

Santa Rosa Junior College

Program Resource Planning Process

Library Services 2021

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.

Doyle Library | Santa Rosa Campus

Fall and Spring (70 hrs per week):

M-Th 7:45 AM -10:00 PM
F 9:00 AM - 5:00 PM
Sa 9:00 AM - 3:00 PM

Summer – 8 week session:

M-T: 9:00 AM - 5:00 PM
W-Th: 9:00 AM - 5:00 PM

Mahoney Library | Petaluma Campus

Fall and Spring (52 hrs per week):

M-Th 7:45 AM -7:00 PM
F 1000 AM - 2:00 PM
Sa 10:00 AM - 2:00 PM

Summer – 6 week session:

M-Th: 10:00 AM - 2:00 PM

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

1.2 Program/Unit Context and Environmental Scan

PROGRAM ACHIEVEMENTS

The SRJC Libraries play an important role in student persistence and completion at SRJC. The library programs are actively engaged in District-wide programs, partnerships, and initiatives that contribute to student success efforts. These achievements invite discovery and expand opportunities for equitable access to much needed library materials. A sampler of highlights includes:

- A three-year spatial redesign of the library facilities was completed in Fall 2018, bringing a new energy the building as students embraced tech-infused furniture and collaborative learning spaces. These changes are designed to expand opportunities for learning and to foster academic excellence in a supportive environment.
- A new research hub offers students more intensive one-on-one research support with library faculty. Over 10,406 research assignments were supported by librarians who helped students navigate an increasingly complex information landscape.
- Six digital media suites represent a unique partnership of classroom faculty and librarians to into the library as students in computer studies and digital communications use these new laboratories for real-world multi-media creation.
- A partnership with Student Equity provided much-needed textbooks, calculators, and laptops to eliminate cost barriers for students. Over 30,000 textbooks were checked out through Course Reserves, and the libraries consistently reached higher concentrations of underserved populations than exist in the general mix of District student demographics.
- Information literacy instruction continued to thrive and remains in high demand. Classroom instructors requested 347 course-integrated instruction sessions from librarians, reaching 8,097 students. In addition, librarians taught 80 sections of LIR10, reaching 2,176 students.
- A partnership was formed with the University of San Francisco to base their satellite programs in Doyle Library. This partnership was a direct response to the second round of budget cuts which resulted in a loss of funding for faculty, staff, and student worker

support, thereby reducing library hours of operation. Some revenue from the partnership is used to offset these losses and restore library hours.

PROGRAM CONCERNS

The lack of consistent funding for library materials hinders the ability of the District to meet standards of academic excellence in support of instruction. The practice of reliance on Instructional Equipment/Library Materials (IELM) funds in lieu of a consistent funding base and/or access to California lottery funds traditionally used for library materials has left the SRJC Libraries vulnerable to capricious and declining purchasing power. It is anticipated that no library books will be purchased in the next academic year due to removal of IELM funding from the state budget.

The increase in student wages will result in the decrease of library hours unless alternative funding sources can be identified.

Replacement of retiring faculty and staff will create pressure points on an already-lean operation. Anticipated departures, if not replaced, will directly and negatively impact library ability to provide textbooks to students in the Course Reserves program and impact library ability to support student learning unless anticipated faculty retirements are replaced.

2.1a Budget Needs

Budget Needs

The budget cuts of 2018-19 resulted in significant reductions to operational hours of service at both libraries in Fall 2018. These closures limited academic instructional support across the disciplines as well as equitable access to academic materials as well as collaborative and quiet study learning spaces for students. A contract with the University of San Francisco provided funding for restoration of Doyle Library hours by paying for librarian and student worker wages. Unfortunately, restoration for funding of the Mahoney Library hours has not yet been achieved.

In acknowledgement of the need to reduce district budget deficits, no restoration of funds is requested to the library budgets and Mahoney Library will remain on a reduced operating schedule. However, we are improving our fiscal practices and wanting to transition core systems currently being paid through various avenues to general funds. An increase in Based Budget for \$12,500 will be requested to fund the library's catalog and Springshare systems.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	07	02	\$12,500.00	Institutionalizing funding for core library services that are currently being funded using soft money and adjusting budget lines every year. This request covers the full funding of the Library's Catalog (LSP) that every library must have some version of, EZ Proxy that allows students to access library resources remotely, and SpringShare Suite that facilitates booking study rooms, scheduling curbside pickups, managing library room calendars.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Mahoney Petaluma:Library Tech II	40.00	12.00	Assists at public service desks and in technical services area of library.
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	40.00	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 tech gear & 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
Dean, Learning Resources & Ed Technology	40.00	12.00	Provides administrative leadership for all aspects of learning resources program including Library Services, Media Services, and District Technology Planning.
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	190.00	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 I (Petaluma) position was eliminated during the 2017-18 budget reduction cycle, reducing Mahoney Library to just two classified positions that perform library public and technical service operations in day and evening shifts.

The SRJC Libraries depend heavily on student workers to support library processes and services and to maintain adequate opening hours. The increase in student wages will likely cause a decrease in student hours, and impact access, programs, and services.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	01	Library Technician III - Course Reserves		Classified

2.3a Current Contract Faculty Positions

Position	Description
Mahoney (PET) Public Services Librarian (2)	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
	0.0000	0.0000	0.0000	0.0000	
Library Instruction - Doyle Reference	4.0000	58.0000	9.0000	42.0000	Four 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	2.0000	39.4000	11.0000	60.6000	Two 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.
LIR 10 Course Instruction	1.0000	10.0000	1.6500	90.0000	One full-time regular faculty librarian teaches 10% of LIR 10 instruction in-load. Full-time regular faculty librarians teach 15% of LIR 10 instruction, all as overload. Nine adjunct faculty teach 75% of LIR10 classes.

2.3c Faculty Within Retirement Range

FACULTY PROFILES AND PLANNED RETIREMENTS

There are currently 8 full-time regular 10-month faculty librarians on staff managing the year-round operations and services of the libraries. Of these, 2 faculty librarians are assigned to Mahoney Library, Petaluma Campus and 6 are assigned to Doyle Library, Santa Rosa campus.

Two librarians are within retirement age.

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

FACULTY STAFFING NEEDS

SRJC Libraries has received increasing demand for library technology and electronic services support. This need has been exacerbated during remote learning due to the COVID-19 pandemic and Libraries is confident that both student and faculty demand will remain heightened beyond the pandemic. As such, there is a critical need for an Electronic Services Librarian to provide leadership in the integration of electronic resources including the library's Web presence and implementing and troubleshooting electronic resources. This position would also be integral in overseeing and negotiating the district's media, streaming and physical, to support all disciplines/liaison areas, including emphasis on development of an OER media bank as the college furthers its efforts toward student access and equity. This librarian would respond to copyright inquiries related to media and create supporting documentation while overseeing copyright. Currently, these crucial areas of SRJC Libraries (streaming and physical media, OER resources, and copyright) are not met through any contract librarians, but are fully supported by adjunct faculty. Streaming media use by faculty has drastically increased and the library has had to implement temporary systems that are not sustainable to keep up with faculty demand. There is a critical need to have ongoing, full-time support to maintain the electronic services support that students, staff, and faculty require from SRJC Libraries.

Additionally, in an effort to increase student access and equity while aligning library services with the college's Guided Pathways plan, SRJC Libraries needs a First Year Experience & Outreach Librarian. This position would lead partnership and outreach efforts with local high schools and dual-enrollment students to provide outreach programming such as library tours, lectures, workshop, and Information Literacy courses, as well as address the academic support needs of non-traditional, underrepresented, and transfer students. This position has the opportunity to seamlessly collaborate with other academic and support services such as Learning Communities, AB 705 co-requisites, the Welcome & Connect Center, Student Success Coaches, and Counseling to provide comprehensive and coordinated student support. As SRJC continues to face enrollment declines, the First Year Experience & Outreach Librarian can build relationships and partnerships early on to attract dual-enrollment students, increase course articulation with high schools, and directly increase students' sense of belonging within the greater college community.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	08	01	Library Science	SRJC Libraries has received increasing demand for library technology and electronic services support. This need has been exacerbated during remote learning due to the COVID-19 pandemic and Libraries is confident that both student and faculty demand will remain heightened beyond the pandemic. As such, there is a critical need for an Electronic Services Librarian to provide leadership in the integration of electronic resources including the library's Web presence and implementing and troubleshooting electronic resources. This position would also be integral in overseeing and negotiating the district's media, streaming and physical, to support all disciplines/liaison areas, including emphasis on development of an OER media bank as the college furthers its efforts toward student access and equity. Additionally, this librarian would respond to copyright inquiries related to media and create supporting documentation while overseeing copyright. Currently, these crucial areas of SRJC Libraries (streaming and physical media, OER resources, and copyright) are not met through any contract librarians, but are fully supported by adjunct faculty. There is a critical need to have ongoing, full-time support to maintain the electronic services support that students, staff, and faculty require from SRJC Libraries.
0002	ALL	02	06	Library Science	In an effort to increase student access and equity while aligning library services with the college's Guided Pathways plan, SRJC Libraries needs a First Year Experience & Outreach Librarian. This position would lead partnership and outreach efforts with local high schools and dual-enrollment students to provide outreach programming such as library tours, lectures, workshop, and Information Literacy courses, as well as address the academic support needs of non-traditional, underrepresented, and transfer students. This position has the opportunity to seamlessly collaborate with other academic and support services such as Learning Communities, AB 705 co-requisites, the Welcome & Connect Center, Student Success Coaches, and Counseling to provide comprehensive and coordinated student support. As SRJC continues to face enrollment declines, the First Year Experience & Outreach Librarian can build relationships and partnerships early on to attract dual-enrollment students, increase course articulation with high schools, and directly increase students' sense of belonging within the greater college community.

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:

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.**

2.4c 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	Mary-Catherine Oxford	Mahoney & Doyle Libraries	Mary-Catherine Oxford

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

EXISTING FACILITIES: Doyle and Mahoney Libraries

The high use of library facilities requires continuous upkeep. Chair loss through breakage and wall damage through heavy traffic are areas that require ongoing maintenance. The department is actively replacing broken furniture that can no longer be repaired as funds become available. 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. **No immediate request is being made at this time.**

As the District condenses departments and programs in an effort to create efficiency gains across use of facilities, the libraries are being closely looked at for space utilization opportunities. Partners that directly support instruction and academic support services should be considered as ideal building partners, while preserving core library programs and library spaces.

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.

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.

Department Ongoing 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 during each semester to:

- 1) review SLO assessment procedures
- 2) identify faculty members to participate in conducting an assessment of one of a sections of LIR 10
- 3) share results of assessments from the previous semester

The department's assessment schedule is presented below:

Course	SLO #s	Participating Faculty	Academic Year	Semester Completed	Comments
LIR 10	4	Smita Avasthi, Erin Daniels, Molly Matheson, Eve Miller, Phyllis Usina	2015-16	Fall 2015	This was a common assessment with 1 SLO report; Report transferred into Formstacks by Josh Pinuala
LIR 10	4	Molly Matheson	2015-16	Spring 2016	Report transferred into Formstacks by Josh Pinuala
LIR 10	5	Canon Crawford	2015-15	Spring 2016	Report transferred into Formstacks by Josh Pinuala
LIR 10	1	Smita Avasthi, Ann Bertucci, Sheila Cunningham, Erin Daniels, Loretta Esparza, Boutsaba Janetvilay, Jessica	2016-17	Fall 2016	This was a common assessment with 1 SLO report; Report transferred into Formstacks by Josh Pinuala

		Harris, Marjorie Lear, Hilary Smith, Phyllis Usina, Connie Williams			
LIR 10	2	Sami Lange, Nancy Persons	2016-17	Spring 2017	This was a common assessment with 1 SLO report; Report transferred into Formstacks by Josh Pinula
LIR 10	3	Smita Avasthi, Ann Bertucci, Erin Daniels, Boutsaba Janetvilay, Phyllis Usina	2017-18	Fall 2017	This was a common assessment with 1 SLO report; Report transferred into Formstacks by Josh Pinula as a Spring 2018 assessment
LIR 10	4	Eve Miller and Jessica Harris	2017-2018	Spring 2018	2 reports filed in Formstacks
LIR 10	5	Smita Avasthi	2018-2019	Fall 2018	
LIR 10	1	Smita Avasthi	2018-2019	Spring 2019	
LIR 10	2	Volunteer(s) TBD at faculty meeting	2019-2020	Fall 2019	
LIR 10	3	Volunteer(s) TBD at faculty meeting	2019-2020	Spring 2020	
LIR 10	4	Volunteer(s) TBD at faculty meeting	2020-2021	Fall 2020	
LIR 10	5	Volunteer(s) TBD at faculty meeting	2020-2021	Spring 2021	
LIR 10	1	Volunteer(s) TBD at faculty meeting	2021-2022	Fall 2021	
LIR 10	2	Volunteer(s) TBD at faculty meeting	2021-2022	Spring 2022	
LIR 10	3	Volunteer(s) TBD at faculty meeting	2022-2023	Fall 2022	
LIR 10	4	Volunteer(s) TBD at faculty meeting	2022-2023	Spring 2023	

4.1b Program Student Learning Outcomes Assessment

Program Learning Outcomes

1. SRJC Libraries provide effective instruction in a wide variety of contexts to support our diverse range of learners and their needs.
 - A. Librarians provide personalized instruction to support our diverse range of learners and their needs.
 - B. Librarians provide instruction tailored to specific classes, assignments, or tools during course-integrated instruction session and/or drop-in workshops to support our diverse range of learners and their needs.
 - C. Librarians provide effective instruction through credit classes to support our diverse range of learners and their needs.
2. SRJC Libraries acquire, provide access, and deliver resources useful to support the needs and enrich the lives of our diverse range of learners.
 - A. The SRJC Libraries acquire resources that meet the curricular needs and enrich the lives of our diverse range of learners.
 - B. SRJC Libraries provide access to and deliver resources that support the curricular needs and enrich the lives of our diverse range of learners.
3. SRJC Libraries provide a technology infrastructure and services that facilitate successful academic achievement of our diverse range of learners and their needs.
 - A. The SRJC Libraries provide hardware and software that facilitate successful academic achievement of our diverse range of learners.
 - B. The SRJC Libraries provide research interfaces that facilitate successful academic achievement of our diverse range of learners and their needs.
4. SRJC Libraries provide a welcoming environment and facilities that support our diverse range of learners and their needs.
 - A. The SRJC Libraries provide facilities that welcome and support learning for our diverse of range of students.

B. The SRJC Libraries provide sufficient open hours and staff to support learning for our diverse of range of students.

Program Learning Outcomes Assessment Schedule

We are committed to continuous program assessment and improvement; thus, we assess initiatives related to each PLO every year. Since 2017, we have assessed all 4 of our PLOs, and we shared the results with the department. The reports can be found on the shared drive, accessible by all library staff. If, however, we do not have a significant initiative in a particular area, we will maintain 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

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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
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

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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)

TO DO

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 the department'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 availability. 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 satisfaction 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

2017-18 Statistics at a Glance

I. Research Impact

8,098 students taught in **347** course integrated instruction sections

2,176 students taught in **80** sections of LIR10

10,406 research assignments supported

II. Responsive Support

10,839 access questions answered

13,715 wayfinding questions answered

13,944 technical problems solved

III. Collections

Items Circulated: 91,341

Interlibrary Loan: 912

Collections

E-Books: 170,000

Print Books: 182,772

Usage

Library visitors: 587,780

Database searches: 3,701,463

Articles downloaded: 224,156

Videos streamed: 15,263

Textbook loans: 30,432

IV. Student Assessment

87% of students who use the textbooks on reserve persist and stay enrolled

93% of students who use the laptop and calculator loan programs persist and stay enrolled

The average GPA of library users is **5%** higher than for those who have not used library services

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 library has been an active participant 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 through partnerships with Student Equity programs and collaborations with English as a Second Language instructors. A vibrant textbook loan program in particular, ensures access to required course materials for all 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 2018:	88.2%
Summer 2018:	110.2%
Spring 2018:	84.1%
Fall 2017:	90.2%
Summer 2017:	85.7%
Spring 2017:	91.5%
Fall 2016:	83.7%
Summer 2016:	79.8%
Spring 2016:	90.2%
Fall 2015:	84.5%
Summer 2015:	83.8%
Spring 2015:	93.3%
Fall 2014:	91.7%
Summer 2014:	80%
Spring 2014:	92%
Fall 2013:	103.0%
Summer 2013:	99.6%
Spring 2013:	106%
Fall 2012:	108.3%
Summer 2012:	99.8%
Spring 2012:	110.5%
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 2018	26.4
Summer 2018	33.1
Spring 2018	25.1
Fall 2017	27.0
Summer 2017	25.7
Spring 2017	27.2
Fall 2016	25.0
Summer 2016	24.0
Spring 2016	26.8
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
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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 2018	13.59
Summer 2018	16.43
Spring 2018	12.70
Fall 2017	13.75
Summer 2017	12.97
Spring 2017	13.71
Fall 2016	12.65
Summer 2016	12.01
Spring 2016	13.3
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 by the Department after rich dialogue and discussion. It was approved by the Curriculum Committee in Fall 2017 to keep in alignment with information literacy instruction and reflects the changing nature of information research.

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 2018	79.6%
Summer 2018	no data
Spring 2018	81.3%
Fall 2017	83.9%
Summer 2017	84.3%
Spring 2017	80.3%
Summer 2016	80.5%
Spring 2016	77.6%
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%

Grade point 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 2018-19 academic year, as provided by the District are as follows:

White	43.2%
Asian	3.8%
Black	3.2%
Hispanic	36.7%
Native American	0.5%
Pacific Islander	0.5%
Filipino	1.0%
Other Non-White	5.3%
Decline to state	5.8%

Gender breakdown of students during the 2018-19 academic year, as provided by the District are as follows:

Male	35.2%
Female	62.5%
Unknown	2.3%

Student Usage of Library Programs and Services

Students served by accessing library facilities, collections, and other resources is more challenging to gauge. In a 2017-18 assessment of library loan use, higher concentrations of underserved populations were reached through library services:

Latino	43%
Asian	9%
African American	4%

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 is 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 codified by the Association of College and Research Libraries and the American Library Association. This is an active component 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	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.	2020-2021	No net new dollars required
0001	ALL	02	01	Assess effectiveness of the Learning Commons space revitalization project.	In 2017-2018 library spaces were updated in order to fully meet changing instructional patterns and student needs. Assessment effectiveness of integrated learning technologies and collaborative spaces for support of student research and student knowledge creation.	2020-2021	No new resources required
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	2020-2021	\$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	2020-2021	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.	2020-2021	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.	2020-2021	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	2020-2021	No additional resources required at this point in time.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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.	2020-2021	No new cost to District

6.2b PRPP Editor Feedback - Optional

Library Space Revitalization Achievements

The SRJC Libraries completed a three year renovation of learning spaces, reflecting ways the libraries have evolved to meet the changing ways students study and learn. Pedagogical shifts have encouraged experiential learning and advances in information technologies have 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. 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.

Library Partnerships

The libraries embarked on two critical partnerships during this review period. A partnership with Career Education faculty resulted in the creation of six digital media suites that support classroom instruction and offer student access to highly advanced digital laboratories for project creation. The libraries also entered into a partnership with the University of San Francisco to house their branch programs in Doyle Library, thereby generating sufficient revenue to restore and expand library hours for SRJC students. Both partnerships represent innovative approaches to outreach, curriculum support, integrated instruction, and revenue generation.

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.	2020-2021	No net new dollars required
0001	ALL	02	01	Assess effectiveness of the Learning Commons space revitalization project.	In 2017-2018 library spaces were updated in order to fully meet changing instructional patterns and student needs. Assessment effectiveness of integrated learning technologies and collaborative spaces for support of student research and student knowledge creation.	2020-2021	No new resources required
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	2020-2021	\$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	2020-2021	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.	2020-2021	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.	2020-2021	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	2020-2021	No additional resources required at this point in time.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
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.	2020-2021	No new cost to District