

Goleman Library Program Review

Spring 2009

http://library.deltacollege.edu/docs/program_review_2009.html

Introduction

San Joaquin Delta College Library strives to serve as an information-seeking center and aims to meet the information needs of faculty, students, staff and community members. The library also provides instruction for its many information resources. The library seeks to provide an environment that promotes the personal acquisition of knowledge.

Most often, people think of the library as a “place.” Our newly renovated library has the potential to be a great “place” of discovery, learning, interaction, and reflection. Today, the library 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.

We intend to be a bridge to other areas of campus services. Our approach is inclusive; we desire to work in an integrative and cooperative way with related campus functions. We seek to communicate with the entire college, to listen to users’ needs and wishes, and to let others know what services we have to offer. We hunger for innovation – to “push services and information out” to current users and attract new users. We believe that to achieve this goal, we must communicate through as many channels as possible. In sum, we strive to foster a learning environment that is conducive to helping students with their study, research, and self-directed learning.

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 courses](#) that have empowered 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. Since fall 2008, 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.
- Advanced Library Information Literacy (LIBRY 2): a two-unit course offered in spring semester only. It has a LIBRY 1 prerequisite.
- Information Competency (LIBRY 3): a three-unit course offered in both spring and fall semesters online since fall 2004. It has a reading level II prerequisite.

In spring 2008, the library also offered HUM 19E, a two-unit Selected Topics: Study and Travel course as part of Delta's Study Abroad Program. The data of this topic course are not included in this review.

All of the library courses (LIBRY 1, LIBRY 2, and LIBRY 3) have been articulated and are UC/CSU transferable.

A Special Topics library course has been developed in CurricUNET, waiting to be launched and linked to basic skills courses (e.g. READ 91 and GUID 11) to infuse information literacy in existing basic skills courses.

Enrollment

A. Demographics of the students taking courses in the program:

| Student Demographics | Fall 2003 -- Spring 2008 | |
|------------------------|--------------------------|-------|
| | Program | Delta |
| Ethnicity | % | % |
| Asian/Pacific Islander | 18 | 21 |
| African American | 14 | 10 |
| Hispanic | 16 | 26 |
| Other | 16 | 10 |
| White | 38 | 33 |
| Age | | |
| <18 years | 6 | 6 |
| 18-24 | 51 | 57 |
| 25-30 | 10 | 13 |
| 31-35 | 9 | 7 |
| 36-40 | 7 | 6 |
| 41+ | 18 | 11 |
| Gender | | |
| Female | 69 | 60 |
| Male | 31 | 40 |
| GPA | | |
| 0.00-2 | 14 | 28 |
| 2.01-3 | 38 | 39 |
| 3.01-4 | 48 | 33 |

B. Characteristics of the students in the library courses:

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, there are more African American, white, and other ethnic students and fewer Asian/Pacific Islander and Hispanics students in the library (See the data chart in Appendix A.1).

Secondly, compared with the campus-wide student age data, there are more 31+ year old students and fewer 18-30 year old students enrolled in the library courses, suggesting that once again more non-traditional students have enrolled in the library courses (See the data chart in Appendix A.2).

Thirdly, more than two thirds of the students enrolled in the library courses are female students, suggesting a continuing increase in female student enrollments in the library courses (See the data chart in Appendix A.3).

Lastly, compared with the campus-wide GPA data, a significant more percentage of students who took one or more of the library courses held a high GPA of 3.01-4, and a significant less percentage of students who took one or more of the library courses had a low GPA of 0-2. Such data well corroborate with the students' feedback in the library course surveys (See Appendix A.6), suggesting that most of the students who have taken library courses perform well academically and that the library courses have played an important role in students' academic success (See the data chart in Appendix A.4).

Enrollment Trends

The enrollment in the library courses has gone up during this review period, and so has the library FTES (See Appendix A.5). The retention rate has also been improved partly because the library courses have been Census Courses throughout this review period and partly because of the instructors' rigorous retention efforts, such as periodical follow-up telephone calls, e-mail reminders and follow-ups, academic alerts, and one-on-one instruction and advisement. The student success rate has remained relatively constant during the review period.

Support Services

The library resources, services, and facilities (including a multimedia classroom, computers in the public area, and media equipment) are necessary for successful library information literacy instruction and have been utilized by students to complete their class assignments.

For the most part of the review period, however, there was only one small multimedia classroom in the library with one multimedia instructional unit and 23 student stations for library classes, library workshops, and course-integrated library information literacy instruction sessions tailored to the research needs of students' from other divisions. A larger multimedia classroom with a retractable wall in the middle to instantly convert it into two small classrooms when necessary is in the plan of the library remodel which began in June 2008.

Summary

Overall, the students have been doing well in the library information literacy courses. Based on the data from surveys conducted at the end of LIBRY 1 and LIBRY 2 classes each semester, almost all of the students recognized the value of the library courses in their college education and/or lifelong learning.

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 instructor has solicited students' research projects from other classes or topics of personal interest and guided the students to use the learned research tools to develop their thesis statements, research strategy, and retrieve and evaluate information on their topics.

Since fall 2008, the library added a new section of Learning Community (LC) LIBRY 1 that is linked with an ENG 1A and a COMST 1A classes. The integrated assignments have seamlessly tied library research and information literacy to the students' research papers and speeches from the linked courses, making their research more interesting and meaningful and their learning outcomes more successful. SJDC's LC Statistics shows that LC course retention rate is higher compared with regular courses. Built on its successful experiences in Learning Community classes, the library plans to expand its LC courses in the next few years.

Student Learning Outcomes (SLOs) and a cycle of assessments have been developed, reviewed, and revised for all of the library courses in CurricUNET.

2. Course-integrated library information literacy instruction

The library has a vigorous course-integrated [library information literacy instruction program](#) which is advertised on the library's web pages, in New Faculty Academy, in library communications with faculty, and through the library department liaison meetings with all divisions on campus. A [Course-Integrated Library Instruction Request Form for Faculty](#) is available for instructors to make such a request.

Librarians work with faculty from other divisions to design and deliver hands-on library orientation sessions that are tailored to the research and information needs of different classes. A total of 641 instruction sessions have been conducted and a total of 12,379 students have benefited from such an instructional program during this review period.

These instruction sessions were largely conducted in the library's old multimedia classroom. When such facilities were not available, hands-on sessions were held in the library's Reference Desk area where a number of public computer stations were reserved for students' hands-on learning. Instruction sessions for large classes are still generally conducted in their own classrooms, some of which have a multimedia

instruction unit for presentation and demonstration. For large classes with no multimedia instructional unit, PowerPoint handouts with detailed screenshots and step-by-step instruction are prepared for students. Whenever possible, large classes were divided into two or three groups so that students could come to the library's small classroom for hands-on learning. Course-integrated instruction sessions were also conducted for a few ITV classes where library information literacy instruction was delivered to students both on campus and at off-campus centers simultaneously.

During the library remodel, course-integrated library instruction sessions are conducted on campus in three smart classrooms with computers for students. These sessions help to fuse information literacy into existing courses from various divisions, providing students exposure to library information technology, research process, library resources in various formats, and how to cite sources in various writing styles.

Student Learning Outcomes have been developed for each course-integrated library instruction session, and SLO assessments have also been conducted during each session toward the end of this review period. Success rate is very high. About 98% of the students who have attended these instruction sessions have reached their intended learning outcomes.

Course-integrated library information literacy instruction is highly appreciated by faculty and students (See Appendix A.7 for sample feedback from students and faculty) but has been taught chiefly by the Coordinator of Bibliographic Instruction and Information Literacy during much of this review period. Although a couple of adjunct librarians have been assisting with the instruction toward the latter part of the review period, it is imperative that more librarians are needed to participate in meeting the growing demand of information literacy infusion as information competency is built in SJDC's Institutional Student Learning Outcomes.

3. Topical, Hands-on Library Workshops

Topical, hands-on library workshops are offered by library faculty each semester to students, faculty, and staff. Before the remodel, they were conducted in the old multimedia classroom. Now, they are conducted on campus in three smart classrooms with computers for students. These workshops empower students to use indispensable library research tools, such as the library catalog and subscription online databases, to retrieve both print and electronic resources. They also introduce library patrons to library information technology and provide guidance and tips on how to avoid plagiarism and how to use the citation tools to cite retrieved information. The library provides 18-24 workshops each semester, and over 300 students benefit from these workshops each academic year.

These workshops have been highly evaluated by the attendees (See Appendix A.8 for the sample data). Since spring 2008, the library faculty began incorporating Student Learning Outcomes in library workshops and conducted SLO assessments in each workshop. Amazingly, 99% of the students who have attended the workshops have successfully reached their intended learning outcomes.

The [library workshops](#) are well-advertised on the library's web pages, through campuswide e-mail 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 library information literacy instruction curriculum is designed to introduce and empower students from various divisions with information literacy skills through its hands-on oriented courses, workshops, and course-integrated library instructional sessions. It emphasizes hands-on learning and application of information literacy to students' research and communication.

[Information competency resources](#) have been developed and published on the library's Information Competency web page which includes information competency standards and definition, writing styles and citations, Powerpoint instruction on 36 Database PowerSearch, plagiarism prevention information resources and tutorials, copyright compliance information, and information about library information literacy instruction. The library faculty also takes on the leadership role in the Academic Senate's Plagiarism Prevention Ad-Hoc Committee which has organized annual Campuswide Plagiarism Prevention Awareness Week events since 2007 and developed or updated web resources on plagiarism prevention.

More Learning Community courses are planned to be offered, and more online information literacy modules with assessment components are planned to be developed to accommodate students' self-directed learning and information literacy infusion. Course-integrated library instruction and topical library workshops are planned to be infused with existing campus curriculum as part of information competency infusion.

Through the on-going cycle of review and assessment of the student learning outcomes from library courses, the one-session of course-integrated library information literacy instruction, and the topical library workshops, the library expects to continuously enhance its instructional curriculum.

Faculty and Staff for Library Information Literacy Instruction

The library has four full-time library faculty members with 0.20 units of overload per year.

Toward the latter part of the review period, two adjunct faculty members have participated in teaching part of the course-integrated library information literacy instruction and workshops.

During part of the review period, two library technicians have been assigned to assist with library instruction, including hands-on course-integrated instruction and workshops. However, since these library technicians share library public service and other duties both in the library and on campus, scheduling and availability are significant challenges. Collaboration between the Coordinator of Bibliographic Instruction and the Coordinator of Public Services is ongoing. One dedicated library information literacy instruction library technician is needed.

During the library remodel, a student assistant has been hired to assist in the hands-on library information literacy instruction when the library technicians are not available.

As the library evolves from print-source based bibliographic instruction to information literacy instruction program which grows and plays an important role in meeting the institutional SLO of information competency, the staffing is not sufficient to operate the instructional program. The Coordinator of Bibliographic Instruction and Information Literacy not only serves as the Division Curriculum Chair and instructor for all of the library courses but also carries most of the instructional load for course-integrated library information literacy instruction while coordinates library instructional program and participate in library workshops and one-on-one instruction at the reference desk. More librarians are needed for library instruction, and a dedicated library technician is needed to assist with hands-on library information literacy instruction.

The library has not been given a reader budget for library instruction. A Reader or Lab Aide or General Helper I is desperately needed on an ongoing basis. An A.I. proposal with its proposal description and rationale has been made (See Appendix A.9), and a request has been made to the CTA Negotiation Team to have it written in the librarian contract.

The Collection

Philosophy, Goals, and Objectives

All parts of the library program are *resources*, including those who work here and those whom we serve. The *collection* is the physical or virtual resource discussed here.

The *philosophy* of collection development is to adequately reflect and serve the educational and general interest needs of our diverse student body, faculty, and staff, both on and off the main campus.

The *goal* of collection development is to provide print, non-print, and electronic resources in sufficient quantity, depth, breadth, and diversity to serve the instructional program as well as the general, research, and cultural interests of the students, faculty and staff.

Materials are selected for the following purposes and reflect the Institution's Mission Statement:

- Increase skills and abilities
- Develop a background of knowledge
- Develop a capacity for critical thinking
- Broaden social and political understanding and concern
- Develop a sense of moral responsibility
- Encourage lifelong learning through use of information resources

The *objectives* of collection development are to:

- Continually 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 online resources.

Developments in the Collection Since 2002

Developments revolve around the following themes:

- **Formation of the Librarian/Instructor Liaison Program**

We have sought involvement, cooperation, reciprocity, and partnership with classroom faculty in both the selection of materials and in understanding of their assignments and needs *and* in increasing their knowledge of what we have to offer them and their students. This has been beneficial to all.

- **Continued respect for diversity of learning styles and the need for basic skills materials**

We have noted an increase in requests for audiovisual materials to reinforce concepts introduced in the classroom. Many students are accustomed to learning visually, by hearing the spoken word, or through their computers or cell phones. The fluidity of technology, where often text-messages and blogs beat the news media in reporting current events, means that we must be prepared to continually update our means of delivery of information.

We purchase only captioned DVDs, conforming to the California Community College policy of meeting the Section 508 standards. We have sent many older videos and DVDs out for captioning. This is an ongoing process, and it is expensive.

We have also noted an increase in students with needs for basic materials (See Page 21 “Special Topics Course”). We have started a “New Readers” section for students at a lower reading level or students for whom English is not their first language. We have worked with faculty to purchase multiple copies of high interest, low vocabulary books for remedial readers, as well as “young adult” materials. In addition, we have a “Skills Express” section providing “how to” books and practice tests. Our most recent acquisition is the online *Learning Express Database*, with batteries of basic skills improvement exercises and tests. This new database also has more sophisticated tests, such as sample licensing tests and career tests.

- **Continued provision of resources for development of critical thinking skills and that are current, where appropriate, with stable funding**

Since 1998, a *Five-Year Collection Development Plan* (See Appendix B) has been published at five year intervals. This has helped stabilize funding for library materials. Since 2002, library funding has been adequate. Over the last five years, a statistical analysis indicates that the median spent per FTES is \$21.50 per year. A new Five-Year Collection Development Plan was submitted and approved April, 2008 by the Budget and Planning Committee. Approval was subject to funding availability in the district.

- **Progress in the move from print to electronic resources where appropriate and progress in the provision of 24/7 access to e-materials (See Page 13, "EZproxy"), also equalizing access across the district**

The move toward electronic resources has several advantages: quicker access to materials; more materials; powerful search engines that search across tens of millions of articles in seconds; a "greener" library; availability of materials 24/7; and equalization of access across the district (from on and off campus). We have purchased eight collections of "Netbooks," as well as a complete collection of reference books. We have increased our access to magazines, journals, and newspapers by uploading the electronic subscriptions. We currently subscribe to [these electronic resources](#).

Statistics of database use show an astonishing usage. We know they are heavily used both on- and off-campus. Our Gale Database usage statistics show that for FY2008, 699,875 searches were conducted in those databases. Gale databases comprise a little more than 50% of our electronic resources.

- **Progress in acquisition of faculty development materials**

Working with faculty, we have ordered as many print faculty development materials as possible. In addition, since January, 2009, we have subscribed to two large online archives of academic journals through the community college library consortium's special pricing: *JSTOR* and *Project Muse*. These two archives give great depth and breadth to our faculty's research needs, as well as their students. They had been requested by faculty over the years, and all feedback has been highly positive.

Strategic Planning for Collection Development

We are presently working with all our electronic resources and about 20% of our physical collection at our temporary location at 41 W. Yokuts. A target date to be back

on campus is June, 2010. The newly renovated library will have more shelf space, and we anticipate increased use of and easier access to library materials.

We also expect to have a working college archive, which has been designed to be both an important historical repository and also a bridge to the Foundation and alumni of SJDC and attract potential donors. It would add value and prestige to San Joaquin Delta College.

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. The organization of the "Collection" (as discussed in the previous section) is the primary focus. Library Services Division 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. Four library technicians (LTs) specialize in acquisitions, copy cataloging, authority control, and inventory work.

Developments in Information Technology since 2002

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 maintained. In the review period, the statistics for the number of books cataloged per year are: mean=3927, median=4265, standard deviation=1129. (2004 was the "down year" due to retirement of trained staff.) The Librarian paid careful attention to the relationship between the service requirements of the library and the training needs of LTs. Two LTs were thoroughly trained in copy cataloging and basic authority control work.

In the move from campus to the temporary facility, much database work was done to select materials to either "take" or "store."

Records for some 15,000 EBooks were added to the catalog.

- **Docutek Eres**

The library implemented Docutek Eres (electronic reserves) in 2006. Eres provides an environment for storing, accessing, and tracking (for statistics and copyright) course reserves. Future implementation of ERes will include training of instructors (via flex day workshops, and other venues) and one or more library technicians.

- **EZproxy**

The library has made its electronic resources available off-campus via the use of EZproxy. There have been at least 200,000 off-campus database queries since 2006. EZproxy will remain at the center of our off-campus access efforts.

- **SirsiDynix Symphony (SDS)**
In December 2008, the library migrated to the SirsiDynix Symphony (SDS) integrated system. SDS is used to track acquisitions, cataloging, inventory, circulation, reserve room, serials and public access. With SDS, the library stopped using Compaq/VMS hardware and began using Windows servers. This change saved the district approximately \$10,000 per year. The complete implementation of SDS will include a number of improvements, including:
 - Loading student and staff records for circulation,
 - Integrating 3M SelfCheck,
 - Online ordering and invoicing.

- **GoText! (Open URL Resolver)**
The library implemented this knowledgebase system in 2005. It greatly enhances the accessibility and usefulness of our electronic and print periodical collections.

- **Website enhancements** <<http://library.deltacollege.edu>>
The library added several forms to its website during the past several years. In addition to the purchase suggestion form, there is also the ability to communicate with the reference desk and the bibliographic instruction librarian.

- **Student laptop service**
The campus acquired 10 laptop PCs for student use. This service was successful, but somewhat limited in scope. *Successful* in that students gained access to some technology, and no PCs were stolen or broken. *Limited* because they were difficult to check-out and had such limited functionality that they were not popular with students. Library and campus administration committed to revisiting the entire service after two *successful* years of service. (See below for recommendations.)

Strategic Planning for Information Technology

- **SirsiDynix Symphony implementation**
There is implementation to be made in virtually every part of the new integrated library system. As part of the migration, we subscribed to SirsiDynix's authority update service. In the past, authority updating was done "by hand" by the Librarian and the LTs; this task took about 60% of the time in the copy cataloging workflow. With the new system, we anticipate decreasing the cataloging turnaround time by 50% or more.
We migrated from a very mature system, with *many* local enhancements. These enhancements were lost in the migration. Key objectives will be to:
 - 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.
 - Implement Enterprise (faceted search tool in GoCat!)
- **Debit/Credit Card implementation**
One of the most student-requested services is credit and debit card payments. Credit and debit card payments would likely increase our incoming revenues for fines and lost fees.
 - **PC expansion in New Library**
PCs for student use will increase to approximately 80 stations in the renovated library. This increase will require a new approach to public-access PC management. For example, we will need a library-dedicated part-time Computer Technician and more sophisticated PC management software.
 - **PC appointment system implementation**
The Envisionware public computer appointment system will be deployed at Yokuts, and likely expanded in the new library.
 - **RFID (Radio Frequency Identification) implementation**
RFID hardware and material tagging will provide a higher level of security and functionality for the library and its users, including reports of which items “walked out the door” without being checked out, and easier-for-students-to-use self-service checkout stations. To adopt RFID, all items in the collection will need to be tagged, and this will take staff time. Also, new hardware must be purchased. To get full benefit, there will need to be a new philosophy of circulation desk service. Namely, the self-service station will need to be the “first/only point of contact,” especially for reserve check-out.
 - **Eres expansion**
To date, this system has been only used in a “test” mode, with three instructors. Training for instructors (via flex-eligible workshops) and training/assignment of library technician staff will lead to greater awareness and use of this very valuable resource.
 - **Eres requires a copyright “solution”**
Eres provides many tools to enforce copyright adherence, from warnings about legal requirements, to date ranges when documents may be accessed, and comprehensive usage reports. In addition to these tools, the campus requires a method to compensate rights holders. [Copyright Clearance Center and Docutek Eres](#) provide an integrated solution. The library needs to implement this, or a similar, solution in the upcoming review period (See Appendix C).

- **Library Browser Toolbar**
We will investigate the use of technology tools, such as (but not limited to) a browser toolbar.
- **Inter-Library Loan form on website**
An ILL request form needs to be added to the website
- **Online Social Networking needs to become part of our service**
Libraries are routinely integrating web sites (e.g. blogspot, facebook) into their service offerings. The library and the librarians should be active and accessible in this domain. Examples abound:
 - <http://highlinelibrary.wordpress.com/>
 - <http://champlaincollegelibrary.pbwiki.com/>
 - <http://www.pierce.ctc.edu/Library/news/>
 - <http://www.facebook.com/reqs.php#/pages/Stockton-CA/University-of-the-Pacific-Library/8707050995?ref=mf>
- **Expand student laptop service; enable the creation of content and provide far greater access to technology**
The student laptop program, as mentioned above, has been reasonably successful, but quite limited in scope. The library has a service imperative to get useful technologies into the hands of students for educational purposes. To this end, the library should actively plan for the purchase and circulation of equipment (beyond just laptop PCs) for student and faculty use. For each piece of equipment, there should be an analysis of educational need and appropriate circulation procedure adopted. Examples of technology include (but are not **at all** limited to):
 - For in-library use:
 - Flat-top scanner
 - HD monitor and surround-sound in a secure room
 - For check-out use:
 - Camcorders
 - Digital still cameras
 - Mp3 players
 - Playaway (e.g. <http://www.playawaylibrary.com/>)

Public Services

Developments in Public Services Since 2002

- **Library Temporary Change of Venue**

During the summer of 2008, due to a scheduled renovation of the Goleman Library which is located on campus, a library move to a location several blocks away from campus was necessary and was accomplished. Eighty percent of the book collection was placed in storage and cannot currently be circulated. Of the reference print collection, approximately one tenth—600 out of 5000 books—was placed in the temporary library location along with most of the remaining collection: Reserve, Skills Express, New Readers books and audio-visual resources. A portion of the periodical collection—magazines, journals and newspapers—are housed in the temporary library.

We planned that upon completion of the Goleman Library renovation, patrons will be able to gather information in a safe, comfortable and efficient environment. To adhere to the vision statement of the college district, which strives to attend to the needs of a diverse and dynamic community, there will be a lack of unnecessary boundaries and physical obstacles (no sunken lounge, columns, ledges, walls, or unnecessary interior stairs). A lower noise level will be accomplished through the use of noise absorbing materials. Provision for safe entry and exit from the building will be accomplished by staff trained in an evacuation plan. Public signage must be clear. Library tours and orientations will be implemented to acquaint patrons with the new physical characteristics of the library.

- **Reference and Public Services**

The library provides essential reference and information services. The Reference Desk and the Circulation Desk are personally staffed by librarians and library technicians during all business hours: 7:30 a.m. to 8:00 p.m. Monday through Thursday and 7:30 a.m. to 3:30 p.m. on Fridays. 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. Bilingual service can be available immediately or on an on-call basis at both service points. Librarians scheduled for the reference desk also oversee a public computer area.

Questions that are received by email to the reference desk are routinely answered during the day they are received. Currently no chat or blog services are offered, but the provision of these services are under discussion.

During the 2007/08 academic year, more than eighteen thousand students, faculty, staff, and community members visited the library. The circulation of library materials remains steady. Over 57,667 checkouts and in-house uses were recorded; this includes 19,694 checkouts of course reserve materials which serve almost all campus departments. Patron printing in the library, from Internet, online databases and reserve materials, was constant and heavy.

- **Staffing**

There is a library dean and four librarian faculty who serve as coordinators of public services, technical services, collection development and bibliographic instruction. This staff has remained unchanged since 2005 when a librarian retired. Six adjunct librarians with regular schedules serve on a part-time basis at the reference desk. The library has eight fulltime and one half-time classified staff positions. Six permanent intermittent employees fill absences at the circulation desk. Each semester, the library employs, trains and supervises student assistants in Public Services and Technical Services.

A half-time Librarian for archives will be required.

- **Relationships with other College Components**

Full time faculty and the library dean serve on college-wide committees (Academic Senate, Curriculum Committee, Institutional Student Learning Outcomes, Learning Communities, Staff Development, Accreditation), as well as college councils and boards that promote library cooperation across the campus.

The library works as an integral part of the college and has close relationships with most departments within Instruction, Information Technology, Student Services and Business Services.

- **Instruction**

College Divisions and faculty are given opportunities to the selection and maintenance of library materials. Students make heavy use of the library's course reserve materials, print and video/DVD collections, and computer workstations. Librarians connect and collaborate by phone, email and with visits to scheduled division meetings.

- **Business Services**

The library works closely with the Bookstore to provide updated course reserve textbooks in the library through the Textbook Loan Program, administered by the Bookstore. In 2005 the Textbook Loan Program received a grant from the Associated Student Body Government, in the amount of \$16,000, for text books. This program fills a vital student need.

- **Student Success**

The library contributes to student success. Library services are on-demand or transaction based. The student's success can be inferred: Did the student understand the librarian's explanation in answer to a question? Was the student able to find a website or an article from the online databases? Did the student's accomplished tasks contribute to success in a course or in a program? Library services support instruction to complement various assignments. Learning in a library is part of the overall process of student success. Students, after interaction with library personnel, services, electronic equipment and software, may do well in assignments.

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. 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. Librarians and Library Technicians work together effectively to provide service to students.

- **Student Survey Results**

According to the Fall 2008 San Joaquin Delta College Library User Survey, students asked to rate their overall experience with the library (See Appendix D).

| SJDC Library User Survey* | | |
|----------------------------------|------------------|-------------|
| (Ten days total) | Fall 2008 | |
| | Number | Pct |
| First Week count | 68 | 72% |
| Second Week count (Finals Week) | 27 | 28% |
| Total surveys returned | 95 | 100% |
| Comments In regard to: | | |
| Library Hours | 63 | 27% |
| Computers/printing | 51 | 22% |
| Yokuts Location | 69 | 30% |
| Miscellaneous | 49 | 21% |
| Total comments** | 232 | 100% |

* Dec. 8–Fri. Dec. 12, 2008 and Mon. Dec. 15–Fri. Dec. 19, 2008

**See Appendix D.1 for complete comments

Strategic Planning for Public Services

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

- Maintain appropriate and responsive levels of service in the Circulation and Reference functions. A reorganization plan is in process which would add two library technicians to the staff. Sufficient classified staffing is consistent with continued service stability.
- Increase awareness of library services for new Delta students and new faculty. Need to expand mechanisms such as tours, orientations, promotional information and advertising. Campus signage, articles in the “Delta Express” and Internet MySpace, etc.
- Plan for ongoing evaluation of functions and services: Patron surveys will be repeated each year. New results will be compared with earlier results. Additional areas to survey or analyze will be determined by the results. Library staff suggestions of high-impact areas to survey will be considered. Those areas which contribute most to core competencies and areas which will benefit large numbers of students will be considered for focus of surveys.

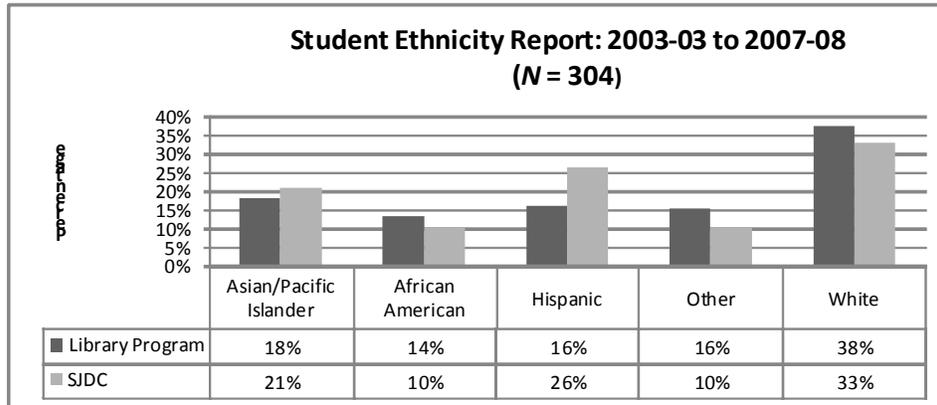
Cross-Cutting Strategic Planning Themes for Library Service

- Launch a Special Topics library course which can be linked to basic skills courses (e.g. READ 91 and GUID 11) to infuse information literacy in existing basic skills courses.
- Continue the cycle of reviewing and updating SLOs for library courses and information literacy instruction
- Develop online library information literacy modules with assessment to accommodate students' self-directed learning and information literacy infusion.
- Infuse course-integrated library instruction and topical library workshops with existing campus curriculum as part of information competency infusion.
- Develop three levels for Library Technician job descriptions (our suggestion: "I/II" (Probationary/Journey assignment) level and "III" (Advanced assignment))
- Hire staff with emphasis on:
 - Fifth librarian for replacement of "Jan Mullen" entitlement
 - Librarian(s) to help with expanding library Learning Community courses as well as information literacy infusion
 - Half-time "Archive" librarian
 - One "Library Information Literacy" *Library Technician I/II*
 - One "Public Services" Library Technician III (New Job Description)
 - One "Technical Services" Library Technician III
 - One part-time Computer Technician
 - One Reader or Lab Aide or General Helper I for library instruction
 - Tracy/Mountain House staffing (librarian, library technician I/II)
- Communicate with new and existing campus populations
- Communicate via new and existing technologies
- WASC Accreditation Exit interview pointed out the library needs to do a better job providing service to remote locations and service to distance learners.
- The library needs to develop a planning document that will list its service goals and resource needs for each existing and planned location.
- At Tracy, provide opening-day collection, library electronic resources, Library faculty and support staff
- Fund Collection according to the current Five-Year Collection Development Plan, as approved April, 2008 by the Budget and Planning Committee
- Aggressively fund and implement all information technologies for the benefit of the campus, with emphasis on supporting new formats
- Continue with Plagiarism Prevention Awareness Week (PPAW) and Committee
- Commitment to outreach and public relations
- Bibliographic Instruction for all distance learners

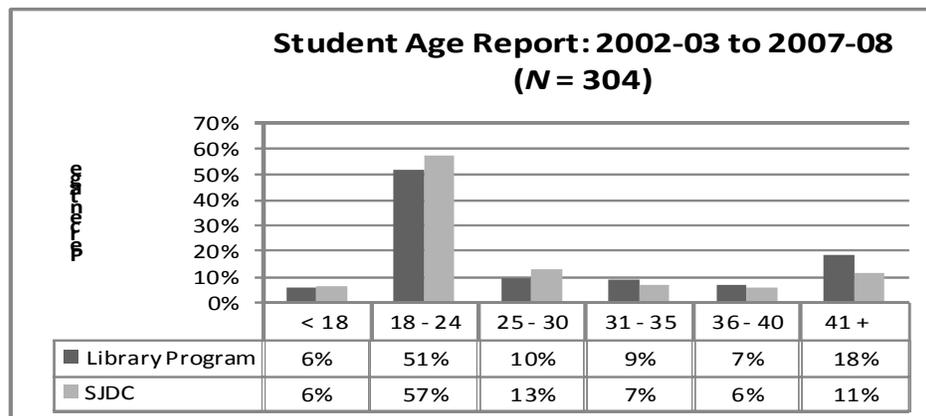
APPENDICES

Appendix A:

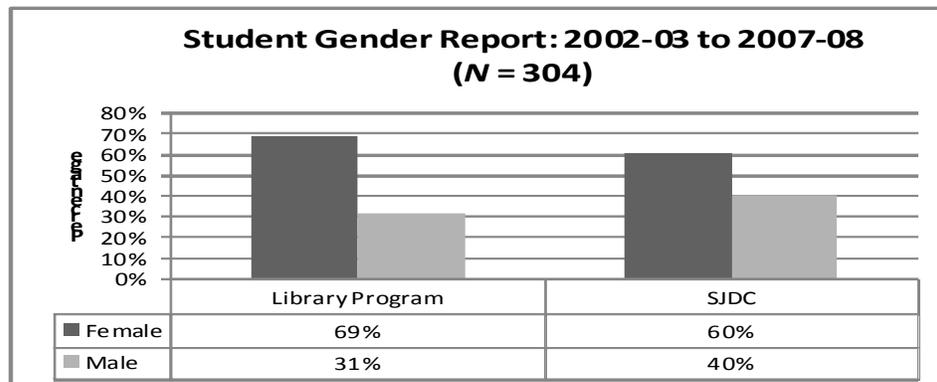
A.1



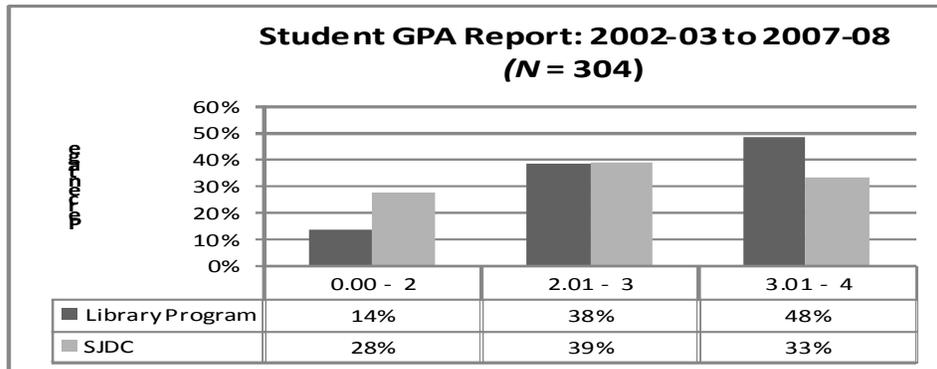
A.2



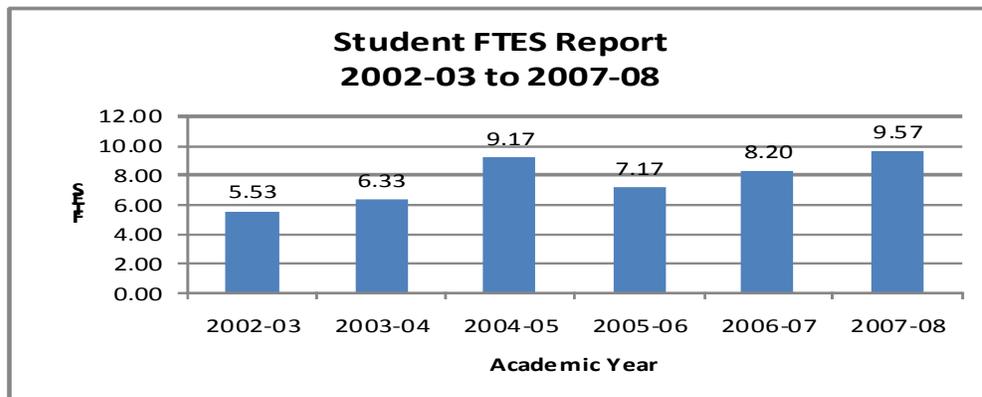
A.3



A.4



A.5



A.6

Sample Comments from LIBRY 1 Students

- ☐ I thought the class was interesting and very different. I enjoyed the fact that it is at your own pace, which allows me to also spend the much needed time on my other classes as well as work. Taking this class has better prepared me for any kind of research I would need to do later on in classes. I will know what to look up, where to, and how to do so quickly. Honestly, I think the class is good the way it is. The instructions were simple and very clear. Sometimes, I had difficulties, but I would just re-read and solve the problems myself. (Kyle Provencher)
- ☐ I feel as though this course was very detailed. There was a substantial amount of new material that was foreign to me. I completed each unit in an appropriate time frame, not knowing if I would remember the particular exercise again. For a student in college that is pursuing a Bachelor's or Masters' degree, this course is extremely helpful. I feel as though I developed a great deal of respect and admiration for librarians. (Melody Flores)
- ☐ Taking the Library Information Literacy course helped me in finding research more easily for my papers. Learning about all the online databases and reading the call numbers were what benefited me. I believe that having the future students do more of a "treasure hunt" to find books, etc. to help them navigate more easily within the library environment. The instructions were clear for me, but sometimes I misread it causing me to make mistakes (which were my fault). I think that the entire packet was good and covered many of the basics that one would need for taking this class. I believe that my experience with this class has been an excellent one and would highly suggest that others should take it. I think that my broader knowledge of the library will greatly help me in the future as I get further in my high school years. I also thank Dr. Wang for being there for me when I needed her most. :-) (Emily Palacio)
- ☐ Taking this course did help me in my other classes, especially learning about the online databases and how to conduct searches to get specific results. I applied the information I learned when I would have to do research for my other classes in order to write papers. At the end of the course workbook is a list of research strategies and from Unit VIII I am able to retrieve and organize resources for research papers that I have. I think all the knowledge I acquired will continue to benefit me throughout school, and even after that. (Katelin Fine)
- ☐ Taking this class helped me with my other classes. Unit III was very helpful because I was writing a paper on the subject I used for it. So, by looking up the different databases, I found many different articles that helped me a lot and even some that I had not even seen from other sites. It also helped with some other classes when I needed to find a book for them. I no longer walked around the whole library to find it. I was able to go right to it. (Kesha Lewis)
- ☐ Library Information Literacy course is helpful and has helped me do an effective search on a topic or subject. I had two classes where I had to do a research paper, and this course actually guided me to doing an excellent paper through effective research. This course was quite interesting and very informative. This course also helped me organize resources for an effective search, using the online databases which serve as greater resources than what can be found on the Internet. Learning to use the reference sources and periodicals and understanding the layout of the library improve time and work efforts to a minimum. I enjoyed the class which works well when you are busy with school and working a lot. (Anh Nguyen)
- ☐ I am not sure whether taking the Library Information Literacy class helped me in my other classes, but I do know that it made me aware of resources that are available to me, and I could use them when needed. I already used the library a lot before the class, although it may have helped with my efficiency while I am here. It is a useful class overall. (Andy Lai)
- ☐ The LIBRY 1 course has helped me with another one of my classes. Unit 8 helped us learn how to search for information online to write an essay. I found all the information I was looking for for one class while finishing up on another. It was very convenient. My essay on Alzheimer's was finished in about 30 minutes due to the assignment of Unit 8. I very much appreciate this, and I am glad that I made this decision to join this course. (Dante Willis)

- ☐ This class was useful although not particularly for me in my Chemistry class. In the past, I had classes that the information I learned in the classes would really have streamlined some of my projects. As I look forward to some of my future classes, I am sure that this knowledge will be important, and I am glad that I took this class. The only thing I would change, and it is not the class, but the library hours. I do realize that the reason the library is no longer open as in the last is because of funding. Working students like myself could use later and weekend hours. The workshops could also be held in the evenings. That, too, would be helpful. (Angela Stratton)
- ☐ The Library Information Literacy performed a most basic function on my part, guiding me through hands-on approach to the newer technological aspects of library use—the computer. I was familiar with the old method of the card catalog. The idea of using a computer was quite intimidating and frustrating in the past. I am generally aware now of how to begin a search, move around the screen and to seek the aid of the Reference librarians when needed. They have been most helpful and generous in their knowledge and assistance. Other than the orientation, a second mid-tem session (approximately one or two months into the semester) would have been helpful in support open questions and review. The instructions and the workbook were clear and the examples were excellent for answering the questions. Perhaps more questions would reinforce the learning process. Thank you! I enjoyed the class! (Rita Seeman)
- ☐ This class helps me pretty much. I learned pretty much by taking this class as right now I know how I can find books available in Goleman Library. It helps me pretty much as I wrote a report on topic of “Origin of Agriculture” for my Botany class. It also helped one a lot to improve my grades in other classes. In my view, everybody should take the classes. In my view, everybody should take this class because, I think, it will play a key role in improving the grades. (Junaid Khan)
- ☐ This class was very useful to me, not necessarily in my other classes, but in general. Before, I did not know how to find anything in this library; all of my sources would come from online (regular Internet) or from the public library when I have a huge source of information right at my fingertips in this library. Learning about call numbers and reference books will help me to use/find books from any library. The workbook was easy to understand. The directions were simple and straight forward. Thank you, Dr. Wang! (Emily Gritz)
- ☐ The Library Information Literacy course did help me in my history 1B (World History) class. We have a paper to write, and now I know how to use the library resources to get the needed information to do my paper. I don’t see how the course can be improved. The instructions given by Dr. Wang were very clear to anyone who paid attention. I don’t think any information should be added or taken out. The class, in my opinion, was very helpful and informative. Thank you, Dr. Wang, for allowing me to be in this pleasant self-paced course. (Monic Lee)
- ☐ I felt that this Library Information Literacy class greatly helped me in my other classes. I have had to write speeches and research papers for other classes quite a bit, and this class expanded my knowledge a lot. I was never too good or creative at my research before, The Internet was my main source of information. I now know how much better and respected sources of information to use. The online databases discussed in this course were extremely helpful for research. I am not one to read through four books to find information on one topic, so the online databases were great. I will definitely carry my new knowledge of library resources to my future university and my everyday life. I’m glad I took this course, and I will definitely recommend it to my friends. (Julia Nicholas)
- ☐ After taking the Library Information Literacy course, I realized that there are endless sources in the library that can help you find books, articles, and essays for a home work assignment or research paper. I have been utilizing these programs and search engines for several of my research papers. My other instructors have said that I had good sources on my MLA citations. This course has greatly expanded my knowledge of library resources and services. (Winnie Chen)
- ☐ I wish I would have taken the class when I first started here at Delta College. It definitely would have helped me in my research needs for Speech and English classes. I never knew how to look up or find anything here in the library. Now, I am confident in my library skills. The part of this class that I have found to be the most useful is all of the online references. I had no idea there was so much useful information on the library web page. This is the part of the course that I will

- take with me to UC Davis and my future research papers that I will have to write. (Mary Menezes)
- ☐ Before I took this class, I didn't know online databases could be used for research papers and how easy it is to narrow down information on my subjects of interest. I believe that the class could not be any more perfect because it's at your own pace, and the instructor can always help you. The instructions were always clear and not tricky like other classes might have. Overall, I am glad that I took this class because it will be so HELPFUL now that I am transferring to Sacramento State University. Also, this class has helped me improve in my job at the library. (Alicia Ramos)
- ☐ Taking this class has led me to discover all that the SJDC library has to offer. I learned about things that I never knew existed (like the Library of Congress and the online databases), and through this class, I learned how to research topics. I would highly recommend this class to everyone! The best part was the teacher, Dr. Wang, who was very helpful and assisted me when I needed help. (Anastasia Case)
- ☐ I believe that the Library information extremely helped me in my other classes. One of my teachers asked me to use the Expanded Academic ASAP database to look up articles on a specific topic, and I knew exactly where to go. I am very thankful I took this class, and plan on taking Library 2 next semester. Thank You! --Heidi Wiesner
- ☐ This course has helped me a lot in all my classes, many of my teachers say, "You have a lot of informative content." With the last unit, we had to do a thesis and I forgot to turn in that part in but, I used that unit for two of my classes and both teachers recognized it right away. I received a letter grade of a, "B" for both papers. Thank you and Merry Christmas. --Carolyn Craig
- ☐ I took this class because one of the instructors recommended it to me. I am glad that I took this class in my first semester at Delta. Now that I know how to search for information in online-databases and at the library, I feel confident. I know that all the things I learned here will be useful during the following years at Delta even in a University. Thank you Dr. Jun Wang, this course is an opportunity to learn useful tools for future higher education. I really enjoyed library Information Literacy, and I will take Library Skill II next Semester. --Martha G. Limon
- ☐ It has truly been a great and valuable experience in completing this course. I did not expect to learn so much from this class. Not only am I able to find any book on my own in the labyrinth we call a library, but I can also search the database for relevant information on a research paper. The best part of this class is that I was able to complete the modules on my time. This was very important and beneficial to me because of my crazy schedule. Moreover, the workshop added to the experience. They benefited me by explaining how to use certain databases and how to cite sources in various styles. Furthermore, the modules were very easy to follow and complete with information I can use in the future. I would take this class again if I could and I recommended to everybody. --Dania Avelar
- ☐ Taking this Library Information Literacy course has helped me greatly in all of my other classes and will in the future classes. Before taking this course I would only use random internet websites to write papers in my courses. But with the information I've learned in this class I now know how valuable the campus library is! I use the online database for everything and I recommend it to everyone. The assigned workbook was clear, concise, and perfectly designed for the course. I don't think anything could've been added or that was left out of the material. Thank you so much for opening my eyes to the benefits of the library. --Coral Rocha
- ☐ The Library Information Literacy course helped me in my other classes. I had no idea about all of the online databases Delta had to offer. Nor would I have been so greatly encouraged to use them if it weren't for this class. I am taking Economics, and one of our assignments was to find newspaper articles having to do with different subjects in economics. For some of the articles I used the NEWBANK database. My citations were also correct, based on the examples I got online. Overall, the class was very helpful, aside some miss communication, but everything worked out. --Jeannine Jansen
- ☐ I enjoyed taking Library Literacy class. I urge people to take this course in your first semester. I wish I could have taken this course in my first semester. What I learned in the packet helped me find information for my assignments. Before, I used to take hours looking for a specific article but

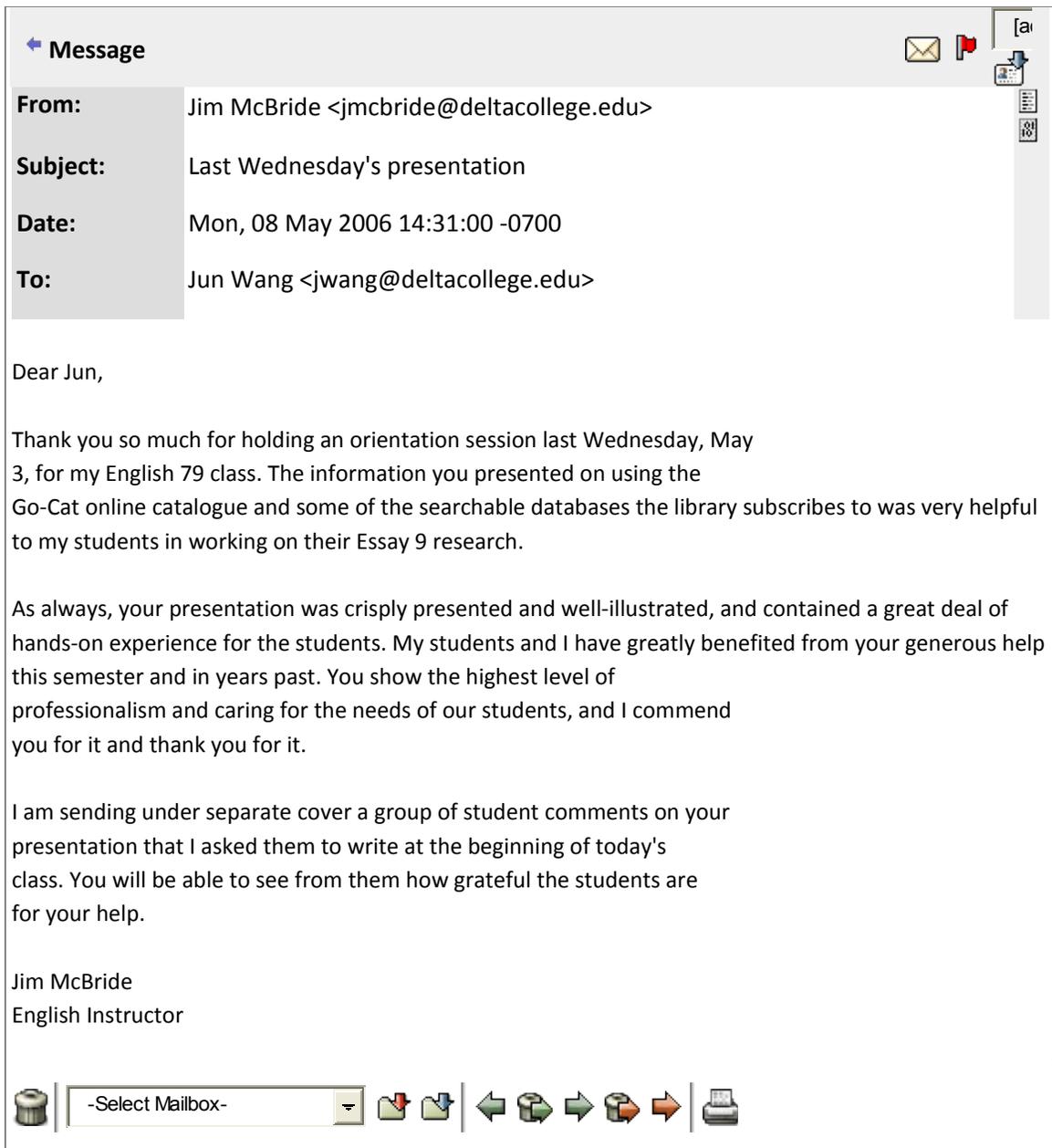
now I can find one in just ten minutes. I am very glad I took this course it helped out a lot. This class also helped me find my book I was totally lost in the library. Now I know where everything is located. This will help me because maybe I can get a job filing books now that I know the Library of Congress Classification System. I am very glad I decided to take this class. --Jennifer Esparza

☐ I really enjoyed this course it has actually taught me a lot. It has benefited me greatly considering that I must read one book a month I can now simply go find the book on my own. This also helped for papers that I had to write in both high school and college. The directions were very clear and I think that's why this course wasn't hard. The directions were so simple I just had to go to the library computer and do the steps. There was nothing bad about the course and I recommend it to a lot of people especially to bookkeepers and secretaries. p.s. Thank you Dr. Wang for allowing me to follow through your class. --Samer Elayyan

☐ I want to start off by thanking Dr. Wang and the Library Techs for all their help. You were always kind, helpful, and patient. I loved this course; it's one that every college student needs to take. I liked that for the most part it was self-paced. I learned my way around the inside of the library as well as the website. I liked the 'scavenger hunt' which was hands-on, learned how to research for sources. At its best Learning Library Language was fun. Knowing what the parts of a book were was very insightful; once again it helps in the research area. I carry my library card and handbook with me in my book bag. At the beginning of the semester the syllabus (for one of my classes) stated I had to turn in an essay in MLA style. I had no idea what that meant. I have never written a research paper or essay in my life. Now, I know what MLA is and that there are a few different writing styles. So, after taking this course I am confident and I can present my teacher with a well written essay. I am looking forward to Library 02 and 03. My Best Regards to all from a very happy student. --Sylvia A. Munoz

A.7

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Transcription of Students' Comments from Jim McBride's ENG 79 Class

Received on May 8, 2006

- ☐ Dear Dr. Wang: The presentation that you did on Wed., May 3, 2006 was very useful. Before the presentation, I had never even stepped foot into the library. Now that I have obtained information about it, I will be visiting the library more often. Thank You.
- ☐ Dr. Jun Wang's presentation was very effective. She had great slides on a big screen for everyone to see. I was able to listen to her presentation and then use the information she gave right away. I had no prior knowledge of how to use the Library Catalog or how to access the online databases. She taught all that very well.

- ☐ Dear Dr. Wang: I found the library orientation to be very effective. With the tools supplied by Delta College and the presentation that was given, I am now more capable of writing a better research paper. A+ Thank You!
- ☐ The presentation from Dr. Wang was indeed effective. I learned a lot of useful information. I will definitely take advantage of the library's sources.
- ☐ Dear Dr. Jun Wang: First of all, I would like to thank you for the library skills you have passed on to me. Your presentation was really good and extremely helpful. Thanks to you, I will not have trouble looking research up in the library computers. Thanks again.
- ☐ Dr. Jun Wang: The presentation that happened in the library about search for books and articles was very effective. I did not know about the Go-Cat catalog and others so it helped me a lot. It was a good presentation. It had a lot of help and examples.
- ☐ Dr. Wang did a very good job with the presentation she gave the class. The presentation was very useful to me. I was able to do my homework with no difficulty, and I know it will help me in the future with future homeworks and classes.
- ☐ Dr. Wang: Your class was organized, detailed, and the visual information showed was very helpful. Thank you for taking the time to teach our ENG 79 class how to properly research information on the Internet. I will be able to use the information that you taught daily.
- ☐ Jun Wang's presentation went well. More than enough. The server had more problems than Jun's presentation. She spoke clearly with step by step instructions. After giving her speeches, she would let us imitate her as she walked around for the people that needed one on one step by step instructions.
- ☐ The presentation that was given May 3, 2006 was very effective. Dr. Jun Wang walked us through the online catalogue and online databases which I found very useful on doing research.
- ☐ Dr. Jun Wang- Your presentation was great. It was easy when you went step by step and walked around to help people individually. When I went home to go back to the site, I remembered everything. You made it easy.
- ☐ I thought that Doctor Jun Wang did an excellent job of presenting the material. She was clear and very organized. This helped a lot with Essay 9.
- ☐ I thought it was a good presentation. I learned how to use the online catalog—never knew we had one. It will be very useful in the rest of my college essays.
- ☐ I thought Dr. Wang's presentation was a wonderful learning experience. I learned about the library research catalog that is available online. If it was because of her presentation, I don't think I've ever known about the online library research.
- ☐ Dear Dr. Jun Wang: I was very impress I thought you did a wonderful job. The information was very useful. It helps complete my assignment. Also, I know where to go to look up information and how to research the computer for books using Author Names and Titles. If we could do more that would be a good thing for any class.

A. 8

Library Workshop:

Sample Feedback from Attendees: Spring 2008--Fall 2008

- I enjoyed the opportunity to attend this seminar. It has been very helpful to me and I plan to use this system in the future.
- I enjoyed this seminar, and learned how to use the science resource center and how to use the tools available.
- Excellent presentation Dr. Wang! ¡Muy Bien!
- I loved this seminar. I think it is very helpful and useful in my classes.
- I found a wealth of information on scientific subjects.

- I think Josefina Gomez was very detailed and to the point during the workshop. She did a great job at teaching me about the databases. Thank You
- A whole lot of tools in one packet. The workshop seems to be helpful as far as information is concerned. Being that I may need to access the database in my near future. The more I know about how to use the database is something that I will have learned. Through my previous experience through the workshop. --Victor Molina
- In this workshop "Statistics" I learned how can I find many kinds of in formations about people, animals, and many other things that happen all over the world.
- This workshop is cool! I liked it a lot. I learned that there is so much information that we can get from Delta College Databases.
- I thought this workshop was helpful I didn't know how much was stored in this poetry database. The instructor was very informative and helpful.
- The workshop was very helpful. Mrs. Linda Peabody taught us a lot, for example where to find poems and authors.
- I thought that this workshop was very helpful on number things. I have always wanted to track historical newspapers for school reports and now I can. --Chelsea Lopez
- I have truly learned some valuable information during this hour. I was not aware of the additional research that was at my disposal for use to meet class objectives. I thank Ms. Peabody for her skills and instructor. -- K. D. Tucker
- Since I was actually writing a paper, this workshop was able to inform me very well about the different type of online information that we have access to we'll taught and explained.
- This workshop is cool! I like it a lot. I learned that that there are so much information that we can get if from Delta College's Databases.
- The presentation helped me too much because I have a few papers to turn in. now I know that I need to site them and now to do it.
- The MLA and APA style presentation was very helpful. I didn't know much about these two styles, now that I know how to use them I will have a better understanding to write my midterm paper. The presenter was very helpful and nice.
- I learned how to research my paper with statistics. Also this class gave me a lot of information.
- Very informative, I now really understand the difference between MLA and APA.
- This workshop was a big help for me because I always wanted to learn more about MLA and APA styles. And how to cite.
- This presentation reinforced my general knowledge of MLA format as well as gave insight to different ways of citing sources indifferent sources. Also the new websites I found are really helpful in the future.
- The topic was really interesting and helpful for me specially because I am planning to take Eng 1A this summer. Mr. Reynoso was very patient, very helpful, and always nice. I attended a couple of his workshops last sem. Hope he'll do more workshops this sem. and next semester. Thanks
- The Statistics workshop really helped me to learn more about what I have access to here at Delta College. I will definitely be using the information I had learned.
- This biography library workshop was helpful. I really like being able to do things hands on. It allows me to have a question and ask it right away.
- I think the library workshops regarding Expanded Academic Index are very practical for the students. Expanded Academic Index gives to the student the student the opportunity to have more accurate access to the databases in Delta College. This workshops help to improve the student performance regarding homework search.
- This Special Collections workshop is very interesting. It has a lot of old stuff that we haven't see in a lifetime. It's really nice to learn things like this.
- In Mr. Schermerhorn's class, I learned some interesting and valuable knowledge, such as how to research some history of the local. Thank You! --Feng Liang

A. 9

Appreciative Inquiry Library Proposal

Division: Library Services

Proposal Title: Lab Aide or General Helper I

Proposal Sources:

Date: 01-29-2009

Fiscal Year: 2009-

Please indicate whether this is a onetime proposal or whether it will be ongoing: Ongoing

Proposal Description: This is to request for continuing funding for the Lab Aide or General Helper I student assistant position for the library's instructional program, including the UC/CSU transferable library courses (Regular LIBRY 1, Learning Community LIBRY 1, LIBRY 2, and LIBRY 3), hands-on library workshops that are conducted throughout each semester, and hands-on library orientation sessions that are offered to other divisions and tailored to the research needs of various classes. The student assistant helps with grading the LIBRY 1 and LIBRY 2 papers, gathering and graphing data from library class surveys, library workshop evaluations, and student learning outcomes from both library workshops and course-integrated library orientation sessions. The student assistant also assists with photocopying library instructional handouts.

Rationale: This should have been a Reader position, but the library does not have a Reader Budget. The instructor for all of the library courses also serves as the Coordinator of Bibliographic Instruction and Information Literacy who is responsible for coordinating, scheduling, and teaching hands-on library workshops to the campus community and course-integrated library orientation sessions to classes from various divisions. She also authors and updates textbooks for the library classes each semester. In addition, she has other library and campus responsibilities, such as updating the library's curriculum, working at the reference desk, participate in collection development and other library projects, and serving and/or chairing various campus committees. A Reader or Lab Aide or General Helper I is desperately needed on an ongoing basis.

Appendix B

DELTA COLLEGE FIVE-YEAR COLLECTION PLAN

EXPENSE BREAKDOWN*

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|--|--------------|---------------|---------------|---------------|---------------|
| Books | \$105,000.00 | \$ 110,000.00 | \$ 115,000.00 | \$ 125,000.00 | \$ 130,000.00 |
| Start purchasing books for Mountain House campus 2011 - 2012 | | | | | |
| Electronic Databases | \$148,000.00 | \$ 150,000.00 | \$ 152,000.00 | \$ 154,000.00 | \$ 156,000.00 |
| Continue our subscriptions to electronic databases; costs of databases remain relatively stable; Mountain House students are already built into our electronic database fee structure. | | | | | |
| TTIP Infrastructure Program | \$ 37,000.00 | \$ 37,000.00 | \$ 37,000.00 | \$ 37,000.00 | \$ 37,000.00 |
| TTIP funds have historically totaled about \$37,000 per year and have been added to our Electronic Database funds; however, future funding is unknown. | (unknown) | (unknown) | (unknown) | (unknown) | (unknown) |
| Subscriptions | \$ 90,000.00 | \$ 95,000.00 | \$ 100,000.00 | \$ 107,500.00 | \$ 112,500.00 |
| Start a small journal, magazine, and newspaper collection for Mountain House 2011 - 2012. | | | | | |
| Non-Print Media (DVDs, CDs, MP3) | \$ 17,600.00 | \$ 17,600.00 | \$ 17,600.00 | \$ 17,600.00 | \$ 17,600.00 |
| We expect non-print media prices to remain stable; Mountain House will share most non-print media with Stockton campus. | | | | | |
| TOTALS | \$397,600.00 | \$ 409,600.00 | \$ 421,600.00 | \$ 441,100.00 | \$ 453,100.00 |

*2007/08 Total budget is \$384,363.00

Appendix C

The screenshot shows the Copyright Clearance Center (CCC) website. At the top, there is a navigation bar with the CCC logo, the text "COPYRIGHT CLEARANCE CENTER", and a "Welcome" message with links for "Log in", "Cart (0)", "Manage Account", and "Help". Below this is a secondary navigation bar with tabs for "BUSINESS", "ACADEMIC", "PUBLISHERS", "AUTHORS", "PARTNERS", and "COPYRIGHT CENTRAL". The main header area features the "COPYRIGHT.COM" logo and a search box labeled "Get Permission / Find Title" with a "Go" button and a link to "More Search Options".

The main content area is divided into several sections:

- Docutek Eres v 5.2 Provides Tighter Integration with CCC's Copyright Permission Services**
With Docutek ERes, libraries Web-enable their course reserves and offer their patrons round-the-clock access to reserve materials online. The new CCC Connect feature in Docutek ERes v 5.2 provides users with a complete copyright permission solution within the Docutek environment.
CCC Connect makes the copyright permissions process faster and more convenient than ever. Features include an improved search and order process, expanded search results, the ability to submit "special order" permission requests and more.
- GET A DEMO OF DOCUTEK ERES V 5.2 WITH CCC CONNECT**
Click here to open your FREE Docutek ERes Demo Account and learn more about the integration with Copyright Clearance Center's copyright permission services.
- VIEW THE RECENT COPYRIGHT & DOCUTEK ERES WEBINAR**
Learn about copyright and electronic reserves, and see a demo of CCC Connect in Docutek ERes 5.2. Click here to view the recorded session.
- LEARN MORE ABOUT DOCUTEK ERES V 5.2**
 - > Read the [press release](#)
 - > Read the [Release Notes](#)
 - > Contact a [Sales Representative](#)

On the right side, there is a "QUICK LINKS" section with the following links:

- Learn about our [licensing services](#).
- View the [Campus Guide to Copyright](#)
- Visit [Copyright Central](#)
- See our [Partner list](#)

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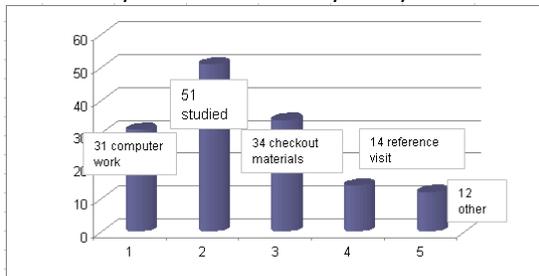
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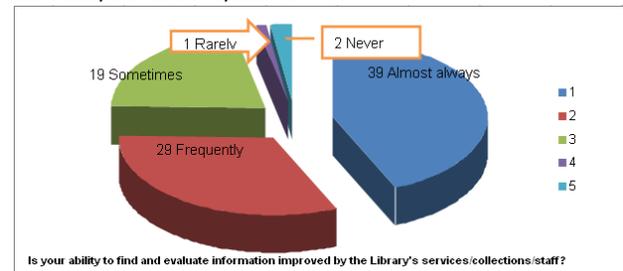
Appendix D

| LIBRARY SURVEY - Fall 2008 | | | | | |
|--|------------------------|--------------------------|------------------|--------------------------|-----------------------|
| Please place a check mark in the box next to the answer you choose. | | | | | |
| Place the survey in the box at end of the circulation desk. Thank you. | | | | | |
| What did you do in the Library today? | | | | | |
| <input type="checkbox"/> | Computer work | <input type="checkbox"/> | Studied | <input type="checkbox"/> | Checked out materials |
| <input type="checkbox"/> | Visited reference desk | <input type="checkbox"/> | Other activity | | |
| How satisfied were you with your activities in the Library today? | | | | | |
| <input type="checkbox"/> | Very satisfied | <input type="checkbox"/> | Satisfied | <input type="checkbox"/> | Neutral |
| <input type="checkbox"/> | Unsatisfied | <input type="checkbox"/> | Very unsatisfied | | |
| Is your ability to find and evaluate information improved by the Library's services/collections/staff? | | | | | |
| <input type="checkbox"/> | Almost always | <input type="checkbox"/> | Frequently | <input type="checkbox"/> | Sometimes |
| <input type="checkbox"/> | Rarely | <input type="checkbox"/> | Never | | |
| Do you use the Library to find new information and discover more about the world? | | | | | |
| <input type="checkbox"/> | Almost always | <input type="checkbox"/> | Frequently | <input type="checkbox"/> | Sometimes |
| <input type="checkbox"/> | Rarely | <input type="checkbox"/> | Never | | |
| You are a: | | | | | |
| <input type="checkbox"/> | Student | <input type="checkbox"/> | Faculty | <input type="checkbox"/> | Staff |
| <input type="checkbox"/> | Other | | | | |
| How long have you been at San Joaquin Delta College? | | | | | |
| <input type="checkbox"/> | 1 year | <input type="checkbox"/> | 1-2 years | <input type="checkbox"/> | 3+years |
| <input type="checkbox"/> | Not affiliated | | | | |

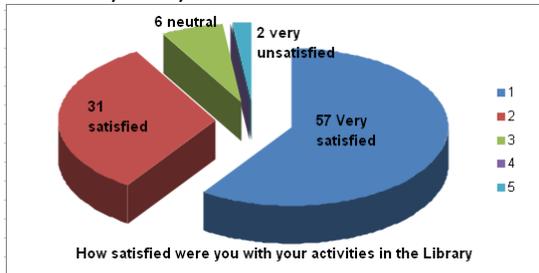
“What did you do in the Library today?”



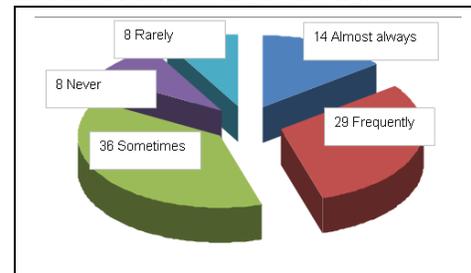
“Is your ability to find and evaluate information improved by the Library's services/collections/staff?”



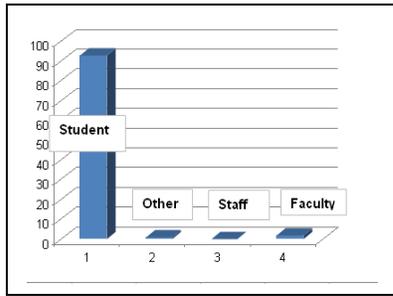
“How satisfied were you with your activities in the Library today?”



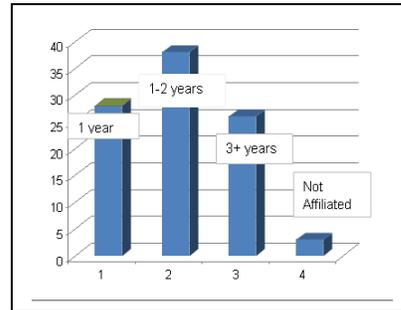
“Do you use the Library to find new information and discover more about the world?”



“You are a...?”



How long have you been at San Joaquin Delta College?



Comments on Library Hours:

Very convenient. Could be open later on Fridays
 Later evening hour would really help me. I work and go to school.
 I would like longer hours until 10 p.m. or even 12 a.m.
 None apply
 Good.
 Need more hours
 A little short on Friday
 I would like later hours on Fridays and weekend use
 Good.
 Reasonable
 Great hours!
 Need more hours
 Good.
 Great
 Should have more extended hours in evening
 I think Fridays should be open longer
 No complaints.
 I would suggest opening on Saturday.
 There good but I'd like to see Saturday hours once or twice a month.
 Also later Friday hours.
 I wish the library was open on Saturdays.
 More expanded hours
 It is O.K.
 I find them to be convenient!
 I like that you are open so early.
 Good hours but maybe it can be open til later in the evening, say 10 p.m.? It's a great place to study since more libraries don't open late. Just an idea.
 Great hours. I'm not here too late anyway.
 I use the library quite frequently and if the library were open longer after 7 p.m. and perhaps on Saturdays, it would be very helpful for students who need to use the library's services after class and during weekends.
 They should close @ 9:00 p.m. weekdays.
 They should open at 6 a.m.!
 Great

Can the closing hours be extended until 9 p.m. Mon-Thurs? Friday close @ 5 p.m. I work in the day.
 No comment
 Perfect
 Closes too early on Fridays
 You should increase the library hours.
 I don't know them. (Library Hours)
 Hours are great and fit any full time students schedule.
 I think the library should be open later until 1 a.m. at least.
 Don't really know them
 Could be open a little longer
 Good
 Would like later access in evenings, maybe 'til 9 or 10 p.m.
 Need to open on Saturdays or later on weekdays
 Could extend hours some nights
 They are fine. Normal business hours
 Good
 Good enough time to do the mission of studying
 They should have more
 Open on Weekends Saturday
 Should be open on weekends
 So far, so good
 Should be open weekends
 Closes late, which helps me a lot
 Little bit longer til 5-5:30 p.m.
 Good
 O.K.
 It would be nice to be able to use the library for longer hours on Fridays.
 Good hours
 The library hours are long enough for study and seaching information
 Very good since it's available according to our schedules
 1/2 day on Saturday would be helpful
 Open for a fair amount of time
 They work accordingly to my schedule.

Comments on computers/printing:

Good. Library staff is very helpful with issues regarding computers or even print card issues.
Need more internet computers
Excellent
They need new printers
Expensive to print. Printing should be free of charge to students.
Good help you out and good online data base
Good
Decent
The library website is extremely helpful when I do projects.
Excellent
Good
Great
There is always an open computer, so you can hop on and take care of business as fast as possible.
There should be more photo copiers and computers.
Good
Should be free of charge (printing)
Need to buy new copiers
The printer is too slow.
Neutral, nice if more computers
Too little amount of computer and printing is too much (money)
They have a great system.
Great system!
It would be helpful if the computers that have catalogs would have Microsoft Word. Sometimes the Internet computers are filled up.
There should be more Internet stations. It would really be useful to students who really needs to get their work done when others

are using it for printing or emails.
There should be more computers with Internet.
Good
No comment
Excellent
Excellent
Very good
I love them but you need Myspace.
Computers acted up on me, but the copy machine worked great.
There aren't enough computers. I think they should add more computers.
??
Good
Very helpful
Very nice
More computers should be available.
They are O.K.
okay
No comment/NA
N/A
Need printers
Many computers available to use but copy machines are usually broken
?
N/A
No
Satisfactory
Its ok, but I'll print at home.
This semester the computer reservation was even more organized than last semester's.

Comments on SJDC Library at Yokuts location:

Not unbearably far
Maybe have the trolley bring people to library as well
Quieter, cleaner, but not convient for access.
None apply
Need to go back to old location
Nice facility—wish we had more books
It is nice—quiet
I liked the old one better
Very nice even though far from campus
Far from campus
A lot more quiet
I think it is strange to move a college library off campus.
I don't like the new location, its an inconvenience to me.
Good
Great
Should be at Delta
Great location
I like it, it is a lot more quiet.
I prefer it on campus but here at Yokuts it is a lot quieter.
Terrible This location limits the amount of study time before, between and after class.
Too far away, good for walking
I would have utilized the library so much more had it been on campus! Being located off campus has been EXTREMELY inconvenient.
Beautiful building but not enough computers with Internet access
Not very convenient
Location is fine
I find it to be inconvenient and makes studying difficult for most students although their isnt as many students. Its much more quiet.
It's very nice and convenient to campus.
Not very convenient when a student has an hour break between classes but on the other hand the lack of convenience has kept the environment more quiet than prior experiences on campus.
B/C of the off-campus location, it's been quiet, which is way better B/
C I can actually study and focus on what I'm reading and my assignments. I can hear my thoughts!
It's in a nice location, really close to my gym. If it were on campus, then that would be nice. But if it was on campus, I wouldn't like it being crowded. People tend to talk a lot in crowded areas.
Far from school
It is a beautiful building.
Great

Okay
I like this building better.
A little far from Delta
No problem
It is nice and clean place.
It is a nice location, but it would be much better if it would still be on campus.
Wish it was at Delta
Not very convenient
It's O.K.
I was able to find parking and I didn't have to wait too long
I like the fact that it's quiet. I don't like that everytime I want to come to the library I have to drive here during break. By the time I get to the library I have to turn around.
Location is a little inconvenient. Waste of gas, but otherwise I use library for some purposes.
Hurry up and return to campus.
It's alright I guess, but it should be on campus better.
I wish the trolley came more frequent
Don't like it
Wish it went back to campus.
A little far for walkers.
Very far from school :(
It's better.
okay

Comments on SJDC Library at Yokuts location (cont.):

Inconvenient, but bearable
I like it. Lots of private desks make studying very easy.
Too far
It's big and has a cozy feeling.
Far but not that far.
Annoying, it would be nice if I could stay @ school to go to the library.
It's really good place to study. First of all, is very quiet which is good.
"No interruptions at all. No talking. No eating."
It is kind of inconvenient.
Tis is a good location that is not too far from the campus, but I expected the library is in or hearby the campus area.
Should be back @ Delta!
Shuttle schedule inconsistent (from Holt lot)

Hate it. Can't wait for it to go back to Delta.
Can't wait until its back on campus. Yet glad you have a temporary substitute.

I really do not like the location, for me it was better when it was on campus. I hope they go back as soon as possible.

Miscellaneous suggestions/comments/complaints:

Thank you to the Librarians ... You are very helpful!! J
Limit time on computer/internet so everyone has a chance
Just need more internet computers for students to work on
Sometimes upstairs quiet study has some chatty students—staff usually corrects the problem quickly
Have book check out for test in class rooms
The staff is very friendly and helpful everytime I come in and need help.
Good
Great
Include more novels and fiction materials (on) VCD (Video compact disc)/DVD
No complaints, all of my visits have been successful. The staff are always a big help.
The staff is always friendly and helpful! :) Especially Mrs. Dolores Alarca Sandoval and Amel?
Please think about Saturday hours and longer Fridays.
Sanitary wipes to clean headphones after each student usage!
Are we ever going to move the library back on campus??
Thanks for having the textbooks to view. It would be great if more were available to take home so you don't have to remain in the library.
Need more material be allow to take home to study. More more use of textbook.
Get the books out of storage, students need as much information as they can get and the staff is extremely helpful.
A document scanner for file conversion would be convenient.
Cell phones, loud conversations, children playing/talking can be very distracting to those who use the library to do quiet work.
Noise could be kept to a minimum because at time, I do have to use earplugs to get my studying done.
Keep up the good maintenance and customer service.
Overall, the place is well organized.
Sometime it can be overly cold inside. I feel like wrapping a blanket on me. Sometimes people talk too loud and use their cell

phones.
Most library staff are very friendly, not one day where I've had a rude library staff.
Need more computers for printing.
No comment
Amal is a great librarian, helps out a lot.
A sound proof listening room for people who have trouble working in complete silence.
Open during weekends
Nice couch, bathrooms, staff. Need headphones for computer, I do Spanish hw (homework?) and it requires them.
Need t.v. with DVD players. Again for Spanish homework.
Open on Saturdays.
Too small
We need more more access w/library through moving it back near campus please :)
F word late fees & you
Late fees is some B...S...
I love everyone here; they are so nice & helpful.
Friendlier staff
Try to get the library move done at a quicker pace, preferably summer
Enforce 'quiet' study area. Too many students come here and chit chat or do other stuff.
Not as bad at Yokuts as it was at previous location.
It's cold in here.
No complaints.
Is the construction almost done?
Reserve book system (checking in & out) very confusing
I wish the library had a place so we could have our lunch, since it is far from the college.
None
Miss the magazines
Congratulations for the hard work and effort to make this work !!!
Thank you for the great service and Happy Hollydays !!! :)