and Feedback from the Students

The library courses were updated in CurricUNET during this review period, and the Student Learning Outcomes Assessments have been conducted regularly during this review period.

Textbooks for all of the library courses have been updated each semester to reflect the forever evolving information technologies and library research tools and resources.

The library is particularly successful in empowering the students with information literacy skills through their hands-on learning projects in the library courses. To make the research projects more meaningful to the students, the professor has continuously encouraged the students to use research topics from other classes or topics of personal interests to complete their library research assignments, including developing their thesis statements and research strategies, retrieving and evaluating information on their topics, and citing the retrieved sources in major writing styles.

Based on the data from surveys conducted in LIBRY 1, LIBRY 2, and LIBRY 3 classes, 100% of the students recognized the value of the library courses in their college education and/or lifelong learning, and 98% of the students applied their library research and information literacy skills in their research projects from other classes or their personal growth. Many of them highly recommended the class to other students (See sample data from Appendix A.1, A.2, and A.3).

2. Course-integrated library information literacy instruction

The library has a vigorous course-integrated library information literacy instructional program which is advertised on the library's web pages, in New Faculty Academy, in library communications with faculty, and via division meeting announcements. In course-integrated library instruction, librarians work with faculty from other divisions to design and deliver library instruction or hands-on workshops that are tailored to the research and information needs of individual classes. During this review period, a total of 182 sessions of such library workshops have been conducted on the main campus, and a total of 6,105 students have benefited from such an instructional program (See the table below).

| Course Integrated Library Workshops: Fall 2009 -- Spring 2013 | | | | | |
|---|-----------|-----------|-----------|-----------|-------|
| Academic Year | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total |
| Sessions | 25 | 48 | 48 | 61 | 182 |
| Attendance | 823 | 1,396 | 1,349 | 2,537 | 6,105 |

During the 2009-2010 academic year, Goleman Library was in its final year of renovation. The library was temporarily placed off-campus in a rental place on 41 W. Yokuts Avenue in Stockton. There was no classroom space in the building. As a result, each hands-on instruction was conducted near the Reference Desk area where a total of 15 public computer stations were used for students' hands-on learning. Most of the classes had to double up the students at each computer station for the hands-on learning. Although the temporary library was within walking distance to the main campus, the inconvenience of getting students in and out of the library in time for their next classes made it a challenge for many students who would have, otherwise, benefited from the library's course-integrated instruction during the academic year.

In Fall 2009, South Campus Library at Mountain House was established, serving the students and faculty at South Campus. There was a library technician and a half time librarian working in the library till April, 2012 when a full-time librarian was staffed in the library.

The newly renovated Irving Goleman Library finally opened in Fall 2010. The library faculty and staff worked hard to orient library patrons in the new facility through library tours and course-integrated library instructional sessions. Most of the course-integrated library workshops or instructional sessions were conducted in the library classrooms shared with the Tutor Center/Learning Resources Center within the division. At the requests of some professors, some sessions were conducted in their own classrooms where there were multimedia instructional units.

There was a marked increase of course-integrated library instruction requests and attendance with the opening of the newly renovated library, and the demand for library instruction remained strong as the library kept the college community updated with the new and existing online library research tools and online databases which enabled Delta students, faculty, and staff to find reputable full-content sources 24/7 for their academic study, instruction, and research.

The course-integrated library instruction or workshops wowed the students with the resources they need for their college study, research papers, and speech projects and introduced students to information retrieval techniques, critical evaluation and analysis of information, and how to cite the retrieved sources in major writing styles.

Student Learning Outcomes were developed for each course-integrated library instructional session, and oral SLO assessments were conducted at the end of almost every session. Over 90% of the students who had attended these instructional sessions achieved their intended learning outcomes.

3. Library Tours at Irving Goleman Library

During the first academic year of this review period, the library saw a spike of requests of library tours in the temporary, off-campus library. After the opening of the newly renovated Irving Goleman Library, the library faculty and staff frequently offered library tours for the college community. A total of 205 sessions of library tour were offered in Goleman Library between Fall 2009 and the end of Spring 2013, and a total of 3,262 students attended the library tours to learn about the library resources and services (See the table below).

| Library Tours: Fall 2009 -- Spring 2013 | | | | | |
|---|-----------|-----------|-----------|-----------|-------|
| Academic Year | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total |
| Sessions | 19 | 160 | 14 | 12 | 205 |
| Attendance | 386 | 2,575 | 178 | 123 | 3,262 |

As the college community got to know the library better, library tours were offered at the request of the faculty or the community at large.

4. Topical, Hands-on Library Workshops

Topical, hands-on library workshops are offered by library faculty each semester to keep the college community abreast with the latest library information technology and research tools.

During the first academic year of this review period, the library workshops were offered in three smart classrooms with computers on the main campus as the library was going through its final stage of renovation. After the newly renovated library was in operation in Fall 2010, the library faculty went all out to introduce the indispensable research tools to the college community to empower them with their research, instruction, and study. They also kept abreast of new library information technologies and worked hard to introduce new and existing research tools to the college community so that more people can benefit from them. In addition, the library faculty also provided guidance and tips to students on how to avoid plagiarism and how to use the citation tools to cite retrieved information. During this review period, a total of 138 sessions of hands-on library workshops were conducted (60 sessions in 2010-2011 academic year alone when the newly renovated library was in its first year operation), and over 1551 students benefited from these workshops (See the table below).

| Library Workshops: Fall 2009 -- Spring 2013 | | | | | |
|---|-----------|-----------|-----------|-----------|-------|
| Academic Year | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total |
| Sessions | 16 | 60 | 32 | 30 | 138 |
| Attendance | 199 | 601 | 398 | 353 | 1,551 |

During this review period, the library faculty team continued to conduct Student Learning Outcomes assessments at the end of the library workshops. Almost all of the workshop attendees have successfully reached their learning outcomes.

The library workshops are well-advertised on campus through campus-wide e-mails to faculty, staff, and students. PowerPoint workshop announcements are developed and displayed on e-bulletin boards on campus. Many faculty members encourage their students to attend these workshops, and some of them have offered extra credits for students to attend these workshops. The attendance to the workshops could be higher if the workshops are required elements that are tied in with specific courses or a curriculum as part of information competency infusion.

Summary

The information literacy instructional program at the college libraries has empowered students and faculty from various divisions with research and information literacy skills through the hands-on oriented UC/CSU transferable courses, hands-on workshops, and course-integrated library instructional sessions. It emphasizes hands-on learning and application to students' research assignments and information competency.

Instructional resources have been developed, updated, and published on the library's Informational Resources web page to introduce new or updated research tools and online resources to the college community and to facilitate users' self-directed learning. Writing styles and citations were incorporated in the library instructional program to facilitate students' writing of research papers and to curtail inadvertent plagiarism. In addition, Web resources, such as citation guides, plagiarism prevention online tutorials, copyright compliance information, library instructional resources, and information about library courses and information literacy instruction have been updated on the library's Web pages.

As the trend of library materials selection shifts from mainly print format to more electronic format, it is imperative to teach the college community to utilize the information technology and online research tools to empower the college community with the abundant information resources for research, life-long learning, and instruction.

Looking forward, the library plans to develop multimedia instructional materials to support online and off-campus students. There was an apparent need for adjunct librarians' participation in library instruction (or substituting full-time librarians' at the reference desk so that the full-time librarians can be available to develop, produce, and teach the course-integrated library instructional sessions or workshops) to meet the ongoing demand of the college community and to facilitate students' learning and academic research.

Additional hardware and software will be needed to develop multimedia instruction.

The Collection

Introduction

All parts of the library program act as resources for the campus. The collection is the physical and virtual resources discussed here. It is important to note that the location of the collection has expanded from serving not only the main campus but also the Mountain House campus and the growing number of students taking online courses.

Purpose

Consistent, with the mission of the college, the overall purpose of collection development is designed to adequately serve the educational, economic, intellectual as well as recreational interests of our diverse student body, faculty, and staff. The collection does this by putting faculty textbooks on reserve, buying books for students to complete their papers as well as supplemental materials to assist with patron pursuits.

Objective

The goal of building the collection is to insure that materials are of sufficient quantity, depth, and breadth to serve the instructional program as well as the general, research, and cultural interests of the students, faculty and staff.

Consistent with Delta's Board of Trustees Policy, the collection is designed to improve student learning outcomes in the following ways:

- Increase skills and abilities;
- Facilitate a background of knowledge;
- Facilitate the development of critical thinking;
- Broaden social and political understanding and concern;
- Facilitate a sense of moral responsibility; and
- Encourage lifelong learning through use of information resources

Methods

The *means* by which the collection development will be carried out are as follows:

- Continually review/update the Collection Development Policy;
- Continue to involve the faculty in the process of collection development;
- Maintain ongoing evaluation of all library materials;
- Update the Five-Year Collection Development Plan on schedule; and
- Evaluate and select appropriate resources.

New Developments Since the Last Program Review in the Spring of 2009

Loss of Technical Services Staff Due to Retirement

As mentioned in the Public Services and Technical Services section of this report, during this review period, four Library Technicians took early retirement. Their positions were not filled. Through the tremendous collaboration and effort of library staff from both campus libraries, the library was making a valiant attempt to continue meeting the needs of the campus. However, this has been a blow to how fast library materials are processed and in the hands of users. The danger is that materials may not appear on the shelves in time for students to finish their assignments or that they will be outdated.

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Opening of the Remodeled Library

In 2008, the library services were temporarily located at 41 W. Yokuts while the library was being remodeled. In the Fall of 2010, the library was reopened. The move has allowed much of the collection, which was in storage, to become accessible again. Also, with the increased number of public computers and Wi-Fi, the library's electronic resources are now more widely accessible on campus.

With the increase in how many computers and how much Wi-Fi are being used to access the collection, the maintenance of these service points are critical to ensure that students can get content. As stated in the Technical Services and Information Technology section, multiple computers will need to be updated and a more stable Wi-Fi infrastructure will need to be put into place.

Mountain House Branch Library Opened/Increase in Online Classes: Effect on E-Resources

In August 2009, Delta opened a branch library to serve the faculty, students, and staff at Mountain House. Since then, professors have added their materials to the reserve section there. The reference collection now contains core print materials like the ones on the main campus. Probably the biggest change to the collection as a result of the addition of Mountain House was the expansion of the number of electronic resources to make sure that remote students who could not come to the main campus could still have access to much needed resources.

Since 2009, the collection has added various electronic databases to the collection: Gale Virtual Reference Library, Films on Demand, GREENR, and Informe ([Revistas in Español](#)). The library has also added thousands of e-book titles as well. The expansion of e-resources is also especially critical as more students take classes online when some of them rarely step foot onto either campus now.

With the increase in the need for more e-resources, larger and larger amounts of the library budget will need to be devoted to e-resources. This can be problematic when also trying to maintain an adequate and up to date print collection as well as. As a result, the library materials budget may need to be increased for this reason in the future.

Further Notes on the Mountain House Collection

Since April 2012, Mountain House librarian has perused the print collection and has communicated with the Goleman Library Collection Development librarian. It was decided that the Mountain House librarian would oversee the resource needs for their campus's faculty and students. Communication with faculty resulted in lists of possible additions to the main print collection. The list of seven full-time faculty at Mountain House and their departments will result in *Choice* cards sent to them from the Goleman Collection Development librarian.

Statistics

Databases are used by students for course work, especially for research requiring up-to-date information or applying a narrow research topic. Looking at the usage statistics of the number of searches done between June 2012-July 2013 using Delta's most popular databases, there is evidence of high use. The Gale Databases which account for the largest part of our database collection had 1,904,779 searches. JSTOR, a database that provides full text to high quality academic journals, accounted for 98,175 searches. The CINAHL database had 31,811. That is a very large number considering that this database is used primarily by the nursing department.

Currently, there are over 98,000 books in our collection, and 27,042 e-books. There are 174 current print periodical subscriptions.

Departmental Accreditation

Since 2009, the library has been instrumental in ensuring that multiple departments pass their reaccreditation. Various accreditation bodies require the host institution to have an adequate library space, library hours, and resources. Between 2009 and 2013, the library successfully participated in the reaccreditation of the RN, Radiologic Tech, and Culinary Arts programs.

Resource Review for Curriculum Development

New courses and programs are submitted to the Dean of the Library. If the course resources are adequate, he can give his approval to the Curriculum Committee. This process is important to ensure that students are able to complete their assignments whether they are using their textbooks or library resources.

Archives

The archives are used by a number of patrons on campus. Current faculty and staff (including management) must use them to do research. Former faculty and children of former faculty call to see what classes the faculty member taught. Former students use them to check old course catalogs for transfer. Alumni are also using old year books and newspapers for reunions and also to reminisce.

Due to the demands placed on the archives, the library is in desperate need of a full time archive librarian. This librarian would acquire, organize, and showcase materials as well as help patrons. The library has been looking into seeking funding for scanning parts of the collection to make them readily and easily accessible. Preliminary research has been done already concerning the vendors and equipment for the project.

Browsable DVD Collection

Previously, all DVDs were placed behind the circulation desk. As a result, they were not browsable. A large part of the collection will be moved to a publicly accessible rack for patrons to peruse. This is an exciting new development because students of the millennial generation are much more interactive learners utilizing much more multimedia in their daily lives.

Ongoing Developments

The Librarian/Instructor Liaison Program

We are continuing to partner with classroom faculty to make sure resources adequately reflect the needs of the campus. This meticulous process involves consistently contacting and conversing with faculty in person, through email, and campus mail to determine their needs. This also involves researching the departments, courses, and faculty syllabuses to build a proper collection for their faculty courses. Other services also include database trials for faculty. Currently, we are looking into databases serving the nursing and biology departments to ensure that their materials are up to date, which is essential for medical information. We are also exploring better ways of meeting the needs of applied science divisions.

Continued Respect for Diversity of Learning Styles and the Need for Basic Skills Materials

Since the 2009 program review, the “Skills Express” section has been updated and expanded to contain more copies of essential test taking books. This is essential to nursing, POST academy, Middle College, and students taking important placement exams that will have a life-long effect on education at Delta.

Since 2012, changes have been made to the Collection Development Policy to reflect the need for more study materials. Students have constantly come to the library for materials that supplement their textbook. For science or math courses, an essential key for students to master the tests and quizzes is having multiple practice exercises. As a result, there have been a number of practice problem books purchased. A large number of these books support STEM programs. In 2013, more subject guides will be bought to help students study for their courses in other disciplines.

Collection Development Plan

Since 2008, Delta’s Five Year Collection Development Plan 2008-2013 has shaped funding of the library’s budget. Planning must take place to develop the 2014-2019 plan to create a new spending proposal. This is especially important with increases in inflation and overall increases in the costs of print and electronic materials.

Purchase of Textbooks for Reserve

Traditionally, the library does not purchase textbooks for classes. However, a number of students are not receiving their financial aid until a month after class starts. Without these funds, students do not have the funds to purchase textbooks thus causing serious harm to their academic success. The library will work with administration to determine

if funding for textbooks can be readministered, especially for large classes or where the textbooks are prohibitively expensive.

Information Technology

Philosophy, Goals, and Objectives

The *philosophy* of information technology in the library is to provide innovative and useful tools to locate, track, and create library and learning resources. Library Services relies on a variety of technologies to provide service. These technologies are deployed and maintained by the Librarian/Coordinator of Technical Services, with support from the campus Information Services.

Developments in Technical Services and Library Technology Since 2009

The library has accomplished several objectives in support of the campus-wide goal to implement communications that provide easy access to information.

Acquisitions, Cataloging, Authority Control and Item Inventory

Materials workflow was improved since the last Program Review.

In the review period, the statistics for the number of books cataloged per year are: mean=2758, median=3108, standard deviation=1239. (“Cataloged” refers to the creation and maintenance of database records that describe the titles held in the library’s collections.)

The most important change was the implementation of Electronic Data Interchange (EDI) for firm-order book acquisitions. This change was hastened by the retirement of trained staff, and the migration to the Sirsi Symphony system. Work-flow efficiencies were achieved through this change that allowed us to maintain catalog quality and not increase the back-log. For the last decade or more, the back-log has remained consistent, at about one year. All on-order title are listed in the catalog. Rush service is available for any title, with sub-24 hour turnaround.

The Librarian paid careful attention to the relationship between the service requirements of the library and the training needs of Library Technicians.

New Building and Personnel Changes

The move into the new building and retirements made a significant change in the Technical Services. The entire staff (Classified, Faculty and Management) worked closely

to design the best possible arrangement of the new workspace. Priorities were reconsidered. Classified staff took on new responsibilities and new tasks.

Staff Computers

There were new PCs purchased for three Library Technicians. Barcode scanners are available at almost all staff work stations. Working with Information Services Department, four Library systems were migrated to virtual servers and these work very well.

At Mountain House, one PC and receipt printer was added at the Circulation Desk.

Public Computers

24 new PCs were purchased for public access. 24 used PCs were repurposed for public access in the Library.

SirsiDynix Symphony

SirsiDynix Symphony (SDS) Integrated System continues to be a centerpiece in the Library's services. SDS is used to track acquisitions, cataloging, inventory, circulation, reserve room, and serials. In addition, SDS is the system that manages user access to three additional resources: PC Reservations, 3M Self Charge and 3M RFID gates (see below for explanation of these three systems).

In the 2009 review, there were five planned objectives for SDS implementation; the Library accomplished these objectives.

- Re-establish user record load and overlay
- Fully utilize acquisitions ordering and receiving functions
- Maximize all cataloging, authority and inventory functions
- Upgrade GoCat with "one-click" lists, such as "Newest titles", "Staff recommends", etc. etc.
- Implement Enterprise (faceted search tool in GoCat)

In addition, the Library accomplished additional significant goals.

- The implementation of Electronic Data Interchange (EDI) for regular book purchases (e.g. Not standing order, nor A/V)
- SDS preparation for Credit/Debit Card implementation and integration
- Re-assignment and training for Technical Services staff, in the wake of retirements

New GoCat (Sirsi Enterprise)

A component of the 2008 Sirsi migration was a license for the cloud-based Enterprise public access catalog. Enterprise provides a greatly enhanced search experience for the library user through enhancements such as fuzzy matching, relevance sorting, and improved displays.

Ebsco Discovery Service (aka “Go Electronic”)

In 2009, we did not envision the rapid development of “discovery” search products. In 2011, we acquired and quickly integrated EDS into our services. Dubbed “Go Electronic” (e.g. Goleman-Electronic), this easy-to-use “database of databases” integrates the contents of almost all of our disparate electronic resources into a single search.

RFID (Radio Frequency Identification)

As part of the move-in to new Goleman, the Library staff implemented the 3M 8900 RFID system. The 8900 system provides item alarms, real-time alarm reporting, gate count statistics, alarm statistics, and at-the-shelf inventory. Overall, the 8900 system has been satisfactory. The real-time alarm and security functions have worked best. The circulation aspect of the 8900 is not well-integrated with the Sirsi circulation. The software that manages the gates (“Stats and Status”) was very unstable for the first 2 years. The wand (803 DLA) has not worked as advertised. Server and DLA have been the worst part of the 3M system. 3M has no plan to improve the 8900 system. In the future, 3M should not be considered a “first choice” for RFID system.

Book Scan Station

Since its debut in Fall 2012, Book Scan has received near constant use. This is a seamlessly engineered touch-screen scanning system for public use. Book Scan provides a convenient way for students to make digital copies of print materials. Book Scan includes copyright compliance information acknowledged and accepted by the user. Reserve textbooks are the most popular. Additionally, the library’s entire print collection becomes accessible to as-needed digitization. We use timed reservations (provided by PC Res system) to provide equitable access to Book Scan, at no charge to the user.

A Book Scan was also procured for Mountain House Library in Fall 2013. A second Book Scan was added to Goleman in Fall 2013.

Low Vision Adapative Technology

The Library continues to offer a varied of technologies for low vision and the learning impaired student. There are three Closed-Circuits Television (CCTV) stations. At

Goleman, one of these stations is computer based; this computer has a variety of helpful applications, such as Jaws, Read Please, and Kurzweil 3000. The other station has been recently upgraded via a purchase from DSPS; Mountain House also has one of these CCTVs.

Wireless Internet Connections for Students

In 2012, the District launched the “Goleman Wireless Zone” for student access to the Internet. This service has been very popular. Access to wireless is often difficult for end-users.

PC Reservation System Implementation

In 2009, the Library implemented the Envisionware PC Reservation system at the Yokuts temporary location, and expanded the system greatly at new Goleman in 2010. PC Res manages access to public-access computers, and tracks usage. In 2011, the system was expanded to South Campus Mountain House Library. PC Res has been a great success. Public-access PCs in the Library are in near-constant use for a variety of educational and enrichment purposes.

Customer Satisfaction Surveying

The Library used Limesurvey for two customer satisfaction surveys. Data from these surveys are included elsewhere in the “Public Services” section of this document.

GoText (Open URL Resolver)

In 2009, OCLC decided to stop offering this product. We chose to license this important service from Ebsco in 2011. This continues to greatly enhance the accessibility and usefulness of our electronic and print periodical collections.

EZproxy

The Library makes its electronic resources available off-campus via the use of EZproxy. There have been at least 400,000 off-campus database queries since 2006. EZproxy remains at the center of our off-campus access efforts.

Docutek ERes

ERes provides an environment for storing, accessing, and tracking (for stats and copyright) course reserves. Flex day training courses have been offered in 2011-2013. Overall use of Docutek Eres (electronic reserves) has not been as great as we had hoped; a combination of factors probably account for this.

Website Enhancements

The Library added several features to its website during the past several years. Web interfaces to PC Res and ERes were made available.

We implemented the BookMyne app (to search GoCat) for Android and iPhone.

Student Laptop Service

In new Goleman, we have chosen to deemphasize the laptop check-out service. The combination of increased numbers of PCs and access to wireless network for students has made the laptops a less-needed service.

Strategic Planning for Technical Services and Information Technology in the Next Two Years

Integration of library overdue/lost fees into the overall District “campus holds” structure

This goal requires the communication between the Library's SDS system and “campus holds” system. Library and Information Services should do a feasibility study and proof-of-concept demonstration of how this will work. The technology to make this work (formatted text files and secure ftp between servers) is readily available.

Much of the preparation on the “library's side” of this technology has been completed.

Debit/Credit Card implementation

Debit/Credit Cards in the library serve several purposes. This will support the “campus holds” goal, integrate with Financial Aide's “Higher One” card, and will result in increased revenue for the Library and the District.

Credit and debit card payment is one of the most student-requested services.

The Library will acquire a system that will integrate with its existing technology (e.g. Sirsi), and working together with the Business Office will create and implement a plan for use of credit/debit cards for all Library fees.

PC Needs

Staff:

There is critical need for replacement of PCs at several locations in the Library. (at least fourteen replacement PCs: Wang office G104, two at Reference desk, two for Adjunct Rooms near “H” shelves, Circ Desk Office G219, Schermerhorn Office G105, Swisher

Office G108, Archives Desk G138, Lesley Fujii, two Tech Services student worker desks, Public Services Student Worker desk; there may be others.)

Public:

The newest public access PCs in the library are four years old. At least 26 of these PCs are at least nine years old. In the next two years, we expect to need to replace at least 26 stations (in the Go-Cat! and LibCat areas).

Customer Satisfaction Surveying

The Library will adopt more innovative survey modalities. We will assess the feasibility of and implement various technologies to survey library users about their satisfaction with library collections and services. A likely first step will be the use of “Clickers” to gauge satisfaction with reference service.

Copyright policy: the District will benefit from a copyright policy

The District has made some movement toward improving copyright and fair use practices, though no District copyright policy exists. The Library will explore working with the Academic Senate to promote and adopt a policy similar to the best Community College copyright policies.

Inter-Library Loan form on website

Though difficult to maintain after the last round of retirement, inter-Library loan service has been partially restored. The Public Services and Technical Services librarians will analyze and improve this service. Integration of ILL request forms into the website still needs to be achieved.

eRC (Electronic Resource Central) implementation

eRC will provide tools for the acquisition and delivery of e-books and other e-resources. This software was purchased in 2012 and will be implemented in 2013/14.

Revolving Collection at Mountain House Library

The Librarians will explore the feasibility of implementing some form of “revolving” collection at SCMHL (e.g. small subsets of Goleman collection that will be housed at SCMHL on a temporary basis).

The Library should enable the creation of content and provide far greater access to technology

The Library has a service imperative to get useful technologies into the hands of students. To this end, the Library should actively plan for the purchase and circulation of equipment (beyond just laptop PCs) for student use. For each piece of equipment, there should be an analysis of needs and appropriate circulation procedures adopted. Examples of technology include (but not **at all** limited to):

For in-library use:

- Scanners
- HD monitor and surround-sound in a secure multimedia room
- Audio and video editing equipment and software

For check-out use:

- Camcorders
- Digital still cameras
- e-Reader
- Mp3 players
- Playaway (e.g. <http://www.playawaylibrary.com/>)
- Calculators
- Tablets
- Sound recording devices

Public Services

Developments in Public Services Since 2009

- **The Newly Renovated Goleman Library**

On August 16, 2010, the newly renovated Goleman Library opened. Financed with funding from the 2004 Measure L Bond, the project took three years to complete. The 54,670 square foot building includes:

First floor

-Nine group study rooms (operated by the Learning Center);
-A college archives room
-New furniture for all public areas.

Second floor

-A faculty reading room;
-Two adjunct faculty offices (operated by the division office); and
-Two small classrooms that can be converted into one large classroom;
-New furniture for all public areas.

The library is the heart of the campus for many reasons

- The library is open longer hours during the day than many other campus services.
- The library is centrally located.
- The library serves over 300,000 students, faculty, and community members each year.
- The library offers immediate service.
- The library offers the only publicly accessible WiFi spot on campus.
- Adjunct faculty members utilize two study rooms upstairs to hold Office Hours.
- Many groups reserve the Faculty Reading Room to hold meetings.
- The library also houses a tutoring center that provides students with support in specific, non-science content areas, ranging from Psychology to Spanish.
- The library offers over 100,000 print and audiovisual resources and access to 58 databases which have over one hundred million documents.
- There are 48 public computers that students can use to complete coursework or access the library's online collection.

• **Mountain House Library**

Library Services started at Mountain House in July of 2009. Staffed with one part-time librarian (until April 2012 when a full-time librarian position was filled) and one full-time library technician, the Mountain House Library offers a small collection of reference, reserve, and circulating items. Four public computers are available for students to use for their research needs. A **Book Scan** station will be added in September of 2013. Several improvements were made in furniture, wiring, copy machines. A book drop was also added.

• **Reference and Public Services**

The library continues to provide essential reference and information services. The Reference Desk and the Circulation Desk are staffed by Librarians, Library Technicians, and Library Circulation Assistants during all business hours from 8:00 a.m. to 6:30 p.m. Monday through Thursday and from 8:00 a.m. to 3:00 p.m. on Friday. Staff assistance is also available by telephone and by email. Both simple and complex transactions are dealt with in a timely manner. Patrons who seek assistance for assignments that are available online find help available immediately. Questions that are received by phone or by email to the reference desk are routinely answered during the day they are received. Currently, no instant message chat services are offered through the reference desk, but we will continue to study the feasibility of this new service. Librarians scheduled for the reference desk also oversee a public computer area consisting of seven catalog workstations (one is in the back of the library), forty-eight public computers, a PCRes station, and a Book Scan station.

Statistics prove that the library is an active and vital service to the college community. The Reference desk continues to be a busy point of contact with students.

| Year | Service | Number Served |
|---------------------------------------|--------------------------------|---------------|
| 2012/2013 | Reference Questions | 7,784 |
| 2013/2014 (1 st two weeks) | Reference Questions | 2,073 |
| 2012/2013 | Library Visits | 382,061 |
| 2012/2013 | Checkouts (including reserves) | 45,566 |
| 2012/2013 | Reserve Checkouts | 25,088 |

Patron printing in the library, from the Internet, online databases and reserve materials, has remained constant and heavy. Six public computers were added in 2012, bringing the total number of computers available to forty-eight. The additional computers pretty much eliminated wait times. As the only spot on campus offering Wi-Fi, the library is popular for many students who use the wireless network to access online courses and library materials on their mobile devices.

Another very popular service is the book scanner which students can reserve for fifteen minutes at a time to scan reserve materials or other documents. The scans can either be saved to a flash drive or sent via e-mail, thereby saving students the cost of printing. A second and possibly third scanner will be added in the near future to diminish wait times during the beginning of the semester.

- **College Archives**

Since the founding of Stockton College, in line with the vision of the campus leaders, the Library has accumulated documents and artifacts on Delta College and local history. And yet, there has never been a consistent budget specifically set aside for staffing, organizing, and making the collection accessible to the public. Till this day, historically important documents are simply stored in cardboard boxes placed in storage. A full time librarian is needed to properly manage and organize the archival collection, making the room accessible for patrons in line with professional archival standards. Digitizing the archives will allow the library to make the collection available online and, therefore, accessible to a much wider audience.

- **The Poster Project**

The Poster Project was initiated by the SC@MH counselor and the librarian. The aim was to encourage the students with colorful photos and uplifting quotes from famous persons. Quotes from John F. Kennedy, Dr. Seuss, and Conrad Hilton were some of those chosen. The librarian, in the spring, shot many photos of the SC@MH campus. These included herds of grazing sheep, fields of mustard grass, the 'Big Sky,' egg-plant colored flax plants planted between the sidewalk and the entry roads, one purple plant blooming profusely in the juncture between the curb and the asphalt near the library, and patrons, one with a working dog, waiting on the

Rural Transit Department (RTD) bus at the bus stop enclosure. In turn, both the counselor and the librarian sorted through quotes to place on the posters. Photos and quotes were chosen and seven 24"x18"posters were completed, from photographs sent to the Publication Center. Some were framed and hung in the busy Administration area where there is usually standing room only and in the constantly filled Student Lounge. Some unframed posters were posted in the library. Two photos of the campus entry monument sign were taken and professionally altered, by Jim Vergara, campus photographer. These resulted in two posters, one framed outside of the counselor's office in the Administration Building (#301) and one was hung in the library. Almost all students and faculty pass through each building fairly frequently.

- **Displays/Video Display**

The Goleman library has two display cases downstairs used to showcase special collections or to celebrate important events. A video display in the foyer also shows important library and campus news and services.

- **Special Programs**

The library offered special programs for multi-cultural awareness, National Library Week, and campus skills workshops.

- **Staffing Changes**

The library has seen many changes in staffing since 2009. One of the four full-time librarians (Coordinator of Collection Development) retired in 2011. The vacancy was filled in 2012 with the newly hired librarian taking on dual roles as coordinator of Public Services and Collection Development. Through CTA negotiations, a full-time librarian position was established for the Mountain House campus library. In April 2012, a full-time librarian transferred to the Mountain House Library where a half-time librarian had served since 2009, leaving a full-time vacancy at the Goleman Library. The vacancy was filled using adjunct librarians for thirty five hours per week during the 2012-2013 academic year. In late Spring 2013, the hiring process started for the hiring of a Coordinator of Public Services.

Even more changes were seen at the classified staffing level. In 2004, there were 9.5 FTE library technicians. From 2004 through 2011, six of the full-time library technicians retired. A full-time library technician was transferred to the Mountain House Library in Fall 2009. Under a new service model, the remaining 3.5 FTE library technicians at the Goleman Library took on the work of nine people, dividing up assignments in Circulation, Periodicals, Acquisitions, and stack maintenance. A new classification, Library Circulation Assistant, was created in 2012 to help make up for the deficiencies in staffing. A lower classification than Library Technician, library circulation assistants work at the Circulation Desk to check materials in and out, fill reserve requests, and collect fines and fees. Four half-time library circulation assistants were hired in the year 2012-2013. Training is ongoing for library

circulation assistants on Public Services duties that they can assist with during busy times, such as troubleshooting for copiers and printers, making computer reservations, and explaining to students how to look up call numbers for reserve items.

- **Current Staffing**

Staff in the Library consists of librarians, library technicians, library circulation assistants, and Student Assistants. Currently, the five faculty librarians serve as coordinators of Public Services, Technical Services, Collection Development, Bibliographic and Information Literacy Instruction, and the Mountain House Library where reference service is provided for 35 hours per week. In addition to their assigned areas of coordination, all four full-time librarians and five adjunct librarians staff the Goleman Library Reference desk for 49 hours per week. The library has 4.5 FTE library technicians (including one FTE library technician assigned to the Mountain House Library) and two FTE library circulation assistants. Two full-time library technicians serve as leads for Public Services and Technical services. Four substitutes (library circulation assistant/LCA) employees fill absences at the circulation desk. Periodically, the library employs, trains, and supervises student assistants in Instruction, Public Services, and Technical Services. Over the past year, more duties have been assigned to student assistants in order to free up time for staff to work on regular assignments. Student Assistants have assisted in crowd control during busier times, cleaning computer equipment, managing the security gate, organizing the stacks, and scanning documents in the archives.

- **Relationships with other College Components**

Full-time faculty continue to serve on college-wide committees and organizations:

- Academic Senate
- Curriculum Committee
- Institutional Student Learning Outcomes
- Cultural Awareness Programs Committee
- Policies and Procedures
- Hiring committees
- General Education Committee
- SJDCTA
- Faculty Advisors for clubs
- Accreditation Study Co-Chairs
- Plagiarism Prevention Awareness Committee

The library continues to work as an integral part of the college and has close relationships with most departments within Instruction, Information Technology, Student Services and Business Services. Since the library offers meeting and classroom spaces, other departments frequently visit the library, allowing library staff to maintain close ties with the rest of the college community.

- **Support for Instruction**
College Divisions and faculty are given opportunities to provide input into the selection and maintenance of library materials. Students make heavy use of the library's course reserve materials, low vision adaptive technology, headphones, print and video/DVD collections, computer workstations, wireless Internet, and book scanner. Librarians connect and collaborate by phone, Spark Instant Messaging, email, and with visits to scheduled division meetings. A recent survey indicated that 94% of library users felt that their use of the library helped them with their coursework.
- **Reserve Room Services**
The library used to receive regular funding of about \$8,000 each year from ASBG to purchase course reserve textbooks. Without the funding, the supply of course reserve materials has diminished, though the course reserve program continues to fill a vital student need. There are many instances where students do not receive Financial Aid until after the semester begins and therefore rely on reserve textbooks available in the library to keep up with coursework. Funding for the reserve textbook collection is needed to sustain the service.
- **Customer Service**
The library provides sufficient and varied services to students, faculty, staff and community members. The observer will see that rarely will more than a few students wait for an excessive length of time to speak to a librarian. Lines of students, who wish to check-out required course materials at the circulation desk, are served concurrently by at least two library technicians/library circulation assistants. In high request times, additional library technicians are summoned. Available student assistants, when given call numbers, can help by finding the requested items on the reserve shelf. Student assistants also help direct library visitors to the correct lines during busy times. Librarians, library technicians, library circulation assistants, and student assistants all work together effectively to provide excellent service to students.

Strategic Planning for Public Services

The plan for the next six years is to address all goals.

- **Oversize shelving area safety retrofit**

When the construction of new Goleman was near the end, and the shelving was being installed, the contractors discarded the "oversize" shelving. Oversize shelving provides a deeper, more supportive shelf for larger books. Currently, several ranges of oversize books are shelved on ordinary size shelves. To reduce this physical hazard, the Library has worked with Mark Showers and he requested that we choose an outside vendor. We have an analysis and quote from the region's premier shelving contractor: Ross McDonald Co. We anticipate upgrading the oversize shelving area in Fall 2013 for a cost of about \$7,000.

- **Lighting**
Lighting fixtures will need to be regularly maintained as there are many dark spaces due to burned out lights that are not replaced. The lack of adequate lighting is a safety hazard.
- **Additional Furniture**
Due to the increasing number of library visitors each year, additional tables, chairs, and study carrels will need to be acquired in order to eliminate students sitting on the floor, especially in the aisles between bookshelves.
- **Supplies Vending Machine**
Look into the feasibility of partnering with either the Bookstore or Friends of the Library to offer a supplies vending machine so that students can purchase highly needed supplies.
- **Responsive Customer Service**
Continue to maintain appropriate and responsive levels of service in the Circulation and Reference functions, especially during the busiest times, which is the first two weeks of the semester. New student assistants will all receive training in crowd control and in assisting patrons with finding items on the shelves.
- **Student Assistant Staffing**
Find enough student assistants to staff the security gate during all open hours so that Circulation and Reference staff do not have to run downstairs whenever the alarm is triggered and so that security of library materials is maintained.
- **Marketing of Library News and Services**
Increase awareness of library services for new and existing Delta students and faculty through intuitive signage, LCD advertising services, articles in the “Delta Express,” and electronic communication.
- **Program Evaluation**
Innovative technologies will be evaluated and implemented in patron surveys for qualitative program evaluation and customer satisfaction at both desks.
- **Displays and Signage**
The Library will actively showcase materials in order to boost circulation. Some ways to accomplish this goal are to feature special displays (via mobile shelving or display cases) and to create shelf signage that makes the stacks more inviting to library users.

- **Shelving for Juvenile Materials**
Acquire special shelving for the juvenile collection that will allow for better organization of materials.
- **Alarm**
Move the alarm panel from the front of the library to the back (staff) side of the library so that the building can start being armed.
- **Staff Entrance Door Behind the Library**
For the staff entrance to the library, an awning will need to be installed to prevent flooding during the rainy season. Also, a security camera and buzzer/doorbell will need to be installed so that staff in Administration can be notified when visitors from other divisions need to admitted to the library.

APPENDICES

Appendix A:

A.1

Sample Feedback from LIBRY 1 Students (Fall 2012)

Survey Questions Conducted at the End of the Fall Semester:

1. Did you find the course being helpful in your college education? In what way?
 2. What do you like the most about the course?
 3. Do you have any recommendations for me to improve the instruction?
-
1. Yes! I learned how to work in relation to my research. You save time when you can find what you need in a sea of abundant information.
 2. Expanded Academic ASAP and Encyclopedia of Careers and Vocational Guidance. I have found how to use key words and phrases in the appropriate databases for optimal results.
 3. Every college or university student should take this course! It is an invaluable skill set and an experience that really helps you appreciate the wealth of knowledge.
-
1. Yes, for the term papers in my other classes.
 2. The online databases, how to use them properly.
-
1. Yes, I may not have many classes right now, but it has definitely given me a way to get to many resources. I am grateful for this educational class and how it has given me paths and tools for my studying future.
 2. The Gale Virtual reference cites will probably be one of the most useful tools. Learning how to search for a book in the library and how the books are organized was one thing I liked most in the class, I'll be sure to be using the GoCat table to be searching for plenty of books but my brother and I enjoy using the Opposing Viewpoints in Context because of the pros and cons that are surveyed in the database.

3. I tell all of my friends about the databases whenever they get stuck on their papers. I know that the things I learned from this class have widened my guides for things I will need.
1. Yes, this class has given me resources I wish I knew about when I first entered college. Especially when it comes to research.
2. Online databases are all very good research tools. Being able to use citation tools has been incredibly helpful.
3. This course should be taken by all college students. Please continue to provide this class. It's a 1 unit class everybody should take. Thank you Professor Wang.
1. Yes, I was doing hepatitis C. and I found a whole lot of information.
2. How to look up a book by its call number. I was able to find a text book for my plant soil science class. Gale virtual Refernce Library and Power Search.
3. I thought the class was very helpful to me because I was able to find more books a lot faster than before and the tour that we took around the library showed me how convenient it is for students to get the resources they need to be successful.
1. Yes, it definitely did help me expand my search and make it very easy for future and present classes.
2. The databases and citation tools helped me a lot with quickly finishing my work.
1. Yes, I learned more in general about researching for academic articles online. I learned about research sources available in the library, such as the books with cataloged artwork.
1. Yes, I learned that I can print my papers at school fairly easily and being able to access the computers for online assignments made things convenient at times.
2. Figuring out how to access books through the subject heading books behind the reference desk will become useful in the future certainly. Learning the call number system to locate books within the library.

3. The only thing I recommend is videos explaining the step by step on how call numbers are used.
1. Honestly, this course did not help me in my other classes because my classes are simple and do not require me to use the library.
 2. Two of the most important research tools I learned were powersearch and expanded academic research ASAP. I noticed I used those two the most of the time and using Boolean operators (and,not,or) helped me narrow down what information I wanted.
 3. I enjoyed taking this course. It was very helpful and informational. Even though I did not need to use the information I learned this semester, I am sure I will use it in the future.
1. Absolutely, this course is extremely helpful to current and prospective students. I found the course of assignments to be aligned with some of the classes I am currently enrolled in.
 2. Gale Power search, GO-Cat.
 3. This was a great experience and I would highly recommend this course for future students and prospective student transfers.
1. Taking this class helped me tremendously in using the library sufficiently and to its full potential. This class didn't help me so much in my current classes because I didn't have any research papers or projects, but I am sure it will help me in my future classes.
 2. PowerSearch, using the "tools" for citation
1. I really enjoyed taking this class.
 2. How to use the online databases and how to use the citation tool.
1. I really enjoyed taking this class. I have learned a lot. I can't wait to be able to use what I have learned in my future classes.

2. How to find books in the library; How many resources are on the first and the second floors.
 1. Yes, I used the information learned to do research for my other classes and it helped me very much
 2. Online databases: Extended Academic; JStor
 1. Yes, it helped me to do better research in my Anthropology class.
 2. Databases, encyclopedias
 1. Yes, taking the Library Information Literacy course helped me in some classes.
 2. Power Search, Opposing Viewpoints
 3. After I took Library 1, it helped me to find information and develop search strategies.
 1. Yes, it showed me how to utilize tools that are available to me that I never knew were there.
 2. Gale Virtual Reference Library/ Power Search
 1. Yes, this class helped me understand different researches that I can use on my computer, along with using information from the actual library.
 2. I love the online databases, also knowing the call numbers helps me a lot as well.

A.2

Feedback from LIBRY 2 Students (Spring 2013)

Online Survey Conducted at the End of the Spring Semester in Etudes

I have learned many things in this class because of Dr.Wang's teaching style. I really enjoyed having lecture added to the Library 2 course. I learned so much more in-class than self-paced courses. I can take my knowledge from this course to help me in my future educational goals and in my personal life. Thank you, Dr. Wang!

Throughout the semester I have learned so much. It has really been a privilege to be in your class for the second time. I learned a little about the law and also how to do citations for videos, websites, etc..., and also how to do a pathfinder. Thank you for everything Professor Wang.

Things I learned In Library 2 class

Our library class has been a very rewarding experience for me. We started out with fairly easy assignments and as we gained more knowledge they became more challenging. I enjoyed the class because it works so well into my other classes and you have such patience with us. The history of the internet on one of our assignments was also very intriguing. It was interesting to me to find out about different document type such as PDF and Jpeg and other file formats; I learned to save on Microsoft 10 so I could work on my papers in older version operating systems. There is still so much more I want to know about, and now I have better tools to continue.

Learning about creditable websites became so useful throughout the semester. It almost seems silly mot to take the time, with the information we now have. The databases are just fantastic for a student, the quality of our work increases and the time saved to do assignments has helped me carry more units. The in-house library assignments and where to look for printed material is also very valuable. The Library of Congress reference saves time, and we can go directly to the source. I liked the law references books, they are ideal to use in many types of presentation or works; to quote in Latin certainly adds a different dimension to some writing if a person is confident enough to do so, not me just yet, but that is a goal for my presentations. I still need a lot of practice with the advance search tools but I am managing it.

The pathfinder allowed me to utilize what I learned and I am getting a better understanding on how to build a citation from retrieved information. That's valuable because we don't always have the benefit of a database generated citations like we have here on the school databases; even if they are not totally correct they certainly help. The pathfinder is giving us a lot of practice. I just hope we don't take so much of your time correcting my work, professor. I don't believe my pathfinder is up to par, as I need to be more systematic about how I search and use the file folders provided more efficiently. This will allow me to work more quickly and do better work. Nevertheless I am by no means done; there is much work I would like to accomplish. Library classes have helped

in all my other classes, I can't emphasize that enough to my peers in my other classes. I started emailing and printing articles for them just to get them started. In the past, Library was a little intimidating (Dewey Decimal System) as computers are now to folks that did not grow up using them. I do plan to integrate this information into my field of work, somewhere in the helping professions. I haven't yet defined it, but I am starting an internship after summer session for a certificate.

The discussion groups are great, because we can get information we might have missed. It gave us a forum to allow our class to know each other better since we only meet once a week. It gave me the chance to practice informal writing, and I found that to be enjoyable as that's probably because that's all I ever did, and I still get in trouble for my use of contractions. But I am learning. The class empowers us and gives me confidence to do the best work I can. It has been a delight to have participated in the class, and a much better student because of it. I look forward for the summer, professor. I am grateful and would just like to add that Delta College is fortunate to have such a great staff and such an accomplished librarian.

Student:
José V.

Thank you for all your help.

This class has given me so many resources that will be invaluable during my college career. The things I have learned will benefit me for years to come, even after I have long graduated and have my career as a teacher. Professor Wang is an amazing teacher as well. It helps when you have a teacher who wants you to succeed and cares about how you do in her class and Professor Wang definitely does. She does an excellent job planning a class that is fun and educational, one where we learn all the tools we need but it is not so overwhelming that we lose whatever we learned. I took Library 1 and 2 and I am definitely planning on taking Library 3 over the summer. In fact, I am already enrolled!

A.3

Feedback from LIBRY 3 Students (Summer 2013)

Online Survey Questions Conducted at the End of the Summer Session in Etudes:

1. Did you find the course being helpful in your college education? In what way?
2. What do you like the most about the course?
3. Do you have any recommendations for me to improve the instruction?

Sixteen Students Responded to the Survey.

1. I found that the course is indeed helpful and necessary for my college education. How I wish I could have taken this before English! It would have made life easier.
2. I like that the course was set up on finding a topic to research so we could 'first' hand experience the process. Though I had picked a difficult subject initially, I sure was glad to change it.
3. I do not have any recommendations in order to improve the instruction of this online course. I just hope I get the handle of online courses rather soon since next semester I have three.

Once again thank you for all the knowledge I acquired in this course.

1. This course was very helpful to me in learning how to research my reports better and gave me an idea of what APA and MLA formats are and their differences. I know I still need to work on this a bit, but I now know what it means and how to find the correct websites to help me on my citations.
2. This course was a fun way to learn how to research to me. I really enjoyed the information and I think it will be a huge help and something that will constantly check back on for future classes. I took a lot of notes so that I have them ready for my next classes.
3. I think that this course was done quite well. I really have no further input. I thank you very much for all of your feedback and effort you have put into helping me learn the different formats and how to search topics in the library. All extremely useful and I am excited to apply these in my next classes. Thank You again!!!!

1. I found the course to be helpful in my education because it taught me how to use the online library databases (which prior to the class I had no idea how to access them or use them).
2. What I liked most about the course was learning how to use the databases but also how to use the citation tools offered in some databases.
3. At this time I do not have any recommendations. I felt the class was extremely helpful. I messed up some in the class due to working to many hours and not having enough time to study or keep up but otherwise I felt the class structure was excellent.

1. Yes, this course was helpful in writing paper for this class and also for other classes also. Now, i even know more how to and which search engine to use for the research.
2. I really like your feedback on every assignment and the best part was you uploaded the book online and we didn't have to purchase it.
3. No, everything in this class is there with much information. The assignments are listed there with proper arrows and what to click next while doing an assignment.

Thanks for all your help Dr. Wang and have a great summer.



1. Yes I found this course very helpful for college. I learned the appropriate way to write an essay in two different styles.
 2. I liked the fact that you were very informative in the class you also gave great feedback.
 3. Although it was an internet course I found you were very helpful do not change that.
-
1. I found this course very helpful in my college education because for once in my college experience I've attended a class that I wish could have lasted longer, I learned information that I could apply to my everyday life & also use the information I learned in other classes.
 2. I liked most that all the information I learned can be used in other classes, it doesn't just apply to this one class & I appreciate that & i'm thankful for my learning experience. Also, that our textbook was provided for us was really a great help because although some students receive financial aid, we sometimes receive it late and fall behind in class work.
 3. The only recommendation I have is keep the class going for longer :) make youtube videos & continue being a great professor. Thanks Dr. Wang for the terrific experience!

1. Yes, I found everything about this class helpful and a good resource for furthering my education.
2. I loved everything about the course as with the previous two classes.
3. There is nothing I can imagine can be changed to improve the instruction as it is top of the line. I only regret the fact that it is the last of the Libry classes that I can take.

1. yes ... it help me find other research sites and know how to use them
2. how to use gocat and to see what websites were real
3. yes explain the hw better sometimes how somethings were worded i didnt understand it.

1. The course was helpful in furthering my education and knowledge on conduction research and writing proper papers.
2. I liked that the course was basically self-based, even though it was a shorter summer course.
3. I would like to see more instructions on how to check out material online. Like e-book and material to pick up at the library when students are on campus.

1. I found this course being helpful because now I know how to use the college library online, and how to look for books online and by its call number.
2. What I liked most about the course was its flexibility and the comments that the instructor would leave and having the chapters come with the class which saved me money.
3. I think the class is swell and I wouldn't change a thing!

1. I think that the course really helped me improve my knowledge on how to do research for my papers and how to do correct citation. I enjoyed learning about the numerous tools offered by the online library website to do research. I would definitely use the tools I learned during the course and apply them to my future research paper assignments.
2. What I like most about the course is the detailed feedback on my work. Most professors don't really bother to give detailed information on what students need to do to make their assignment correct it's nice to have a professor that gives detailed feedback on your work.
3. I don't really have any recommendations to improve the instructions because I found it very easy and the class was very interesting and informative. I would definitely recommend other people on taking the course.

1. This course is very helpful in terms of its availability online and the resources it yielded not only in Delta Library databases but others as well.
 2. What I liked the most about this course is that it was easy to follow along the lesson that was given each week.
 3. I believe that this class was put together very well and that I may not have any ideas for improvement now it may be different for other students because everyone learns in a different way.
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1. I felt the course was helpful in teaching me a better way of how to research and utilize the library.
 2. mostly i liked the teaching of how to better research.
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1. I really liked the progression of the course; it helps me to do things in sequence on how to develop a paper. I had not thought of how including different viewpoints could add depth to my paper.
 2. The library sources and their location were also helpful. The review of how to cite works is challenging for me, so practice has given me a better understanding of the different styles. The different formats information is also very valuable. I usually had to learn thru trial and error, and never understood why I could not open some documents I had saved. I would just print, and that was costly for me. I am pleased that we did not have to buy a book. Although the information is very important. I have taken steps to retain it for my personal reference. This is a very helpful class for students continuing their education, I cannot even imagine if anyone could do well without library information instruction.
 3. The only suggestions I could make is that the college allow for Library Information Competency to be a requirement for graduation and that library 3 be offered in fall or spring semesters. I am so grateful to have had the opportunity to take all the library courses offered as they will always be resourceful for lifelong learning.
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1. I found this course extremely useful for me moving forward in my future courses and assignments.
 2. This class has showed me how to accurately formulate an accurate research paper utilizing proper methods for citation and styles. I found this entire course useful and enjoyed every assignment.
 3. I do not have any recommendations for this class at this time.