Santa Rosa Junior College

Program Resource Planning Process

Library Services 2018

1.1a Mission

The Santa Rosa Junior College Libraries cultivate dynamic student-centered learning environments designed to foster student success. We create access to quality resources and instruct students in research skills that extend learning, enhance critical thinking, and inspire intellectual discovery.

To fulfill its mission the SRJC Libraries:

- Support SRJC's curriculum by selecting, organizing and maintaining resources necessary for current and emerging instructional programs

- Collaborate with faculty to embed the library into the classroom

- Create virtual gateways to diverse sources of knowledge

- Ensure equal access to library programs and resources for learners across the spectrum of educational level, physical ability and location

- Provide an engaging environment that promotes individual and collaborative learning

- Evaluate resources and services to ensure future readiness vital to student success

- Inspire learners with imaginative uses of technology, spaces and resources that support participation and community engagement

1.1b Mission Alignment

The library mission is strongly aligned with the mission of Santa Rosa Junior College. The SRJC Libraries foster learning and academic excellence by providing critical resources, services, and instruction in direct support of the curriculum across all disciplines at the College. The library contributes to student equity and student retention by providing access to high cost materials with convenient and responsive facilities and services. As a leader in innovative and emerging instructional programs, the library works

collaboratively with discipline faculty to provide highly effective instructional services that directly impact student achievement and foster student success.

1.1c Description

The SRJC Libraries support student success and foster academic excellence by providing a complete learning infrastructure that is designed to fully develop student potential and promote academic success. Through varied instructional environments, access to curriculum-based resources and collections, and state-of-the-art learning facilities, students obtain what they need to learn and succeed.

The libraries are the most heavily used instructional spaces at the college. Carefully selected collections of both traditional and rich-media digital materials, plus excellent services are designed to extend learning beyond the library's walls, allow SRJC students to excel at the college and beyond. At the SRJC Libraries, knowledge exploration is central to student learning. Students use leading-edge research tools and a wide array of learning resources to find information in support of their class assignments. An innovative and varied information literacy instruction program supports critical thinking, academic honesty, and academic achievement.

1.1d Hours of Office Operation and Service by Location

The SRJC Libraries provide the only service consistently available to students throughout the day, into the night and over weekends. The libraries are open to students for over 4,500 hours per year, despite reductions in staffing and hours of operation that occurred in the 2011-12 academic year.

Doyle Library | Santa Rosa Campus

Fall and Spring:

M-Th   7:45 AM -9:00 PM
F   9:00 AM-4:00 PM (3 hours subject to Student Equity fund availability)
Sa   10:00 AM - 3:00 PM

Summer – 8 week session:

M-T: 9:00 AM - 6:00 PM
W-Th: 9:00 AM - 3:00 PM

Mahoney Library | Petaluma Campus

Fall and Spring:

M-Th   7:45 AM -9:00 PM
F   9:00 AM-4:00 PM (3 hours subject to Student Equity fund availability)
Sa   10:00 AM - 3:00 PM

Summer – 6 week session:

M-T: 9:00 AM - 6:00 PM
W-Th: 9:00 AM - 3:00 PM

The libraries also offer opening hours during spring break and extended hours during finals week.

1.2 Program/Unit Context and Environmental Scan

Demand for Physical and Digital Library Services is Strong
Despite the economic downturn and subsequent decreased enrollment suffered by the District, demand for physical library services had remained stable. In fact, the SRJC Libraries have 158% more patron traffic than the average gate-count reported by California Community College libraries. In the 2013-14 academic year, the libraries saw a less than 0.05% decline in attendance despite a slow return in student enrollment across the District, as students continued to seek the library as an environment for research, collaboration, study, and learning. The SRJC Libraries are the only service consistently available to students throughout the day, into the night, and over the weekends during Fall, Spring, and Summer terms.

The libraries provide continuous and unfettered access to extensive resources in digital formats so that students may successfully integrate quality information sources into learning assignments from any location and at any time. Student database activity increased by 13% as the library continued to roll out innovative, mobile friendly, adaptive interfaces that allow students to conduct research efficiently without barriers of geography or technology.

Growth in Course Integrated Instruction Trends Upward
Demand by discipline faculty for library instruction sessions in the form of course integrated workshops and orientations continues to rise: at the request of classroom faculty, librarians held an additional 33% more instructional sessions during the 2013-14 academic year. Trend analysis for the 2014-15 academic year indicate further gains in expaning course integrated instruction and discipline faculty collaboration.

Curriculum Integration Supports Student Success
The instructional collections across both libraries is carefully curated to directly and effectively support SRJC curriculum. The library collections contain close to 170,000 print volumes, over 210,000 ebooks, over 300 print periodicals, and 10,000 audio-visual volumes. The SRJC Libraries offer students over 45 online databases that deliver a rich scope of information sources in support of research, including but not limited to full-text and statistical information as well as images, videos, and primary sources. The online databases also provide students, faculty, and staff access to roughly 50,000 full-text journals in curriculum support.

Professional Challenges
The SRJC Libraries have been a leader in community college academic librarianship. The cadre of SRJC librarians have actively published innovations in pedagogy and technology in academic journals and

have presented at a host of conferences sharing the leadership of the SRJC libraries in education and learning technology program developments. However, the unrelenting pace of technological change and the increasing need for professional librarians who are both highly trained in information technology as well as information literacy pedagogy presents a daunting challenge for the immediate staffing future for the SRJC Libraries. The librarians engage in dynamic collaboration with faculty across all discipline clusters, directly supporting student achievement through a wide variety of instructional services. At the same time, these librarians manage a highly sophisticated infrastructure of digital research interfaces and information architectures that require specialized skills in web design, relational database management, and integrated systems knowledge. Locating and recruiting faculty librarians with these diverse and highly specialized skill sets is of critical importance as the department anticipates a series of pending retirements.

Fostering Learning and Academic Excellence
The Learning Resources department has been a guiding force in California academic information literacy instruction and curricular integration of academic research. Key accomplisments in the 2014-15 academic year in support of Goal B of the SRJC Strategic Plan include:

Strategy 1: Provide exemplary professional development programs and activities

The SRJC Libraries led a series of technology-in-instruction workshops attended by over 50 faculty who got hands-on practice using resources to enrich student learning through engaging audio and visual information content.

Strategy 2: Support learner-centered environments using modern technology and teaching methodologies.

In partnership with one of the largest information vendors in the US, the SRJC Libraries developed an online instruction tool that allows faculty to directly integrate academic journals and e-books into their online and blended classrooms.

Strategy 3: Integrate academic and student support (assessment, planning, and advisement)

Through strong, collaborative curriculum integration, library instruction reached 9, 307, or 40% of the for-credit SRJC students.

In one academic year, librarians conducted over 260 course integrated instruction sessions, reaching 13 clusters, and providing instruction across 28 disciplines working with 105 instructors

Strategy 5: Increase the number of students who complete and AA/AS degree or transfer within 6 years

The SRJC Libraries increased access for students in financial need, and for first generation students who often enter college with limited knowledge of academic jargon, behaviors, and expectations. Over 42% of students who accessed textbooks through library course reserves were eligible for financial aid; 31% were first generation college attendees.

Strategy 6: Develop strong pathways with industry and educational partners to provide career and college readiness

The department partnered with Petaluma High School to create a college-readiness information literacy (LIR10) class for successful student high school to college transition that will be offered in fall 2015.

The SRJC Libraries hosted an information literacy and student success conference at Doyle Library attended by over 65 faculty librarians from state-wide community colleges to develop effective teaching strategies for diverse student populations.

Strategy 7: Identify and Implement responsive teaching practices that increase learning and success

Faculty librarians collaborated with discipline faculty to expand learning opportunities through the integration of over 100 class-focused research guides directly in support of student assignments.

Strategy 8: Provide innovative education and training services to local business and organizations.

The SRJC Libraries hosted an information discovery conference at Doyle Library attended by over 35 librarians from secondary and tertiary institutions to showcase innovative methodologies of academic research used at SRJC libraries that increase student success in using academic-level resources in coursework.

2.1a Budget Needs

Budget Needs

The second round of budget cuts that occurred near the end of the 2017-18 academic year further reduced the library's ability to purchase academic instructional resources to support the college curriculum across the disciplines. Additionally, the reduction of the Doyle and Mahoney Library adjunct budgets has resulted in significant reductions to operational hours of service at both libraries in 2018-19. These closures are particularly impactful because they limit academic instructional support across the disciplines as well as access to academic materials and access to both collaborative and quiet study learning spaces for students. However, in acknowledgement of the need reduce district budget deficits, no restoration of funds is requested to the library budgets.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Mahoney Petaluma:Library Tech I	40.00	12.00	Assists at public service desks and in technical services area of library.
Mahoney Petaluma: Library Tech I	19.00	10.00	Oversees specific technical and public service areas.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for public services - Circulation
Mahoney Petaluma: Lib Tech III	40.00	12.00	Oversees all library services at Mahoney Library.
Doyle Santa Rosa - Dean's Office - AAIII	20.00	12.00	Assists dean, department chair, and department with budget, personnel, scheduling, district-wide policies and procedures
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Assists in cataloging, other technical services area of library. Cross-trained to assist at public services desks.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for technical services in acquisitions and purchasing.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for technical services, interlibrary loan, and periodicals. Cross-trained to assist at public services desks.
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Supports Public Services, oversees periodicals & printing systems, serves as daytime building supervisor
Doyle Santa Rosa: Lib Tech II	28.00	12.00	Supports Public Services, Circulation, serves as evening building supervisor.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for public services - Reserve desk.
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Supports Public Services, Reserves, overseeing afternoon and evening operations.
Doyle Santa Rosa: Library Technology Specialist	20.00	12.00	Primary support staff for the integrated library system operational software.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Senior Dean, Learning Resources & Ed Technology	40.00	12.00	Provides administrative leadership for all aspects of learning resources program including Library Services, Media Services, Distance education and District Technology Planning.
Librarian, Department Chair	12.00	10.00	Provides leadership for instructional program and overall library services for both campuses.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Mahoney - Petaluma Student Assistants	40.00	12.00	Assist at all service desks. Overall hours vary.
Doyle - SR Student Assistants	150.00	12.00	Assist at all service desks. Overall hours vary.

2.2d Adequacy and Effectiveness of Staffing

ADEQUACY AND EFFECTIVENESS OF STAFFING

A Library Technician II (Petaluma) position resignation, effective May 19, 2018 has resulted in a vacancy that is currently in recruitment. This 1 FTE position serves as the evening building safety coordinator and public services student supervisor.

The department faces growing concern about the unavailability of adjunct faculty librarians to fill instructional and reference assignments. Increased opportunity at neighboring colleges and a vibrant local job market have caused the resignation of 3 adjunct faculty members from the department pool this year. The department is actively recruiting replacements.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	01	Library Technician II - Evening Circulation Supv	Library Technician II	Classified

2.3a Current Contract Faculty Positions

Position	Description
Mahoney (PET) Public Services Librarian (3)	Provides 15 hours per week of student contact through reference service, research appointments, and Information Literacy credit courses; offers course-integrated instruction sessions and workshops. Provides instruction through a variety of modalities, including face-to-face, reference and research, digitally through online reference service orientations, research appointments, workshops and/or Library and Information Resources courses. Develops instructional materials in support of discipline faculty classroom research assignments. Prepares and arranges student contact activities including consultation with instructional faculty, development of workshops and course-integrated instruction sessions, updating of subject and vocational discipline knowledge, creation of instructional materials and guides, and targeted collection development. Identifies, selects, and de-selects resources in a wide array of formats that contribute to the development of the libraries' collections. Coordinates access services and participates in targeted efforts to reach all student populations, including underserved and at-risk students. Participates in learning activities in collaboration with other discipline faculty; conducts outreach and public relations activities, including program related community outreach events and development and implementation of program related gallery exhibits. Directs the day-to-day work of classified staff and student employees, and may have supervisory oversight of access services including Circulation, Reserves, and the Periodicals Service Desk, including consultation and meetings to plan the work of employees, providing detailed input for personnel evaluations.
Doyle (SR): Public Services Librarian (4)	See description above.
Doyle (SR): Systems Librarian (.5)	Position vacant since 2011 so that a Public Services Librarian could be hired. Assumes responsibility for activities related to the function and maintenance of the library's Integrated Library System (ILS) that keeps both campus libraries operational; serves as ILS vendor liaison; maintains currency on ILS functionality, implements custom changes, and provides training in ILS modules to staff at all sites; provides system administration, backup, and maintenance, and administers software upgrades and installations; generates reports and provides statistics.
Doyle (SR) : Tech Services Librarian (1)	Responsible for all activities related to print and digital library material acquisition, bibliographic control, integration in and access through academic research systems. Responsible for maintenance and quality control of the library online catalog; administers the library materials budgets and directs the work of classified staff in Cataloging, Acquisitions, Periodicals, and Interlibrary loan; serves as liaison with the library system vendors; directs the work of Technical Services support staff; manages District archives. Performs the functions of the Systems Librarian by managing the enterprise library software that runs all operations for both campus libraries. Responsible for the integration of multiple formats of digital and print resources for student access in research interfaces. Supervises 6 Technical Services staff.
Doyle (SR): Electronic Svcs Librarian (1)	Develops and maintains the library web services, including the library website. Responsible for integration of database, e-book, and web systems with SIS to ensure student authentication and access to all library resources. Troubleshoots student and instructor problems in accessing database, e-book and other electronic instructional resources. Develops digital and interactive library instruction materials.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Library Instruction - Doyle Reference	6.0000	58.0000	9.0000	42.0000	Six full time regular faculty librarians provided 58% of reference service at Doyle Library per week; a pool of 9 adjunct faculty librarians provided 42% of reference service per week.
Library Instruction - Mahoney Reference	3.0000	39.4000	11.0000	60.6000	Three full time regular faculty librarians provided 60.6% of reference service at Mahoney Library per week; a pool of 11 adjunct faculty librarians provided 39.4% of reference service per week.
Library Operations in Total	9.0000	0.0000	17.0000	100.0000	Nine full time librarians provided reference and instruction, as well as oversight of both campus library operations. 14 part time faculty assisted with reference and instruction.
LIR 10 Instruction	5.0000	0.0000	12.0000	100.0000	Six full-time regular faculty librarians teach 30% of LIR 10 instruction, all as overload. Twelve adjunct faculty teach 70% of LIR10 classes.

2.3c Faculty Within Retirement Range

FACULTY PROFILES AND PLANNED RETIREMENTS

There are currently 9 full-time regular 10-month faculty librarians on staff managing the year-round operations and services of the libraries. Of these, 3 faculty librarians are assigned to Mahoney Library, Petaluma Campus and 6 are assigned to Doyle Library, Santa Rosa campus. Three librarians are within retirement age.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

FACULTY STAFFING NEEDS

No faculty staffing needs are requested in 2018-19. One faculty member will be taking sabbatical leave, for which backfull funding has been requested.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

INSTRUCTIONAL AND NON-INSTRUCTIONAL REQUESTS

The SRJC Libraries provide a learning environment that facilitates information discovery while delivering robust instruction that bolsters student achievement. At the same time, library programs face an accelerating pace of technological change and demand for increased use of building services and facilities for IT-enabled learning and research.   The following needs are anticipated:

1) Instructional Collections for District Libraries. The libraries circulate over 98,000 items to students from a robust collection of books, e-books, textbooks, DVDs and streaming videos. In addition, students use library databases to download over 280,000 research articles per year. The libraries provide academic offerings across print and digital formats and serve all disciplines and academic clusters, with increasing demand for costly e-books, database access and streaming videos. Instructor usage of library materials is on the rise as well, as faculty embrace learning technologies and incorporate streaming media into their lecture content. The library materials request is to meet instructional needs and provide curriculum support across the district and through both libraries, with no increase in request costs from the previous fiscal year IELM allocation. **Request: $100,000.**

2) Student Reading Room Lighting (Mahoney Library). The Reading Room in Mahoney Library on the Petaluma campus has had inadequate lighting since opening day and requires upgrade. **Estimated Cost: $15,000. No funding source identified.**

3) Art Gallery Upgrades (Mahoney Library). Repeated use of the gallery walls used to display student and faculty art as well as to showcase international traveling exhibits caused the initial gallery walls to fall into disrepair. The immobile metal framed walls could not withstand the repeated reprogramming associated with a highly used and highly trafficked facility. The failing walls were removed in Spring 2015. Replacement walls designed for high volume high programming art gallery use are needed to support art instruction and to foster community engagement. The Gallery also needs better track lighting to allow more flexibility in hanging shows and stand-alone moveable display cases **Estimated Cost: $15,000 - $17,000. No funding source identified.**

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Instructional collections for district libraries	1	$100,000.00	$100,000.00	Alicia Virtue	Mahoney & Doyle Libraries	Alicia Virtue
0001	ALL	02	02	Replacement of damaged & distressed library chairs	50	$400.00	$0.00	Alicia Virtue	Doyle Library	Alicia Virtue

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	04	07	Reading Room Lighting - Mahoney	1	$15,000.00	$15,000.00	Molly Matheson	Mahoney Library	Molly Matheson
0001	Petaluma	04	07	Gallery moveable portable walls	1	$15,000.00	$15,000.00	Sami Lange	Mahoney Gallery	Sami Lange
0001	Petaluma	04	07	Gallery Track Lighting	1	$2,000.00	$2,000.00	Sami Lange	Mahoney Gallery	Sami Lange
0001	Petaluma	04	07	Archives Room Set Up Temp/Humidity Control	1	$5,000.00	$5,000.00	Molly Matheson	Mahoney Library	Molly Matheson
0001	Petaluma	04	07	Gallery Stand Alone Moveable Cases	1	$9,500.00	$9,500.00	Sami Lange	Mahoney Gallery	Sami Lange

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0004	ALL	01	06	1 Year	Furniture Cleaning	Doyle & Mahoney Libraries	$3,000.00	Service maintenance costs to clean and repair damaged library furniture in heavily used buildings.

2.5b Analysis of Existing Facilities

EXISTING FACILITIES REQUESTS: Doyle and Mahoney Libraries

Deep Cleaning Requirements. The constant and high use of library facilities requires continuous upkeep. Chair loss through breakage and damage is offset by repair efforts, but replacement furniture is needed where repairs are not possible in order to accommodate students in high demand collaborative areas such as group study rooms. At the same time, expected wear and tear of arguably the busiest building on campus requires an ongoing investment in upholstery cleaning and building repair.

3.1 Develop Financial Resources

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3.2 Serve our Diverse Communities

The libraries are committed to staff diversity in terms of physical ability, culture, ethnicity, age, gender, sexual orientation and class. Hiring practices continue to reflect this commitment.

3.3 Cultivate a Healthy Organization

Library faculty and staff are encouraged to take courses and attend training workshops in order to improve their career competency. Several classified staff take Lynda.com courses over the summer months to improve their information technology skills, and the library faculty attend conferences and workshops throughout the year for professional development. Library work is technologically demanding requiring regular professional development to stay current with changes.

3.4 Safety and Emergency Preparedness

The Learning Resources department is recognized as a leader for District safety and emergency preparedness. For example the Mahoney Library Emergency Plan was used as the template for the Petaluma Building Emergency Plans. Library staff are considered experts and are regularly consulted by the Vice President of Petaluma, Facilities Administrators, Environmental Health & Safety, and District Police.

The Libraries have unique needs in an emergency situation. They are large multi-floor facilities, opened day, evening and weekends with varying amounts of staff. The libraries have large numbers of students in them at any given time and the staff do not have a roster of the who the students are.

Injury and Illness Prevention Program (IIPP)

A district email containing the link to the District's Injury and Illness Prevention Program (District Policy 6.8.2 and Procedure 6.8.2P) that is sent to all library employees annually. Additionally, Policy 6.8.2 and Procedure 6.8.2P are reviewed at a subsequent department meeting.

Safety Trainings

The library department requires all staff to attend these safety trainings: Emergency Evacuation Device (Stair Chair), Emergency Equipment Walking Tour, Evacuation Responsibilities, Emergency Evacuation Drills

Additionally staff are encouraged to attend these optional district trainings: First Aid,Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) and Fire Extinguisher Use

Building and Area Safety Coordinators

Mahoney Library

The Building, Building Safety Coordinator (BSC) and Area Safety Coordinators (ASC) program is part of the District's emergency preparedness efforts. The identification of BSCs and ASCs is a task that is rolling out at the component level and has been piloted on the Petaluma Campus.

Building Safety Coordinators (BSC): David Rau, Phyllis Usina, Molly Matheson (Backup) Area = Mahoney Library, Building 700

Area Safety Coordinators (ASC): First Floor David Rau, Second Floor Phyllis Usina and Molly Matheson

Doyle Library
The Santa Rosa Campus developed a thorough safety plan during the 2014-15 academic year. Building Safety Coordinators and Area Safety Coordinators have been identified, and protocols for major anticipated disasters have been developed and communicated to staff.

Building Safety Coordinators (BSC): Dustin Zuckerman, Scott Lipanovich (Backup) Jorge DaCosta
Area Safety Coordinators (ASC): Anne O'Toole, Suvi McGee
The Doyle Library uses the same template for the Emergency Plan as the Mahoney Library. The Doyle Library has four floors and clear evacuation responsibilities have been designated for all staff. The department goal for the next year is to conduct table-top safety exercises and silent evacuation drills at both libraries.

3.5 Establish a Culture of Sustainability

The SRJC Libraries are leaders in sustainable practices. The libraries support several initiatives. The Library website featured a bus ridership campaign and regularly features online eBook and database collections. To encourage student paper use reduction we provide encouragement to students to print using double-sided. We also implemented a Web-based payment option for GoPrint system reduces plastic use (cards) and equipment (electrical savings). Additionally the library fosters leadership skills in our student employees as evidenced by a student employee actively lobbying for additional recycling bins in the library for widescale student use.

Ongoing initiatives have proven to be successful and continue to expand. Over the past few years we have shifted to provide increased online services to improve accessibility to Library resources while simultaneously practicing sustainability.

Library Recycling:
Both libraries are heavily used and generate a high degree of waste that can be recycled. In each library, special bins have been placed throughout the buildings and effort is made to ensure that all waste that can be recycled is captured. Mahoney Library recycles an average of 1,496 gallons of recyclables per week a semester.   Doyle Library recycles an average of 4,400 gallons per year.

E-Mail Notification Project:
In spring 2012 a monumental goal was achieved when both SRJC Libraries ceased sending out paper notices for overdue, fines, etc. for library materials. This was a complex project, spearheaded by the Library department's Electronic Services librarian, and involving many staff members in the libraries at both campuses as well as the IT department. The end result is that we are now able to save 12,000 individual sheets of paper (to appreciate this, imagine approximately 4 1/2 FEET of reams of paper stacked up). We continue to expand the use of the e-mail notification project for book overdue fines and fees.

Online Library Guides:
The Libraries subscribe to LibGuides, a online web-based service which facilitates the creation of online library guides where librarians, in collaboration with instructional faculty, create program, course, and assignment-specific library guides for courses across the curriculum plus APA/MLA citation and WOLM guides. LibGuides offer widgets giving direct access to our subscription periodical databases and library catalog. Assignments can be up- and down-loaded through LibGuides, and "how-to" instructions can be posted at point of need. The LibGuides also offer a way to post video, RSS Feeds and many more types of dynamic resources for students to access 24/7 without need for paper, etc.

Spreading the Word on How to Be Sustainable - Professional Development:
In addition to all our concrete actions to eliminate consumption of natural resources, SRJC librarians offer flex activities to instruction faculty that demonstrate how to reduce paper by making use of Learning Management Systems (LMS) such as Canvas to make resources available through course websites, instead of resorting to printed production of handouts, style guides, and photocopies of articles. Through PDA sessions and individual appointments we have shown faculty how to make use of the excellent online resources the libraries own or subscribe to in a manner that puts academic

resources needed for student success directly where students can most easily find them - by meeting the students where they are (online, perusing the Internet) we are actively increasing use of SRJC Library resources while reducing unsustainable practices.

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4.1a Course Student Learning Outcomes Assessment

Department Culture of Assessment

The Learning Resources Department actively fosters a positive culture of assessment. Time is formally scheduled in department meetings for faculty to share their assessment projects, outcomes, and instructional changes made as a result of their efforts. The Instructional Services librarian holds a series of learning workshops each semester that specifically target new and adjunct faculty members, inviting them to deepen and improve their pedagogical skills and to participate in group assessment projects.

Department On-Going SLO Assessment Plan

Learning Resources offers a single one-unit course which is taught by regular and adjunct faculty (LIR 10). Because only one course is taught, LIR 10 is under a constant cycle of evaluation each semester. The Learning Resources department has implemented the following plan to ensure that a variety of instructors participate in the constant assessment process:

A meeting is held at the beginning of each academic year to:

1) review SLO objectives and procedures and,
2) identify faculty members to participate in conducting an assessment of one of a sections of LIR 10.

Faculty may select which of the five Student Learning Outcomes they wish to assess, but suggested outcomes are presented to ensure assessment uniformity.

Course	SLO #s	Participating Faculty	Academic Year	Semester Completed	Comments
LIR 10	5,6	Alicia Virtue	2012-13	Fall 2012	
LIR 10	5	Molly Matheson	2012-13	Fall 2012	
LIR 10	2	Micca Gray, Diana Spaulding	2012-13	Spring 2012	
LIR 10	3	Alicia Virtue	2013-14	Fall 2013	
LIR 10	2	Smita Avasti	2013-14	Spring 2014	
LIR 10	3,4	Sami Lange	2013-14	Spring 2014	
LIR 10	3	Loretta Esparza	2013-14	Spring 2014	
LIR 10	1	Loretta Esparza	2013-14	Spring 2014	
LIR 10	5	Smita Avasthi	2013-14	Spring 2014	

LIR 10	2	Sami Lange, Loretta Esparza, Smita Avasthi	2014-15	Fall 2014	
LIR 10	4, 5	Smita Avasthi, Erin Daniels, Molly Matheson, Eve Miller, Phyllis Usina (Fall 2015) and Molly Matheson & Canon Crawford SLO #5 Spring 2016	2015-16	Fall 2015 (#4) Spring 2016 (#5)	
LIR 10	4	Volunteers to be identified at first staff meeting of Fall semester	2016-17		
LIR 10	5	Volunteers to be identified at first staff meeting of Fall semester	2017-18		
LIR 10	6	Volunteers to be identified at first staff meeting of semester	2018-19		
LIR 10	1	Volunteers to be identified at first staff meeting of Fall semester	2019-20		

4.1b Program Student Learning Outcomes Assessment

Program Learning Outcomes

The Learning Resources department actively conducts Program Student Learning Outcomes to improve student services at critical service points in the library program. The following Program Learning Outcomes were established by the department during the 2014-15 academic year:

1. The SRJC Libraries provide effective instruction in a wide variety of contexts to support our diverse range of learners and their needs.

2. The SRJC Libraries acquire, provide access, and deliver resources useful to support the needs and enrich the lives of our diverse range of learners.

3. The SRJC Libraries provide a technology infrastructure and services that facilitate successful academic achievement of our diverse range of learners and their needs.

4. The SRJC Libraries provide a welcoming environment and facilities that support our diverse range of learners and their needs.

Program Learning Outcomes Assessment Schedule

The department maintains a continuous cycle of program learning outcome assessment, according to the following schedule:

ACADEMIC YEAR	PLO 1	PLO 2	PLO 3	PLO 4
2015-2016				X
2016-2017	X			
2017-2018		X		
2018-2019			X	
2019-2020				X

2020-2021	X			

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2008	Spring 2009	Spring 2009
Course	LIR 30	Fall 2007	Spring 2008	Spring 2009
Course	LIR 30	Fall 2008	Spring 2009	Spring 2009
Course	LIR 10	Spring 2010	Spring 2010	N/A
Course	LIR 30	Spring 2010	Spring 2010	N/A
Course	LIR 310	N/A	N/A	N/A
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Fall 2012	Fall 2012	Fall 2012
Course	LIR 10	Fall 2012	Fall 2012	Fall 2012
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Fall 2014	Fall 2014	Fall 2014
Course	LIR10	Fall 2015	Spring 2016	Fall 2016
Course	LIR 10	Spring 2016	Spring 2016	Fall 2016
Service/Program	Course Integrated Instruction	Fall 2014	Fall 2014	Spring 2015
Service/Program	Course Integrated Instruction	Spring 2015	Spring 2015	Fall 2015
Service/Program	Library Instructional Svcs	Spring 2011	N/A	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Acq and Deliv of Resources	Spring 2011	N/A	N/A
Service/Program	Technology Infrastructure	Fall 2011	N/A	N/A
Service/Program	Learning Environment	Fall 2010	N/A	N/A
Service/Program	Interlibrary Loans	Spring 2013	Spring 2013	N/A
Service/Program	Public Service Desk Assessment	Spring 2014	Spring 2014	N/A
Service/Program	Research Assistance Assessment	Spring 2014	Spring 2014	N/A
Service/Program	Print/Copy Services	Fall 2014	Fall 2014	Fall 2014
Service/Program	Group Study Facility Assessmen	Spring 2015	Spring 2015	Summer 2015

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Course Integrated Instruction		X					X	X	X	X	X	X	X	X	X	X
LIR 10: Intro to Information Literacy		X					X	X	X	X	X	X	X	X	X	X
Reference & Research Support		X					X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

Student Learning Outcome Activity

During the 2015-2016 academic year multiple forms of SLO assessment took place. In 2014, the Association of College and Research Libraries (ACRL) encouraged college librarians to redesign our approach to information literacy by providing a framework of key concepts that inform college-level information literacy programs. SRJC Libraries is an early adopter of that framework, as several librarians are updating their course materials and pedagogical approach. For the Fall 2015 semester, our instructional coordinator designed a project to assess SLO 4: Evaluate the quality and relevance of information sources. Librarians using the new framework used 2 different rubrics to grade student work in classes at both Santa Rosa and Petaluma. The first tool used a traditional measure while the other measured whether students used a sophisticated and nuanced approach to the evaluation of sources, which is a more advanced skill than our previous set of standards suggested. The results of the assessment project suggest we are still inexperienced with regard to teaching evaluation as a complex

set of processes, as the "pass rate" for evaluation of this type was 15% lower than that analyzing traditional evaluation and assessment skills. Our lead instruction librarian hosted a series of workshops in the spring semester to explore these and other instructional issues in depth, and the assessment was also discussed at department meetings.

A second assessment, of SLO 5: Identify several ethical and legal issues related to the use of information was conducted by 2 librarians in the Spring 2016 semester. Both librarians used a quiz to assess student understanding of issues related to plagiarism and citation. THe first librarian gave a lecture and led hands-on learning activities covering materials on the topic. In assessing results, this librarian concludes that the assessment tool should be applied closer to the end of the semester so that her students experience more opportunities to incorporate learning into practice prior to taking the assessment. The other librarian utilized the same assessment tool, but administered it at a different point in the course. This librarian identified 2 aspects (paraphrasing and common knowledge) of the SLO which students did not grasp well, and the librarian plans to review and revise course materials on these topics. Both librarians plan to reassess the SLO in accordance with thedepartment's 3 year assessment cycle.

Program Learning Outcome Activity

In the Summer 2015 and Fall 2015 terms, two follow-up assessments of Program Learning Outcome #4 took place. This PLO states "The SRJC Libraries provide a welcoming environment and facilities that support our diverse range of learners and their needs." The initial assessment of this PLO was conducted in Spring 2015, and some background information follows. At that time, only 50% of the group study rooms at the Doyle Library (and only slightly more at Mahoney Library) had white boards for student use, and the libraries had no group study reservation system. We conducted a survey and discovered that in essence, students were wandering around the library searching for available group study rooms which had white boards in them. They expressed frustration at not being able to reserve rooms and it was clear they specifically wanted rooms with white boards. In addition we discovered students were not generally aware they could borrow dry-erase markers, etc., to use in these rooms. Prior to the begin of the Summer 2015 term, we purchased and installed white boards in most of the rooms (the installation was completed by end of Summer term), and implemented a Group Study Reservation System for both libraries.

In the Summer 2015 term and the Fall 2015 semester, the 2 follow-up assessments took place. We asked one additional question in these assessments. The question asks whether students used the new reservation system and for any comments regarding the system, which is an online program for self-reservation of group study rooms. With regard to general room satisfaction, the data indicate an increase in satisfaction with room availabilty. With regard to furnishings, there is a marked decrease in dissatisfaction regarding availability of whiteboards, but we see an increase in dissatisfaction with availability of media/computers/projector availability in the group study rooms. Issues regarding HVAC persist (the Doyle Library experienced a severe failure of the HVAC in summer and early fall). In response to the new question regarding use of the reservation system, results indicate a high level of satisfcation with the online system.

We continue to gather data from this assessment regarding "what would make these rooms more useful" and will continue to assess responses to respond effectively to needs expressed by students. In addition, we have been gathering data on what classes students are studying for in these rooms, so that we can improve usage by students from departments for which low usage is demonstrated.
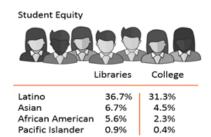
5.0 Performance Measures
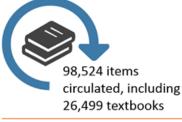
LIBRARY PERFORMANCE MEASURES

I. LIBRARY IMPACT ON STUDENT EQUITY AND STUDENT RETENTION

The library directly supports student equity and serves diverse student populations. In an analysis of anonymized data drawn from a sample of textbook checkouts from January 20, 2015 through February 10, 2015 the following observations were drawn:

The library reaches a higher concentration of underrepresented students than exists in the college population mix.

Student Equity

	Libraries	College
Latino	36.7%	31.3%
Asian	6.7%	4.5%
African American	5.6%	2.3%
Pacific Islander	0.9%	0.4%

The library directly supports student equity through increased access to educational materials. 42% of students who used library reserves are eligible for financial aid. 31% of students who used library reserves are first generation in their family to go to college.

98,524 items circulated, including 26,499 textbooks

2015 annual estimated cost of textbooks for average community college student: $1,328

The library gives vital support to students who are unfamiliar with the academic environment. The library provides a supportive, reliable learning environment for many students who are unable to attend school during daytime hours.

Student Retention

21,280 public service questions answered in 10 months

II. LIBRARY IMPACT ON ACADEMIC EXCELLENCE

The library is dedicated to collecting a variety of materials in print and electronic formats and making them available to students in direct support of instruction. Over 700,000 students visited the campus libraries, and nearly 1.5 million visited the library website in pursuit of academic library materials and services. The library offers over 40 databases across a wide range of knowledge areas to actively support the full complement of SRJC instruction. Coupled with over 200,000 e-books, these electronic resources are accessible to students through a state-of-the-art discovery layer available at only select California community colleges.   The library also offered a robust, multi-modal instructional program to help novice researches increase their information literacy skills and become proficient at seeking, evaluating, and incorporating quality academic materials into their assignments.   Librarians continued to expand their service to offer point-of-need assistance to students, adding a text messaging service to a dynamic reference program.

2013-14 Statistics at a Glance

I. Research Impact
Instruction Sessions: 698
Breakdown: 264 Orientations + 104 Classes + 321 Individual Research Assistance Appointments

Students Served: 9,307
Breakdown: 6,029 Orientations + 2,957 Classes + 321 Research Assistance Appointments

Reference questions answered: 18,920

II. Collections
Items Circulated: 93,208
Breakdown: 65,526 Doyle + 7915 Mahoney + 19,767 E-Books + 5,316 Media

Interlibrary Loan: 912

2013-14 Statistics In-Depth

Collections
Print and E-Books Volumes: 273,442
Databases: 44

Usage
Library visitors: 718,967
Website visits: 1,455,617
Database sessions: 836,442
Database searches: 7,110,170
Articles downloaded: 282,021
Items circulated: 98,542
Interlibrary loans: 912
Instruction sessions: 689, with 9307 students attending

III. LIBRARY CURRICULAR INTEGRATION

In the 2013-2014 academic year, the libraries mounted a robust program of online exhibits of e-books, videos, and print books on topics correlated to curriculum areas and newsworthy relevance. Special

highlights included collaborations with instructional departments, such as a partnership with the Child Development Department to launch a multimedia exhibition of print, web, video, and art gallery displays of child development resources celebrating the Week of the Young Child. The library values and encourages collaboration with Associated Students initiatives, and hosted a "Save our Seas" environmental awareness exhibition at Doyle Library at the request of the students. This exhibit was correlated with online exhibits of library resources on sustainability and the environment.

Web exhibits: 148
Library displays:70
Library gallery displays: 5

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Library instruction is offered in several modalities including face to face, hybrid, and fully online, answering the needs of multiple student learning styles and the demands of varied student lifestyles. Information literacy instruction occurs in specialized instructional workshops, course integrated instruction sessions, one-on-one research tutoring sessions, and reference desk instruction as library faculty seek to meet student demand for library and research services effectively and successfully.

Effort is made to offer classes scheduled at a variety of times to provide options for full time students as well as those who are working who require evening and weekend courses. In recent years, demand for online instruction has resulted in an increased offering of hybrid and fully online sections. Classes are offered in 6, 9, and 12 week formats, and are scheduled with a variety of start dates so as to maximize their efficacy in allowing students to use the LIR 10 curriculum to assist with the research project assignments they may have in other classes.

The Learning Resources department has been an active participate in interdisciplinary Learning Communities, successfully partnering with Puente and English instructors on both campuses in collaborative instructional initiatives. In addition, the Department has made significant outreach to underserved populations, specifically addressing the needs of non-credit ESL students located at the Southwest Center. During the course of the 2014-15 academic year, the library has increased Southwest center access to electronic resources, expanded print and electronic materials that directly support a range of ESL learning levels, and actively improving library instruction opportunities for this traditionally underrepresented group of students.

5.2a Enrollment Efficiency

Recent District initiatives to increase the number of sections offered caused a decrease in enrollment efficiency. Under-enrollment patterns experienced by the District as a whole are reflected in Learning Resources enrollment for LIR10 as well. The optimal number of sections for Fall and Spring semesters would most likely be around 30 classes a semester.

Enrollment Efficiency Summary by Session

Fall 2015:   84.5%
36 Sections (Cap 924, Enrolled 908)

Summer 2015:   83.8%
23 Sections (Cap 690, Enrolled 578)

Spring 2015:   93.3%
37 Sections (Cap 1,220, Enrolled 1,166)

Fall 2014:   91.7%
37 Sections (Cap 1,140, Enrolled 1,051)

Summer 2014: 80%
27 Sections (Cap 810, Enrolled 646)

Spring 2014:   92%
42 Sections (Cap 1,255, Enrolled 1,511)

Fall 2013:   103.0%,
40 Sections (Cap 1,217, Enrolled 1,253)

Summer 2013: 99.6%,
21 Sections (Cap 630, Enrolled 628)

Spring 2013:   106%,
34 Sections, (Cap 1,015, Enrolled 1,088)

Fall 2012:   108.3%,
28 Sections (Cap 827, Enrolled 896)

Summer 2012: 99.8%,
17 Sections (Cap 510, Enrolled 509)

Spring 2012:   110.5%
28 Sections, (Cap 828, Enrolled 915)

Fall 2011:   103.2%

Summer 2011: 100%

Spring 2011:   107.8%
Fall 2010:   101.4%

Summer 2010: 101.7%

Spring 2010:   104.4%

Fall 2009:   95%

Library faculty have a policy of accepting all students from wait lists.

5.2b Average Class Size

Average class sizes for all locations and courses during recent semesters are as follows:

Fall 2015	25.2
Summer 2015	25.1
Spring 2015	27.8
Fall 2014	27.5
Summer 2014	23.9
Spring 2014	27.4
Fall 2013	31.3
Summer 2013	29.9
Spring 2013	31.7
Fall 2012	32.0
Summer 2012	30.0
Spring 2012	32.7
Fall 2011	30.2
Summer 2011	29.9
Spring 2011	31.8
Fall 2010	29.7
Summer 2012	30.4
Spring 2010	31.1
Fall 2009	27.9

5.3 Instructional Productivity

The ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty at first census for the combined LIR10 instruction classes at Santa Rosa and Petaluma is as follows:

Fall 2015	12.8
Summer 2015	12.5
Spring 2015	13.9
Fall 2014	14.0
Summer 2014	11.8
Spring 2014	14.1
Fall 2013	14.5
Summer 2013	14.8
Spring 2013	16.2
Fall 2012	16.4
Summer 2012	15.0
Spring 2012	17.1
Fall 2011	15.53
Summer 2011	15.61
Spring 2011	17.51
Fall 2010	15.60
Summer 2010	14.95
Spring 2010	16.35
Fall 2009	15.24

5.4 Curriculum Currency

LIR 10 is actively taught year round. The course outline of record (COR) was updated in Spring 2013 to keep in alignment with information literacy instruction and reflects the changing nature of information research. The COR was approved by the curriculum committee on 5/13/2013.
Recommendations for future updates included adding a prerequisite of enrollment in English 1A.

5.5 Successful Program Completion

N/A

5.6 Student Success

The percentage of students demonstrating success in terms of course retention is as follows:

Fall 2015	76.8%
Summer 2015	78.6%
Spring 2015	73.9%
Fall 2014	72.0%
Summer 2014	81.3%
Spring 2014	75.3%
Fall 2013	78.3%
Summer 2013	77.4%
Spring 2013	78.4%
Fall 2012	74.8%
Summer 2012	79.7%
Spring 2012	77.3%
Fall 2011	73.7%
Summer 2011	81.5%
Spring 2011	79.6%
Fall 2010	78.4%
Summer 2010	84.3%
Spring 2010	75.7%
Fall 2009	80.2%

Gradepoint averages for the same periods of time are as follows:

Fall 2015	2.74
Summer 2015	2.90
Spring 2015	2.70
Fall 2014	2.72
Summer 2014	2.80
Spring 2014	2.53
Summer 2013	2.78
Spring 2013	2.57
Fall 2012	2.61
Summer 2012	2.88
Spring 2012	2.56
Fall 2011	2.58
Summer 2011	2.99
Spring 2011	2.52
Fall 2010	2.71
Summer 2010	2.88
Spring 2010	2.61
Fall 2009	2.63

5.7 Student Access

LIR 10 class enrollment
Students served by ethnicity during the 2015-16 academic year, as provided by the District are as follows:

White	51.1%
Asian	3.6%
Black	2.9%
Hispanic	33.6%
Native American	0.4%
Pacific Islander	0.5%
Filipino	1.0%
Other Non-White	5.9%
Decline to state	1.0%

Gender breakdown of students during the 2015-16 academic year, as provided by the District are as follows:

Male	38.1%
Female	61.2%
Unknown	0.7%

Student Usage of Library Programs and Services

Students served by accessing library facilities, collections, and other resources is more challenging to gauge. In a 3 week sampler of library circulation activity collected in Spring 2015, it was revealed that the library reaches a higher concentration of under-represented populations than is presented in the ethnic mix of the District as a whole. For example, the library checked out textbooks and other high cost instructional materials on reserve for classroom use to students with the following ethnicities:

Latino	36.7%
Asian	6.7%
African American	5.6%

5.8 Curriculum Offered Within Reasonable Time Frame

The department offers LIR10: Introduction to Information Literacy, in various formats and at a variety of times in order to allow students maximum accessibility. LIR10 sections are paired with Learning Communities to provide specialized access to specific populations of students and cohort groups.

LIR 10 is offered at both Santa Rosa and Petaluma every semester and summer session. In response to student demand, additional online and hybrid formats have been consistently added to section offerings.

5.9a Curriculum Responsiveness

LIR 10 curriculum proactively integrates new instructional elements that reflect the rapidly changing technological interfaces students encounter in an academic library. As an example, the department has introduced a series of Guide on the Side interactive tutorials to help students quickly comprehend and use the complex research tools common to academic libraries. The department also introduced a reading list tool that allows students to seamlessly access database materials from directly inside the online learning environment without disruption, facilitating better integration of library resources into the curriculum of any class taught at SRJC. These tools keep the information literacy program dynamic and reflect current pedagogy in the use of active learning instructional strategies.

5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

LIR 10 and LIR 30 are both transferable to the CSU and UC systems.

5.11a Labor Market Demand (Occupational Programs ONLY)

N/A

5.11b Academic Standards

The department actively monitors and adheres to the educational information literacy standards that have been agreed upon and codefied by the Association of College and Research Libraries and the American Library Association. This is an active component art of the instructional aim of the Learning Resources department as well as for general Library operations. Our instructional SLOs measure student success and we use results from these assessments to generate conversation about new ways to teach concepts.

The department regularly engages in dialogue with regard to the information literacy standards because of their central nature to successful academic instruction. Instructors and library faculty regularly share information regarding new challenges to information literacy and design curriculum and learning strategies to meet the challenges of a dynamic information-rich environment.

The Learning Resources department has been a guiding force in California academic information literacy instruction and curricular integration of academic research. Faculty librarians regularly publish on information literacy pedagogy in academic literature and present at professional conferences.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Maintained library quality through effective faculty/staff job recruitments.	Revise current faculty assignments to adapt services and instruction to changing student need and pedagogical practices, with focus on underserved populations, basic skills, and English language learners.	2016-2018	No net new dollars required
0001	ALL	02	01	Transformed underutilized spaces that have developed due to shifts in library materials usage toward digital resources to provide learning commons environments that allow students to use collaborative knowledge-creation learning tools and provide ready access to instructional services and support	Adapt library spaces in order to fully meet changing instructional patterns and student needs. Create integrated learning technologies and collaborative spaces for librarians to team with discipline facuty to support student research and student knowledge creation.	2017-2018	$335,000 per commons
0002	ALL	02	01	Procured an instructional materials budget to support all District instruction activity and programs	Continue to adequately provide instructional materials collections to support student access and success. Provide information resources for appropriate materials to support student learning and instruction	2017-2018	$100,000
0003	ALL	02	01	Drafted a new Course Outline of Instruction for LIR 10, to be submitted for approval in Fall 2018.	Improve instruction and services through continual assessment	2017-2018	No new resources required
0004	ALL	02	01	Conducted annual review of electronic resources collections and services; increase capacity to conduct data curation to manage an increasing array of information resources.	Assess and transform library technical service processes to meet changing service demands for expanded access to electronic resources across a variety of platforms and services.	2017-2018	No new resources required
0005	ALL	02	01	Provided professional development and training of library faculty and staff to take advantage of emerging technologies.	Ensure workforce competence as libraries continue to transform services and digital access to resources in increasingly complex delivery systems.	2017-2018	No new resources required
0005	ALL	04	06	Contributed library expertise to a statewide initiative to secure the optimal solution for integration of print and digital library materials and user services.	Identify and develop a strategic plan for replacement of rapidly obsolete Integrated Library System that runs campus library operations	2018-2019	No additional resources required at this point in time.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0005	ALL	04	06	Identified alternative funding sources and established partnerships to upgrade highly used library facilities.	Protect SRJC investment in facilities by implementing ongoing and regular maintenance and upgrade of high use library facilities.	2017-2018	$40,000 from unidentified funding sources
0005	ALL	02	01	Addressed ongoing demand for access to more costly electronic resources, including streaming video, brought about by growth in online instruction and changing instructor requests for digital resources.	Reallocate budgets where possible to purchase streaming video and other digital resources as requested.	2017-2018	No new cost to District

6.2b PRPP Editor Feedback - Optional

Library Space Reconceptualization Achievements in 2017-18 and Plans for 2018-19

During the 2017-18 academic year, the SRJC library spaces evolved to meet the changing ways students study and learn. Pedagogical shifts encouraged experiential learning, and advances in information technologies invited digitally-infused research spaces. To meet these trends, the Doyle and Mahoney Libraries added learning commons environments that fuse physical and digital spaces and services.

Over the course of 2017-18, the Doyle and Mahoney libraries began a 3-pronged construction project shift to update student learning spaces. The guiding principles of the design changes were to enhance space for students to study, connect, collaborate, learn and create knowledge. At both libraries, changes in architecture and furnishings were completed to foster participatory learning and facilitate innovative instruction and research.

A project at Doyle Library was completed with the following changes:
- The second floor invites collaboration and knowledge creation through increased small group study areas, and expanded research support facilities.
- Visual presentation technology was added to 2nd floor group study rooms to support student assignments that call for group collaboration. Students with a phone, tablet, or laptop can walk into a study room and instantly connect and share assignments.
- New digitally-enhanced furniture has been introduced.
- The third and fourth floors were zoned for quiet and silent areas to encourage learner reflection and research.

A project at the Mahoney Library was completed with the similar changes:

- The first floor now offers additional collaboration spaces for small group study.
- Digitally-enhanced furniture as well as collaboration zones have been added to provide student ability for group collaboration
- The research desk has been remodeled to improve student access to research and instruction support with a faculty librarian.
- A new quiet study area for focused research has been added on the second floor.

A final project at Doyle Library will be completed in the 2018-19 academic year. This project represents a partnership with the Career Technical Education disciplines and will result in the creation of a series of six digital media suites to support classroom instruction.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Maintain library quality through effective faculty/staff job recruitments	Revise current faculty assignments to adapt services and instruction to changing student need and pedagogical practices, with focus on underserved populations, basic skills, and English language learners.	2016-2018	No net new dollars required
0001	ALL	02	01	Complete the Learning Commons space revitalization project through the construction of a series of digital media suites in Doyle Library.	Adapt library spaces in order to fully meet changing instructional patterns and student needs. Create integrated learning technologies and collaborative spaces for librarians to team with discipline facuty to support student research and student knowledge creation.	2017-2018	$335,000 per commons
0002	ALL	02	01	Procure an instructional materials budget to support all District instruction activity and programs	Continue to adequately provide instructional materials collections to support student access and success. Provide information resources for appropriate materials to support student learning and instruction	2017-2018	$100,000
0003	ALL	02	01	Continue the development, evaluation and assessment of student learning outcomes and program learning outcomes	Improve instruction and services through continual assessment	2017-2018	No new resources required
0004	ALL	02	01	Conduct annual review of electronic resources collections and services; increase capacity to conduct data curation to manage an increasing array of information resources.	Assess and transform library technical service processes to meet changing service demands for expanded access to electronic resources across a variety of platforms and services.	2017-2018	No new resources required
0005	ALL	02	01	Provide professional development and training of library faculty and staff to take advantage of emerging technologies.	Ensure workforce competence as libraries continue to transform services and digital access to resources in increasingly complex delivery systems.	2017-2018	No new resources required
0005	ALL	04	06	Continue to evaluate and implement hardware, software and cloud-based resources to offer access to library resources while minimizing security risks and downtime	Identify and develop a strategic plan for replacement of rapidly obsolete Integrated Library System that runs campus library operations	2018-2019	No additional resources required at this point in time.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0005	ALL	04	06	Identify diverse and viable funding sources to complete ongoing, unattended to library facility problems, including but not limited to Mahoney Reading Room lighting project; Doyle Library door security upgrades;	Protect SRJC investment in facilities by implementing ongoing and regular maintenance and upgrade of high use libray facilities.	2017-2018	$40,000 from unidentified funding sources
0005	ALL	02	01	Address ongoing demand for access to more costly electronic resources, including streaming video, brought about by growth in online instruction and changing instructor requests for digital resources.	Reallocate budgets where possible to purchase streaming video and other digital resources as requested.	2017-2018	No new cost to District