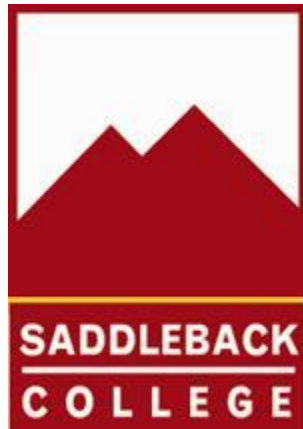


**Saddleback College
Program Review for Learning
Resources (Library Instruction)**



Submitted Fall 2010

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Program Review Team Members and Approvals

Program Review Team Chair:

Wendy Gordon

Program Review Team Members:

Jenny Langrell

April Cunningham

Elizabeth Horan

Ana Maria Cobos

Program Review Checklist

Completed	Action
x	Contact Program Review Chair for orientation
x	Form Program Review Team
x	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
x	Solicit input from faculty and students
x	Determine if additional research is needed
x	Contact College Research Analyst if necessary
x	Write Program Review report
x	Submit report to EPA Chair
x	Report submitted to Academic Senate for approval
x	Report submitted to Office of Instruction
x	Report submitted to College President
x	Report posted to the EPA web site
TBA	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission, Vision and Strategic Directions

The library provides a learning environment where students, faculty, staff, and community members may gain access to information and instruction necessary in the pursuit of their educational and personal goals.

B. Historical Background and Unique Characteristics of the Program

The Learning Resources program serves the needs of the district's community (enrolled or not) since the college was founded in 1967. The library collection is comprehensive and provides a wide variety of print, media and e-resources. The library provides 70 Internet workstations that offer (to students, faculty and staff) public access to the Internet, periodicals databases plus a basic suite of software including word processing, presentation, spreadsheets, and course-specific programs. The library is among the top campus users of technology in terms of electronic resources, the tools to access resources, and services.

C. Progress Since the Last Program Review

PERSONNEL

Since the last Program Review in 2005, the Library has undergone several personnel changes. The new Library Instruction Coordinator, hired in 2005, oversees the library's information competency program that features four information competency credit courses and eight information competency workshops. Credit courses and the workshop series are available to students throughout the year. These courses and the workshops emphasize critical thinking and information competency skills.

The Systems Librarian, also hired in 2005, supports all technical aspects of the library's systems including the online catalog, the library webpage and the library databases.

One full-time librarian retired in May 2006.

In 2007, the Library hired a full-time Lab Technician whose charge it is to assist students with their technical needs associated with using the Library's computers.

In the fall of 2008 the Library hired the Distance Learning Librarian, who works in concert with the Systems Librarian, the college Distance Education committee and the Center for Design and Distance Education to identify and facilitate the library needs of an increasing population of distance education students.

August 2010 saw the retirement of another full-time Librarian whose main responsibility was acquisitions. That leaves two full-time vacant positions. With the changing nature of the world of information management, the librarians have decided to reconfigure librarian duties such that only one full-time librarian replacement is being requested.

BUDGET

The library materials budget has been augmented through the determined efforts of the dean. These augmentations have allowed the library to support the rapid evolution of information resources that are increasingly available in electronic formats. Library expenditures in 2004-2005, were approximately \$132,000. In 2009-2010, the Library spent over \$167,000 for library materials, including contract software for electronic databases.

SERVICES

Working closely with the campus bookstore and the ASG, the Library has been able to provide a large textbook Reserve collection. This has been a very successful collaboration that has expanded student access to textbooks, especially for those who cannot afford to purchase them.

E-reserves, e-books and seamless off-campus access (EZProxy authentication) to library databases represent new services since the last program review.

The Library website has a new Library Services page. Librarians, the library's computer lab technician, in concert with Student Services staff, developed a Student Technical Support page that acts as an FAQ for students encountering technical difficulties with computer login and password problems.

The Systems Librarian and the Distance Learning Librarian work closely to enhance the library's web site to make it more user-friendly for the college population.

To track services provided at all service counters, the library has been using DeskTracker tracking software since January 2010. The software provides analyses of detailed library, equipment, and reference use data. The library can create graphic reports which can be filtered to highlight the many different facets of service to users, e.g., the hourly and daily use statistics have helped the library with staffing schedules to suit students' needs.

Students sign up for Information Competency workshops in a stand-alone workstation in VIL3. This software has facilitated identifying popular workshops and times during the day when students are most likely to attend workshops. It has helped to increase the efficiency of the library workshop process so that a maximum number of students attend the workshops. The librarians are discussing with district IT options to network this software to provide 24/7 IC workshop enrollment.

INSTRUCTION/REFERENCE

In addition to providing in-person, telephone and email reference service (24hr. turnaround), the Library joined QuestionPoint 24/7 in spring 2009. QP 24/7 is an international online reference consortium which is available to students, any time of day, any day of the week. The librarians provide online instruction to users in search strategies and the mechanics of finding reputable information sources for their research needs. Each librarian contributes one hour a week to staff this electronic reference desk.

Information about library credit courses and the schedule for the IC workshops can be found on the Library's web site. In fall 2010, the IC program increased its offerings with three new workshops: Evaluating Sources (completely revised), Reading for Research (new), and Organizing Your Research (new). The IC program reaches over 3,000 students per year.

The Library has participated in the Freshman Academy by offering Library 101 as part of the learning community. Starting fall 2010, Library 189, a new .5 credit option, integrates the curriculum of the workshops with Blackboard assignments. The Library 2 class was offered for the first time during the summer 2010 as an Honor's class. Library 2 was approved (2007) as transfer-worthy to the UC system. Enrollment in Lib. 100 and Lib. 2 has grown over the years as a result of offering the courses entirely online and in 8-week and 12-week formats.

To take advantage of the current trend in social networking and to engage students where many spend a portion of their discretionary time, the Library created a FaceBook page. This page (Saddleback College Library) posts library and college-related information and encourages college-related observations, comments, and dialog between students and the library. Along the same lines, the Distance Learning Librarian has posted all of the database instructional videos on YouTube. The library has advertised both the FaceBook page and the YouTube videos to the college campus via the library web page, announcements at the IC workshops and through the campus public information office.

FACILITIES

Most important, the library is being renovated. After many years of planning and working with college, district and off-campus experts, in January 2010, the Library vacated the original structure in preparation for its repurposing and renovation. The Library moved to Village 3 (Reference department, reference book collection, 20 computers, and study space) and Village 4 (Circulation and Reserves, A/V and Periodicals, student computer help desk along with 50 computers, the circulating collection and study space for students). The remainder (51,500 volumes) of the circulating collection is in storage during the remodeling.

D. Discussion of How SLOs Have Been Utilized By The Program

The Library has developed SLOs annually and has incorporated the results into the improvement of student learning. Two new Information Competency workshops were developed to better serve students who have varied levels of research experience (2010-2011 SLOs).

The identification and creation of a Library Remote Access plan (EZProxy) allows student to log into the Library's databases from off-campus locations. Almost half of the students who asked a reference question and received reference instruction reported that when they were faced with the same task again, they were able to complete it on their own (2006-2007 SLOs). For the students enrolled in the Library's credit courses, the high rate of correct responses in the pre- and post-test indicated that the assessment instrument could not be used to determine the outcomes for students who had completed L-102 (2006-2007 SLOs) and needed revision.

Because of the dual nature of reference assistance, that provides both instruction and services, it is extremely difficult to identify an assessment that will demonstrate that the instruction received at the reference desk has resulted in greater student success. Has instruction taken place? Yes. Has the student learned how to do research? Yes. But how do we prove that the learning, at the reference desk has resulted in overall student success elsewhere? It is for this reason that we assess the work done at the reference desk within the confines of Administrative Unit Outcomes.

E. Current Strengths, Opportunities, and Challenges

Strengths:

The Library has a strong complement of dedicated classified staff and faculty. As librarians have retired and as technology has changed access to services and resources, vacant librarian positions have been reassessed. Positions have been filled using updated job descriptions that reflect current technology and students' current needs.

Since 2006, IC workshop attendance has doubled. A growing number of faculty requires students to attend one or more workshops as part of their class work. This reflects a greater awareness on the part of the faculty about the importance of incorporating information competency into their instruction.

The librarians work closely with instructional faculty to support curriculum needs. As a result, new databases (CINAHL, Psych-Articles, JSTOR, NoodleBib, Learning Express, ARTstor) have been added. All databases are accompanied by an instructional video, produced by the Distance Learning Librarian. Database use is monitored regularly and usage data is used to make renewal decisions.

Opportunities:

The renovation of the library building is providing an excellent opportunity to improve and enhance service points. The library staff has participated actively in the planning for the modernization of the library building, and is currently working to select a RFID vendor to secure the library collection and facilitate the inventory of library materials.

The Library has functioned for several years without the services of a Cataloging Librarian, and in 2010, the Acquisitions Librarian retired. Changes in technology provide an opportunity to combine the responsibilities of two vacant positions into one. The Library department has requested a replacement position, the Technical Services Librarian, who will have both cataloging and acquisitions duties.

Challenges:

The library renovation project required that the Library relocate to the Village on lower campus. The library collection and library services have been divided between two adjacent buildings and the librarians' offices are located in yet another building. Though the move has been successful, and with any change of this magnitude, it is taking some time for the campus to become adjusted to the re-location. The Library prepared the college community via informational signs on the original building, emails to the campus and notifications via the library' Web site, yet at times, students are confused by the splitting up of the library functions into two buildings.

Preparations for the move included a comprehensive review of all library collections. Over 50% of the print collection was discarded and current, reputable electronic resources were selected in many instances to supplement the print collection. An ongoing challenge is making judicious selections of library materials during the two-year renovation. While we seek to add print materials to the library collection, we must be mindful of the storage needs for the new acquisitions. And while we continue to improve the library's collection of e-resources, we must bear in mind that not every student has access to a computer at home.

Regarding instruction, the Distance Learning Librarian is investigating offering online versions of some of the IC workshops. She is working with the Library Instruction Coordinator to ensure that the online workshops offer the equivalent classroom experience to students. She is also working with district IT, ITC, the DE committee and CIDDE to solve technical delivery issues of these workshops. The Distance Learning Librarian hopes to have the first online workshop available in spring 2011.

Section II: Review Report

A. Faculty and Staff

- a. 5 full-time librarians; 35 part-time librarian hours
- b. 9 full-time classified staff; 1 part-time classified staff
- c. 1 dean/administrator

B. Curriculum and Instruction

- a. Reference
- b. Online reference
- c. Information Competency workshops
 - i. Do It Yourself

- ii. Evaluating Sources
- iii. Finding Articles
- iv. Finding Books
- v. Internet Searching
- vi. Organize Your Research
- vii. Reading for Research
- viii. Ready Set Research
- d. Credit courses
 - i. Lib. 100 (DE)- Basic Information Competency Skills: Library Research
 - ii. Lib 101- Intermediate Information Competency Skills: Search Strategies
 - iii. Lib 2- Advanced Information Competency Skills: Online Searching
 - iv. Lib 2H (DE)
 - v. Lib 189- Special topics

The library's credit courses contribute to the college's core competencies in general education and fulfill the Information Competency requirement for graduation. The credit courses and supplemental instruction contribute to the program's mission by supporting students' efforts to access the information that will help them to achieve their academic and personal goals. These offerings also contribute to the College's mission and vision by developing students' skills as lifelong learners who can successfully adapt to rapid changes brought about by technological innovations in the information environment.

The credit courses are evaluated through student surveys, critical incident questionnaires, and student performance assessments. The supplemental instruction is evaluated through student and faculty surveys and measuring outputs, including the total number of students served. The student learning outcomes are assessed in the credit courses through performance assessments and include using rubrics to assess annotated bibliographies, annotated outlines, and reference lists. Because very few sections are offered for each course throughout the year, assessment data has been difficult to evaluate because there have been so few data points. This difficulty is reduced by the recent significant increase in enrollment in the Library Science courses. The supplemental instruction provided through the library's workshops, orientations, and reference service is regularly evaluated but student learning outcomes cannot be assessed due to the limited access to students when they apply the learning that results from this instruction. Many techniques have been tried, including student surveys and collaboration with classroom faculty to administer quizzes to students, but this data does not adequately assess student learning following supplemental instruction.

The library's credit and supplemental instruction has been improved by incorporating technology in order to facilitate students' hands-on practice with online tools and to create critical thinking assignments that require students to apply skills of evaluation, meta-cognitive monitoring, and perseverance. The library offers LIB 100 and LIB 2 in online and hybrid formats in order to leverage the benefits of technology and distance education. Recent curricular changes have updated existing course content in order to stay current with the changes in online information. LIB 189 Special Topics: Research Skills was created to offer

students another option for developing lifelong academic literacy and information skills. This course combines eight IC workshop series with supplemental bibliographic assignments. LIB 2 has been offered as an Honors course in order to incorporate the critical thinking and evaluation skills of information competency into the Honors curriculum. LIB 101 has been offered as part of the Freshman Academy to ensure that students in this learning community achieve basic information competency at the beginning of their tenure at Saddleback.

This program is strong in its innovation and positive progress toward offering more cutting edge content in more flexible ways for both credit and supplemental instruction. The program is challenged by the limitations inherent in assessing learning in supplemental instruction and our dependence on indirect assessment of these instructional efforts. The transition of LIB 189 from a special topics course to an established course will provide us with new opportunities for assessing the learning that results from the lessons we teach in the library workshops and will lead to advancements in our credit and supplemental instruction.

C. Student Success

In conjunction with this program review, the library has worked hard to develop its student learning outcomes for credit courses and the IC workshop series. The data collected from the assessment for the Library/Information Competency program directed us to explore correlations between library/information competency instruction and specific program or college-wide indicators of student success.

Use of the assessment data has resulted in creating additional assignments for LIB101 (2009-2010), revising LIB101 assignments more effectively to clarify IC expectations (2009-2010), and redesigning assignments with an eye towards more proficiency in accurate reference citations (2008-2009). An adjustment to a LIB2 assignment (2007-2008) guided students to successfully identify more relevant keywords to utilize in their searches. Using a multiple choice test as an assessment tool for LIB102 led to unexpected outcomes and resulted in selecting a different assessment method for that course (2006-2007). An assessment for LIB102 indicated high student proficiency in the area being evaluated (2005-2006).

The library was first to develop an assessment model for information competency across the curriculum at the institutional level. Information competency is established as one of the requirements of graduation from the college. Student success rates have improved in large part due to the library faculty efforts to communicate clear expectations to students and provide individualized instruction. The library information competency program has established links with counseling by making presentations at department meetings in order to more effectively communicate the many services (including supplemental instruction) and resources (including instructional videos and a new educational materials database called Learning Express) that the library dedicates to

supporting students' success. The program excels in supporting students' success with credit courses that develop students' academic literacy and supplemental instruction that addresses the challenges students face during inquiry-based and self-directed learning. The program will improve in the area of student success by strengthening relationships with DSPS, EOPS, and Early Alert.

D. Facilities, Technical Infrastructure, and Resources

- a. Facilities: The Library Modernization Plan envisions major structural and space-use upgrades that began in 2010. A temporary relocation of the library, its materials and services to two buildings in the Village has required an increased effort to promote its visibility on campus.
- b. Technical infrastructure: Learning Resources is one of the most technology impacted programs at the college not so much in terms of software but in terms of the high number of computer workstations available for anyone who walks through the door. Student technical support for hardware and software is provided by a full-time classified staff member.
- c. Resources: The library relies on the resources of District IT and the Center for Instructional Design and Distance Education for technology support for faculty, staff and students.

E. Service, Community Outreach, and Economic Development (optional)

- a. The Friends of the Library is an active volunteer group that has supported the library for more than 25 years. Not only do the Friends of the Library provide financial support for library needs but they also enrich the college community through their lecture programs. The Library continues to provide limited exhibit space in its Village location.
- b. The Library continues to provide opportunities for students from local library school programs to fulfill their internship or research project requirements.
- c. Learning Resources provides a username and password for non-students to access library and Internet resources on site.
- d. The Library uses the electronic marquees at both college entrances to advertise library classes and information competency workshops to the college community and to the community at large.

Section III: Needs Assessment

A. Human Resource Needs

It is critical that the library hire a Technical Services Librarian to enhance access to the library's print and electronic collections.

B. Instructional Needs

Although enrollment has increased during this review period, library credit courses provide strong curriculum that should interest more students. Most library credit courses are offered online. We collaborate closely with the English (especially as the revision to curriculum to incorporate research), Reading, Speech, Counseling and other departments to enhance awareness of the value of the library curriculum.

C. Research Needs

The library will continue to rely on improving course and program SLOs to ensure continued student success.

D. Technical, Equipment and Other Resource Needs

The library will be hiring an RFID vendor to secure the library collection and facilitate the inventory of Library materials. The system will be installed in the newly renovated Library.

E. Facilities Needs

The Library Modernization Plan is underway, with major structural and space-use upgrades that will take place within the next two years. The completion of this project will fulfill facilities needs for years to come.

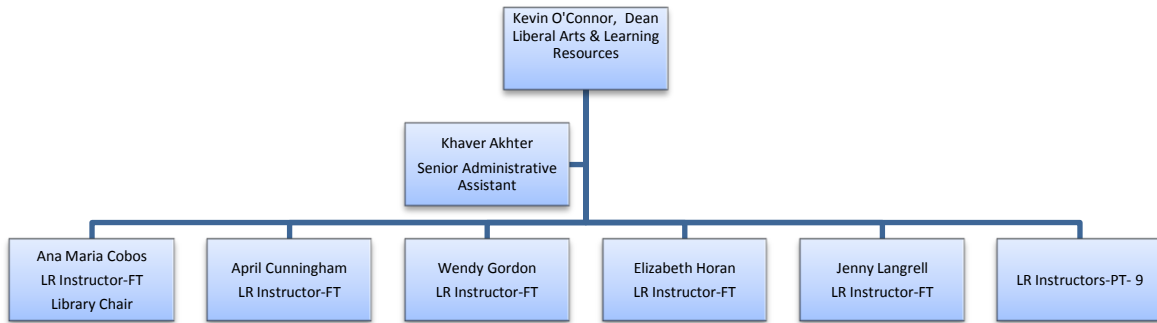
F. Marketing and Outreach Needs

To expand our efforts to communicate our library resources and services to the campus community, the library uses FaceBook, YouTube, flyers, campus public relations, and in-service programs to promote instructional workshops, credit courses, and other services.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Data Sets**
- D. Others**

A. 2010 Library Instruction Organization Chart



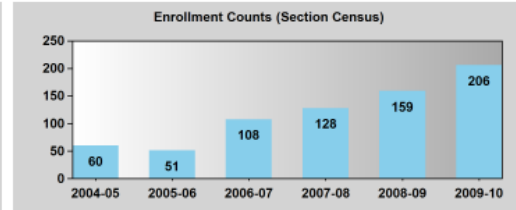
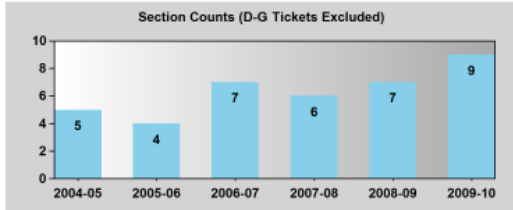
B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2006	2007	2008	2009	2010	
Administration	1.5	1.5	1.5	1	1	-33%
Bargaining Classified Staff FT	9	9	9	9	9	0
Bargaining Classified Staff PT	1	1	1	1	1	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	6	6	6	6	6	0
Faculty FT	6	5	6	6	5	-17%

C. Data Sets



Saddleback College
 Program Review Report
 Division : Learning Resources
 Department : Library Science
 Program : Library Science
 Detail by : Course ID

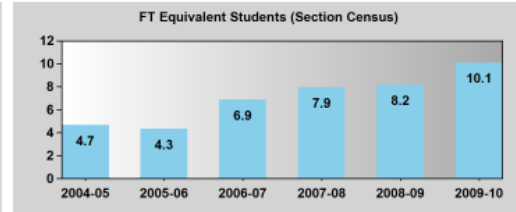
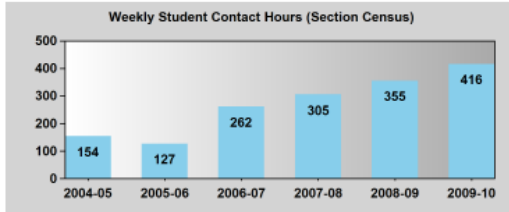


Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				2	2	3
LIB 100	3	3	5	4	5	5
LIB 101						1
LIB 102	2	1	2			
Total Sections	5	4	7	6	7	9

Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				49	37	43
LIB 100	26	26	62	79	122	145
LIB 101						18
LIB 102	34	25	46			
Total Enrollments	60	51	108	128	159	206



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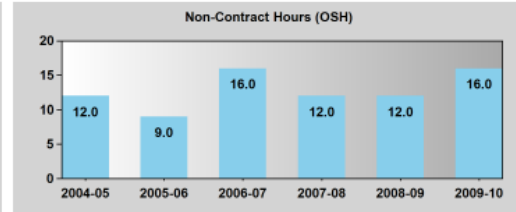
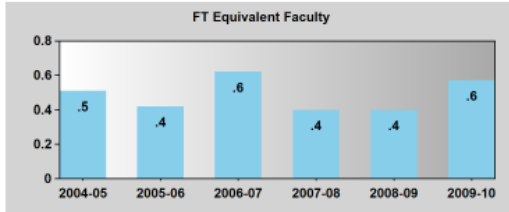


Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				147	111	108
LIB 100	52	52	124	158	244	290
LIB 101						18
LIB 102	102	75	138			
Total WSCH	154	127	262	305	355	416

Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				5.2	3.9	4.5
LIB 100	1.1	1.7	2	2.8	4.3	5.1
LIB 101						.8
LIB 102	3.6	2.6	4.8			
Total FTES	4.7	4.3	6.9	7.9	8.2	10.1



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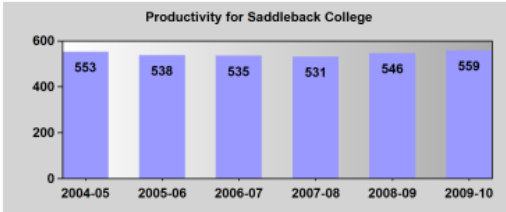
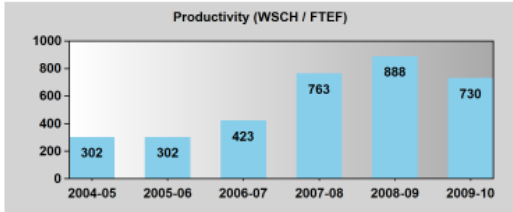


Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				.4	.4	.5
LIB 100	.11	.22	.22			
LIB 101						.07
LIB 102	.4	.2	.4			
Total FTEF	0.51	0.42	0.62	0.40	0.40	0.57

Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				6	6	9
LIB 100	6	6	10	6	6	6
LIB 101						1
LIB 102	6	3	6			
Total OSH	12	9	16	12	12	16



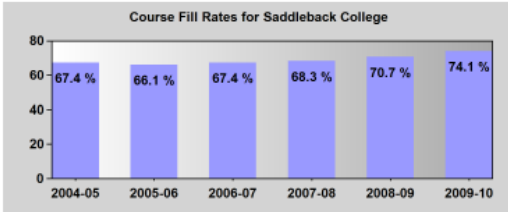
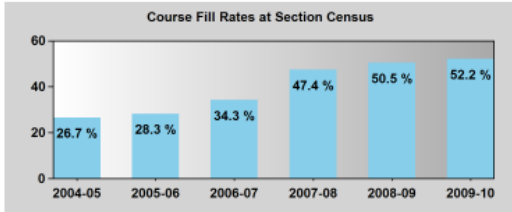
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Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				368	278	216
LIB 100	473	238	564			
LIB 101						257
LIB 102	255	375	345			
Productivity	302	302	423	763	888	730



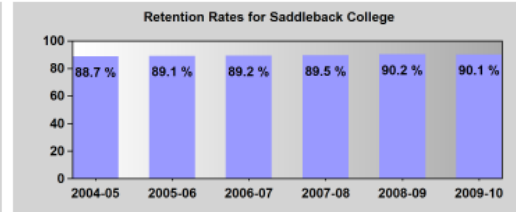
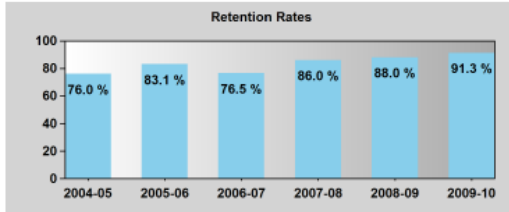
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Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				54.4	41.1	31.9
LIB 100	19.3	19.3	27.6	43.9	54.2	64.4
LIB 101						51.4
LIB 102	37.8	55.8	51.1			
Course Fill Rates	26.7	28.3	34.3	47.4	50.5	52.2



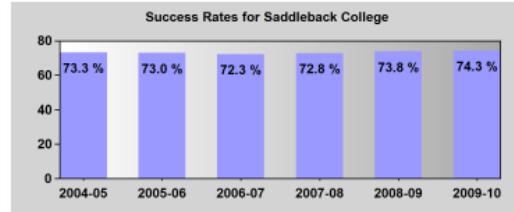
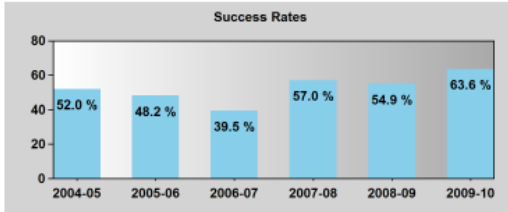
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Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2				78.1	74.2	97.4
LIB 100	78.3	82.3	79.8	89.3	91.9	90.8
LIB 101						81.3
LIB 102	72.4	85.7	68.6			
Retention Rate	76.0	83.1	76.5	86.0	88.0	91.3



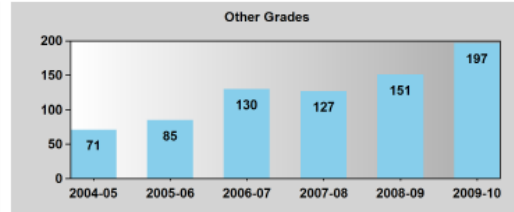
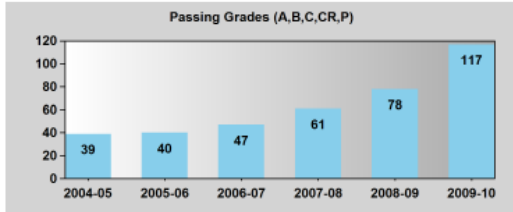
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Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LIB 2	0.0	0.0	0.0	46.9	25.8	76.3
LIB 100	50.0	50.0	42.9	61.3	63.1	60.8
LIB 101	0.0	0.0	0.0	0.0	0.0	56.3
LIB 102	55.2	42.9	31.4	0.0	0.0	0.0
Success Rate	52.0	48.2	39.5	57.0	54.9	63.6



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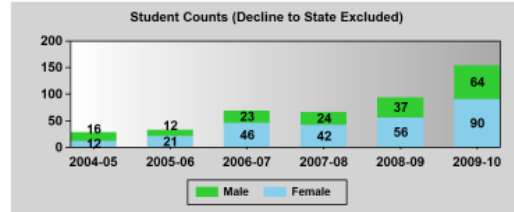
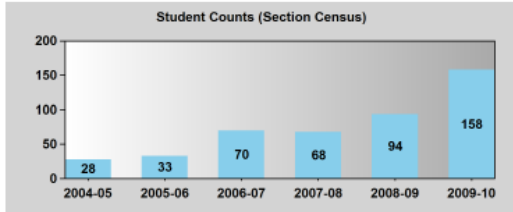


Passing Grades	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
A	21	27	26	44	50	40
B	9	4	13	11	18	44
C	6	2	5	4	6	25
CR	3	7	3	2	4	
P						8
Total	39	40	47	61	78	117

Other Grades	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
D	1		2	10	11	3
DR	35	42	58	81	87	130
F	17	27	36	20	29	46
IF						1
NC		2	6	1	7	
NP						1
W	18	14	28	15	17	16
Total	71	85	130	127	151	197



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Age Group	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1. Below 18			3	1	3	6
2. 18-21	11	9	26	27	34	71
3. 22-29	3	9	16	16	22	35
4. 30-39	2	6	16	13	21	24
5. 40-49	5	5	5	4	5	11
6. 50-59	4	4	2	6	8	6
7. Over 59	3		2	1	1	5
Total Students	28	33	70	68	94	158



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Student Counts by Ethnicity

Ethnicity	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
White, Non-Hispanic	15	19	31	39	58	87
Decline to state	4	5	8	9	6	18
Mexican, Chicano, Mexican-American	2	1	11	4	7	16
Mixed Ethnicity		1	2	3	6	9
Black, African-American	1		2	3	3	2
Chinese			5	2	1	3
Vietnamese	1		1		1	5
Filipino			4	2	1	1
South American	1		1		2	3
Other Asian	2		1		2	2
Other Non-White		1		1	1	4
Other Hispanic		1	1	1	1	3
Korean	1	1	1	1	1	1
Japanese	1	1	1			1
Middle Eastern			1	1	2	
Indian Sub-Continent				1		3
Pacific Islander, Hawaiian		2			1	
Central American				1		1
American Indian, Alaskan Native		1				
Total Students	28	33	70	68	94	158



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Student Counts by Educational Goal

Educational Goal	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Obtain a Bachelor's degree after Assoc.	11	10	26	24	25	60
Undecided on goal		6	13	6	23	23
Obtain a Bachelor's degree w/o Assoc.	2	1	4	12	16	17
Prepare for a new career	3	5	5	11	8	8
Personal Development	2	4	5	4	5	8
Obtain two-year voc. degree w/o transfer	4	3	2	1	6	3
4 yr col std taking crs to meet 4 yr requirements					2	15
Obtain a voc certificate and transfer	1	2	6	3	2	2
Advance in current job/career	1		3	1	4	6
Obtain a non-voc degree w/o transfer		1	3	4	1	4
Improve basic skills	3		1	1		3
Discover/develop career interests	1	1			2	2
Obtain a voc certificate w/o transfer			2			2
Maintain license				1		2
Complete credits for HS diploma or GED						3
Total Students	28	33	70	68	94	158



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Awards	
No Data Available	

Awards by Gender (Decline to State Excluded)	
No Data Available	

Staffing Counts (Instructors Assigned to D-G Tickets Only Have Been Excluded)

Employee Type		2004-05	2005-06	2006-07
PART-TIME	Langrell, Jenny	1		
	Leo, Karen			1
	Tash, Steve	1	1	1
Total		2	1	2
Total		2	1	2