

Planning Agenda:

The Student Services managers will develop Student Learning Outcomes at the program level for all student support services. The Student Services managers will research additional evaluation tools for use in Student Services that will focus on the achievement of identified learning outcomes. The Student Services managers will investigate the use of student focus groups to indicate student satisfaction and needs assessment.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Library

Description:

The College Library is housed in the 100 Building on the Fairfield Campus. The Library presently comprises 16,128 square feet with a seating capacity for 250 users. The Library is staffed with four full-time professional librarians; additionally, Circulation and Technical Services are staffed with the equivalent of one full-time classified position and the equivalent of one .75 time classified position. The Library also depends on student workers to help in Circulation, Technical Services, and Computing Resources, and currently employs twelve student workers – five from the Federal Student Worker Program and seven paid out of the Library's budget. Student workers cover most open library hours, with hours changing according to need and availability.

Traditionally, the Associate Vice President of Technology and Learning Resources, aided by a faculty-status Head Librarian, managed the Library. In 2001, the position of Head Librarian was vacated and converted to the position of Access Services Librarian. In 2002, the position of Associate Vice President of Technology and Learning Resources was vacated and remained vacant until October of 2004, when the position was promoted to full Vice President and subsequently filled by the current manager. In the gap between 2002 and 2004, the Library was supervised by the Vice President of Academic Affairs.

In the last six years the Library has undergone two significant renovations: the expansion of the Library computer lab to a Bibliographic Instruction Classroom, and the installation of the Information Commons.

The Bibliographic Instruction Classroom (Bib Lab) is equipped with 28 workstations, including a station designed to accommodate students with special needs. In February 2005, the Bib Lab computers were upgraded to Pentium 4 computers and standard smart classroom technology, including desktop control of a ceiling mounted projector and DVD/VCR through a SP system media control panel.

The Information Commons has been open since fall of 2001, its purpose to give students expanded access to online information and to the computer technology needed to complete their education.

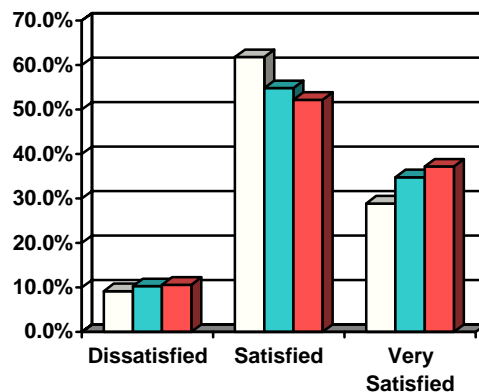
The Information Commons includes 60 Gateway Pentium 4 PCs with flat screens and multimedia capabilities. There are two height-adjustable computer stations for disabled students. Headphones are available at the Circulation desk for access to audible media. In addition to high-speed Internet access, each computer has the complete Microsoft Office Suite Software, including MS Word, Access, Excel, Publisher, and Front Page, as well as software from several different divisions, allowing students to do homework in the Library, as well as in the classroom. Currently enrolled students can log in to a computer for up to four hours per day in one-hour increments. The Commons is open Monday through Thursday from 7:45 a.m. to 7:30 p.m. and Fridays from 7:45 a.m. to 2:30 p.m. and is staffed by a student worker 45 hours a week to answer basic computing questions. Moreover, a librarian or Learning Resources technician is on duty if no student is present.

In addition, there are nine other PCs in the Library, which require no authentication and can be used for research purposes by anyone visiting the Library.

A professional librarian staffs the reference desk whenever the Library is open. During the 2004 calendar year the College's librarians answered 6,034 reference questions.

In addition, the College Library is a member of the 24/7 Reference consortium which offers online research assistance 24 hours a day. Use of 24/7 is growing steadily; in 2003 our students utilized the service 64 times, and in 2004 that number doubled to 133. Online reference questions asked by students at other institutions and answered by this College's librarians are climbing steadily with 148 questions answered in 2003 and 169 answered in 2004.

• Figure II-4: Student Satisfaction of Library Staff Assistance; Fall 2002, 2003, 2004



As of December 31, 2004, the Library collection held 46,085 circulating items. Our current print periodical subscriptions total 135 [2C-1]*.

The College Library is part of the Solano, Napa, and Partners (SNAP) Library Consortium. The Library currently relies on its cooperative agreement with the SNAP libraries to increase

* References are marked with square brackets [] and listed at the end of the Standard.

students' access to materials. We share one Integrated Library System (ILS) which includes the library catalog (OPAC), thus providing student access to library materials from any member library. The consortium consists of two community college libraries and eleven public libraries in two counties, amassing over one million items.

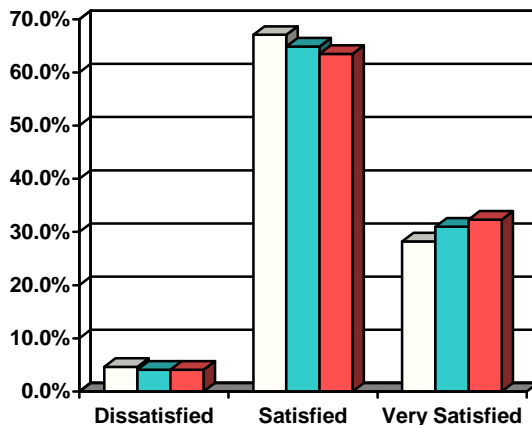
The Library also offers 12,428 full-text online journals and 7,877 electronic full-text books, giving many students remote access to much of the Library's information.

Students have access to course textbooks through the Reserve collection located behind the circulation desk. A very small budget is available for purchasing textbooks, but the majority of texts are donated by instructors. The reserve collection is heavily used by the students.

In addition, the Library has a small microfilm/fiche periodical collection and a small video collection. The Library provides basic audio-visual equipment for students including microfilm/fiche readers, TV/VCRs, DVD and CD players, cassette players, two photocopiers, and a typewriter.

The current Library budget for the monograph collection is \$17,540. The print periodical budget is \$17,679, and the budget for electronic databases is \$36,364 [2C-2].

• Figure II-5: Student Satisfaction with Information Commons; Fall 2002, 2003, 2004



Evaluation:

The Library meets this standard. However, the following concerns should be addressed:

Prior to the fall of 2003, the Library was staffed by four full-time librarians and the equivalent of one full-time position in part-time librarian hours. In addition, 3.5 FTE library technicians were employed to work at the Circulation desk and in the technical services area processing books and orders and managing the budget.

During the budget crunch of 2003, the Library lost its part-time librarian hours, its full-time computer lab technician (despite the growth in the number of PCs from approximately 35 to approximately 100) and 1.5 FTE of its library technicians. The work done by the Technical Services Library Technician and the Instruction Materials Specialist has been assumed by the two remaining Library Technicians. While some money (\$38,000) has been added back to the Library budget for part-time librarians (in 2002-2003, it was \$90,562), no relief is expected in the Library's technician positions. The work of the Computer Lab Tech has been left largely to student workers with librarians and staff filling in. Lack of staff is further exacerbated by

time consuming and paper-based processing in acquisitions and serials. This was noted in the 2001 report, "Evaluation of the Library and Recommendations for Development" and is still the case four years later [2C-3].

The work of the Librarian FTE hours has been absorbed primarily by the Public Services Librarian and the two Access Services Librarians. Because of the increase in time on the reference desk for the Public and Access Services Librarians, many projects have been reprioritized, including: grant writing; Web page updates; creation of course related research guides; implementation of more Information Competency workshops; and collection development.

It is worth noting though, that the satisfaction of the students has markedly increased with the added hours of full-time Librarians on the reference desk – the number of Very Satisfied students went from 28.9 percent in fall of 2002 to 34.8 percent in Fall 2003 and 37.2 percent in Fall 2004 [2C-4].

• Table II-2: Information Commons Usage Statistics

Information Commons Usage Statistics June, 2003 – February, 2005					
Month	Total Uses	Total Time	Average Session	Days/Mo open	Ave uses/day
Jun-03	1,615	763:11	28.35	9	179.40
Jul-03	3,641	1,943:30	32.03	15	242.70
Aug-03	4,283	1,694:44	23.74	9	475.90
Sep-03	11,787	5,728:07	29.16	20	589.30
Oct-03	14,714	7,264:09	29.62	23	639.70
Nov-03	10,418	5,281:21	30.42	16	651.10
Dec-03	9,348	4,463:23	28.65	15	623.20
Jan-04	5,099	1,973:46	23.23	8	283.30
Feb-04	11,041	5,025:05	27.31	18	613.40
Mar-04	13,646	6,461:56	28.41	22	620.30
Apr-04	10,248	5,065:03	29.66	17	602.80
May-04	9,209	4,538:26	29.57	17	541.70
Jun-04	1,358	593:50	26.24	7	194.00
Jul-04	4,037	1,889:31	28.08	16	252.30
Aug-04	4,455	1,875:22	25.26	7	636.40
Sep-04	14,894	7,086:21	28.55	21	709.20
Oct-04	14,002	7,011:52	30.05	21	666.70
Nov-04	13,416	6,801:57	30.42	19	707.10
Dec-04	10,127	5,126:08	30.37	16	632.90
Jan-05	6,482	2,710:08	25.09	9	720.20
Feb-05	13,285	6,419:20	28.99	18	739.10
TOTALS	187,105	89,717:10	28.77	323	579.30

The Information Commons continues to be a popular student learning resource. According to the 2004 Student Survey 95.8 percent of students surveyed were satisfied with or very satisfied with the Commons. That number has been stable over the last three years. The table below shows steady growth in usage, dating from the time the PC Reservation software

was installed, rather than when the Commons opened because there are no reliable statistics from those months.

Prior to the arrival of the Information Commons and its 60 PCs, the Library had a full-time Computer Technician working in the Library's Computer lab. Shortly thereafter, the computer technician was promoted and the position filled with a new technician, who was then reassigned to general campus responsibilities. The Commons is now staffed by student workers 45 out of the 57.5 hours the Commons is open, with the Computer Technician acting as "on call" supervisor. These student workers answer basic student computing questions. When there is no student worker available, questions are fielded by a reference librarian or computer technician on call.

In the spring of 2001, Library staff completed a detailed "Evaluation of the Library and Recommendations for Development." This report points out that, based on the 1994 standards set by the *Association of College and Research Libraries, Community, Junior, and Technical College Division*, the College Library falls short of the recommended ACRL guidelines for like-sized colleges in all major categories, except assignable square footage (ASF). Further, the College Library falls below comparable colleges in three out of the seven listed categories (figures based on FY1999-2000). The table below has been updated to include figures from last year only, as there is no practical way to update the rest – the Chancellor's Office Surveys which supply most of the data have not been published since that time. Compared against the College are Ohlone, San Joaquin Delta College, Diablo Valley College, and Santa Rosa Junior College.

• Table II-3: Comparison of Library Budget of Solano Community College and Neighboring Community Colleges

Category \ FTES	ACRL Goal	SCC 7,372	SCC 04	Ohlone 7,405	SJDC 13,909	DVC 16,638	SRJC 18,733
Book Budget – \$/FTES	14.69	7.42*	\$2.14** \$7.00	6.75	8.68	5.84	6.67
Periodical Budget – \$/FTES	8.70	1.66	\$6.58***	3.38	5.39	1.49	2.59
AV Materials Budget – \$/FTES	3.12	1.76	n/a	1.13	2.44	1.04	1.27
Collection Size – Titles	95,000	43,853	46,085	62,424	93,073	88,498	115,203
Professional Librarians – FTE	8	5	4	5	4	6	8
Technicians – FTE	9	4	1.75	7	15	7	10
Physical Accommodations – ASF	9,500	19,667	19,667	22,027	39,017	37,366	29,500

*This includes the last year of a one-time, \$75,000 grant that had been spread over three years. The regular annual book budget was (and still is) \$10,540, which represents \$1.47/FTES (less if current FTES figures are used).

**The \$2.14 figure is the amount in the budget for the library for the last fiscal year. The \$7.00 figure is accurate only for '04-'05 because of a \$40,000 one time gift from the college to begin updating the collection.

***This figure includes our electronic databases made possible by TTIP funds. The print periodicals are \$2.15 per FTES and the electronic databases are \$6.58 per FTES.

While the Library book budget remains stagnant, book costs have skyrocketed. The charts below show some information pulled from the Bowker Annual [2C-5] which covers the latest figures available for each category. The average cost increases over the last ten to fifteen years range from 40.3% to 54.6% for academic books, and the corresponding difference in the Library's budget has not increased in proportion to even the least figure.

• Table II-4: Average Cost of Academic Books

Average Costs of North American Academic Books (1989, 2000 to 2002) by Subject Area					
Subject Area	Base Year	Annual Costs			% Chg Since 1989
	1989	2000	2001	2002	
<i>Fine and Applied Arts</i>	\$40.72	\$46.07	\$51.11	\$58.19	42.9%
<i>Literature and Language</i>	\$24.99	\$35.90	\$34.07	\$35.83	43.4%
<i>Math and Computer Science</i>	\$44.68	\$66.40	\$67.75	\$66.47	48.7%
<i>Psychology</i>	\$31.97	\$45.68	\$43.94	\$44.85	40.3%
<i>Science</i>	\$56.10	\$66.12	\$82.31	\$86.72	54.6%
Average	\$39.69	\$52.03	\$55.84	\$58.41	47.2%

• Table II-5: Average Cost of Periodicals

Average Costs of U.S. Periodicals (1984, 2002-2004) by Selected Subject Areas					
Subject Area	Base Year	Annual Costs			% Chg Since 1984
	1984	2000	2001	2002	
<i>Chemistry & Physics</i>	\$228.90	\$1,519.83	\$1,626.47	\$1,765.20	771.2%
<i>Education</i>	\$34.01	\$146.98	\$159.39	\$175.10	514.9%
<i>Fine & Applied Arts</i>	\$26.90	\$62.33	64.72	68.77	255.6%
<i>Literature & Language</i>	\$23.02	\$64.95	\$71.43	\$76.16	330.8%
<i>Mathematics & General Science</i>	\$405.56	\$603.11	\$647.10	\$704.12	660.8%
<i>Philosophy & Religion</i>	\$21.94	\$67.11	\$72.18	\$77.16	351.7%
<i>Physical Education</i>	\$20.54	\$57.15	\$59.33	\$64.25	312.8%
<i>Political Science</i>	\$32.43	\$148.77	\$161.24	\$176.12	543.1%
<i>Sociology & Anthropology</i>	\$43.87	\$217.37	\$235.83	\$261.86	596.9%
Average	\$59.80	\$320.84	\$344.19	\$374.30	481.98%

• Table II-6: Average Cost of Hard Cover Books

Average Costs of Hard Cover Books (1994, 2001-2003) by Selected Subject Area					
Subject Area	Base Year	Annual Costs			% Chg Since 1994
	1994	2001	2002	2003	
<i>Art</i>	\$39.97	\$56.00	\$60.87	\$52.13	23.3%
<i>Biography</i>	\$30.43	\$53.05	\$50.13	\$85.04	179.5%
<i>Business</i>	\$42.72	\$95.61	\$99.71	\$89.34	109.1%
<i>Fiction</i>	\$20.95	\$28.84	\$30.35	\$27.56	31.5%
<i>General Works</i>	\$60.41	\$167.40	\$157.12	\$119.05	97.1%
<i>History</i>	\$40.20	\$61.21	\$57.43	\$58.95	46.6%
<i>Literature</i>	\$37.77	\$62.99	\$66.95	\$72.36	91.6%
<i>Science</i>	\$90.12	\$100.61	\$106.51	\$105.22	16.7%
<i>Sociology & Economics</i>	\$50.24	\$94.80	\$70.27	\$71.28	41.9%
<i>Technology</i>	\$81.03	\$99.33	\$95.95	\$96.35	18.9%
<i>Averages</i>	\$49.38	\$81.98	\$79.53	\$77.73	65.62%

The 2004 ACRL Standards for Libraries in Higher Education, [2C-6] rather than setting one national standard, recommend creating Library standards by comparing each library to a self-selected group of peer institution libraries. ACRL Standards suggest several criteria to look at and point to the National Center for Educational Statistics for purposes of gathering comparative data. In addition, some data is available from the California Community Colleges Library and Learning Resources Program Annual Data Survey.

Following these guidelines, the College Library has chosen to compare itself to three like-size institutions as well as three institutions closest to us geographically. These institutions are, respectively: Ohlone, Mira Costa and the College of San Mateo and Santa Rosa Junior College, Diablo Valley College and American River Community College. The statistics come from the California Community Colleges Library and Learning Resources Program Annual Data Survey and the National Center for Educational Statistics, Library Statistics Program*, both of which have only 2001-02 available for comparison – consequently, we are using “Solano then” and “Solano now” figures to give a more updated view. Collection Holdings data has been retrieved from

http://www.cccco.edu/divisions/esed/aa_ir/llrp/attachments/ADS200102.xls

— the NCES data was retrieved from

<http://nces.ed.gov/surveys/libraries/academic.asp>.

• Table II-7: Comparison of Library Costs of Solano Community College and Similar Institutions

Name of College	Books and Serials	Periodicals and Newspapers	Total Materials	Total Operating Expenses	FTEs	Total \$/FTEs
Solano Community College*	\$53,904	\$17,679	\$71,583	\$617,986	7,692	\$80
Solano Community College	\$61,621	\$17,700	\$79,321	\$710,352	7,141	\$90
Mira Costa	\$111,093	\$21,168	\$132,261	\$1,343,274	5,591	\$240
College of San Mateo	\$44,151	\$40,135	\$84,286	\$706,926	8,933	\$79
Ohlone	\$30,000	\$25,000	\$55,000	\$1,088,483	8,380	\$130
Diablo Valley College	\$100,000	\$28,617	\$128,617	\$2,284,769	17,743	\$129
American River College	\$176,929	\$24,956	\$201,885	\$ N/A	18,915	\$66
Santa Rosa Junior College	\$99,775	\$55,231	\$155,006	\$2,027,644	19,302	\$105

*Most current data (2003-2004)

Despite the small budget, results from general student surveys and feedback from students in orientations and courses show that the Library is meeting the standard.

The heavily used Textbook Reserve collection in the library is helpful in relieving some of the financial pressure that students face. However, the collection is relatively small and dependent primarily on instructor donations. As the cost of textbooks is a significant financial barrier to education, this collection should be expanded to meet the textbook needs of as many students as possible. Instead of relying on instructors to donate textbooks, a healthy textbook budget should be established for the Library. In conversation with the Vice President of Technology and Learning Resources, ASSC has expressed interest in funding a project to expand this collection to include at least one copy of every in-use textbook.

Some steps have been taken toward improving the collection and the Library study spaces with money spent in 2005, but more funding is needed to improve the collection. In addition, increased funding for the textbook reserve collection and the video collection would be beneficial to students and faculty.

Paid for by Measure G, renovations on Building 100 are scheduled for 2006-2007. The renovations should significantly improve the Library's facilities.

Planning Agenda:

The Librarians are planning for increased services at the new Vallejo and Vacaville Centers.

When budget allows, it would be appropriate to address needs for increased classified staff, as well as an increase in part time/full time Library faculty.

The Vice President of Learning Resources should work with ASSC and the Library Circulation Manager to find ways to expand the Textbook Reserve Collection to more adequately meet the needs of the student body.

CARL, the ILS used by SNAP, is set to be updated in mid-2005. At that time, acquisitions can be moved from a paper-based process to a more streamlined, automated process, saving valuable time and resources.

The Library renovation will be completed in 2008. Measure G will provide funds to remodel building 100, which houses the College Library. Planning for the remodel started in March 2005. A committee of affected employees, including a College librarian, will work with the architect and bond program manager to finalize a remodel plan.

Other Learning Support Services:

College Career Center

The Career Center is located in the Student Services Building, Building 100, on the main campus of Solano College in Fairfield, California. The Career Center occupies part of a common area which also contains the English as a Second Language (ESL) Lab, the Reading and Writing Labs, and a separate classroom for counseling classes, Room 135, and has been housed in this location since August 1995.

Clear signage in the building directs students to the Career Center, and highly visible signage guides students within the Career Center. The Career Center is one link on the Counseling Division home page and a selection on the search drop down menus of the College Web site home page. The Career Center is also listed in the College Catalog and Schedule of Classes.

The Career Center Specialist has had some responsibilities for Transfer Center activities since 1995, and in summer 2003, the Specialist assumed responsibility for assessment testing for English. The transfer and assessment responsibilities will be addressed in the hiring of persons for those areas in the spring of 2005.

The Career Center Specialist retired at the end of the fall term, but has returned part time to assist with the Center until the hiring of a replacement in spring 2005. Hours of operation for the Career Center have been adjusted as necessary until the hiring occurs. One or two work-study students assist the Career Center Specialist on a regular basis.

The Career Center provides the following services:

- Support services for Counseling 50, Career/Life Planning classes held at the main campus, as well as the two satellite campuses. Support services include career center orientations, use of career software, books, videos, and printed materials, as well as assistance in locating the center's information.
- Support services to individual students interested in researching educational pursuits and careers via software, videos, books, catalogs, and printed materials.
- Support services to vocational rehabilitation clients, referred to the Center by county and state vocational rehabilitation counselors. Clients are interested in information about educational opportunities and careers based on retraining needs.
- Information and referral services to the public, who are interested primarily in information about primary careers and career changes.

- Annual Career Fair, held in the spring and sponsored by the Career Center [2C-7].

Though responsibilities and working hours of the Specialist have changed over time, the Center has provided information and support services to Career/Life Planning counseling classes, individual students, and community residents. Institutional dollars support the Career Center, providing free services to several hundred students every semester.

The Career Center offers a wide variety of materials including:

- Micro Skills on EUREKA Career Information System software, a computerized informal assessment
- EUREKA California Career Information System (CCIS)
- Career information
- Two and four year post-secondary colleges and universities in California, the U.S., and abroad
- Post-secondary vocational apprenticeships
- Vocational training, including county Regional Occupational Programs (ROPs) [2C-8]

The above information is available in several delivery modes:

- Five networked computers with access to the Internet; EUREKA California Career Information Systems 2004-2005; College Source, a subscription database. One computer is also available for students enrolled in the Disabled Student Services Program which is voice activated for hearing-impaired students and has zoom capability for visually impaired students. The computer is also available to disabled students enrolled in a reading and/or writing lab at the College.
- A wide variety of books on careers, fastest growing careers, career planning self-help, and educational opportunities based on college majors.
- College and university catalogs for California Community Colleges, California four-year public and independent colleges, as well as historically Black Colleges.
- Reference publications, such as Peterson's Guide to two- and four-year universities and colleges.
- Reference books including the Dictionary of Occupational Titles, Occupational Outlook Handbook, Encyclopedia of Careers and Vocational Guidance, Holland Code Reference Book, and the Guide for Occupational Exploration.
- Pamphlets and flyers on California-based employers and small business development.
- Some recruitment materials, such as the Armed Forces Careers.
- Binders with occupational briefs, California Occupational Guides.
- Pamphlets and guides on cover letters, resumes and job interview preparation.

- Study Abroad and Work Abroad information.
- Folders on professional associations.
- Vocational Bibliographies.
- Occupational Videos, produced by EUREKA.

Career Center users have access to the above referenced material, but in the center only. Career center users can print out information from online and EUREKA sources; however, printing is limited due to budgetary constraints. The Career Center has one copier, four tables, and 32 chairs, as well as a VCR.

Evaluation:

The College meets this standard.

The College Career Center offers a wide variety of materials and services designed to support student learning and related educational and career goals. Support services include Career/Life Planning classes as well as assistance and referral to individual students and community residents for career and educational planning. Materials include print and online career information software, college and university catalogs, post-secondary vocational apprenticeships, and vocational training.

• Table II-8: Accreditation Self-Study Survey of Faculty and Staff Selected Results

Dissatisfaction v. Satisfaction on Questions Related to Educational Programs, Based on Evaluative Responses Only						
Question	Term of Survey	N	Sample % Dissatisfied	Sample % Satisfied	Total % Dissatisfied	Total % Satisfied
20. Adequate Services for Day Students	Fall 02	99	6.1	93.9	6.0	94.0
	Fall 03	112	5.4	94.6		
	Fall 04	122	6.6	93.5		
21 Adequate Services for Evening-only Students	Fall 02	78	44.9	55.1	48.9	51.1
	Fall 03	90	47.8	52.2		
	Fall 04	102	52.9	47.1		
22. Adequate Services for Students at College Centers	Fall 02	54	20.4	79.6	33.7	66.3
	Fall 03	69	39.1	60.9		
	Fall 04	73	38.4	61.5		
23. High-quality Services Provided by Staff	Fall 02	74	16.2	83.8	12.2	87.8
	Fall 03	94	9.6	90.4		
	Fall 04	95	11.6	88.4		
24. Adequate Facilities for Student Services	Fall 02	70	45.7	54.3	41.6	58.4
	Fall 03	86	41.9	58.1		
	Fall 04	89	38.2	61.8		
25. Services Contribute Significantly to Student Success	Fall 02	77	10.4	89.6	8.4	92.6
	Fall 03	100	7.0	93.0		
	Fall 04	109	8.3	91.7		

Data collection is problematic; sign in sheets need to be developed to record student usage in the Career Center.

The Transfer Center Follow-up Report includes student ratings tabulated for the Career Center. Statistics show that 56 students reported either “satisfied” or “very satisfied”, and two students reported dissatisfaction with the career center for spring 2003 through spring 2004 [2C-9].

In addition, the Accreditation Self-Study Survey of Faculty and Staff: Tabled Data—Fall 2002, Fall 2003, Fall 2004 [2C-10], page 11, includes results from faculty and staff regarding satisfaction vs. dissatisfaction with various services and College functions. A total of 92.6 percent are satisfied that services contribute significantly to student success (question #25). However, 41.6 percent indicated dissatisfaction with facilities for student services (question #24); 48.9 percent expressed dissatisfaction with services for evening-only students (question #21); and 33.7 percent conveyed dissatisfaction with services at College Centers (question #22).

Planning Agenda:

The combining of the Career Center and Job Placement Services will go into effect in the summer of 2005. The combined services will be housed in the new Student Services Center when the building is completed.

The Career Center will move into the new Student Services building in the year 2006-07. The Career Center will be located on the second floor, with accommodations for 30-35 students (seven tables). The Career Center will include an office for the career specialist with access to the Transfer Center, so that materials can be shared by both offices and staff.

The Counseling Division will update the Career Center Web site.

New College Centers are being built in Vacaville and in Vallejo, to be completed by 2007. One FTE staff/faculty will be coordinating student support services for each center.

Transfer Center

Description:

The Transfer Center is located in the center of Building 100, it is a highly visible and accessible glass-enclosed room. The center is open during fall and spring semesters and closed during the summer session. Open hours are posted on a sign near the door. For the spring 2005 term, hours of operation are Tuesday, 10 a.m.-12:30 p.m.; Wednesday 4:30 p.m.-6:30 p.m.; and Thursdays 9 a.m.-12:00 pm. Additionally, the center is used by the California State University, Sacramento (CSUS) representative on Wednesdays and the University of California, Davis (UCD) representative on Mondays throughout the semester.

A counselor staffs the transfer center during open hours; students utilize the resources and talk with the counselor on a drop-in basis. The counselor helps students with their transfer decision process and refers them to materials, counseling service, or university representatives.

The Transfer Center houses college catalogs from the California State Universities, the University of California system, the California Community Colleges, and California independent colleges, as well as some out-of state colleges. Additionally, the center has three computers with Internet connection, and the College supports a site license for collegesource.org, a database offering online access to national and international catalogs.

Videos, DVDs, and CD's are available for center use only. Medical and law school collections are available as well.

The Transfer Center and counselor offer the following services and resources: sponsoring various activities, including student field trips to U.C. Davis (UCD), U.C. Berkeley (UCB), CSU Sacramento (CSUS), and Sonoma State University (SSU). These trips are usually held during the spring term; however, no field trips were offered for spring 2005 due to budgetary and staffing limitations. The Transfer Center also sponsors the annual fall College University Day presentations, when four-year college representatives are available to students.

During fall semesters, application workshops are offered to students who plan to transfer to a U.C. and/or CSU and are conducted by the Solano transfer counselor, as well as the CSUS and UCD representatives.

Throughout the year, the Transfer Center counselor visits counseling classes to disseminate information on the transfer process and requirements. Counseling 68, University Transfer Success, has been offered at least once a year and is part of the summer 2005 curriculum at the Vacaville Center. The course provides a comprehensive study and analysis of the transfer process from a community college to a four-year college or university.

Transfer center staff also coordinate any guaranteed admission program, including those with UCD, SSU and the University of California at Santa Cruz (UCSC). Students may also receive on-the-spot admissions when offered by various California State Universities.

The Transfer Center counselor is responsible for keeping abreast of current climates related to student transfer, including new requirements and regulations, and in turn, regularly communicates these to counselors and the campus, in division meetings, via e-mail and special training sessions. Currently, the web presence is minimal, consisting of a link (to a page of basic information) from the Counseling home page.

Evaluation:

The Transfer Center meets the standard. However, data collection is a concern; the practice since the fall of 2003 has been to record student usage on a sign in sheet. CSUS and UCD sign-in sheets for representatives have historically not been kept after completion of representative-student meetings. Moreover, flyers announcing field trips have not been filed; however, the transfer counselor does record and maintain monthly statistics for students who visit the Transfer Center, as well as the field trip statistics.

The Transfer Follow-up Report includes student ratings tabulated for the Transfer Center. Twenty-eight respondents indicated very satisfied and satisfied for spring 2003; while 50 respondents indicated the same for fall 2003; and 25 respondents for spring 2004.

In addition, the Accreditation Self-Study Survey of Faculty and Staff: Tabled Data—Fall 2002, Fall 2003, Fall 2004, Student Services includes a summary of results from faculty and staff respondents regarding their satisfaction vs. dissatisfaction with various services and College functions. Questions pertinent to student services in general include questions 20, 21, 22, 23, 24 and 25. A total of 92.6 % are satisfied that services contribute significantly to student success (question #25). However, 41.6% of respondents are dissatisfied with adequate facilities for student services (question #24), 48.9% are dissatisfied that there are adequate services for evening only students (question# 21) and 33.7% are dissatisfied that there are adequate services for students at college centers (Question #22).

• Table II-9: Student Satisfaction with Transfer Center as Indicated in Transfer Follow-up Report

			Semester Group			Total
			Spring 03	Fall 03	Spring 04	
Transfer Center	Very Satisfied	Count % within Semester	15 53.6%	32 64.0%	14 56.0%	61 59.2%
	Satisfied	Count % within Semester	13 46.4%	18 36.0%	11 44.0%	42 40.8%
Total		Count % within Semester	28 100.0%	50 100.0%	25 100.0%	103 100.0%

Planning Agenda:

The Transfer Center expects to maintain the current level of services and, budget permitting, reconvene university field trips.

The Transfer Center will move into the new Student Services building in the year 2006-07. The Transfer Center will be located on the second floor, with room to accommodate tables and chairs for approximately twelve students. The Transfer Center will include an office for the Transfer Center counselor, as well as two offices for the university representatives. The Transfer and Career Centers will share access to resources.

The College and Student Services will investigate ways to provide additional services to evening-only students, and College Centers, and to provide adequate facilities

By fall 2005, the Counseling Division plans to update the Transfer Center Web site.

The Transfer Center sign-in sheets will continue in use with improvements to be made by having students log in on a computer to make data collection more uniform, consistent and available.

Counseling 68, University Transfer Success, will be more strongly promoted to high school students when the Transfer Center counselor visits with junior and senior high school students at the high school sites. Additionally, College students are encouraged to begin the Individual Educational Plans (IEP) in the course, and, later on, the completion of the TAA for the transfer institution.

The College also offers for student use:

- The Math Activities Center [See Standard II.A.]
- Business and Computer Science Division Labs/Classrooms [See Standard II.A.]

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

The Library strives to ensure collaborative efforts in collection-building by encouraging teaching faculty to request materials. At this time the process is informal and is based mostly on instructor interest. Book request forms are available from the Library Web site and can be e-mailed or mailed to the Technical Services Librarian. New faculty is informed about this

process during the New Faculty Orientation. Instructor requests are prioritized and ordered as money permits. The librarians solicit reading lists from instructors when applicable, and texts are ordered accordingly. For example, winners of the Pulitzer, Booker, and National Book Award, as well as various winners of the Nobel Prize, have been purchased upon instructor request. We have recently added the electronic Books in Print to help with collection development. This will allow instructors in other divisions to electronically recommend items for purchase. In addition each librarian serves as a designated liaison to one or more instructional divisions.

Electronic databases are purchased to facilitate general and subject specific research. General purpose database subscriptions include ProQuest, EBSCOhost, Lexis Nexis, Gale Academic ASAP, Books in Print, Net Library, Encyclopedia Britannica, and CQ Researcher. The Library also subscribes to specific databases to support research in unique disciplines. For example, nursing students use CINAHL; Biology students use ProQuest Biology Journals; Literature and Theater students use Literature Resource Center; Psychology students use PsycArticles and PsycInfo; Speech students use Facts.com and Historical New York Times; Computer Science students use the electronic Safari Technical ebook collection; Business students use Lexis/Nexis, the Business and Company Resource Center and NetLibrary. Before the subject databases are purchased, as time permits, faculty in the relevant disciplines are usually consulted. Databases are purchased via the Community College League or in conjunction with SNAP.

The Librarians stay informed of new courses and programs through active participation on the Academic Senate and the Curriculum Committee. When new courses are proposed, a Librarian must “sign off” on the proposal before it moves to the Curriculum Committee. The sign-off process not only informs the Librarians of changes in the curriculum but also provides the Librarians with a chance to contact faculty and purchase ancillary materials for the new course.

Many titles added to the collection by the Librarians are selected from Choice, a review publication, which evaluates academic materials. Comprehensive literary criticism sets have been purchased, including *Short Story Criticism*, *Shakespearean Criticism*, and *Poetry Criticism*. In addition, encyclopedia sets for nutrition, health, and natural science have been acquired.

Collection integrity has been broached in the past using the barometer of Mary Ann Laun’s *Vocational and Technical Resources for Community College Libraries: Selected Materials, 1988-1994*. The Technical Services Librarian uses it to ensure that standard works are not discarded.

The collection has not been systematically weeded since the Library was automated in 1996. In sporadic cases, weeding is done in collaboration with affected divisions. For example, a Librarian is presently working with the Nursing Department to cull and update the nursing collection. The Nursing contact and the Librarian determined that the Librarian will pull books older than ten years and items that have not circulated for five more years. In addition, Nursing reviews its list of periodicals on an annual basis and adds/deletes titles. This year, the nursing faculty determined that retrospective issues of nursing journals older than ten years need not be kept.

Evaluation:

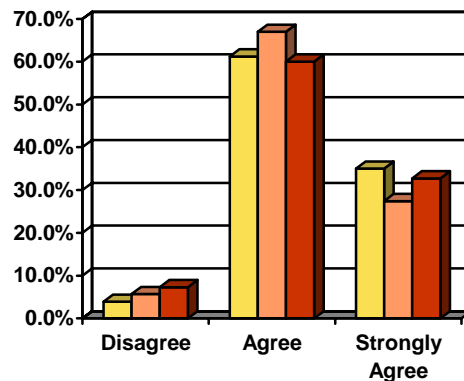
The College partially meets this standard.

Much concern has been expressed by some of the Library faculty over the maintenance of the physical collection. Concerns generally involve lack of published standards for collection development and the weeding of old materials. The collection has not been inventoried since the Library was automated in 1996, leaving staff unclear as to what is available and what is missing. Acquiring statistics from SNAP about the overall age of the collection has proved problematic and requires much data manipulation. The last attempt to assess the overall age of the collection was made at the time of the 2002 Focused Midterm report. The appraisal found that “one-twelfth (8%) of the titles in the Library were published prior to 1950; over half (60%) between 1950 and 1979. The remaining (books) (32%) are equally divided between the 1980s and the 1990s” [2C-11]. The last two years have seen an increase in acquisition of new materials, rendering the previous numbers somewhat inaccurate; however, without an up-to-date inventory or systematic weeding, it is impossible to verify how much of the collection is outdated. A more formal process is needed for development and weeding to ensure that the collection truly supports the campus community.

The database collection is heavily used by students and faculty and is evaluated on a more regular basis by the librarians and the SNAP Partners.

Based on evaluative (i.e., agree vs. disagree) responses from the 2002 and 2003 Accreditation Survey of Faculty & Staff, there is strong (95.2%) agreement with the statement that faculty are involved in the selection of instructional equipment and materials.

- Figure II-6: Faculty and Staff Responses to “Faculty are involved in selecting instructional equipment/materials,” Fall 2002, Fall 2003, Fall 2004



Planning:

The new Vice President of Technology and Learning Resources and the Library faculty have begun discussing standards for collection development and collection weeding. Each librarian has been tasked with developing “best practices” for the divisions he/she represents and will present those ideas at the beginning of the fall 2005 semester, with an eventual goal of setting Library standards for evaluating, weeding, and developing the collection.

Working in tandem with SNAP administrators the College Library collection will be inventoried by fall 2005.

The Vice President of Technology and Learning Resources and the Academic Senate President have expressed interest in creating a general Library Advisory Committee for the campus, specifically, a committee of faculty members interested in advising and supporting the Library. It would provide a channel for information and inquiries to flow in mutual

directions, allowing faculty to know more about the Library's operations and the Library staff and management to know more about faculty needs and interests as they relate to Library functioning.

Other Learning Support Services:

Tutoring Center

Description:

The Tutoring Center, located in Room 1102 of the portable, maintains a collection of current textbooks, old textbooks for reference, English and foreign language dictionaries, and various study skills handouts. There are two "district standard" computer stations with internet access, and one "non-district standard" computer station without internet access, available for tutoring students with writing assignments, and for tutoring students in some CIS classes or who have coursework with online/computer components. For students requiring the use of specialized CIS software not available in the Tutoring Center, tutors and tutees may work together in one of the computer labs located across campus in the 500 Building.

In addition to the three computer work stations mentioned above, the Tutoring Center has 23 tables and 57 chairs, which are currently configured into fifteen tutoring stations. Five double-sided whiteboards and one single-sided whiteboard are also available for use in these tutoring areas. Printers and a photocopier are also located in the Tutoring Center for tutors and tutees to print or copy class assignments, documents, handouts, and other tutoring-related paperwork.

With the goal of increasing success and retention, the Tutoring Center offers free peer tutoring to students currently attending the College and enrolled in the course(s) for which assistance is desired. Up to three hours of tutoring per subject per week is available for all students, including those referred through categorical programs such as DSP and EOPS. Tutoring Center program services include individual and small group tutoring in most academic subjects. When there is a request for tutoring in a subject for which no tutor is currently available, efforts are undertaken to recruit and hire an appropriate student to fill that position. Our tutors are SCC students who have received an A or B in the subject to be tutored and were referred for the position by an instructor.

Over fall and spring semesters of FY 03-04, 513 students were tutored for 4,148 hours by 124 tutors who were eligible to tutor coursework from 228 classes. This tutoring was primarily by appointment only, although limited "drop-in" tutoring was offered as well.

Evaluation:

The College partially meets this standard.

The Tutoring Center's lack of additional computer work stations and course-appropriate software is often a limiting factor in providing sufficient student learning support services. The fact that tutors and tutees must make the trek across campus to be tutored in computer-related coursework is not only inconvenient but also means that tutoring sessions and attendance may not be adequately supervised and documented.

Planning Agenda:

None.

Health Center Lab

The Health Occupations Skill Lab, located in room 807 is open to nursing students from 8 a.m. to 4 p.m., Monday through Friday. The lab is a shared space with the EMT program, which meets in the evening hours.

The Skill Lab is used by nursing students as a study area and for practicing and testing of nursing skills. The nursing student population averages 100 throughout the two-year program. Fifty to sixty new students are added each fall semester. There is one full time Master's prepared skill lab instructor who also acts as the Skill Lab Coordinator.

The Skill Lab maintains a collection of textbooks and nursing journals for use in the lab and for checkout by students and faculty. However, the textbooks required in the program are housed in the College Library for student study, the library being open in the evening as well as the day for student use. The Lab also maintains a collection of video tapes and CD-ROM for study and reference.

There are two VHS tape players available and six "district standard" computer stations with Internet access. All computers, except one, have the same software, as well as Microsoft Office Suite Software, including MS Word, Access, Excel, Publisher, and Front Page.

The students use the computers for researching nursing journals, accessing the College Internet site, medical and nursing internet sites, information for state licensing requirements, writing papers, viewing the Skill Lab CD ROM collection, and personal e-mail. The College technical support staff maintains and repairs Skill Lab computers.

The Skill Lab materials are constantly updated and expanded. The collection is used for study before attending clinical, for lectures, and before practicing and testing specific skills in the lab. Other study materials include specific subject binders developed by the Skill Lab Instructor, which contain information and reference articles on skills and medical conditions.

Evaluation:

The Skill Lab's lack of a printer is often limiting. The students e-mail articles to their own home computer or copy to a disk.

Planning Agenda:

None.

Computer Labs For Student Use

The College provides computer lab support for a broad range of departments at the main Fairfield campus and at the current Vacaville and Vallejo sites. Students utilize the computer equipment both to fulfill course requirements and for supplementary study and experience.

Following is an itemized list of the computer equipment, by location:

AutoCAD Lab (Room 1817)

- There are twenty student stations and one instructor station with 17-inch flat screen monitors.

Drafting Lab (Room 1305)

- There are ten workstations, with 17-inch flat screen monitors.
- All the computers in the AutoCAD and the Drafting labs support AutoCAD 2004. Both rooms have large format plotters and printers that print A and B size drawings.

Photography Lab (Room 1816)

- There are six G4 Power Macintoshes, five eMacs, and one G4 workstation used as a server.
- This setup supports the PhotoShop application, scanning and color printing and the entire Photography program.

Humanities Lab (Room 743)

- There are 29 Gateway PCs and four Macintosh computers. There is an additional fifth Macintosh, a standalone machine. Additionally, there is a CDROM server.
- This room supports studies in English, French, Spanish, and German.

Journalism

- Room 1414: There are twelve Gateway PCs.
- Room 1416: There are four Gateway PCs.
- These rooms support the Journalism program, as well as the campus newspaper's Web site.

Reading and Writing Lab (Room 136)

- There are six PCs in this lab.

Vacaville Center Lab

- The lab consists of 39 student workstations, three instructor computers, three servers, and two printers. The lab supports the same programs as the Fairfield campus business lab, as well as supporting statistics (Minitab) and specialized software for Nutrition.
- Additionally, though not strictly part of the computer lab, there are four computers to support Fire Science, three to support the Student Resources and a single computer in the lobby to support registration. All have Internet connections.
- There is a three-quarter time lab technician to support the facility.

Vallejo Center Lab

- There are 27 student workstations, one disability workstation, one instructor station, one Sharp Notevision XG-NV2U Projector, one server, and one staff workstation.
- The workstations are Gateway Pentium III, 1.0G machines with 256M of RAM, 20G hard drives, and 17-inch monitors.
- There are two networked HP LaserJet 4050 TN printers.
- Norton Antivirus Corp. Ed., NetOp, Zoom Text, MS Office 2003, FrontPage 2003, MS Publisher, MiniTab (Math), and Diet Analysis+ (Nutrition) are all installed and supported.
- There is a full time lab technician on a 10-month work schedule to support the facility.

Evaluation:

The College meets this standard.

There are lab technicians, as well as central Technology Services and Support staff, who maintain the equipment and help faculty and staff use it effectively. Updates to software are made regularly, and hardware upgrades and replacements are made as budget allows.

Planning Agenda:

The Vice President of Academic Affairs will continue to propose and fund upgrades to the labs' equipment and staffing. Measure G funding will support these efforts, and new facilities to be constructed in Vallejo and Vacaville will have up-to-date infrastructure and technology. Measure G projects executed on the Fairfield campus will also afford the opportunity to make technology improvements in many areas.

"Smart Classrooms" for Faculty Use in the Classroom

A "smart classroom" is one equipped with technological devices that enable both instructors and students to share multi-media presentations – including videos (digital and tape), music, PowerPoint, Internet, or any combination of audio-video presentation formats and technologies. The College has recognized the importance of incorporating new technologies in the classroom to support student learning, increasing access to information in a digital age. As "smart classrooms" provide a constant Internet connection, students and faculty can benefit from instant, in-class access to up-to-the-minute information, as well as access to the library's extensive databases. The College has equipped many smart classrooms, keeping in mind the enormous funding, as well as technical support required to equip a classroom sufficiently, not to mention maintenance and updating of equipment.

Seven classrooms meet the current standard, and four more are being completed during the spring semester of 2005. The standard includes the following specifications:

Audio/Visual Equipment

Epson 821P	Dalite Model B Wall Screen 72" x 96"
V13H010L30 Spare Bulb for *21P	Dalite #6 Wall Brackets
Chief RPA6000 Mount for Epson 821P	Go Video DV3140 VCR/DVD Combo
SP Control smart Panel Chassis (Black)	Extron 26-238-04 50 ft. VGA cable m/m (non plenum)
with:	Tec Nec P-P-V-50 50 ft. RCA video Cable m/m
SP3AFVP+audiofollowpreamp	Extron 26-522-05 12 ft. micro VGA cables w/audio
SP2-VGA3.5Module	Dukane Camera 101
SP2-MRMudRing	Luxor LSAK Sound Alarm
SP2-VIDRCA jack w/stereoaudio	Interlink VP4300 RemotePoint Presenter
Microworks II Speakers	Kramer VP-211DS Auto VGA w/audio
SP2-ETH-M100Cat5jack	Agile Products Model CC-1101Closed Caption Decoder
SLB-Mini-Keylock	
SP2-Switch(2)	

Cable installations

Video Cable Installations (4 each)

Phone Cable Installation

Cat 5 Cable installation – printer

Cat 5 Cable installation – Instructor Station

Cat 5 Cable installations – Laptop

Computer Equipment

E-4300 6 Bay Instructor Station
Computer

w/wireless keyboard & mouse
w/17" Flat LCD Monitor

Centurion Guard HD Protection Kit

Annual Maintenance Fee

Q5928A HP LaserJet 1320N Printer

Additionally, there are fourteen systems of varying capabilities on carts stationed in a classroom, mobile within a particular building or mobile within the campus. There are 27 ceiling mounted data projectors, including the sites in Vallejo, and Vacaville, and at the Nut Tree. These systems are either directly connected to an instructor station or have cables that can be hooked up to systems brought into those rooms.

Evaluation:

The College meets this standard.

Given the high demand for “smart classrooms” and the relatively small number of classrooms fully equipped with the requisite equipment, the College’s current number of “smart classrooms” is insufficient. The non-standard units do not allow faculty to utilize multiple forms of audio-visual equipment with ease, and some are jerry-rigged to the extent that only faculty with training or extensive hands-on experience may confidently operate the equipment. The upkeep of a “smart classroom” must also be considered; currently, the College has one full-time employee on the Fairfield campus to manage everything from trouble-shooting, changing projector bulbs, and installing new devices.

As additional “smart classrooms” are equipped, the need for technician support will increase. Further, given the cost to equip a classroom fully as a “smart classroom”, the non-standard units will be utilized until funds are made available for “smart classroom” conversion.

The new center in Vallejo will be fully equipped with “smart classrooms,” as Measure G funding is dedicated to this project; only the maintenance of these systems will be a concern.

Planning Agenda:

None.

Department Of Fine Arts and Behavioral Sciences Digital Database and Slide Library

The Art Department provides students with a greater opportunity for learning through the implementation of new technologies in the classroom, expanding the use of the “smart classroom,” and bringing DVD, PowerPoint, and other digital and multimedia presentations into the learning environment.

With the added “smart classrooms” and DVD technology, the Art Department routinely incorporates digital video and multi-media presentations in teaching methodologies. To broaden the opportunities for creative teaching, and to support student learning, the department has linked its departmental computers over the network to the visual resources center, a computer database of digital images and video, giving instructors in the classroom instant access to thousands of digital images, streaming video, and documents. The visual resource center also includes a new flatbed scanner and slide scanner to assist in adding digital images to the database.

Currently, the digital database includes approximately 2,000 images from a broad range of cultures and historical periods. The art image database is categorized in folders, accessible from the visual resources center computer, as well as from the art faculty's office desktops and the Room 1301 "smart classroom" computer. The database also includes excerpts from films with relevance to classroom discussion and concepts presented. The collection of VHS video tapes includes approximately 150 videos and is organized by artist, art historical period, or technique. Videos may be checked out of the collection by faculty or staff, using a binder that provides an in/out information page for each video. The database also includes digital copies of several of these VHS tapes, many of which are rare and irreplaceable.

Conventional slides are also stored and accessible for faculty use in the visual resources center; the slides that are most useful and in good quality have been scanned into the digital database.

Evaluation:

The College meets this standard.

All slides are arranged in slide viewing cases by artistic period/era; however, they have not been inventoried and counted. Further, additional donations of slides must be evaluated for quality and categorized prior to inclusion in the traditional slide collection. The digital database, although extensive, must be further organized to optimize ease of use by faculty. The art faculty is presently engaged in discussions to evaluate the extent to which the older, more traditional slide technology should be replaced by current digital technologies, weighing multiple factors, including the faculty members' varying familiarity and comfort with the new technologies; the time that faculty members must invest in order to switch from traditional lecture formats to digital lecture formats; and the cost of purchasing and maintaining equipment to support digital technology.

Planning Agenda:

The Art Department will continue building the digital image and video collection, while maintaining a traditional collection of slides and videos to accommodate all faculty needs.

Pending the purchase of more pieces of newer equipment, the department places an even greater emphasis on building the digital collection.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in Information Competency.

Description:

Using the definition and core skills for Information Competency passed by the Academic Senate of the California Community Colleges, the College's Information Competency Task Force adopted the following definition and core skills for Information Competency at the College.

Definition. Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of Library literacy, research methods and technological literacy. Information Competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

Core Skills:

- State a research question, problem, or issue
- Determine information requirements in various disciplines for the research questions, problems, or issue
- Use information technology tools to locate and retrieve relevant information
- Communicate, using a variety of information technologies
- Understand the ethical and legal issues surrounding information and information technologies
- Apply the skills gained in Information Competency to enable lifelong learning.

Commissioned as a sub-committee of the College Curriculum Committee, the Library-led Information Competency Task Force is charged with assessing the need for an Information Competency graduation requirement at the College and addressing various methods for implementing Information Competency into the College curriculum. Currently, Information Competency, along with Computer Competency, is listed as a challenge to be met in the 2004-2005 Educational Master Plan.

Current methods of integrating Information Competency into the curriculum (in practice or in pilot form) include the following:

Library Research Orientations (Traditional and Online). The College Library orientation program is the College's most successful means of integrating Information Competency into the College curriculum to date. During this 2004 calendar year, the Public and Access Services Librarians instructed 232 research sessions for 62 instructors in seventeen disciplines. The Public and Access Services Librarians instructed via orientations, 6,141 students in 2004, not accounting for students repeating orientations (For English alone, 85 research sessions were conducted instructing 2,362 students) [2C-12].

Dependent on instructor or course need, research orientations vary from general one-hour sessions to more tailored sessions offered over multiple class meetings. In general, Library orientations cover an introduction to the Library and accessing research assistance, using the Library OPAC, using the general periodical databases, using Web search engines, and evaluating information. Per instructor request, orientations can be tailored to meet specific assignments, cover advanced search techniques, and search specialized, subject-specific databases.

Orientations are offered in the Library Bibliographic Classroom, as well as at the Vallejo, Vacaville, and Travis sites.

In addition, online orientations have been piloted for the past year in online courses. Currently, the Library runs orientations for three to five online courses per semester with expanded offerings starting the fall semester of 2005. The online orientations use meeting room software provided by the same organization the librarians utilize to offer 24/7 Reference help (similar to the online environment for the Information Competency Workshops).

In addition the Library is currently collaborating with the College Nursing Department to offer tailored workshops for the Nursing program. These workshops ensure that the nursing students have basic understanding of their main database, CINAHL (Cumulative Index to Nursing and Health Literature). For two years, the Nursing Lab Coordinator and the Public Services Librarian have collaborated to make sure that each student attends one of four Nursing Workshops. Fifty-five nursing students attended and completed the workshops in fall 2004.

- Figure II-8: Student View of Online Reference Help



Reference Desk (Traditional and Online). The College librarians find the Reference Desk an ideal place to teach Information Competency skills in a one-on-one environment. For example, when a student comes to the desk looking for a scholarly journal article, the librarian's task is not to find the article, but to instruct the student on how to find it him/herself. This often includes a discussion of topic, a definition of a scholarly article, the development of a search strategy, use of the database to find an article, and use of the information in the article, including how to cite it in a reference list. Additionally, students are encouraged to make appointments with the Library faculty to work on specific research projects. For example, one political science instructor requires one-on-one Library instruction as part of the class research project. During the 2004 calendar year the College Librarians answered 6,034 reference questions.

Stand-alone Courses (Traditional and Online). LR10 "The Basics of Information Competency" is a one-unit course integrating the standards for Information Competency defined by the Information Competency Task Force. The College Library resources are primarily used in instruction of these skills.

LR51 "World Wide Web Searching" addresses many of the competencies defined by the Task Force. It is taught primarily online, although offered once a year for students who need it face-to-face. It focuses primarily on the structure of information online and methods of access and evaluation. By the end of the course, students are able to find information online, using

advanced search techniques to evaluate what they find, to apply criteria for judging the appropriateness of different information, and to apply these skills to any online search tool.

Paired Courses. As part of the College Learning Community program, LR10 has been paired with English 1 and offered as a fully-integrated learning community. The course “Information in the Disinformation Age” prepares the serious transfer student for the rigors of a four-year university. This learning community develops valuable writing and Information Competency skills necessary for academic success while critically analyzing issues of the information age.

LR10/Counseling 50, in the planning stages, will be an online or hybrid learning community, which will teach students study and Information Competency skills.

Stand-Alone Not-For-Credit Workshops (Traditional and Online). In April of 2004 the Library piloted three “stand-alone” Information Competency workshops:

1. **Lost in the Library:** An overview of the resources available in the College Library. This workshop included instruction on how to locate and request books and e-books, as well as other resources using SNAP.
2. **Periodically Speaking:** An overview of periodical literature for research. Instruction included a definition of periodicals and their location, with a focus on electronic resources and database search strategies.
3. **Lost in Space:** An overview of the Internet for students. This workshop included instruction on what the Web is and is not, how to save time using search engines and other Web tools, and how to construct a search strategy.

Each workshop was offered once in the Library classroom and once online.

Flexible Calendar Days. In addition to student orientations, faculty Library sessions have also been included as part of the Flexible Calendar schedule. The most recent of these workshops looked at Information Competency and its successful incorporation into the community college classroom in any division, any discipline. This session explored faculty expectations regarding student research and possibilities for faculty-librarian collaboration in the student research process, so as to establish a fluid learning experience from the classroom to the library to the completed research project.

Evaluation:

The Library meets this standard.

Through the overwhelmingly successful orientation program, the Library provides instruction to over 6,000 students per year. The number of classes that the Public and Access Services Librarians teach indicates that instructors support Information Competency skills as an important part of undergraduate education. Though only collected sporadically, evaluations of orientations are favorable, and both instructors and students indicate that the orientations improve students’ ability to use the College Library resources and perform their research more effectively.

The for-credit Library courses have also been effective in integrating Information Competency into the College curriculum. LR51, offered predominantly online, fills every semester, and students rate the course highly in their evaluations. The LR10/English 1 course ran for the first time in fall 2004. Qualitative evaluations from participating students expressed support for the natural pairing of the two courses. Comparing the course to a stand-alone English

course, the English instructor felt that the addition of Information Competency provided students with much needed critical and research-oriented tools, allowing for a more complete and sophisticated instruction in the subtleties of college-level composition. Students were able to master more skills and to demonstrate greater aptitude in all facets of college writing, including critical thinking, planning, source evaluation and inclusion, and clarity. In short, the composition student was better prepared to compose essays across the curriculum at the college/university level.

The stand-alone not-for-credit workshops have met with mixed results. The workshops offered in the traditional workshop environment were attended by only a few students. The online version has been more successful as instructors have assigned this version as part of course work. The Nursing workshops have been successful for the same reason.

The Reference Desk continues to be an excellent way to teach one on one Information Competency skills.

The Library does not currently gather any information about enhancing student learning outcomes. However, a pilot program using student learning outcomes and assessment tools is in process in one of the Library courses, LR51, and in the integrated online workshops conducted within Counseling 55

Although the library meets the standard, it must be said that further efforts to integrate Information Competency are hampered by budget cuts and inadequate resources.

Planning Agenda:

The Access Services Librarian will work with faculty who teach online with the goal of expanding the number of courses that offer online Library orientations.

The Librarians will investigate ways to make traditional format stand-alone, not-for-credit workshops viable.

The Librarians will offer library-related Flex Cal activities, as budget and time permit.

The Librarians will develop student learning assessment tools for Information Competency and library instruction.

II.C.1.c. the institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Library

Description:

Hours of operation of the Library are:	M–Th	7:45 a.m. – 7:50 p.m.
	F	7:45 a.m. – 2:50 p.m.
Library hours up through 2001-2002 were:	M–Th	7:45 a.m. – 8:50 p.m.
	F	7:45 a.m. – 3:50 p.m.

The College Library strives to provide quality services, regardless of location. Particularly helpful in this endeavor is the Library Web presence, available at <http://www.solano.edu/library>.

Online reference service is available through participation in the 24/7 Academic Reference Consortium. As participants, the Access Services Librarians staff the virtual reference desk

four hours per week. In return our students can log in to receive help from academic librarians 24 hours a day, seven days a week. This service is available to all students, but particularly helpful to our online students, who may not be able to come in during hours of operation. Students can also e-mail questions to a College librarian or call the Reference Desk during open hours.

The SNAP OPAC and the SuperSearch OPAC are available via the Internet, and students can request books from our collection or from our partner library collections to be sent to any of fourteen libraries participating in the Solano Napa and Partners consortium.

The Library subscribes to 24 electronic databases and two electronic book collections, which are available without restriction from any computer on the College network, including the Vallejo and Vacaville Centers. Twenty of the databases and one of the e-book collections are available to our students off-campus as well.

Library handouts are available at each campus, but not online. These handouts provide information about the College Library, SNAP, SuperSearch, College databases, search techniques, identification of different types of periodicals, MLA citations, and Web evaluation.

Traditional library orientations for students are offered at each site.

The online instructors also have the option to schedule a synchronous online Library orientation for their students. These are offered two to three (depending on the size of a class) specific times during a week to accommodate the online students' different schedules.

The College librarians are committed to serving the diverse needs of the College community. One-on-one reference provides students time to work with a librarian whatever their needs or skills. Students are encouraged to make an appointment with a librarian if they want extensive instruction.

Titles for the print collection are selected with the diverse needs of the student body in mind. For example, the Library has a collection that is classified (in collaboration with ESL instructors) by skill level, rather than traditional Library of Congress Classification, specifically for ESL students. The Online Public Access Catalog (OPAC) interface is available in English and in Spanish. Some SNAP materials are available in French, Spanish, German, Italian, Chinese, and Japanese.

There are two Library computers for disabled students, each of which has special software installed (Zoomtext and JAWS) to assist disabled students with computing needs.

The Alternate Media Specialist provides students with disabilities materials (books, class handouts, overheads, etc.) in alternate formats including Braille, Large Print, Audio CD or DVD in an MP3 format, and Video Captioning. Materials can be made in-house or ordered from Alternate Text Production Center and Recordings for the Blind and Dyslexic.

Evaluation:

The College meets this standard.

The Library Web page contains most of the information a Solano student needs to know about the Library, as well as links to the Library catalog and databases; however, the page has not grown or changed significantly since its inception in 1998. The trend in many libraries has been to expand Library Web pages to include Internet guides and tutorials, in addition to Library information, and links to resources.

The print periodical collection has not been electronically catalogued. This creates a variety of access problems for the librarians, library staff, faculty and students. The only means of accessing the Library print periodical collection is to visit the Library and view the union list (last updated 2002). Fortunately, students can always call the reference desk for assistance (although the librarians there also have to rely on the same outdated union list).

Using technology already available through the Library's integrated library system, CARL, the librarians are discussing plans for cataloging the periodical collection. This is part of a larger discussion to make both the print and electronic periodical collections more accessible to the College community. To aid in this endeavor the Library subscribes to Serials Solutions and its Article Linker Service, which provides one point of access for all College periodical information, print or electronic. Cataloging the print periodical collection is essential for taking full advantage of this tool.

Cataloging the periodical collection will further benefit the Library by providing students 24-hour online access to the College's list of available print periodicals, increasing the use of the collection. Further, through reciprocal borrowing, other libraries will have access to the College's print periodical listing and have the opportunity to request articles via interlibrary loan, thus benefiting the SCC Library both in monetary credits from the California State Library and OCLC. Using the already available CARL serials module will also greatly reduce the time consuming paper-based processing of periodicals.

When labs are available, traditional format library orientations are held in the Vallejo and Vacaville computer labs, but most often they are taught using a laptop and projector with the students observing, rather than hands-on participation. This method is not as successful as hands-on instruction and has prompted some instructors to bring students from the sites to the Fairfield campus for instruction in the library classroom.

Online orientations have been very successful in offering distance learning students access to Library services without visiting the campus. Online orientations, together with access to library periodical databases and our 24/7 reference service, keep the level of service on a par with the on-campus library services.

Planning Agenda:

The Librarians will update the Web page and increase its content.

The Librarians will develop a plan to catalog the serials using available software.

The Librarians will develop a plan to offer new services, such as Librarian "office hours," reserve textbooks collections, and book deliveries at the new Vacaville and Vallejo Centers.

Other Learning Resources

Tutoring Center

Description:

The Tutoring Center's hours of operation are 9:00 a.m. to 5:00 p.m., Monday through Thursday, and 9:00 a.m. to 3:00 p.m. on Friday during fall and spring semesters. The Tutoring Center is closed during the summer term. One full-time classified employee coordinates and oversees its day-to-day operations. Several student workers are hired each semester to assist with reception and clerical duties. During FY 03-04, individual and group tutoring combined totaled 4,148 positive attendance hours.

The online platform that houses all the online and hybrid courses—eCollege—also provides all instructors on campus, full-time and adjunct alike, a Web-based component for their face-to-face courses. Called an eCompanion Enhancement, this is a free service and allows instructors to post their syllabi, pictures, notes from class or anything Web-based they choose. It is the same software used in the hybrid and fully online courses, allowing both instructors and students to become familiar and comfortable with the online environment. Some instructors who have used this “enhancement” as part of their face-to-face class have developed a hybrid and a fully online course with much of the learning curve of creating a quality online course already mastered.

The following components are present in the eCompanion enhancement:

- Threaded Discussions – Provide the most advanced discussion tools available, allowing students and faculty to read an entire discussion on one page, as well as email directly from a thread.
- Gradebook – Synchronizes student submissions in one easy-to-use location.
- Gradebook CalculatorSM – Calculates grades based on possible points and assigns a “grade to date” for each student.
- User Activity – Lets the instructor view, to the minute, how much time each student has spent in each area of the course.
- DropBox – Serves as the central student submission area organized by assignment and integrates with the Gradebook.
- Document Sharing – Allows students and instructors to post documents for the entire class or for specific groups of students.
- Webliography – A resource of Web links posted to the course by both instructor and student.
- Journal – Allows students to keep an online journal that can be shared with the instructor or remain private.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Library

Description:

The Library currently has a 3M bridge-gate model that students must pass through to enter or exit the Library. The gate has a counter to count the number of patrons entering the Library each day. The gate has a sensor that rings when a patron attempts to leave the Library without having his/her item desensitized. This bridge-gate does not have the capability to stop patrons if they choose to leave with Library materials.

The Library has alarms at the four emergency exit doors, which alert staff when a patron attempts to use them to exit the Library. These four doors are clearly marked for emergency use only.

The Library trash is scheduled to be emptied every night, and the staff bathrooms are on the same schedule. Due to budget cuts and lack of adequate staff, “deeper” cleaning happens much less often.

Evaluation:

The College partially meets this standard.

Currently, the gate does not have the capability to prevent students and items from leaving the Library. The Library has four double doors for use during an emergency, but even though the doors have alarms, there are times when a patron exits the Library using one of these doors. Staff can try to stop the patron, but if the student bolts, there is no way to prevent loss of materials.

Staff members are also concerned that there is no security for Library staff handling cash. Campus Police, however, will escort the staff member who takes the cash to Fiscal Services.

Although the maintenance staff works diligently to keep the Library free of trash and debris, the department is understaffed. The Library is used heavily by the campus community and requires constant upkeep. Students are not allowed to bring food or drinks into the Library, but they often do, evidenced by trash left behind. There has been much discussion over permitting food and drink in the Library, but this would not be possible without increased maintenance staff.

With the upcoming remodel of Building 100, which houses the Library, a more careful examination of entry and exit flows as well as physical security will be made. Emergency exit doors can be outfitted with timers that will delay their opening just long enough to allow the alarm to sound first and to discourage students from using those exits to take materials without checking them out. If appropriate, and when funds are available, the gate system may be replaced with one that does not allow free exit if items are not properly checked out. The programming for the remodel will include the opportunity to review these and other possible enhancements to security in the Library.

Planning Agenda:

The Vice President of Technology & Learning Resources will investigate the installation of a security camera over the Library cash register, the entrance, and four exit doors. The camera will provide security for the Library staff and patrons. This would be funded through an SCC Foundation grant that was made previously to the Library.

The Vice President of Technology will work with the Librarians and Library staff to evaluate and upgrade Library security.

Other Learning resources

Tutoring Center

Description:

The Tutoring Center Specialist, the classified employee who oversees the daily activities in the Tutoring Center, is responsible for ensuring that all doors are locked and the workspace is secured at the close of each work day. Work place security also involves protecting the

confidentiality of student records and information. Access to student information stored in the Tutoring Center database is secured by login password known only by the Tutoring Center Specialist and authorized student workers. Hard copies of student applications and other paperwork containing personal information are filed in lockable drawers and cabinets. Maintenance of the Tutoring Center's physical space is performed by College Maintenance and Operations personnel. Computer troubleshooting, when needed, is carried out by the Technology and Learning Resources staff.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description:

The Library currently has contracts with two consortia, North Bay Cooperative Library System (NBCLS) [2C-13] and Solano Napa and Partners (SNAP) [2C-14]. In addition, the Library relies on OCLC for Interlibrary loans that cannot be filled by SNAP or NBCLS. The Library also purchases subscriptions to approximately half of our electronic databases through a less formal consortium of California Community Colleges, facilitated by the California Community College League.

In 2004 the College Library loaned 3884 items and borrowed 1495 items through SNAP, NBCLS, and OCLC.

Evaluation:

The College partially meets this standard.

The Library has no formal method for evaluating the quality of contracted services. However, the Librarians have engaged in much discussion over the College's membership with SNAP. In addition, the 2001 report "Evaluation of the Library and Recommendations for Development" evaluates SNAP and identifies the following benefits and liabilities of our membership to the consortium:

The benefits:

- Group purchasing power for online databases (However, as noted above, the College can purchase the same databases through other sources, such as CCL).
- Ease of access to the Consortium's collections.
- Shared costs for computer power to run the system.
- Shared costs for technical expertise to run the system.
- Shared costs for the ILS.

- Provides patrons with a familiar user interface, regardless of the Library they visit in the area.
- Encourages cooperative collection development, which reduces redundancy in purchasing of materials and results in a broader selection of materials for patrons.
- Shared expertise and increased cooperation among libraries.

The liabilities:

- Lack of control over system setup and parameters. For example, the Library uses LC-based classification (which is used by a majority of academic libraries), while the other members use Dewey. The system parameters and reports are set up to efficiently use Dewey, not LC. As a result, the Library can't get the Collection Development reports it needs.
- Consortium policies and procedures may not be appropriate for the College's Library.
- There can be a lack of flexibility in implementing new procedures, enhancements, or modules.
- The needs of the public libraries take precedence over the needs of the academic institution.
- Specific or unique cataloging requirements and collection development reports have not been accommodated.
- The automated system is not providing the kind of functionality needed by an academic Library.

At this time staying with SNAP is the most financially viable option as the Library does not have the funding to buy and run its own OPAC. When budget permits, the Library should reevaluate the liabilities and benefits of SNAP against the liabilities and benefits of its own system.

Implemented in 2001, the OCLC Interlibrary Loan Service is growing at a steady pace. For no charge, students and faculty can request items not available through SNAP or NBCLS. Faculty and students find the resource useful, but there are problems with delivery time. Currently, the Library relies on the U.S. Postal Service to deliver Interlibrary Loans. Items can take up to two weeks to be received. When budget permits, it would be worthwhile to consider electronic document delivery systems to speed the process.

All three resources (SNAP, NBCLS, and OCLC) are defined by reciprocal borrowing. Not having electronic access to the print periodical collection limits the Library's ability to loan periodical articles to other libraries, honor reciprocal borrowing, or get valuable credits from OCLC and the California State Library.

Planning Agenda:

Using available software, the Librarians will develop a plan to catalog the serials.

The Library will work with SNAP to get better statistical reports and data on the collection, to utilize new modules of CARL, including Serials and Acquisitions, and to participate in CARL training to use new modules.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description:

The Library has not been systematically evaluated since the 2001 report "Evaluation of the Library and Recommendations for Development," but it has taken part in the development of a Three-Year Plan and is now included in the institutional schedule for Program Review.

In addition, the Library and Learning Resources are featured in yearly surveys distributed to the faculty, staff and students.

The Library does not currently gather any information about the assessment of student learning outcomes.

Evaluation:

The College does not meet this standard.

Faculty, staff and student surveys tend to be positive. For example the 2002 and 2003 student survey found that respondents generally tended to be either "Satisfied" or "Very Satisfied" with the four basic Library services listed on the survey. Online resources tended to be rated highest. These showed the only significant change in ratings--from "Satisfied"/"Neutral" to "Very Satisfied" from fall 2002 to fall 2003. Analysis of only the evaluative responses shows a high level of satisfaction on all Library-related items. It is noteworthy that the librarian-selected online resources (e.g., magazine/journal databases, catalog, web guides, and 24/7 reference) received almost a perfect satisfaction rating (98.2%), the highest rated single item in the survey. However, faculty and student surveys are not enough; it is important the Library be evaluated in a more systematic manner.

Planning Agenda:

As part of the process for the College's Integrated Evaluation, Planning, and Budget, the Library will be scheduled for systematic review in the Institutional Program Review Schedule. This process will be beneficial in a number of ways, including follow-through of Three-Year Plans, preparation for self-study, and funding prioritization.

The Vice President of Technology and Learning Resources will create a general Library Advisory Committee for the campus. This would be a committee of faculty members interested in advising and supporting the Library. It would provide a regular channel for information and inquiries to flow in mutual directions, informing the faculty about the Library's operations and allowing the Library staff and management to know more about faculty specific needs and interests, as they relate to the Library's functioning.

The Librarians will develop student learning outcomes for use in orientations and workshops. The librarian who has taken a course on assessing student learning outcomes is developing student learning assessment tools for Library use. Plans are underway to create student learning outcomes for the Library and assessment tools for these outcomes.

Other Learning Resources:

Tutoring Center

Description:

Reports of total tutoring hours, students served, and courses tutored are prepared each semester. Each semester, tutors are evaluated by the Tutoring Center Specialist. Surveys requesting feedback from students on Tutoring Center services and tutor performance have been conducted, but inconsistently, and not always in reference to specific evaluations, plans, or goals.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

Standard II References

- 2A-1 Solano Community College Catalog 2004-2005
- 2A-2 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2A-3 Learning Communities and Student Survey
- 2A-4 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 2A-5 1998-89 Instructional Program Analysis & 3 Year Planning Report
- 2A-6 Student Learning Outcome Taskforce minutes
- 2A-7 Reports from Fall 2004 Schedule Database
- 2A-8 Bulletin from Community Services of Vistas
- 2A-9 Curran, Colleen. "Love of Shakespeare, Love of Teaching" Oregon Shakespeare Festival 2004 Commemorative Program: 44-45
- 2A-10 Solano Community College Class Schedules [ENGL 87: *Drama in Performance*]
- 2A-11 Guidelines for Intellectual Property Rights and Online Courses at Solano Community College
- 2A-12 Collective Bargaining Contract (CCA/CTA/NEA)
- 2A-13 Qualitative Benefits of Online Education Program; Student's Comments Spring 2003
- 2A-14 Online Enrollment Management Plan
- 2A-15 Examples of Flex Cal brochures
- 2A-16 Grade Distribution Reports
- 2A-17 Strategic Plan (approved by Board, JUL 2000)
- 2A-18 International Relations Major Brochure
- 2A-19 Student Assessment Matrix
- 2A-20 Advisory Committees and Membership List
- 2A-21 Faculty Handbook – Guide to Empowering Students with Disabilities
- 2A-22 Student Handbook of the Disability Services Program
- 2A-23 Student Equity Plan (JUN 04)
- 2A-24 Faculty Handbook (to AY2004-2205)
- 2A-25 Advisory Committees Material
- 2A-26 Information on CAN
- 2A-27 Board Policy & District Procedures
- 2B-1 Student Services Program Review 2000-2001
- 2B-2 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2B-3 Solano Community College Catalog 2004-2005
- 2B-4 Student Handbook: Rights, Responsibilities & Procedures (06/2005)
- 2B-5 Faculty Handbook (to AY2004-2005)
- 2B-6 Student Services Highlights Brochure 2002-2003
- 2B-7 "How do we Rate?" Survey
- 2B-8 Examples of Flex Cal brochures
- 2B-9 Student Services Activities Calendar
- 2B-10 Matriculation Plan (revised JUN05)
- 2C-1 Circulation Report, December 2004
- 2C-2 Board Approved Budget, 2004-2005
- 2C-3 Demars, Jeanne. Evaluation of Library and Recommendation for Development
- 2C-4 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2C-5 Bowker Annual Library and Book Trade Almanac, 2004, 49th ed.
- 2C-6 ACRL Standards for Libraries in Higher Education
- 2C-7 Student Services Highlights Brochure 2002-2003
- 2C-8 Career Center Resources Handout
- 2C-9 Transfer Follow-Up Survey
- 2C-10 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2C-11 Age of Collection Reference Report
- 2C-12 Reference Statistics
- 2C-13 NBCLS Contract
- 2C-14 SNAP Contract