

SJVC Meeting Minutes
Quarterly LLRC Coordinator Meeting
Meeting Work Space ID: M23486
Meeting Date: 3/7/2014 10:00 AM
Meeting Location: Bakersfield Campus LLRC

Attendees	Campus	Attendance
Rochelle McEvoy	Bakersfield	In person
Vanessa Carlos	Hesperia	Teleconference
Leigh Chavarria	Visalia	In person
Natalia Dominguez	Modesto	Unable to attend
Nancy Hale	Fresno	Teleconference
Pamela Harrell	Aviation	Unable to Attend
Erin Schlanger	Rancho Cucamonga	In person
Michelle Tapp	Rancho Cordova	Unable to Attend
Ronald Whiles	Temecula	Teleconference
Carole Brown	CAO	Teleconference
Wendy Mendes	CAO	Unable to Attend

Rochelle started the meeting by welcoming the Library/Learning Resource Center (LLRC) Coordinators, expressing her appreciation to those who were able to attend, and extending the regrets of those who could not attend.

❖ **Discussion**

Rochelle introduced Elizabeth O'Connell, who is the LLRC Coordinator and Student Center Coordinator for Lancaster Campus, and asked everyone to welcome her.

- **Campus updates** presented by All Coordinators
 - **Lancaster – Elizabeth O'Connell**
 - The Lancaster Library/Student Center was recently redecorated. They added bookshelves to accommodate the new books that have been received and a whiteboard for tutoring. The project will be completed once they receive a display case for handouts that they use.
 - Liz proctors exams for members of the public who want to take the MOS Certification Exam and recently started proctoring tests for Cerro Coso College's online students.
 - The LRC has on average nearly 500 visits per month and does a lot of tutoring – especially in math and English.
 - The LRC has put on several events over the last year, including a beach day and Easter egg hunt.
 - In the near future, she will be going into classes to provide LIRN training.
 - **Bakersfield – Rochelle McEvoy**
 - Not much has changed on the Bakersfield Campus. The census has been steady. The LRC has been busier, students are using more resources in the LRC for projects and homework (newspapers, journals, books), and students seem to be staying for longer time periods. An informal chess club has formed, with students and faculty participating. Students seem more interested in using LRC resources and have formed study groups.
 - Usage stats remain lower than in past years. Activity generally increases around mid-course and final exams, when students are working on projects and studying, and instructors bring classes in to take tests.
 - Rochelle has no FWS assistants. The afternoon/evening Student Center Coordinator is located in the LRC. She provides evening LRC coverage and assists with LRC tasks. SC FWS students occasionally help with projects and provide coverage.
 - During campus new student orientation, members of campus administration (division managers, program directors, management team, department managers, etc.) participate in a speed networking session. The students are placed in groups of five. Each admin. person moves from group to group, spending three minutes with each group. S/he tells the students who s/he is and

what type of support s/he offers, asks the individuals why they decided to come to SJVC, etc. Rochelle gives each student a LIRN bookmark and LLRC brochure, and encourages the students to drop by the LRC to tell her how the first week is going, and many students take her up on the suggestion. Post orientation surveys have revealed that the students feel supported and connected by the personal contact.

- She has been focused on preparing the LLRC eCourse content and getting ready to launch Destiny training to students. She has also assisted her campus management with various projects.
- **Fresno – Nancy Hale:**
 - Everything is going well in the Fresno LRC. Usage is down; however, evening usage has increased and she feels that patrons are spending longer periods of time in the facility. Nancy enjoys working in the LRC and feels supported by her campus administration.
 - *Class Sets:* Nancy checks out class sets to students, which has increased traffic. It has been challenging to recover the books from students who have dropped. She sends a letter to them asking them to return the books.
 - *Training:* She is currently developing a complete LRC orientation and training for new hire instructors, to include Destiny and LIRN training.
 - *Events:*
 - Nancy's campus plans to hold a quarterly event to encourage students to utilize the LRC.
 - One of Nancy's tasks is to try to help students feel more connected to the campus in ways other than through classes. Her campus held a club day social in the LRC, during which all of the clubs set up tables, the campus provided snacks and about 100 students participated. Calculations will be made to see how many students signed up for a club and gauge the success of the event.
 - The Book Club continues to meet twice a month approximately every 2 weeks at 12:30pm for ½ to an hour based on member's schedules. Participation ranges from 7 to 10 staff/faculty members, depending on schedules and which book is being read. The Book Club is currently participating in the National Endowment for the Arts Big Read and reading *The Great Gatsby*.
 - Nancy is the Advisor for Upstage drama club which held their kick-off Meeting the first week of March, 2013 with 15 members, 5 staff/faculty 10 students. They have presented three 30 minute productions to the Fresno Campus, raising a total of \$824.55 with the proceeds going to the Boys & Girls Clubs of Fresno County.
 - On March 13, 2013, the LRC hosted a CJ Admissions workshop, with a staged murder crime scene.
 - In April, 2013, the LRC held a Math Awareness/National Library Week Apple Pie Social and served 100 pieces of pie.
 - The LRC hosted the Harlem Shake video.
 - The LRC continues to host new class/program projects every two to four weeks on display tables.
 - **Hesperia – Vanessa Hernandez:**
 - The Hesperia campus remains steady in census.
 - Vanessa is helping with front desk coverage while a member of first contact is on leave. She has primarily been tutoring and assisting students with study plans.
 - **Modesto – Natalia Dominguez:**
 - Natalia is currently pursuing her Master of Library Science degree. She was unable to attend because she was proctoring exams. However, she provided information and feedback regarding items on the meeting agenda, which is included in these minutes.
 - **Rancho Cordova – Michelle Tapp:**
 - Michelle was unable to attend.
 - **Ontario – Erin Schlanger:**
 - The campus moved to its new Ontario location in September. Erin decorated the new facility and reorganized the structure of the resources on the shelves, providing more room for resources and room to grow for each program's books and journals.
 - *Inventory and Catalog:* Before the move, Erin had begun an inventory and catalog update.

- She placed books that were not cataloged into separate boxes so they could be cataloged in October. During the move a box of DVDs disappeared, so she replaced many of the missing items from a Blockbuster store that was closing.
 - Erin weeded outdated resources and sent them to Better World Books for recycling. She sent duplicate copies of books to other LLRCs, especially to the newer campuses.
 - The Library has been completely relabeled and all books are catalogued; however, not all books have all information needed in catalog entry.
 - **LLRC Services:**
 - Erin provides proofreading, tutoring, LIRN training and gathering of resources for research projects in ENG 122 classes.
 - She actively sees DH students for their research papers. However, DH instructors do not follow APA format which makes her job more difficult because she has to learn different teacher's formatting requirements for every new paper.
 - Her campus developed a tutoring contract. One student was placed on a tutoring contract to improve his grammar and grades on written assignments.
 - **Gate Count:**
 - Over the last year Erin has made students responsible for signing into the library to keep track of the time and resources used, rather than LRC staff marking down the students. The sign in sheet was altered to help the students fill it out correctly.
 - The practice when she entered the library in October 2012 was to mark down every individual that entered the library, even if they were just saying, "Hi," and not utilizing any resources. She altered the sign-in sheet to more accurately reflect usage. Because of the change, there has been a drastic drop in the gate count, but the numbers more accurately reflect usage. She struggles with knowing whether to track parking permits.
 - Erin does not have an FWS assigned to the LRLC to constantly remind students to sign in. Therefore, sign-ins drop off after 5:30/6:00pm, coinciding with the time period that nobody is watching over the library.
 - She altered her monthly spreadsheets to better visually represent the gate counts and percentages in the library.
 - **Proctoring:** Erin provides test proctoring for BYU, LSU, DSU, ASU, NDU, and SIU; InFre; and HVAC tests (EPA, NATE/ICE). She also proctors for IS students, and she has a few students with learning disabilities that need their tests/quizzes read to them.
 - **FWS and Library Coverage:** All three of Ontario's FWS students are Student Center tutors. They know how to do things in the library, but they are focused in the Student Center to help the SC Coordinator tutor and complete Study Plans. The two facilities are connected by a door and the FWS students can move between rooms.
 - **Training:** Erin has LIRN and LLRC training set up to take place during April and August Faculty meetings. She has scheduled training during the week at noon and 5:00pm to have voluntary attendance for LIRN, APA format, wireless keyboards/mice, iClickers, and Library program/course specific resources.
 - **Other Responsibilities:** Graduation Coordinator, Registrar Assistant, Parking Permits/Parking Database, Substitute, and First Contact assistance.
- **Temecula – Ron While:**
 - Everything is going smoothly in the LRC.
 - Ron's campus utilizes LIRN extensively.
 - His campus is preparing to start the Dental Assisting program. He is working on updating a list of proposed resources provided by Rochelle.
 - He has two FWS students involved in LRC activity.
 - **Visalia – Leigh Chavarria:**
 - Leigh continues to provide proofreading services for a number of students and faculty, as well as LIRN and APA training for individuals and/or classes as requested by students or faculty members. The evening Library Assistant has been instrumental in ensuring that the evening staff, faculty, and students receive LIRN and APA training, and has been conducting training sessions regularly.
 - The library will be utilizing personnel who work in the Student Center four days per week. One of the Student Center Coordinators will cover the library from 12:00-1:00pm two days per week, and the other Coordinator will cover during that time two days per week as well as from 4:00-5:00pm Monday through Thursday. They will also have two of the Federal Work Study students in the

library four days per week, from 8:00-9:00am, 5:00-6:00pm, and 9:00-10:00pm, in order to not only have assistance in the library but also to enhance the students' set of work skills for their resumes.

- Numbers have increased dramatically since beginning to check out class sets to students on Day 1 of each module. All of the GE texts and a large quantity of program texts have been classified as "class set" and are checked in and out through the library. Leigh took over creating the distribution schedule from the Academic Dean in January of this year, and it has been an interesting task getting everything prepared for each new start. It is also a challenge to get the instructors to come into the library on time to keep the schedule running in a timely fashion. They average over 400 students on Day 1 of each module, so beginning on the March 31 start our FWS students who work in the Student Center will be assisting in the library on Day 1 to expedite the check-out process.
- She continues to proctor exams for BYU and Texas A&M University, and expects her summer to be rather busy with the proctoring process.

❖ Our Success

○ Evaluation of LLRC Resources and Services presented by All Coordinators

▪ Resources:

- Are we meeting our patrons' needs?
 - Leigh:
 - From a quality of service standpoint, she feels we are meeting our patrons' needs. However, some other needs are not being met, such as a high quality WIFI access. Students who bring their own electronic devices, such as laptops or tablets, are frequently unable to access the internet. She has sent several tickets to our IS technician, who indicates that the SJVC_Guest account has a very low lock-down number, which slows the connection if many people are trying to access the account at one time.
 - She has not received any of the resources that she requested from the 2013 budget requisition. Her Amazon wish list most specifically would assist with the ENG121 and other GE classes, and was approved by her Campus Director, Mr. Wright. The list was provided to the Facilities Manager for ordering, but nothing has come of it since then.
 - She has not had any staff, students, or faculty ask for additional resources that are not currently offered. She also has not had any requests placed in the suggestion box.
 - Erin:
 - She feels we need more resources, so that our patrons feel supported and we meet their needs. While Medical's resources are overflowing and readily available, as CJ, HVACR and IT are seriously lacking in materials and need to boost curriculum support.
 - She sat down with her Campus Director and determined a monthly budget for purchasing resources. She also created a resource request form for her instructors and has placed it in the faculty offices and distributed to the instructors. The form requests the specific publication information she needs to purchase each item.
 - She would like to see a method for charging students for lost resources so that items can be more easily replaced. She uses publisher's catalogs to help develop lists of new materials. Sets and collections can be expensive, but Amazon.com is useful for purchasing items at a more reasonable price.
 - Nancy:
 - Based on the Fresno Library, she does feel we are meeting our students' needs.
 - I have had a couple of instructor's tell me they have used LIRN while furthering their education.
 - Natalia:
 - The Modesto campus has a small student population (250-300), and she feels that the campus library doesn't really meet the patron's needs. They have very few resources for instructors to use (apart from DVDs and the eCourses media center library). Faculty and staff use of the library is very low. Faculty only visit the library for DVDs/videos, copies, and headphones. Student use of the library is pretty high; however the reason for use is to study and use the computers. They have four book cases (two with six shelves, one with four shelves, and one with five shelves) that have textbooks (mostly older editions), magazines, reference books (a set of encyclopedia, PDRs, dictionaries, etc.), and books

- donated to the library (mostly Dean Koontz novels and a few popular novels like Grapes of Wrath).
- *Rochelle*: She feels we are meeting our students' basic needs. She rarely receives requests for resources. The Bakersfield LRC has a variety of resources and each program is supported.
 - Do we have sufficient resources (quantity and quality)?
 - *Leigh*:
 - Many of our physical resources (books) are vastly out of date. Our students would benefit from updating some of the book resources to newer editions and weeding out older, out of date information.
 - She has not received any of the resources that she requested from her 2013 requisition request. Her Amazon wish list most specifically would assist with the ENG121 and other GE classes, and the list was approved by Mr. Wright. It was then handed to the Facilities manager, but nothing has come of it since then.
 - *Erin*: She feels we need more resources, and that developing a method of sharing resources across the institution would greatly affect this. It would be beneficial if instructors would come into the library and make lists of the resources that would benefit their students and facilitate equity in their classes.
 - *Nancy*: We have great physical resources for each program as well as LIRN. In addition to the library we have the Student Center and Student Resource Office located in the library that covers various needs of our students from tutoring to personal issues.
 - *Rochelle*: While we have a variety of resources, she would like to see us expand into e-books, perhaps subscribing to an e-book subscription. A set annual budget, divided into a monthly allowance would assist with acquiring immediate needs and requests. Each program should have a list of basic required resources, ordered over time until the list is fulfilled.
 - Are we meeting faculty and staff development needs (both personal and professional scholarship)?
 - *Leigh*: She has not received any requests.
 - *Erin*: She is the tech coach and LIRN/APA/eCourses, etc., training coach, so she feels that she is not meeting their needs mainly because she is stretched thin. The only thing she can see being of more help to the instructors is getting them into the library and having them make lists of the resources that would benefit them.
 - *Nancy*: She has had a couple of instructors tell her they have used LIRN while furthering their education.
 - *Rochelle*: Many instructors have used library resources in their pursuit of educational degrees, especially LIRN. She has not received specific requests from staff or faculty for items of personal interest, but feels we should add to our collection of personal success items.
 - **Resources offered by outside providers:**
 - Is LIRN sufficient for our patrons' needs? Is there an alternative that would be better?
 - *Leigh*: LIRN is an excellent resource for our students. She would encourage SJVC to add the Business resources available through ProQuest to further benefit our BA and HRA students. She has been participating in the webinars offered by LIRN, including one for ProQuest Business, and has found them valuable. Students on her campus are required to have LIRN resources for the majority of their GE projects, a stipulation set by the instructors.
 - *Nancy*: She finds it quite sufficient. The challenge is acclimating the students to using it. She feels the instructors are not stressing LIRN usage enough in the classroom, and often the students have not heard of LIRN until Nancy discusses it with them. She plans to bring this up with her Academic Dean and discuss a training plan so that the instructors see the value of using LIRN and develop class projects that use it.
 - *Erin*: She feels LIRN is an excellent resource. She would like to see a requirement that instructors use LIRN for class assignments. She feels this would improve instructor buy-in.
 - *Rochelle*: She has received positive feedback from instructors relating to LIRN, and she feels it is sufficient for our needs. The program is easy to use and new information and features are added continually.
 - *Natalia*: She thinks the LIRN database meets the needs for our students.
 - Is Destiny sufficient for our needs?
 - *Leigh*: Destiny is more than sufficient for our needs. It is very user friendly and makes cataloging and distributing resources very efficient. It would be even more useful if she had the time to train all faculty and students how to access the catalog. She would like to have additional training from Follett.

- *Erin*: She likes Destiny. She feels it is user friendly and it is easily taught to her FWS students. She would like additional training from Follett, focusing on work-arounds, creating reports and setting up categories for her resources. She likes the “My List” feature and has taught her instructors to use it.
- *Rochelle*:
 - She feels Destiny is extremely valuable and the latest version has provided many new features. She has searched Follett’s website to find out additional benefits to SJVC and to find online help. Training webinars are also available.
 - Follett’s tech support can be phoned for immediate help, and she has also received quick response when using their e-mail contact. We can also make suggestions for new features.
 - She has established categories for all of her resources to assist with catalog searching. User can view a category, such as CJ or anatomy, and find a list of resources to support it.
 - She has trained her instructors to use Destiny and showed them how to set up resource lists for each class so that they can see what audio-visual materials are available. The lists can be shared with other instructors and/or the students.
 - Rochelle encouraged the LRCS to contact her if additional training is needed. User guides are available through the InfoZone LLRC Department folder. She asked everyone to let her know if they do not have access.
- *Vanessa*: She likes the simplicity of Destiny.
- *Nancy*: She feels Destiny is terrific for our needs and is easy to use. She is looking forward to training the students. Her instructors are not using it as much as she would like.
- *Elizabeth*: She likes Destiny and has had no difficulty picking it up.
- *Natalia*: As a small library, Destiny provides the basic functions that we need; however, this software is really geared towards K-12 schools. She would like to see us switch to a library automation system that has more of a grown-up, college feel, and allows us to create libguides. She does not know what kind of requirement SJVC has in terms of what programs to use, but at <https://www.tsl.texas.gov/ld/pubs/automationvendors/index.html> she found a list of several software vendors. She also searched for small college libraries and noticed that some of them were using the following software:
 - Concourse Library automation <http://www.booksys.com/concourse-library-automation>
 - Springshare at <http://www.springshare.com/trial.html>
 - Innovative <http://www.iii.com/>
- **Services:**
 - Are our services sufficient? What else can we offer to our patrons? How can we encourage our students to use our services?
 - *Erin*:
 - She feels that her facility provides sufficient services to her campus’ patrons. She works with the Registrar to proctor CLEP testing and feels it would be a worthy service for other campuses to offer. Because she is located next to the Student Center, she sometimes helps with tutoring.
 - She has a copy machine and access to a fax machine.
 - She aspires to becoming a Notary Public as an additional service. She would like to be able to provide a quieter place to study
 - *Leigh*:
 - She feels that her facility provides sufficient services for her campus’ patrons. She provides proofreading services for both faculty and students. She and her assistant regularly provide LIRN and APA training to their students, have worked toward ensuring that every faculty member is LIRN trained, and they also regularly assist with research.
 - She has a copy machine.
 - She has not had any staff, students, or faculty ask for services that are not currently offered, and nothing has been requested through the suggestion box, other than requests for higher quality internet connections.
 - *Rochelle*:
 - She feels her facility provides sufficient services for her campus’ patrons. Financial Aid Department entrance and exit counseling for students is conducted on the LLRC computers, and she assists the students with navigating through the website. The Student

- Center is located in the LLRC during the afternoon and evening. She would like to offer workshops for APA, Destiny, PowerPoint and other topics.
- She has a copy machine, and can print color copies for student projects. She has a scanner and often scans documents for students.
 - *Nancy:*
 - She feels her facility provides sufficient services for her campus' patrons. The building where her LLRC is located also houses the Student Center. The Student Center FWS students help cover her facility.
 - She has a copy machine and multiple computers. The item she has received requests for the most is color copying or printing, which comes up when students are printing pictures for storyboard projects in class. This would be nice to have but is not crucial.
 - *Vanessa:*
 - Students are using computers more often than before because they are no longer issued laptops. Her facility is very small. Most of the room is dedicated to computers and she only has one book shelf for resources.
 - She finds herself providing a lot of tutoring and helping students with SC study plans rather than focusing on LLRC duties.
 - *Natalia:* She thinks the in-house services provided on the Modesto campus are sufficient for the student population. Since she has taken on the role of LRC, the SC and Library are not separate entities any more. They offer student tutoring for program specific classes and GE courses, MyLabs tutoring, research and project help. She also gives two 30-minute career workshops and a 1.5 hour new student success seminar each module. She had created an APA workshop and delivered it in an ENG121 class. She would like to refine it and offer it regularly (at least once a module outside of class or to any class that would like a tutorial). She would also like to create mini-workshops about how to research and envisions these workshops tailored to specific programs.
 - **LLRC Non Instructional Program Review Assessment Plan and Report (NIPR)** presented by All Coordinators
 - The Coordinators discussed the report resulting from the LLRC NIPR held in 2012. They discussed the recommendations (Department Outcomes) made.
 - DO #1 Train faculty and students to successfully navigate through available resources to locate a variety of materials for their coursework.
 - *Leigh:*
 - The LLRC eCourse, which will provide Destiny and LIRN training and other resources for instructors and students, and will contribute to successfully meeting this recommendation. Accomplishing faculty buy-in will encourage student buy-in, especially if the instructors develop class assignments using LIRN.
 - LIRN and Destiny training for staff would also be beneficial. Staff would be better able to educate students about resources that are available.
 - Patrons should be trained how to navigate through the stacks and find resources in the LLRC.
 - *Erin:* She has focused on training admissions personnel so that they understand the function of the LLRC and the resources available on her campus, to provide reliable information to prospective and new students from the start. She feels that completion of the LLRC eCourse should be required within the first five weeks of a student's program, similar to the MyLabs requirement. eCourses provide the ability to create a checklist, which would prohibit a student from taking an assessment until all training components have been completed. Also, the report feature allows us to view the components that have been viewed and assessments that have been completed for each student.
 - *Rochelle:*
 - She has provided product knowledge to the Admissions Advisors so that they have accurate information about the LLRCs function and resources. She provides a brief tour to prospective students during admissions tours of the campus, hands out a brochure that describes services and resources, and encourages the person to call her if s/he thinks of any questions or wants more information.
 - During new student orientation, students are given a tour of the LLRC, during which she explains policies and procedures and shows the students where resources are located.

- When a new instructor is hired, she provides a new faculty library orientation, during which she explains policies and procedures, provides a policies and procedures handout and shows the instructor where resources are located.
 - *Nancy*: Her city college has a 1.0 unit library skills course that all students are required to take. She feels the eCourse being developed is comparable to this, and completion of the various tutorials should be required, similar to CSS100.
- DO #2 Prepare students to demonstrate the information competency skill of evaluating a source and determining its reliability, authority and point of view.
 - The LLRC eCourse will contribute to meeting this recommendation, because it will include training tutorials and links to websites with additional training materials.
 - English 122 has CLOs and curriculum that cover this objective. Rochelle has discussed with Carol Crosson the possibility of adjusting the curriculum to more specifically cover this topic and ensure the students are aware of the skills being taught. For example, an instructor would discuss the components of information literacy and express which component is being covered as information is presented in lecture and reinforced through class assignments. She has also discussed a specific vendor that provides information literacy skills assessment (ETS iSkills <http://www.ets.org/iskills/about/content>).
 - Information literacy training is offered through various providers, such as EBSCO.
 - Rochelle asked all of the Coordinators to participate in and evaluate an information literacy training offered as a trial through LIRN ProQuest. Once everyone has completed the training and provided feedback, the Coordinators will determine if the training is sufficient to meet our student, faculty and LLRC staff training needs. If the ProQuest tutorial is deemed valuable, it can be added to our LIRN subscription. She also asked the Coordinators to evaluate the APA style resources we provide to determine if revision is needed.
 - *Nancy*:
 - The LIRN presentation is great, and if students use it they can refer back to each section as a source to help with their research. She is not sure they will take the time to go through all of the materials, but it is good.
 - As far as our APA format samples and information, they are fine. Students on her campus check out Quick Access Reference for Writers during their English classes, which their instructors can then have them refer to for further information. If all the campuses checking out the Quick Access books to the classes, that, along with their instructors' preferences and our samples, should be enough.
 - *Natalia*:
 - The LIRN presentation would be a super tool for our students to use and learn from, and could be sufficient to meet the WASC standards for providing information literacy training to our students. The topics presented are similar to topics she has seen in other information literacy programs.
 - She asked if plans have been made to create a CSS100-type online course that focuses solely on information literacy training for our students. It would be a good idea to require our students to complete a mandatory information literacy orientation class within the first module. The class could incorporate LIRN training (how to use it, how to run search queries, how to use search operators) and link the content with exercises and activities that allow students to go directly into LIRN and practice what they've been learning.
 - She is in favor of keeping the APA packet and materials as they are and providing the students with the Concise APA Rules textbook or similar publication.
 - *Leigh*:
 - The information presented in the LIRN trial is more than sufficient to meet our students' needs. The lessons are written very simply and explain key terms in very useful "layman's language." Excellent tools are embedded within, such as a citation tool, topic aid tool, and source checking tool. Students could keep the lessons open while they were working on research papers and refer to the checklists at the end of each lesson to ensure that they were meeting all of the requirements set for their papers. The lessons are very easy to use, with clearly stated objectives listed before each lesson begins. There are also two different viewing options, a video or read-only version, to suit different learning needs. The only complaint she has is the length of time it takes to go through the entire presentation. She can see our students getting overwhelmed or bored before finishing it

- Regarding the APA handouts, she thinks the “Quick Access Reference for Writers” guide that her campus provides as a class set should be handed out to every student at orientation. The guide has an excellent section on APA format that would assist the students in all of their GE classes, as well as any core classes in which they have to write papers or create presentations. The guide and APA handouts we provide to them should provide more than enough information on APA format. The campus LRCs provide an additional resource, as well.
 - *Rochelle*:
 - The LIRN trial information is comprehensive and extensive. The volume of information may be overwhelming to our students. However, the content would be valuable if it was presented by an instructor as part of an ENG 122 class lecture and assignment.
- DO #3 Provide opportunities that contribute to students who are well-rounded citizens and life-long learners with curiosity for information and resources beyond coursework.
 - Many campus LLRCs have added fiction and classic books to their collections.
 - The students would benefit from the addition of personal and professional development resources.
 - Discussion:
 - LIRN:
 - *Leigh*: Providing LIRN access to students who have graduated would help meet this DO. LIRN is not only helpful to current students; it is helpful after graduation, as well. Also, in-class research tasks help students grow as well-rounded citizens and life-long learners.
 - *Erin*: Students are able to access LIRN using a direct website address.
 - *Rochelle*: She has contacted LIRN about creating a separate graduate LIRN site, but has not received a response. Students can continue to use their campus LIRN code. The URL is included on the campus LLRC brochure.
 - *Leigh*: The LIRN URL should be added to the campus LIRN bookmarks, as well, so that graduates can access LIRN from computers off campus.
 - Destiny Catalog:
 - *Rochelle*:
 - Destiny will soon be launched to the students, providing the opportunity for them to search our catalog and identify resources of interest, and encouraging them to utilize available resources.
 - The previous version of InfoZone did not provide the ability to track the number of “hits” to the LLRC IZ nuggets. With the new InfoZone, we will be able to track the number of “hits” to the LLRC Department site. She is working with the CAO IS Dept. to add a link on the IZ page so that students can find the page more easily and have access to more resources.
- The Coordinators discussed methods for ensuring that the NIPR targets are met. Suggestions discussed included:
 - *Leigh*: Surveys, assessments within the LLRC eCourse, and a pre-graduation task list.
 - *Erin*: Admissions information sessions, open houses, launch destiny to our students and continue training faculty. A good way to train existing students would be splitting classes in half for thirty minute training.
- The Coordinators discussed methods for collecting evidence, including:
 - *Leigh*: Surveys, assessments and LLRC gate counts.
 - *Erin*: Reports can be run from the LLRC eCourse showing who is accessing the course, how often documents are being used, and who has completed assessments.
- **WASC Standard IIC presented by All Coordinators**
 - The 2013 WASC evaluation report resulted in specific recommendations for the LLRC:
 1. Create and implement a library resources development plan.
 - See discussion in **LLRC NIPR DO#1**.
 - *Leigh*: Provide a set budget for the LLRC, with specific amounts spent at regular intervals throughout the year.
 - *Rochelle*: Add e-books through Follett, LIRN, EBSCO, ProQuest or another provider. Ensure that purchases are linked to ILOs, CLOs, PLOs, etc.
 - *Erin*: She sat down with her Campus Director to determine a monthly budget for purchasing resources. She created a list of resources that would be useful for the various programs.

- *Nancy*: This will affect the smaller libraries in particular, but if we had a list of bare bones necessities for each program and then it was put in the budget of any new campuses or campuses acquiring new programs, the items could be ordered when the program opened and then added to the library.
- 2. Provide ongoing instruction to users of library services so that students are able to develop skills in information competency.
 - See discussion in **LLRC NIPR DO #2**.
- 3. Establish a training program for all library personnel in the fundamental principles of information competency.
 - Rochelle asked the Coordinators to provide ideas for an information literacy training program. She also asked them to participate in and evaluate a free information literacy training offered as a trial through LIRN Proquest. Once everyone has completed the training and provided feedback, the Coordinators will determine if the training is sufficient to meet our staff training needs.
 - *Leigh*:
 - Each library has different requirements and staffing situations vary from campus-to-campus. Each campus needs an individualized plan for training. All campuses need LIRN and Destiny training.
 - She feels the LIRN training tool was very helpful to her, as a library staff member. It clarified some information that will help her more adequately instruct her students, such as the difference between a journal and a peer-reviewed journal, and the difference between primary and secondary sources of information. After going through the lessons, she can share that knowledge with her students in a way that they will understand. As far as a “fundamental training” course in information literacy, she thinks this tool is more than adequate and would meet the WASC recommendation.
 - *Rochelle*:
 - All of the Coordinators can participate in an information literacy training seminar or webinar. Alternatively, one or two Coordinators can attend a session and bring the information back to the other Coordinators.
 - An LLRC administrative manual was created in 2007, but it needs to be updated and finalized.
 - *Erin*: She volunteered to help develop a training manual for new and existing LRCs, containing procedures and policies, training materials, etc. Erin asked the Coordinators to provide her with ideas for topics to include in the training manual and forward training materials that they have developed.
 - *Nancy*: We can access webinars from the ALA, which will provide information on many topics (<http://www.ala.org/acrl/acrlchoicewebinars>). 100% Information Literacy Success (ISBN13: 978-1-111-68876-9) is a terrific textbook for beginning librarians. It is an introduction to the topic and really user friendly. Reference to it could be added into the eCourses for our students, as well.
 - *Natalia*: The information literacy training component offered through LIRN does not seem sufficient for our LLRC staff training needs, although, it could work as a piece included into more formal training. The Association of College and Research Libraries (ACRL) division of the American Library Assn. has many good materials that could be incorporated into a more formal training for SJVC LRCs. The materials could also be offered as a course launched through eCourses/D2L. She suggested the following Internet links for more information about information literacy:
 - <http://www.ala.org/acrl/issues/infolit>
 - <http://www.ala.org/acrl/standards/informationliteracycompetency>
 - <http://www.ala.org/acrl/issues/infolit/professactivity>
 - Destiny training sessions can be held through GoToMeeting, which would include recorded sessions for LRCs unable to participate in the original session. Other training can be accomplished this way, as well.
- 4. Increase equitable access to library materials and services regardless of their location or means of delivery **AND**
- 5. Create a written process that facilitates the sharing of library resources among campuses and provide a means for students and staff to access the library catalogs of each campus.
 - Discussion about sharing items across the institution:

- The LRCs have attempted to share resources in the past, and have not had good results. For example, the resources were not returned in a timely manner, were lost, or were returned in damaged condition. Also, most campuses have insufficient resources to lend out materials to other campuses, and the students from the lending campus are deprived of the materials that have been lent out.
- *Erin:*
 - Develop a list of required resources for each program. Each LLRC would have those resources on hand if the program is taught on their campus.
 - Divide California into geographical regions, and place campuses into a region depending on how close they are to each other:
 - Modesto and Rancho Cordova
 - Visalia, Fresno, Hanford, and Bakersfield
 - Hesperia, Lancaster, Ontario, Temecula, and Chula Vista
 - The LLRCs would share resources between the campuses in their regions. Determine resources needed for each program, distribute them amongst the campuses in the region, and share them through intercampus loan.
 - The borrowed item is checked out to and returned by the Coordinator on the borrowing campus, and used in the LLRC by the patron.
- *Rochelle:* She has been developing lists of resources for programs that will migrate to a campus and for new campuses. A list of the minimum resources for each program can be developed, as well (i.e., the 25 books, 10 DVDs and 2 journals that the DA program absolutely needs in the campus LLRC).
- *Leigh:* A shared resource is used similar to a reference resource and does not leave the LLRC. If it is returned in poor condition, the borrowing Coordinator is responsible for replacing the item.
- *Nancy:*
 - This truly must begin with the Central Offices. Each library should be stocked with the items necessary to support equally the programs on each campus and space should be given to encourage study time for individuals and groups.
 - She feels it is a terrific idea to share book sets between campuses. She agrees with the regional idea of campuses located in close proximity being able to share with each other so the items could be moved quickly back and forth. We would really need to negotiate the timing of classes needing the information on each campus. She does not know what the cost of shipping would be, or if we can navigate it through management members who are traveling for meetings to save the expense of shipping. She does agree with having the items as an "in library use" to make it easier to track the items. The items that are shared are sent to the Coordinator, who checks the item out to the patron, collects it at the end of the borrowing term, and returns it to the lending LLRC. This provides local control over the resource.
- Discussion about recovering checked out items:
 - *Rochelle:* We do not currently charge fines because the students are often in financial difficulties. Perhaps it is time to reinstate fines for long overdue books and charge the students for lost or damaged items.
 - *Erin:* When she sends out overdue notices, she informs the students they may be charged. The items are usually returned right away.
 - *Leigh:* If a student has overdue items, she does not allow check out of additional items. For overdue items, she sends notices through e-mail first, then regular mail, and then phones the student.
 - *Rochelle:* She sends overdue notices through CampusVue e-mail, which creates an activity and record. She includes information such as date checked out, date due, title of item and cost, and a message that the student may be charged for the item if it is not returned. If the student has been dropped or terminated, she creates a CampusVue activity stating that the student should be asked to return the item or reimburse the cost before being reinstated. If the item is returned, she marks the activity complete.
- **LIRN** presented by All Coordinators
 - LIRN Faculty Training and Assessment:

- Each campus has its own a procedure for LIRN faculty training. On some campuses the Coordinator is not responsible for conducting faculty training. Rochelle suggested that each LRC work with his/her Academic Dean to work out a training plan, if s/he is responsible.
- The Coordinators agree that faculty training is important:
 - To ensure faculty buy-in for LIRN.
 - To encourage instructors to require LIRN for class assignments.
 - So that instructors will encourage their students to use it.
 - So that instructors can help their students use LIRN and can provide training to their students.
- LIRN Usage:
 - Usage continues to be inconsistent, and for most campuses has fallen. While it is true that enrollment stats are not what they were in 2011, they have held fairly steady during the past several months.
 - *Leigh:*
 - Her numbers are up from 2012 to 2013. Students on her campus are required to have LIRN resources for a majority of their GE research projects, particularly in ENG 121 and 122. With instructors working with the LLRC, the numbers can improve.
 - She and her evening assistant both continue to host LIRN training in the library for any classes that request it, as well as for individual students. This ensures that every student who receives said training knows basic LIRN research procedures, which databases best suit their particular research needs, and the types of resources available in LIRN for them to utilize. ENG 121 tends to fall early in each student's program, benefitting the students for most of their classes. Training is offered both in the classroom and in the LLRC, and lasts about 15 minutes.
 - The Institution and campus administration can help by providing time for a class to be held on orientation day to ensure that each and every student is trained in LIRN, and by providing time during faculty training meetings for LIRN training so that instructors can assist with ensuring our students are proficient in using LIRN.
 - *Erin:*
 - She offers LIRN training, and plans to offer classroom training in the LLRC. She suggests trainings for students and faculty on the small scale – one or two classes a module
 - We need to train Staff (Admissions, First Contact, etc.) in how to use LIRN and how to access Destiny. This will help with buy-in and making sure that other employees are equipped to help our students access available resources.
 - The Institution can help by making LIRN and LLRC resources a requirement for all courses across all programs. Add a small blurb/text box to all syllabi that includes information for the library and available resources. Create a class like CSS100 or a grad requirement like the typing test that relates to the LLRC and WASC requirements.
 - *Nancy:*
 - Her tech coach trains her instructors.
 - She provides training to students each new start, when instructors bring students into the library. For larger classes, she doubles up the students on the computers. She tailors the training to the class.
 - LIRN usage can be improved by ensuring that LIRN is included in new faculty training and faculty in-service training. The Institution can help by encouraging instructors to incorporate LIRN usage in their syllabus.
 - *Rochelle:*
 - Many instructors on her campus include a class assignment requiring LIRN usage. She provides LIRN and Destiny training as part of new faculty orientation and provides LIRN training in the classroom, which gives her an opportunity to point out its benefits and encourage usage. She suggested that each LRC work with his/her Academic Dean to work out a training plan.
 - During new student orientation on her campus, a brief LIRN training is provided to the students. During the campus tour, she offers to provide additional training to the new students.
 - She provides LIRN training for classes, either in the classroom or in the LLRC. This gives her an opportunity to point out its benefits, encourage usage and tailor training to the class or program.
 - She provides faculty training as part of new faculty orientation, which gives her an opportunity to call attention to its benefits, encourage usage by both the instructor and students, highlight the particular databases the instructor will benefit from, and encourage the instructor to include LIRN in class assignments.

- **Library Inventory and Catalog Check** presented by All Coordinators
 - Rochelle encouraged the Coordinators to complete correction of their catalog entries. The Destiny launch to the students will be more successful if the cataloging information is correct.
 - Rochelle reminded the Coordinators that cataloging information is often available at Worldcat.org. She reminded them that a cost needs to be assigned to each copy to show the value of our collections for various reports. List prices and other information are often available on Barnesandnoble.com and amazon.com. She has also entered the ISBN number followed by “list price” in a search engine (i.e., 978-0-07-177132-0 list price). If the list price cannot be determined, the Coordinators can look up an older edition or a similar edition, or assign a reasonable value.
 - Discussion:
 - Rochelle has completed her catalog check and correction. She fixed all of the cataloging errors and inconsistencies, marked missing items as lost, and weeded out-of-date and badly damaged items.
 - Erin is starting a second inventory and going through resources to ensure the circulation type is not marked as “Regular,” and that they have a price and copy categories listed.
 - Leigh noted that when the collection was migrated to Destiny, most resources were designated as “book.”
 - Nancy mentioned that the student ID badge on her campus includes a bar code number, which helps with the check-out process.
 - The Coordinators discussed the timing of new students being added to Destiny circulation. Students are not populated from Campus Vu until day two, after they have attended. Students who do not attend on day one will not be added to circulation. When students are populated from Campus Vu, their patron number is their SJVC user ID.
- **InfoZone Posts** presented by Rochelle McEvoy
 - Rochelle has begun posting information in the library and Learning Resources Department announcement rotator. Information has also been uploaded to document libraries and she is working on resolving access issues for students, faculty and staff. She has asked the Tech in charge of InfoZone if it is possible to place a link on the InfoZone “Links” tab, so that it is easier for the students to find the LLRC InfoZone resources. She has also asked if a banner and link can be placed in the rotator section of the InfoZone main page. The Tech has agreed to investigate the possibility.
 - Rochelle will work with the Design Team to create banners that link to the LLRC eCourse and other sites from the InfoZone home page. She will also work with the Information Services team to possibly create an ask-a-librarian e-mail address, or something similar.
 - The Coordinators briefly discussed developing a campaign to launch the InfoZone site, generate interest and encourage patrons to access the site.
 - Erin suggested adding a page to the syllabus for each course, containing information about the resources available in the LLRC that will support their research needs. To generate interest and encourage patrons to access the site she suggested: Teach them how to access; required class assignments; creation of LLRC eCourse; better training during orientation; and faculty/staff buy-in.
 - Nancy suggested getting the word out through emails to the campus and the students and then uploading interesting and helpful information often to keep them looking for the new information.
- **Statistics and Gate Count Forms** presented by Rochelle McEvoy
 - Beginning in April, Leigh will collect the gate count information. The Coordinators will send their monthly gate counts to her by the 15th of each month.
 - All Coordinators should be using the same basic tracking criteria and submitting the standardized monthly reporting form, so that statistics reports can be created more easily.

❖ Student Success

- **LLRC eCourse** presented by Rochelle McEvoy
 - Rochelle has worked with her Technology Coach to set up the eCourse for LRC training and information. She has completed the “course” for the LLRC that will provide a venue for training and assessment for our students. The content includes training materials (tutorials, PowerPoints, Internet links, etc.) and skill assessments for Destiny, LIRN, and APA style. It also includes links to Internet resources for each program. Information literacy may also be added. She asked the Coordinators

evaluate the content and suggest revisions and additional content so that the eCourse can be improved and finalized.

- The completed eCourse content will be placed in the curriculum repository. A course will be created for each campus into which the content from the curriculum repository will be copied. The Coordinators will tailor the existing documents to meet their campus' needs (i.e., change the LIRN PowerPoint to include the access code for their campuses) and add content for their campus LLRC. Before the eCourse is launched, each campus' students will be enrolled into its course.
- The Coordinators discussed the eCourse content, creating a plan for introducing the LLRC eCourse and determining how and when student training and assessment will begin. They will also develop faculty training tools.
 - *Leigh:*
 - She would like to see the eCourse become a requirement for every new student, just like the MyLabs are. They should have a specific due date by which the course should be completed.
 - MyLabs has a reporting function that shows how far a student has progressed. Having similar reporting in the LLRC eCourse would provide an opportunity for us to contact an instructor and ask them to send a student to the LLRC for help completing the eCourse. Also, the eCourse will be available for additional training and reference as the student needs.
 - *Nancy:*
 - Faculty training could be done as an in-service, or by scheduling instructors to come in, work through the training packet and be signed off by the Librarian.
 - On the Fresno campus the instructors were given a two week period to meet with Nancy and complete their Destiny training, and it worked quite well.
 - Nancy thinks the course content looks great and it is a huge benefit for the students. Currently she does not have anything to add but is sure as we go along we will find more information to supply.
 - *Erin:*
 - Existing students will be trained in shifts. New/orientation students will receive better training during orientation – she might need to take over in this aspect as well.
 - She thinks the document downloading and security scan are time consuming. She was happiest and most involved when the document was loaded as a PDF and opened in the browser window. She would like to see addition of discussion boards for when students have a question regarding APA, LIRN, or Destiny, and the addition of checklists to make it through before they take the assessments.
- **Destiny** presented by Rochelle McEvoy
 - The Destiny InfoZone link has been available to our faculty and staff for quite some time. It is now available to our students, as well.
 - Status of faculty launch and training on the campuses:
 - *Leigh:* She has e-mailed the announcement and materials, but has not held training.
 - *Nancy:* All instructors have completed Destiny Basics Training as of April 24, 2013.
 - *Rochelle:* She offered training to instructors through Professional Development Opportunities (PDOs), arranged through her Academic Dean. She trains new faculty during campus new faculty orientation.
 - Student training:
 - Destiny will be the first part of the LLRC eCourse released to students. The Destiny portion of the LLRC eCourse has been completed and Rochelle is setting up a trial. She has already enrolled the Coordinators, and various faculty, Student Center staff and FWS students on her campus. She asked the Coordinators to provide the names of people on their campuses that they wanted included in the trial.
 - Rochelle asked the Coordinators to evaluate the eCourse materials and provide feedback.
 - *Leigh:* The materials are simple, to the point, and highlight the key points for Destiny usage.
 - *Nancy:* The course looks great and the assessment works fine.
 - Student launch:
 - Once the Destiny portion of the eCourse is finalized, launch to the students will begin. Rochelle asked the Coordinators to provide ideas for launching and training Destiny on their campuses. She suggested the Coordinators work with their Campus Administration to create a plan.

- *Leigh*: Go into each ENG121 class and host training, or have each ENG121 class come into the library for training. She will have to coordinate this with the Academic Dean and instructors.
- *Rochelle*: Introduce Destiny during orientation and tell the students that the tutorial and assessment must be completed within the first five weeks. Offer an incentive for completion, such as entry into a drawing.
- *Erin*: Require it within the first five weeks similar to CSS100's requirement. She will work on presenting ideas to her campus Academic Dean and Dean of Student Services to teach Destiny to admin., staff and all faculty, and developing a training schedule for the students during class.

❖ Employee Success

- **LLRC Coordinator Training and Professional Development** presented by All Coordinators
 - The Coordinators discussed training protocols and topics to be included in a training manual for new and existing LRCs:
 - *Erin*:
 - She has volunteered to help develop a training manual for new and existing LRCs. The manual will contain procedures and policies, training materials, etc. Erin asked the Coordinators to provide her with ideas for topics to include in the training manual, and to forward training materials that they have developed.
 - She feels need to include the eCourse information, and put together a Frequently Asked Questions for ourselves, such as problems we first had or questions for which we cannot seem to remember the answers. Ultimately we all help each other anyway – and we all learn differently – so it makes sense to create a training manual from many different points-of-view.
 - Leigh suggested lists of essential library tasks, LIRN training and Destiny training.
 - The Coordinators discussed development of a training plan and professional growth opportunities for the LRCs:
 - *Leigh*: Since each of the Coordinators is a member of the ALA, attending an ALA meeting would be beneficial. She has been participating in the LIRN webinars provided, which has been very useful. More comprehensive Destiny training would also help, so that the Coordinators can provide that training to the other library assistant(s). Free LIRN webinars are available with our subscription.
 - *Erin*: She would like to participate in training to learn how to research and determine credible sources.
 - *Natalia*: She suggested that one or two Coordinators attend ALA conferences and bring back information to the other Coordinators or hold mini-training sessions on what was learned.
 - *Nancy*: She thinks this is such a personal item it really can't be done as a group. Each Coordinator is at different places in his or her growth and longevity. Goals really should be decided with the direct supervisors based on what each Coordinator does in his or her individual positions.
 - *Rochelle*: The ALA offers free monthly webinars. She forwards notifications for free webinars from various on-line library communities to the Coordinators, and each one community has archives.
 - <http://americanlibrarieslive.org>
 - <http://www.webjunction.org>
 - <http://www.libraryinnovation.org>
 - Rochelle asked the Coordinators to establish professional development and training SMART goals for their annual evaluations (positional, campus, institutional), with milestones. Each Coordinator is on a different evaluation track, so she asked them to create a goal with an action plan and completion dates for each step, and to report the goal and plan to her. When each Coordinator's evaluation occurs, the goal will be ready to put into place. Goals should be:
 - S Specific, significant, stretching
 - M Measurable, meaningful, motivational
 - A Agreed upon, attainable, achievable, acceptable, action-oriented
 - R Realistic, relevant, reasonable, rewarding, results-oriented
 - T Time-based, timely, tangible, trackable

The meeting was adjourned at 1:15 pm. Minutes prepared by Rochelle McEvoy.