



OAKLAND  
COMMUNITY  
COLLEGE

**COLLEGE  
CURRICULUM  
REVIEW  
COMMITTEE**

**CURRICULUM REVIEW SELF-STUDY  
Recommendations**

Program/Discipline: LTN (Library Technician)

Coordinator(s): Jaema Berman

Review Date: March 17, 2006

Today's Date: March 20, 2006

In an effort to provide meaningful feedback to the program coordinator and related faculty, specific recommendations resulting from your program/discipline Curriculum Review are as follows:

LTN (Library Technician)– presented by Jaema Berman  
Review Recommendations: (Review –March 17, 2006)

- There appears to be a potential need for LTN online classes for OCC students as well as a statewide need. Since OCC is the only state community college which offers a Library Technology degree it is recommended that a survey across the state be completed to determine need for LTN online courses.
- CRC recommends considering adding General Education Attributes to courses that are appropriate.
- Since basic information literacy is perceived as a life skill, CRC recommends that LIB 1100, a strong basic research course, be part of orientation. It is recommended that the faculty coordinator, with cooperation of the dean, work with the deans overseeing orientation.
- LTN needs to update the program assessment plan by May 15, 2006.
- Since this program does not have support of a full-time faculty member, CRC recommends that monies be budgeted for adjuncts to attend conferences in order to stay current in their field.
- CRC recommends that LTN continue to work with the Office of Assessment and Effectiveness regarding program planning and marketing of this program for growth.
- CRC recommends the faculty coordinator of LTN work with Career Placement to scan for job opportunities for students graduating from the LTN program.
- CRC supports the review of LTN course sequencing and potential course revisions.
- CRC supports the faculty coordinator as a member of the American Library Association and assistance/support in the accreditation development for LTN programs.
- CRC recommends LTN consider ENG 1520 as prerequisite for LTN 2100.
- CRC supports the LTN faculty request to be included in Discipline Day.
- CRC recommends that LTN find clerical support for the program.

CRC Review Follow-up  
Approved College Academic and Student Services Council (CASSC)  
November 12, 2002

**In order to continue refining the process of Curriculum Review, the committee would appreciate an update on your process regarding the above recommendations by the end of Fall 2006 semester, and any suggestions regarding the review process.**

The review for LTN was very thorough and presented a vision of a program that has great potential to grow. CRC supports your continued success in curriculum development and program growth.

Respectfully submitted,

Gail A. Mays  
Chair of the Curriculum Review Committee

\* DISCIPLINE/PROGRAM REVIEW COORDINATOR'S CURRICULUM SUMMARY REPORT FORM

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Measures	Satisfactory	Needs Improvement	Comments *
I. Current Course Descriptions & Syllabi	X		Course syllabi contain components per AFCH.
II. Course/Program Outcomes	X		Established benchmarks achieved per <b>assessment plan dated 2002</b>
III. Instructional Methodology	X		All faculty use a variety of instructional methods.
IV. Staff Development	X		Adjunct faculty participate in professional development each in their own specialty areas
V. Student Retention	X		Small class sizes-60% graduate from program.
VI. Student Recruitment		X	Coordinator attends local conferences and participates in marketing program.
VII. Input from the External Community		X	Advisory Board should meet at least three-four times a year.
VIII. Comparable Courses & Trends		X	This does not apply to this program. But if we could develop a course that had broader appeal it would help support our enrollment.
IX. Interdisciplinary Interactions			Not applicable.
X. Discipline/Program Needs & Resources	X		This program would increase enrollment if it were to have <b>online courses.</b>

Recommendations and plans for future curriculum revision (if appropriate) : Offer LIB 1100 on other campuses. Develop course on Information Ethics.

\* Use additional pages if necessary.

Discipline/Program Coordinator: Jaema Boman Date 2/10/06

# Library Technician

Curriculum Review,  
March 17, 2006



# Library Technician Program Goals - Introduction

- This Associate in Applied Science Degree program is designed to prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings aka: Libraries, e.g., public, academic, school, business, medical, legal, religious, private, etc. The program gives the student experience in library technology, public services, circulating procedures, cataloging, and document delivery. Students will develop career skills in a required 120-hr. library internship arranged at a library of his or her choice.
  - **Goal:** To offer up-to-date education in library technology. Provide students with opportunities to get hands on experience using cutting edge hardware and software.
  - **Goal:** To help raise state and national standards of library technician education and services.
  - **Goal:** To improve salaries, training opportunities, and working conditions for library technicians.
  - **Goal:** To improve public perception of library technician staff as worthy of professional status and the benefits derived.
  - **Goal:** Provide continuing education opportunities for library staff.
  - **Goal:** To provide online access to our classes for statewide certification. *nick  
need LTN  
online*
- One year Certificate is appropriate as an continuing education option.
- Program has 7 core courses and we're in the process of updating our required support courses.
- Currently 50 students *not considered in library degree*

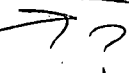
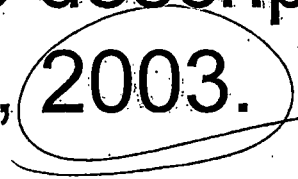
# Library Technician Program - Introduction

- Courses taught by 6 adjuncts, all librarians. *NW FT faculty*
- All classes taught on AH Campus-offering online courses would open the door to broader audience and fill state-wide need for training as well as compete for online market.
- *interesting* Only A.A. degree program for Library Technicians in state of Michigan. Continuous since 1965 *core courses not transferable*
- 120 hours Library Internship-students develop career skills.

# I. Syllabi and Course Descriptions

- Course syllabi all contain components as described per AFCH.
- Course descriptions are adequate and accurately describe materials and content presented in each course.
- Information contained in the syllabi and course descriptions is current. Revised, March, 2003.

cdc



?

# Core Course Descriptions

- **LIB 1100 1 Credit** Information Research Methods **GEA: #3-**  
*solve problems analytically, systematically, and insightfully.*
- This is a beginning course which introduces basic library information sources. Through lectures, recitation and presentation of practical individual search strategies, this course explores independent use of libraries and shows techniques to achieve effective research. Emphasis will be on electronic and print sources.
- **LIB 1200 3 Credits** Introduction to Media Technology
- This course teaches the basics of setting up and operating equipment in a library and provides hands on experience with simple troubleshooting and maintenance of media hardware. It also explores selection, evaluation and purchasing recommendations for media equipment. Basic video production techniques and data networking configurations are covered. Lastly, students will have the opportunity to design, develop, and present a multimedia presentation.



# Course Descriptions (2)

- **LIB 2000 3 Credits**                      **Library Technical Services-  
Acquisitions**
- This course introduces students to basic technical services functions as they relate to ordering, receiving and accounting procedures for a variety of materials (i.e. book, films, serials, software). Some of the topics include vendor/library relations, library budgets, serials control, and basic MARC format/tagging.
- **LIB 2100 3 Credits**                      **Library Technical Processes-  
Cataloging**

This course introduces cataloging books and serials in an online environment. The Dewey Decimal and Library of Congress classification systems, subject analysis, MARC tagging and Anglo-American Cataloging Rules are also covered. It is strongly suggested that students complete at least 6 LIB credits or equivalent library experience before taking this course.

# Course Descriptions (3)

- **LIB 2150 3 Credits**      **Library Public Service**
  - This course examines the various methods of library service delivery and expands upon skills necessary to develop a personal commitment to excellent customer service. It explores the elements of library circulation control systems through the use of site visits, guest lecturers, teamwork, and written projects.
- **LIB 2170 3 Credits**      **Library Resources and Services**
  - This course prepares library technicians to meet the basic information needs of patrons/users utilizing library resources in print and online formats. This course explores digital reference as well as other current trends in information resource technology. The organization, functions and roles of reference work as well as the policies and procedures involved in access to library collections are covered.
- **LIB 2500 3 Credits**      **Library Internship**
  - Prereq: 15 LIB Cr. Hours or consent of the program coordinator.
  - Students gain experience by working under the supervision of a librarian in a public, school, college, hospital, law or corporate library. Library placement is designed to give students a working knowledge of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodicals, reference). Students will be expected to prepare a journal and other assignments as directed by the program coordinator. (120 hours unpaid)

## II. Outcomes Assessment

- Statement of Purpose: To prepare students for employment as library technicians in a wide variety of information resource delivery settings.
- 83% of students received 80% or higher on LIB 2100 project requiring acquisitions trends and knowledge of pre-order bibliographic verification through OCLC and basic MARC format/tagging.

*visited (msd)  
L.O.*

# Summary of Program Assessment Results

## Library Technician

### Catalog Description

This Associate in Applied Science Degree program is designed to prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical, and legal. The program gives the student experience in library technology, public services, circulating procedures, cataloging, and document delivery. Students will develop career skills in a required 120-hr. library internship arranged at a library of his or her choice. The Library Technician one-year certificate is offered for students who wish to update their skills, or to seek employment or career advancement without taking the general education courses required for a degree.

### Program Statement of Purpose

To prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical and legal and provide resources for students already working in the profession.

*Transfer? CEU's*

### Learning Outcome

The student will have a comprehensive understanding of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodical, reference).

### Benchmark 1

Students will have a basic familiarity with acquisitions trends and knowledge of pre-order bibliographic verification through OCLC and basic MARC format/tagging. 80% of students will receive 80% or higher on related assignment.

### Assessment Method 1

Term Project (Cataloging LIB 2100) For 5 books on reserve provide complete cataloging and code into MARC format. Provide both LC and Dewey base call numbers and list relevant rules from Concise AACR2R.

*using rubric*

**Benchmark Scheduled To Be Assessed:**

5/1/2004

**Assessment Results Sent To Office of Assessment & Effectiveness:**

6/1/2004

### Findings 1

83% of students received 80% and higher on this assignment. There is no need to change this assignment at this time.

*too much*

# Instructional Methodology

- Faculty use a variety of instructional methods
- PowerPoint
- Computer Lab demonstrations
- On site visits to libraries
- Guest speakers
- Small group presentations



# IV Staff Development

- Adjunct instructors attend local and national conferences, such as those provided by Michigan Library Association, American Library Association, Special Library Association.
- Adjunct instructors attend as well as deliver workshops provided by Michigan Library Consortium, The Library Network and WSU Library and Information Science Program.

# Enrollment/Retention

- Student course completion rate: 60.2%
- Over past ten years we have 7 on average graduate from our program each year.
- We doubled that average in 2003-04 due to marketing<sup>ccc?</sup> and improved salaries.
- Number of credit hours decreased 14.2% in past 5 years
- Percent of withdrawals: 9.2%

why low?

determined

# Trends Report: Associates Degrees and Certificates Awarded

Yr.	Certificates	Associates
1995-96	3	2
1996-97	3	11
1997-98	1	6
1998-99	1	6
1999-00	1	6
2000-01	3	8
2001-02	2	7
2002-03	4	6
2003-04	2	14
2004-05	3	7

$\frac{23}{20}$

$\frac{19}{12}$   
 $\frac{31}{15}$   
 $\frac{46}{20}$   
 $\frac{66}{7}$   
 $\frac{73}{73}$   
 $\frac{7.3}{7.3}$  in 10

Can find job w  
 cert.  
 family } Level I  
 II  
 III L.T.?

## VI. Student Recruitment

- OCC High School Open House, held annually on Auburn Hills Campus.
- Michigan Library Association Conference  
Exhibitor, 2003, 2004
- \* External mailings to local libraries.

## VII. Input from the External Community-Student Perceptions

- Survey responses were collected from 15 students. The survey gathered feedback from the students on issues such as the availability of the courses in the program, the cost of the courses, career planning. The items were rated 0 (not applicable), 1 (poor), 2 (below expectation), 3 (acceptable), 4 (good), and 5 (excellent). Mean responses for each item were calculated and the results are presented below.



# Student Perceptions (continued)

- Most responses are ranging from 'acceptable' to 'good'.
- The two exceptions are items 24 and 25.
  - Those items are the career placement items.
  - The students appear to feel that placement services are either 'poor' or 'below expectations'.
- These results are in contrast to the career planning information and job success information items (items 14 – 23).
- The average responses for these items are between 'acceptable' and 'good'.

*mostly find jobs*

}

# Input from the External Community Advisory Committee and Faculty

- Positive:
- Committee views excellent job opportunities exist for students completing the program or leaving with marketable skills.
- Instructional equipment is viewed as current and representative of that used on job

# Input from External Community – Cont.

- Negative:
- #24: Promotion of this occupational program: Most agreed that more effort is needed in this area.
- #30, #31-Support Services for staff. There is agreement on need for classroom and clerical assistance.
- Courses only offered once a year.
- Lack of support from small libraries for degree.
- Need for external accreditation.
- Improvement of budget



# VII. Interdisciplinary Interactions

*great course part of Eng 1520 or Restoration class mostly*

- **Lib 1100-Information Research Methods, 1 Credit** has potential for college wide use. This 8 week course introduces students to use and understanding of print, electronic, and web based library resources. May be applicable to students doing basic college research-no prior knowledge required. Otherwise, core courses are professionally oriented.

# IX. Comparable Courses

*After what can  
they do w/ degree*

?

- **Core courses are not transferable.** Many students go on to 4 year institutions and complete the Masters Degree in Library Science. We are currently changing the required support courses to ensure students have needed courses for transfer as well as preparation for library field knowledge/concentration.



# IX. Trends

- See Trends Document from IR
- While interest in attaining a Certificate has remained low, the number of Associate Degrees awarded in the last ten years is currently at an all time high and continues to be an important factor for employment in the Detroit metro area libraries.

- **Proposed Program revisions:**

**Name Change** to keep current with trends toward broadening use of degree.

**Complete revision of required supportive courses**, ensuring that they better support needs of graduates once in the field.

**Addition of new courses:** Information Ethics, Advanced Information Research Methods

Justification: Urgent need to improve college student's use and access to online information for research purposes.

*more?*

# Program Name Proposal

- Currently: Library Technician Program
- Proposed revision-to be decided soon:
- Library Technology Program (4)
- Library Technician Program (2)
- Library and Information Technology Program (2)

*yes!*

# Program Revisions-Justifications

- Update Program Name to reflect changes in Library Field-much greater emphasis on technology, need for computer/online skills.
- Update required supportive courses to require students take courses that truly enhance skills needed on the job. For example, foreign languages, literature, humanities, and sciences.

OK

# Program Revision Proposal

- **Current Support Courses**

- BIS 1070\* Word Processing 3
- CIS 1510\* The Internet and Web 3
- ENG 1350\* Bus Communications 3

- or

- ENG 1510\* Comp I 3
- ENG 1520\* Comp II 3

- or

- ENG 2200\* Prof Comm 4

- Students are required to choose two courses from the following:

- ENG 2650\* Child Lit 3
- PSY 2630\* Psych Org Be 3
- SPE 1290\* Inter Comm 3

- Total for Graduation 62

# Proposed Support Revision

- ENG 1510 Composition I 3 Credits
  - ENG 1520 Composition II 3 Credits
  - PSY 2630 Organizational Behavior *w/ly?* 3 Credits
  - **Communication Skills: Choose 1 Course:**
  - ENG 1350 Business Communications or 3 Credits
  - ENG 2200 Professional Communications or 3 Credits
  - SPE 1290 Interpersonal Communications 3 Credits
  - **Knowledge of one or more areas of Literature**
  - **Choose 2 Courses:**
  - ENG 2650 Children's Literature *w/ly?* 3 Credits
  - ENG 2300 SciFi and Fantasy 3 Credits
  - ENG 1610 Women in Literature 3 Credits
  - ENG 2550 British Literature I 3 Credits
  - ENG 2560 British Literature II 3 Credits
  - ENG 2530 World Literature I 3 Credits
- US FL  
Hum.  
(Art/music)*



# Revisions Continued

- ENG 2510 American Literature Before the Civil War 3 Credits
- ENG 1710 Introduction to Literature: Short story/Novel 3 Credits
- ENG 1720 Introduction to Literature: Poetry and Drama 3 Credits
- **Basic Computer Literacy**
- **Choose 1 Course-1-2 hours**
- CIS 1000 Computer Literacy *need more than this* ① Credit
- CIS 1040 Introduction to Computing Concepts 2 Credits
- **Updated computer/technology skills (Choose 2 courses)**
- CIS 1050 Personal Computer Productivity Tools 4 Credits
- CIS 1060 PC Spreadsheet Concepts 3 Credits
- CIS 1080 PC Database Concepts 3 Credits
- CIS 1100 Fundamentals of Information Systems 4 Credits
- CIS 1125 JavaScript Programming for Websites 4 Credits
- CIS 1400 Web Publishing 3 Credits
- CIS 1722 Introduction to Web Systems 4 Credits
- **TOTAL CREDITS** 18 CREDITS
- **TOTAL for GRADUATION** 62

*name*  
*Why*  
*Here*

9

2

11

~~8~~

# Revisions Continued

- **RECOMMENDED ELECTIVES**

- **Choose one** or more foreign language courses (examples)

- JPN 1510 Beginning Japanese I 4 Credits
- SPA 1510 Beginning Spanish I 4 Credits
- GER 1510 Beginning German I 4 Credits
- ARB 1510 Beginning Arabic I 4 Credits

- **Choose one** or more courses in the arts or humanities (examples)

- ART 1560 Art Appreciation 3 Credits
- THE 1561 Introduction to the Theatre 3 Credits
- THE 1900 Introduction to Film 3 Credits
- MUS 1560 Understanding Music 3 Credits
- HUM 2900 Literature into Film 3 Credits
- HUM 1520 Major Traditions of Western Art, Architecture, Literature, and Music
- from the Renaissance through the Modern Era 3 Credits

*not  
use*

**\* INDIVIDUAL FACULTY SUMMARY (IF) I A 1**  
**SYLLABI COMPONENTS**  
 FOR: Library Technician Program  
 Course Number

	LIB 1100 Berman	LIB 1200 Briar	LIB 2000 Barash	LIB 2100 Spritts	LIB 2150 Jose	LIB 2170 Jose	LIB 2500 Berman		
<b>COURSE INFORMATION</b>									
Course name and Number	✓	✓	✓	✓	✓	✓	✓		
Semester, Meeting Times, Room Number	✓	✓	no	✓	✓	✓	✓		
Office Hours	✓	✓	✓	✓	✓	✓	✓		
Instructor's Phone Number	✓	✓	✓	✓	✓	✓	✓		
Department Secretary's Phone Number	NA	NA	NA	NA	NA	NA	NA		
Support (e.g., IIC/Lab) Phone Number/Hours	NA	NA	NA	NA	NA	NA	NA		
ADA Notification	✓	no	✓	✓	✓	✓	✓		
<b>COURSE CONTENT</b>									
Catalog Course Description with Prerequisites	✓	✓	✓	no	✓	✓	✓		
Expanded Course Description/Assignments	✓	no	✓	✓	✓	✓	✓		
Course Goals	✓	✓	✓	✓	✓	✓	✓		
All approved Gen. Ed. Attributes	NA	NA	NA	NA	NA	NA	NA		
Teaching/Learning Strategies	✓	✓	✓	✓	✓	✓	✓		
Required Books and Supplies	✓	✓	✓	✓	✓	✓	✓		
List of Supportive Materials	✓	✓	✓	no	✓	✓	no		
Subject-to-Change Statement	no	no	no	no	no	no	no		
<b>EVALUATION/GRADING PROCEDURES</b>									
Make-up Policy	no	✓	✓	no	no	no	no		
"Withdrawal" Policy	no	no	no	no	✓	✓	no		
Attendance/Tardiness Policy	✓	✓	✓	✓	✓	✓	no		
Extra Credit Possibilities	na	✓	no	no	no	no	no		
Criteria for Computation of Final Grade	✓	no	✓	✓	✓	✓	✓		

PASS

\* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

**\* FACULTY SUMMARY**  
**INSTRUCTIONAL METHODOLOGY ANALYSIS**

© III B

FOR: LIB 1100,1200,2000,2100,2150,2170,2500  
 Course Number

	%
LECTURE	(Simple Ratio X 100)
INSTRUCTOR	85.70%
GUEST	57%
DISCUSSION	85.7%
DEMONSTRATION	100%
INSTRUCTOR	85.7%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	85.7%
VIDEO: LASER/DVD/FILM/VHS	28.5%
AUDIO: TAPE/CD ROM	0%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	57%
ROLE PLAYING	0%
STUDENT PANEL DISCUSSION	0%
INDIVIDUAL STUDENT PRESENTATIONS	42.8%
SMALL GROUP PRESENTATIONS	28.5%
SMALL GROUP PROBLEM-SOLVING	28.5%
PEER REVIEW/EDITING	0%
OTHER: _____ Site Visits to Libraries _____	42.8%

\* Coordinator: Based upon data provided for each course taught by all instructors.

**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 1100  
Course Number

FOR: Berman  
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	<u>X</u>	<u>    </u>
GUEST	<u>    </u>	<u>    </u>
DISCUSSION	<u>X</u>	<u>    </u>
DEMONSTRATION		
INSTRUCTOR	<u>X</u>	<u>    </u>
STUDENT(S)	<u>X</u>	<u>    </u>
MEDIA PRESENTATION(S)	<u>X</u>	<u>    </u>
VIDEO: LASER/DVD/FILM/VHS	<u>    </u>	<u>X</u>
AUDIO: TAPE/CD ROM	<u>    </u>	<u>X</u>
P.C.: POWER POINT/OTHER: <u>Library Databases</u>	<u>X</u>	<u>    </u>
HANDS-ON ACTIVITY/IES	<u>X</u>	<u>    </u>
LAB WORK	<u>X</u>	<u>    </u>
ROLE PLAYING	<u>    </u>	<u>X</u>
STUDENT PANEL DISCUSSION	<u>    </u>	<u>X</u>
INDIVIDUAL STUDENT PRESENTATIONS	<u>    </u>	<u>X</u>
SMALL GROUP PRESENTATIONS	<u>    </u>	<u>X</u>
SMALL GROUP PROBLEM-SOLVING	<u>    </u>	<u>X</u>
PEER REVIEW/EDITING	<u>    </u>	<u>X</u>
OTHER: <u>Extensive use of library print and electronic resources</u>	<u>    </u>	<u>    </u>

\* Individual Faculty: To be filled out by all instructors for each course taught.



**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 1200  
Course Number

FOR: Briar  
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	<u>X</u>	<u>    </u>
GUEST	<u>    </u>	<u>    </u>
DISCUSSION	<u>X</u>	<u>    </u>
DEMONSTRATION		
INSTRUCTOR	<u>X</u>	<u>    </u>
STUDENT(S)	<u>X</u>	<u>    </u>
MEDIA PRESENTATION(S)		
VIDEO: LASER/DVD/FILM/VHS	<u>    </u>	<u>X</u>
AUDIO: TAPE/CD ROM	<u>    </u>	<u>    </u>
P.C.: POWER POINT/OTHER: <u>Power point</u>	<u>X</u>	<u>    </u>
HANDS-ON ACTIVITY/IES	<u>X</u>	<u>    </u>
LAB WORK	<u>X</u>	<u>    </u>
ROLE PLAYING	<u>    </u>	<u>X</u>
STUDENT PANEL DISCUSSION	<u>    </u>	<u>    </u>
INDIVIDUAL STUDENT PRESENTATIONS	<u>X</u>	<u>    </u>
SMALL GROUP PRESENTATIONS	<u>    </u>	<u>X</u>
SMALL GROUP PROBLEM-SOLVING	<u>    </u>	<u>X</u>
PEER REVIEW/EDITING	<u>    </u>	<u>X</u>
OTHER: <u>Extensive use of library print and electronic resources</u>		

\* Individual Faculty: To be filled out by all instructors for each course taught.

**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 2000  
Course Number

FOR: Barash  
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	<u>X</u>	<u>    </u>
GUEST	<u>  X  </u>	<u>    </u>
DISCUSSION	<u>  X  </u>	<u>    </u>
DEMONSTRATION	<u>  X  </u>	<u>    </u>
INSTRUCTOR	<u>  X  </u>	<u>    </u>
STUDENT(S)	<u>  X  </u>	<u>    </u>
MEDIA PRESENTATION(S)	<u>  X  </u>	<u>    </u>
VIDEO: LASER/DVD/FILM/VHS	<u>    </u>	<u>  X  </u>
AUDIO: TAPE/CD ROM	<u>    </u>	<u>    </u>
P.C.: POWER POINT/OTHER: Vendor Databases	<u>  X  </u>	<u>    </u>
HANDS-ON ACTIVITY/IES	<u>  X  </u>	<u>    </u>
LAB WORK	<u>  X  </u>	<u>    </u>
ROLE PLAYING	<u>    </u>	<u>  X  </u>
STUDENT PANEL DISCUSSION	<u>    </u>	<u>    </u>
INDIVIDUAL STUDENT PRESENTATIONS	<u>  X  </u>	<u>    </u>
SMALL GROUP PRESENTATIONS	<u>    </u>	<u>  X  </u>
SMALL GROUP PROBLEM-SOLVING	<u>    </u>	<u>  X  </u>
PEER REVIEW/EDITING	<u>    </u>	<u>  X  </u>
OTHER: _____		

\* Individual Faculty: To be filled out by all instructors for each course taught.

**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 2100  
Course Number

FOR: Pritts  
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	<u>X</u>	<u>    </u>
GUEST	<u>  X  </u>	<u>    </u>
DISCUSSION	<u>  X  </u>	<u>    </u>
DEMONSTRATION	<u>  X  </u>	<u>    </u>
INSTRUCTOR	<u>  X  </u>	<u>    </u>
STUDENT(S)	<u>  X  </u>	<u>    </u>
MEDIA PRESENTATION(S)	<u>  X  </u>	<u>    </u>
VIDEO: LASER/DVD/FILM/VHS	<u>    </u>	<u>  X  </u>
AUDIO: TAPE/CD ROM	<u>    </u>	<u>    </u>
P.C.: POWER POINT/OTHER: Cataloging Databases	<u>  X  </u>	<u>    </u>
HANDS-ON ACTIVITY/IES	<u>  X  </u>	<u>    </u>
LAB WORK	<u>  X  </u>	<u>    </u>
ROLE PLAYING	<u>    </u>	<u>  X  </u>
STUDENT PANEL DISCUSSION	<u>    </u>	<u>    </u>
INDIVIDUAL STUDENT PRESENTATIONS	<u>  X  </u>	<u>    </u>
SMALL GROUP PRESENTATIONS	<u>    </u>	<u>  X  </u>
SMALL GROUP PROBLEM-SOLVING	<u>    </u>	<u>  X  </u>
PEER REVIEW/EDITING	<u>    </u>	<u>  X  </u>
OTHER: _____		

\* Individual Faculty: To be filled out by all instructors for each course taught.

**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 2150  
Course Number

FOR: Jose  
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	<u>X</u>	<u>    </u>
GUEST	<u>  X</u>	<u>    </u>
DISCUSSION	<u>  X</u>	<u>    </u>
DEMONSTRATION	<u>  X</u>	<u>    </u>
INSTRUCTOR	<u>  X</u>	<u>    </u>
STUDENT(S)	<u>  X</u>	<u>    </u>
MEDIA PRESENTATION(S)	<u>  X</u>	<u>    </u>
VIDEO: LASER/DVD/FILM/VHS	<u>  X</u>	<u>    </u>
AUDIO: TAPE/CD ROM	<u>    </u>	<u>    </u>
P.C.: POWER POINT/OTHER: Circulation Systems	<u>  X</u>	<u>    </u>
HANDS-ON ACTIVITY/IES	<u>  X</u>	<u>    </u>
LAB WORK	<u>    </u>	<u>  X</u>
ROLE PLAYING	<u>    </u>	<u>  X</u>
STUDENT PANEL DISCUSSION	<u>    </u>	<u>  X</u>
INDIVIDUAL STUDENT PRESENTATIONS	<u>    </u>	<u>  X</u>
SMALL GROUP PRESENTATIONS	<u>  X</u>	<u>    </u>
SMALL GROUP PROBLEM-SOLVING	<u>  X</u>	<u>    </u>
PEER REVIEW/EDITING	<u>    </u>	<u>  X</u>
OTHER: <u>  Site Visits to Libraries</u>		

\* Individual Faculty: To be filled out by all instructors for each course taught.

**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 2170  
Course Number

FOR: Jose  
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	<u>X</u>	_____
GUEST	<u>X</u>	_____
DISCUSSION	<u>X</u>	_____
DEMONSTRATION	<u>X</u>	_____
INSTRUCTOR	<u>X</u>	_____
STUDENT(S)	<u>X</u>	_____
MEDIA PRESENTATION(S)	<u>X</u>	_____
VIDEO: LASER/DVD/FILM/VHS	<u>X</u>	_____
AUDIO: TAPE/CD ROM	_____	_____
P.C.: POWER POINT/OTHER: Circulation Systems	<u>X</u>	_____
HANDS-ON ACTIVITY/IES	<u>X</u>	_____
LAB WORK	_____	<u>X</u>
ROLE PLAYING	_____	<u>X</u>
STUDENT PANEL DISCUSSION	_____	<u>X</u>
INDIVIDUAL STUDENT PRESENTATIONS	_____	<u>X</u>
SMALL GROUP PRESENTATIONS	<u>X</u>	_____
SMALL GROUP PROBLEM-SOLVING	<u>X</u>	_____
PEER REVIEW/EDITING	_____	<u>X</u>
OTHER: <u>Large group projects and Site visits to Libraries</u>		

\* Individual Faculty: To be filled out by all instructors for each course taught.



**\* INDIVIDUAL FACULTY (IF) III A  
INSTRUCTIONAL METHODOLOGY INVENTORY**

FOR: LIB 2500  
Course Number

FOR: Berman  
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	___	X___
GUEST	___	X___
DISCUSSION	___	X___
DEMONSTRATION	X___	___
INSTRUCTOR	___	X___
STUDENT(S)	X___	___
MEDIA PRESENTATION(S)	___	X___
VIDEO: LASER/DVD/FILM/VHS	___	X___
AUDIO: TAPE/CD ROM	___	___
P.C.: POWER POINT/OTHER: Circulation Systems	X___	<del>___</del>
HANDS-ON ACTIVITY/IES	X___	___
LAB WORK	___	X___
ROLE PLAYING	___	X___
STUDENT PANEL DISCUSSION	___	X___
INDIVIDUAL STUDENT PRESENTATIONS	___	X___
SMALL GROUP PRESENTATIONS	___	X___
SMALL GROUP PROBLEM-SOLVING	___	X___
PEER REVIEW/EDITING	___	X___
OTHER: <u>Students work 120 hours of hands on learning experiences in a library of his/her choice.</u>		

\* Individual Faculty: To be filled out by all instructors for each course taught.

Excellent - Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic,

**INDIVIDUAL FACULTY PERCEPTIONS \***

**OF  
OCCUPATIONAL PROGRAMS  
&  
DISCIPLINES**

1  
2  
3  
4  
5

**Program/Discipline:** \_\_\_\_\_

Rate each of the following items (as applicable) using the following guide:

5---Excellent -- means nearly ideal, top 5-10-%

4---Good -- is a strong rating, top one-third

3---Acceptable -- is average, middle third

2---Below Expectation -- is only fair, bottom third

1---Poor -- is seriously inadequate, bottom 5-10-%

0---N.A. -- Not applicable to your program/discipline

Please include comments for each item.

Please rate each item below using the scale:

1---Poor, 2---Below Expectations, 3---Acceptable, 4---Good, 5---Excellent, and 0---Not applicable

**GOALS AND OBJECTIVES**

**COMMENTS**

1. Participation in Development of College Occupational Education Program Plan:

- Excellent - Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.
- Poor - Development of a plan for this program is basically the work of one or two persons in the college.

1    2    3    4    5

2. Program Goals

- Excellent - Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.
- Poor - No written goals exist for this program.

1    2    3    4    5

\* To be sent to all faculty that teach your course(s).

**INDIVIDUAL FACULTY PERCEPTIONS**

**(IF) VII B3**

Please rate each item below using the scale:

1---Poor, 2---Below Expectations, 3---Acceptable, 4---Good, 5---Excellent, and 0---Not applicable

16. Provision for the Handicapped			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.</li> <li><u>Poor</u> - No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.</li> </ul>	1		
	2	3	
	4		
	5		
17. Efforts to Achieve Sex Equity			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.</li> <li><u>Poor</u> - Almost no attention is directed toward achieving sex equity in this program.</li> </ul>	1		
	2	3	
	4		
	5		
18. Provision for Program Advisement			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.</li> <li><u>Poor</u> - Instructors make no provision for advising students on course and program selection.</li> </ul>	1		
	2	3	
	4		
	5		

**INDIVIDUAL FACULTY PERCEPTIONS**  
**B3**

(IF) VII

19. Provision for Career Planning and Guidance			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Day, evening, and weekend students in this program have ready access to career planning and guidance services.</li> <li><u>Poor</u> - Little or no provision is made for career planning and guidance services for students enrolled in this program.</li> </ul>	1	2	
	3	4	5
20. Adequacy of Career Planning and Guidance			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives.</li> <li><u>Poor</u> - Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.</li> </ul>	1	2	
	3	4	5
21. Provision for Employability Information			

<ul style="list-style-type: none"> <li>• <u>Excellent</u> - This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).</li> <li>• <u>Poor</u> - Almost no emphasis is placed on providing information important to students as employees.</li> </ul>	<p>1   2   <u>3</u>   4   5</p>	
<p>22. Placement Effectiveness for Students in this Program</p>		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - The college has an effectively functioning system for locating jobs and coordinating placement for students in this program.</li> <li>• <u>Poor</u> - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.</li> </ul>	<p>1   2   <u>3</u>   4   5</p>	

**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

<p>23. Student Follow-up System</p> <ul style="list-style-type: none"> <li>• <u>Excellent</u> - Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.</li> <li>• <u>Poor</u> - No effort is made to follow up former students of this program.</li> </ul>	<p>1   2   <u>3</u>   4   5</p>	
<p>24. Promotion of this Occupational Program</p>		

<ul style="list-style-type: none"> <li><b>Excellent</b> - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.</li> <li><b>Poor</b> - There is no organized public information effort for this program.</li> </ul>	1   2   3   4   5	
<b>RESOURCES</b>		<b>COMMENTS</b>
<b>25. Provision for Leadership and Coordination</b>		
<ul style="list-style-type: none"> <li><b>Excellent</b> - Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.</li> <li><b>Poor</b> - There are no clearly defined lines of responsibility, authority, and accountability for this program.</li> </ul>	1   2   3   4   5	
<b>26. Qualifications of Administrators and/or Supervisors</b>		
<ul style="list-style-type: none"> <li><b>Excellent</b> - All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education.</li> <li><b>Poor</b> - Persons responsible for directing and coordinating this program have little administrative training, education, and experience.</li> </ul>	1   2   3   4   5	

**INDIVIDUAL FACULTY PERCEPTIONS**  
B3

(IF) VII

<b>27. Instructional Staffing</b>		
<ul style="list-style-type: none"> <li><b>Excellent</b> - Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committee, and assisting with placement and follow-up activities).</li> <li><b>Poor</b> - Staffing is inadequate to meet the needs of this program effectively.</li> </ul>	1   2   3   4   5	



<p><b>28. Qualifications of Instructional Staff</b></p> <ul style="list-style-type: none"> <li><u>Excellent</u> - Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.</li> <li><u>Poor</u> - Few instructors in this program have relevant employment experience or current competence in their field.</li> </ul>	<p>1   2   3   <b>4</b>   5</p>	
<p><b>29. Professional Development Opportunities</b></p> <ul style="list-style-type: none"> <li><u>Excellent</u> - The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.</li> <li><u>Poor</u> - The college does not encourage or support professional development of faculty.</li> </ul>	<p>1   2   <b>3</b>   4   5</p>	
<p><b>30. Use of Instructional Support Staff</b></p> <ul style="list-style-type: none"> <li><u>Excellent</u> - Paraprofessional (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program.</li> <li><u>Poor</u> - Little use is made of instructional support staff in this program.</li> </ul>	<p>1   <b>2</b>   3   4   5</p> <p><i>any?</i></p>	
<p><b>31. Use of Clerical Support Staff</b></p> <ul style="list-style-type: none"> <li><u>Excellent</u> - Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors</li> <li><u>Poor</u> - Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff</li> </ul>	<p>1   <b>2</b>   3   4   5</p> <p><i>any?</i></p>	

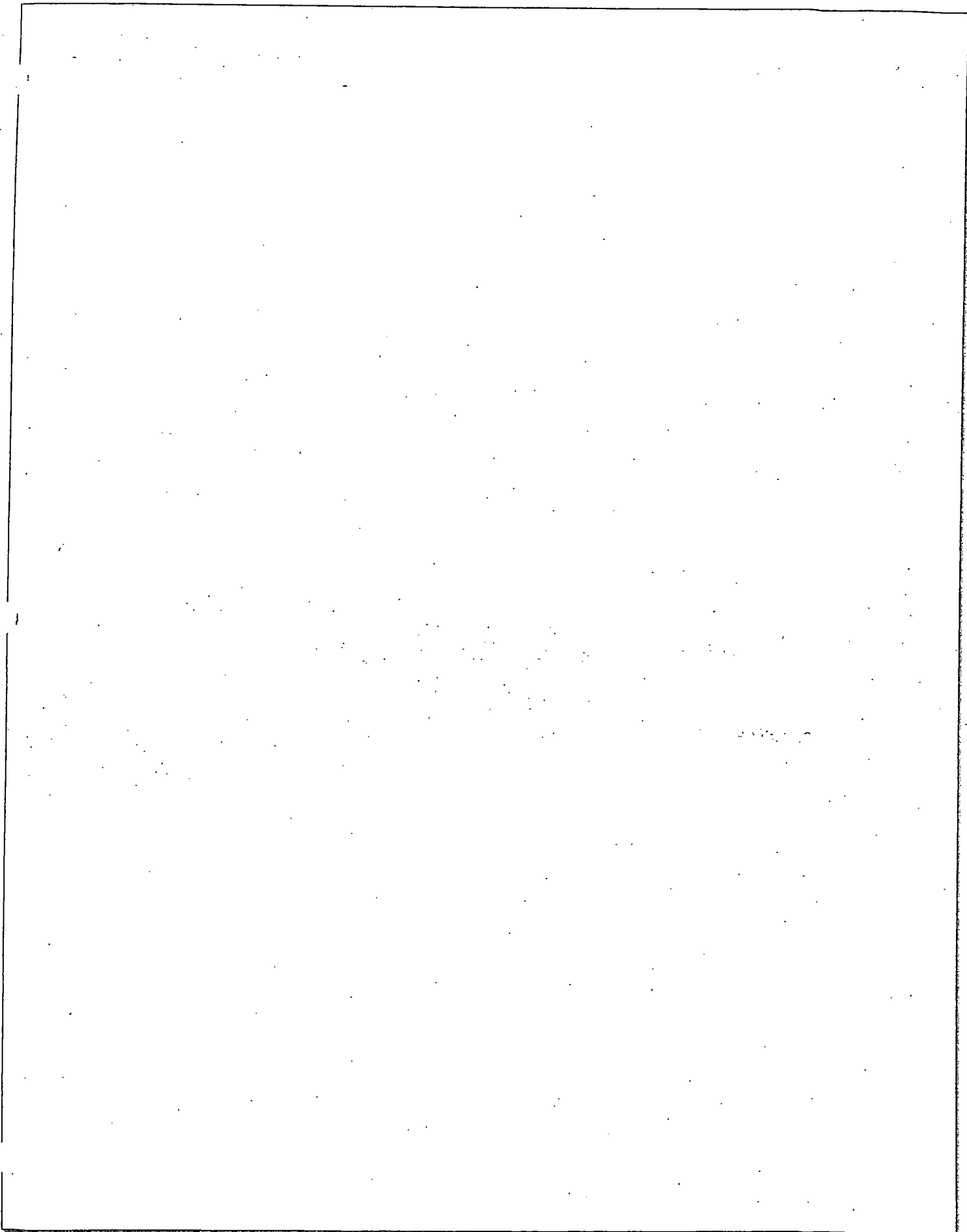
**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

<p><b>32. Adequacy and Availability of Instructional Equipment</b></p>		
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<ul style="list-style-type: none"> <li>• <b>Excellent</b> - Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students.</li> <li>• <b>Poor</b> - Equipment for this program is outmoded and in insufficient quantity to support quality instruction.</li> </ul>	<p>1   2   3   4   5</p> <p><i>not adequate equipment?</i></p>	
<b>33. Maintenance and Safety of Instructional Equipment</b>		
<ul style="list-style-type: none"> <li>• <b>Excellent</b> - Equipment used for this program is operational, safe, and well maintained.</li> <li>• <b>Poor</b> - Equipment used for this program is often not operable and is unsafe.</li> </ul>	<p>1   2   3   4   5</p>	
<b>34. Adequacy of Instructional Facilities</b>		
<ul style="list-style-type: none"> <li>• <b>Excellent</b> - Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.</li> <li>• <b>Poor</b> - Facilities for this program generally are restrictive, dysfunctional, or overcrowded.</li> </ul>	<p>1   2   3   4   5</p>	
<b>35. Scheduling of Instructional Facilities</b>		
<ul style="list-style-type: none"> <li>• <b>Excellent</b> - Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.</li> <li>• <b>Poor</b> - Facilities and equipment for this program are significantly under- or over-scheduled.</li> </ul>	<p>1   2   3   4   5</p>	
<b>36. Adequacy and Availability of Instructional Materials and Supplies</b>		
<ul style="list-style-type: none"> <li>• <b>Excellent</b> - Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.</li> <li>• <b>Poor</b> - Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.</li> </ul>	<p>1   2   3   4   5</p>	

37. Adequacy and Availability of Learning Resources		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping.</li> <li>• <u>Poor</u> - Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.</li> </ul>	1 2 <u>3</u> 4 5	
38. Use of Advisory Committees		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - The advisory committee for this program is active and representative of the occupation.</li> <li>• <u>Poor</u> - The advisory committee for this program is not representative of the occupation and rarely meets.</li> </ul>	1 2 <u>3</u> 4 5	
39. Provision in Current Operating Budget		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.</li> <li>• <u>Poor</u> - Funds provided are seriously inadequate in relation to approved objectives for this program.</li> </ul>	1 2 <u>3</u> 4 5	
40. Provisions in Capital Outlay Budget for Equipment		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.</li> <li>• <u>Poor</u> - Equipment needs in this program are almost totally unmet in the capital outlay budget.</li> </ul>	1 2 <u>3</u> 4 5	



**CURRICULUM (IF)VII B3  
REVIEW  
COMMITTEE**

**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

15. Provision for the Disadvantaged										
<p><u>Excellent</u> - Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, <b>INDIVIDUAL FACULTY PERCEPTIONS *</b> <b>OF</b> <b>OCCUPATIONAL PROGRAMS</b> <b>&amp;</b> <b>DISCIPLINES</b> <b>Library Technician Program</b></p> <p><b>Program/Discipline:</b> _____</p> <p>Rate each of the following items (as applicable) using the following guide:</p> <p style="margin-left: 40px;"><b>5</b>---<u>Excellent</u> -- means nearly ideal, top 5-10-%  <b>4</b>---<u>Good</u> -- is a strong rating, top one-third  <b>3</b>---<u>Acceptable</u> -- is average, middle third  <b>2</b>---<u>Below Expectation</u> -- is only fair, bottom third  <b>1</b>---<u>Poor</u> -- is seriously inadequate, bottom 5-10-%  <b>0</b>---<u>N.A.</u> -- Not applicable to your program/discipline</p> <p>Please include comments for each item.</p>										1 2 3 4 5
Please rate each item below using the scale: 1---Poor, 2---Below Expectations, 3---Acceptable, 4---Good, 5---Excellent, and 0---Not applicable										
<b>GOALS AND OBJECTIVES</b>					<b>COMMENTS</b>					
1. Participation in Development of College Occupational Education Program Plan:										
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.</li> <li>• <u>Poor</u> - Development of a plan for this program is basically the work of one or two persons in the college.</li> </ul>					1	2	3	4	5	4
2. Program Goals										



<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.</li> <li>• <u>Poor</u> - No written goals exist for this program.</li> </ul>	1	2	3	4	5	3
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\* To be sent to all faculty that teach your course(s).

**INDIVIDUAL FACULTY PERCEPTIONS**

**(IF) VII B3**

Please rate each item below using the scale: 1—Poor, 2—Below Expectations, 3—Acceptable, 4—Good, 5—Excellent, and 0—Not applicable						
GOALS AND OBJECTIVES						COMMENTS
3. Course Objectives						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Written measurable objectives have been developed for all occupational courses.</li> <li>• <u>Poor</u> - No written objectives have been developed for courses in this program.</li> </ul>	1	2	3	4	5	4
4. Competency Based Performance Objectives						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.</li> <li>• <u>Poor</u> - Competency based performance objectives have not been developed for courses in this program.</li> </ul>	1	2	3	4	5	3
5. Use of Competency Based Performance Objectives						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Competency based performance objectives are distributed to students and used to assess student progress.</li> <li>• <u>Poor</u> - Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.</li> </ul>	1	2	3	4	5	3
6. Use of Information on Labor Market Needs						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.</li> <li>• <u>Poor</u> - Labor market data is not use in planning or evaluation.</li> </ul>	1	2	3	4	5	4
7. Use of Information on Job Performance Requirements						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its</li> </ul>	1	2	3	4	5	4

<ul style="list-style-type: none"> <li>courses.</li> <li><u>Poor</u> - Job performance requirements information has not been collected for use in planning and evaluating.</li> </ul>		
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**INDIVIDUAL FACULTY PERCEPTIONS**

**(IF) VII B3**

<b>8. Use of Professional/Industry Standards</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> Professional/Industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.</li> <li><u>Poor</u> - Little or no recognition is given to specific professional/Industry standards in planning and evaluating this program.</li> </ul>	1 2 3 4 5	4
<b>9. Use of Student Follow-Up Information</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program.</li> <li><u>Poor</u> - Student follow-up information has not been collected for use in evaluating this program.</li> </ul>	1 2 3 4 5	
<b>PROCESSES</b>		<b>COMMENTS</b>
<b>10. Adaptation of Instruction</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> - Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hand on" experiences, open entry/open exit, credit by examination).</li> <li><u>Poor</u> - Instructional approaches in this program do not consider individual student differences.</li> </ul>	1 2 3 4 5	4
<b>11. Relevance of Supportive Courses</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> - Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.</li> <li><u>Poor</u> - Supportive course content reflects no planned approach to meeting needs of</li> </ul>	1 2 3 4 5	3

students in this program.		
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**INDIVIDUAL FACULTY PERCEPTIONS**

**(IF) VII B3**

<b>12. Coordination with Other Community Agencies and Educational Programs</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> - Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community.</li> <li><u>Poor</u> - College activities reflect a disinterest in coordination with other programs and agencies having impact on this program.</li> </ul>	1 2 3 4 5	3
<b>13. Provision for Work Experience, Cooperative Education or Clinical Experience</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> - Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision.</li> <li><u>Poor</u> - Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible.</li> </ul>	1 2 3 4 5	5
<b>14. Program Availability and Accessibility</b>		
<ul style="list-style-type: none"> <li><u>Excellent</u> - Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.</li> <li><u>Poor</u> - This program is not available or accessible to most students seeking</li> </ul>	1 2 3 4 5	4

enrollment. Discriminatory selection procedures are practiced.			
<ul style="list-style-type: none"> <li>academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously.</li> <li><u>Poor</u> - No support services are provided for disadvantaged students enrolled in this program.</li> </ul>			
16. Provision for the Handicapped			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.</li> <li><u>Poor</u> - No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.</li> </ul>	1 2 3 4 5		N/A
17. Efforts to Achieve Sex Equity			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.</li> <li><u>Poor</u> - Almost no attention is directed toward achieving sex equity in this program.</li> </ul>	1 2 3 4 5		5
18. Provision for Program Advisement			
<ul style="list-style-type: none"> <li><u>Excellent</u> - Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.</li> <li><u>Poor</u> - Instructors make no provision for advising students on course and program selection.</li> </ul>	1 2 3 4 5		3

**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

19. Provision for Career Planning and Guidance						
<ul style="list-style-type: none"> <li><u>Excellent</u> - Day, evening, and weekend students in this program have ready access to career planning and guidance services.</li> <li><u>Poor</u> - Little or no provision is made for career planning and guidance services for students enrolled in this program.</li> </ul>	1	2	3	4	5	N/A
20. Adequacy of Career Planning and Guidance						

<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives.</li> <li>• <u>Poor</u> - Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.</li> </ul>	1 2 3 4 5	N/A
21. Provision for Employability Information		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).</li> <li>• <u>Poor</u> - Almost no emphasis is placed on providing information important to students as employees.</li> </ul>	1 2 3 4 5	3
22. Placement Effectiveness for Students in this Program		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - The college has an effectively functioning system for locating jobs and coordinating placement for students in this program.</li> <li>• <u>Poor</u> - The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.</li> </ul>	1 2 3 4 5	3

**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

23. Student Follow-up System		
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<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.</li> <li>• <u>Poor</u> - No effort is made to follow up former students of this program.</li> </ul>	1	2	3	4	5	N/A
24. Promotion of this Occupational Program						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.</li> <li>• <u>Poor</u> - There is no organized public information effort for this program.</li> </ul>	1	2	3	4	5	N/A
<b>RESOURCES</b>						<b>COMMENTS</b>
25. Provision for Leadership and Coordination						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.</li> <li>• <u>Poor</u> - There are no clearly defined lines of responsibility, authority, and accountability for this program.</li> </ul>	1	2	3	4	5	3
26. Qualifications of Administrators and/or Supervisors						
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education.</li> <li>• <u>Poor</u> - Persons responsible for directing and coordinating this program have little administrative training, education, and experience.</li> </ul>	1	2	3	4	5	3



27. Instructional Staffing		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committee, and assisting with placement and follow-up activities).</li> <li>• <u>Poor</u> - Staffing is inadequate to meet the needs of this program effectively.</li> </ul>	1 2 3 4 5	4
28. Qualifications of Instructional Staff		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.</li> <li>• <u>Poor</u> - Few instructors in this program have relevant employment experience or current competence in their field.</li> </ul>	1 2 3 4 5	5
29. Professional Development Opportunities		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.</li> <li>• <u>Poor</u> - The college does not encourage or support professional development of faculty.</li> </ul>	1 2 3 4 5	N/A
30. Use of Instructional Support Staff		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Paraprofessional (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program.</li> <li>• <u>Poor</u> - Little use is made of instructional support staff in this program.</li> </ul>	1 2 3 4 5	3
31. Use of Clerical Support Staff		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors</li> <li>• <u>Poor</u> - Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff</li> </ul>	1 2 3 4 5	3

32. Adequacy and Availability of Instructional Equipment		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students.</li> <li>• <u>Poor</u> - Equipment for this program is outmoded and in insufficient quantity to support quality instruction.</li> </ul>	1 2 3 4 5	2
33. Maintenance and Safety of Instructional Equipment		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Equipment used for this program is operational, safe, and well maintained.</li> <li>• <u>Poor</u> - Equipment used for this program is often not operable and is unsafe.</li> </ul>	1 2 3 4 5	2
34. Adequacy of Instructional Facilities		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.</li> <li>• <u>Poor</u> - Facilities for this program generally are restrictive, dysfunctional, or overcrowded.</li> </ul>	1 2 3 4 5	3
35. Scheduling of Instructional Facilities		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.</li> <li>• <u>Poor</u> - Facilities and equipment for this program are significantly under- or over-scheduled.</li> </ul>	1 2 3 4 5	2
36. Adequacy and Availability of Instructional Materials and Supplies		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.</li> <li>• <u>Poor</u> - Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.</li> </ul>	1 2 3 4 5	3

**INDIVIDUAL FACULTY PERCEPTIONS  
B3**

**(IF) VII**

37. Adequacy and Availability of Learning Resources		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping.</li> <li>• <u>Poor</u> - Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.</li> </ul>	1 2 3 4 5	4
38. Use of Advisory Committees		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - The advisory committee for this program is active and representative of the occupation.</li> <li>• <u>Poor</u> - The advisory committee for this program is not representative of the occupation and rarely meets.</li> </ul>	1 2 3 4 5	2
39. Provision in Current Operating Budget		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.</li> <li>• <u>Poor</u> - Funds provided are seriously inadequate in relation to approved objectives for this program.</li> </ul>	1 2 3 4 5	2
40. Provisions in Capital Outlay Budget for Equipment		
<ul style="list-style-type: none"> <li>• <u>Excellent</u> - Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.</li> <li>• <u>Poor</u> - Equipment needs in this program are almost totally unmet in the capital outlay budget.</li> </ul>	1 2 3 4 5	2

**COORDINATOR SUMMARY**

© IB 2

**FACULTY COURSE CATALOG DESCRIPTION**  
**FOR: LIB 1100, 1200, 2000, 2100, 2150, 2170, 2500**  
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	<u>X</u>	_____
Clear:	<u>X</u>	_____
Current:	<u>X</u>	_____

Comments: All Updated March 2003

NUMBER OF CREDITS:	Yes	No
Appropriate:	<u>X</u>	_____

Please explain any No answer \_\_\_\_\_

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	<u>X</u>	_____

If Yes, the Attributes are:

- (1) Lib 1100: Solve problems analytically, systematically, and insightfully.
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list \_\_\_\_\_ X No, and should be added to the list

Yes, and should be removed from the list \_\_\_\_\_ No, and should remain off the list

*all of them?*

\* Coordinator: Use a separate sheet for each course.

B 1

**\* INDIVIDUAL FACULTY**

**(IF) I**

**COURSE CATALOG DESCRIPTION  
FOR: Lib 1100**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>X</u>	_____
Clear:	<u>X</u>	_____
Current:	<u>X</u>	_____

Comments: Updated 3/2003

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>X</u>	_____

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	<u>X</u>	_____

If Yes, the Attributes are:

- (1) Solve problems analytically, systematically and insightfully
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list X No, and should be added to the list

Yes, and should be removed from the list \_\_\_\_\_ No, and should remain off the list

OK

B 1

**\* INDIVIDUAL FACULTY**

**(IF) I**

**COURSE CATALOG DESCRIPTION**

**FOR: Lib 1200**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>X</u>	_____
Clear:	<u>X</u>	_____
Current:	<u>X</u>	_____

Comments:     Updated 3/2003

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>X</u>	_____

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list                      X No, and should be added to the list

Yes, and should be removed from the list              \_\_\_\_\_ No, and should remain off the list



B 1

\* INDIVIDUAL FACULTY

(IF) I

COURSE CATALOG DESCRIPTION

FOR: Lib 2000

Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	<u>X</u>	_____
Clear:	<u>X</u>	_____
Current:	<u>X</u>	_____

Comments: Updated 3/2003

NUMBER OF CREDITS:

	Yes	No
Appropriate:	<u>X</u>	_____

Please explain any No answer \_\_\_\_\_

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list X No, and should be added to the list

Yes, and should be removed from the list \_\_\_\_\_ No, and should remain off the list

**\* INDIVIDUAL FACULTY**

**(IF) I**

**B 1**

**COURSE CATALOG DESCRIPTION**

**FOR: Lib 2100**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>X</u>	_____
Clear:	<u>X</u>	_____
Current:	<u>X</u>	_____

Comments: Updated 3/2003

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>X</u>	_____

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	_____	<u>X</u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list      X No, and should be added to the list

Yes, and should be removed from the list      \_\_\_\_\_ No, and should remain off the list

B 1

**\* INDIVIDUAL FACULTY**

**(IF) I**

**COURSE CATALOG DESCRIPTION**

**FOR: Lib 2150**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>  X  </u>	<u>      </u>
Clear:	<u>  X  </u>	<u>      </u>
Current:	<u>  X  </u>	<u>      </u>

Comments:    Updated 3/2003

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>  X  </u>	<u>      </u>

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list                        X   No, and should be added to the list

Yes, and should be removed from the list                             No, and should remain off the list

**\* INDIVIDUAL FACULTY**

**(IF) I**

**B 1**

**COURSE CATALOG DESCRIPTION**

**FOR: Lib 2170**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>  X  </u>	<u>      </u>
Clear:	<u>  X  </u>	<u>      </u>
Current:	<u>  X  </u>	<u>      </u>

Comments:   Updated 3/2003  

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>  X  </u>	<u>      </u>

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list                        X   No, and should be added to the list

Yes, and should be removed from the list                             No, and should remain off the list

B 1

**\* INDIVIDUAL FACULTY**

**(IF) I**

**COURSE CATALOG DESCRIPTION**

**FOR: Lib 2500**

Course Number

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate:	<u>  X  </u>	<u>      </u>
Clear:	<u>  X  </u>	<u>      </u>
Current:	<u>  X  </u>	<u>      </u>

Comments:   Updated 3/2003  

**NUMBER OF CREDITS:**

	Yes	No
Appropriate:	<u>  X  </u>	<u>      </u>

Please explain any No answer \_\_\_\_\_

**GEN. ED. COURSE/ATTRIBUTES**

	Yes	No
Is this a Gen. Ed. Course?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

	Yes	No
Does this course include Gen. Ed. Attributes?	<u>      </u>	<u>  X  </u>

If Yes, the Attributes are:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**GEN. ED. COURSE DISTRIBUTION**

Is this Course on the Gen. Ed. Distribution List?

Yes, and should remain on the list                        X   No, and should be added to the list

Yes, and should be removed from the list                             No, and should remain off the list

Oakland Community College- Auburn Hills (AH)

**Information Research Methods LIB 1100**

Rm: F 216

September 2- October 21, 2004

Time: 6:00pm-7:55pm

**Instructor:** Jaema C. Berman, M.L.S, Coordinator, Library Technician Program.  
Telephone: (248) 232-4026 (Office) Office FAX: (248) 232-4135.  
Email: [jberman@oaklandcc.edu](mailto:jberman@oaklandcc.edu) Office hours: immediately before or after class, or by appointment.

**Required:** There is no textbook for this class.

**Course Description:**

This is a beginning course which introduces basic library information sources. Through lectures, recitation and presentation of practical individual search strategies, this course explores independent use of libraries and shows techniques to achieve effective research. Emphasis will be on electronic and print sources.

**Course Objectives and Expected Outcomes at Course Conclusion:**

1. To understand the methods to access research information.
2. To understand how to choose sources.
3. To understand searching strategies.
4. To gain an understanding of databases.
5. To compare and contrast library and internet resources.
6. To understand how to evaluate sources.
7. To properly cite print and electronic sources using MLA style documentation.

**Course Methodology:** Lecture, quizzes, final project, weekly hands on activities.

**Course Policies:**

Attendance. This class meets only eight times so missing class will result in an automatic lowering of your grade by 10% each time. Incompletes will only be granted if student submits documented proof of need. Cell phone use in class is not tolerated. Assignments are expected to be completed on time. Please turn your completed assignments in a folder or binder with your name and course information on the introductory page.

**College Policies:**

Equal Opportunity \* Sexual Harassment Policy:

Oakland Community College does not unlawfully discriminate against applicants employees or students on the basis of race, religion, color, national origin or ancestry, sex (including sexual harassment) age, height, weight, marital status, familial status, sexual orientation, Vietnam era veteran status, or disability in its employment practices and/or educational programs or activities. Those concerned about the above should contact the Equal Opportunity Compliance Office, Oakland Community College, 2480 Opdyke Road, Bloomfield Hills, MI. 48304-2266. Ph. 248-341-2000

**ADA Notification:** Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS office and inform the instructor of any special conditions pertaining to their learning. Auburn Hills PASS office; B Building, (248) 232-4080.

## **Course Outline**

### **Lib 1100 Information Research Methods**

Fall 2004 Semester

#### **September 2**

Course Introduction  
Academic vs. Public Libraries  
The Book as a research tool.

#### **September 9**

Quiz on vocabulary terms  
Research Steps  
In Class Assignment

#### **September 16**

OCC Library Catalog  
Quiz and in class assignment

#### **September 23**

Articles  
MLA Style  
Other styles of Documentation  
Quiz and in class assignment

#### **September 30**

Government Documents  
ERIC Documents  
Quiz and in class assignment

#### **October 7**

Newspapers  
Microfilm  
Quiz and in class assignment

#### **October 14**

Internet for Research  
Quiz and in class assignment

#### **October 21**

Other sources for research.  
Final Quiz  
Final Project Due



**Your final grade for this course is based on the 6 home work assignments, course project and final exam.**

Assignment #1	10pts.
Assignment #2	10
Assignment #3	10
Assignment #4	10
Assignment #5	10
Assignment #6	10
Project	20
Final Exam	20
Total	100

100-90	A
89-80	B
79-70	C
69-60	D
59-	E

**LIB 1200**  
**INTRODUCTION TO MEDIA TECHNOLOGY**

FALL 2005

SEPTEMBER 6 THRU DECEMBER 13

TUESDAY 6-8:55 P.M.

**INSTRUCTOR:** CARLA STAKOE 248-363-0797 [stakoe@walledlake.k12.mi.us](mailto:stakoe@walledlake.k12.mi.us)

**CATALOG DESCRIPTION:** This course teaches the basics of setting up and operating equipment in a library and provides hands on experience with simple troubleshooting and maintenance of media hardware. It also explores selection, evaluation and purchasing recommendations for media equipment. Basic video production techniques and data networking configurations are covered. Lastly, students will have the opportunity to design, develop, and present a multimedia presentation.

**TEXT:** Stein, Barbara L., and Risa W. Brown. Running a School Library Media Center, 2<sup>nd</sup> edition. New York: Neal-Schuman, 2002. **Other readings may be assigned.**

**SUPPLIES:** Three ring binder, disk

**PLAGIARISM:** Plagiarism is not tolerated within the Library Technical Program at Oakland Community College. **Plagiarized assignments will receive 0 (zero) points.**

**GRADING:** All assignments will be graded based on the following grading system.  
A (90-100) B (80-89) C (70-79) D (55-69) F (0-54)

**LATE PAPERS:** Assignments are due on the dates provided. Assignments turned in late, will have the grade lowered by one point for each day the assignment is late. Assignments more than one class session late will not be accepted.

**ATTENDANCE:** Regular attendance is expected in order to adequately fulfill the course requirements.

**COURSE GOALS:** Students will gain a basic understanding of:

- The elements of a school library including staffing, programming, policies and procedures, ordering and processing materials, budgeting, information literacy, research methods, automated circulation systems, maintaining the collection, etc.
- The selection process used for hardware in a school library media center
- Microsoft Publisher and PowerPoint
- Copyright issues as they apply to media production and use
- Authoritative internet sites & data bases used in a school library media center
- The use and operation of various equipment including camcorders, digital cameras, overhead and Epson projectors, scanners, laminators, poster makers, players and recorders, etc.

### **ASSIGNMENTS:**

**10% Interview.** Each student will conduct an interview with a school library media specialist regarding staffing, budgeting, equipment selection, purchasing, etc.

**10% Promotional Flyer.** Using Microsoft Publisher, each student will create and present to the class a promotional flyer for a special library event.

**20% Equipment Investigation.** Each student will investigate a piece of library equipment (laptop, digital camera, camcorder, DVD recorder, Epson projector, laminator, poster maker, printer, etc.). The investigation will include an evaluation of the different models available, the pros and cons of each, price, ease of use, etc. Equipment will be demonstrated if possible.

**20% Copyright PowerPoint.** Each student will create and present a PowerPoint presentation (8 to 12 slides) based on an assignment regarding copyright for schools. This is intended to be an informative presentation using various slide formats, imported graphics, animations and transitions.

**20% Instructional Project.** Each student will create and present an instructional project based on a specific topic of his/her choice. Multimedia will be incorporated into the presentation. Students should review their topic choice with the instructor before making a final selection. The project should be creative and informative.

**20% Final Exam.** The final exam will cover everything covered in the course.

## **WEEK ONE**

Course/Student Introductions  
Syllabus  
Campus Library Cards  
U.S. Department of Labor Stats  
Carrie on Copyright  
Interview Survey Handouts

## **WEEK TWO**

**Interview Presentations Due**  
Professional Organizations  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week

## **WEEK THREE**

Chapter One  
Equipment Catalog/Appendix 3  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Intro to Microsoft Publisher

## **WEEK FOUR**

Chapter Two  
Equipment Presentations  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Work on Flyer/Brochure

## **WEEK FIVE**

Chapter Three  
Equipment Presentations  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Work on Flyer/Brochure

## **WEEK SIX**

**Flyer/Brochure Presentations Due**  
Chapter Four  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Work on Instructional Project

## **WEEK SEVEN**

Chapter Five  
Equipment Presentations  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Work on Instructional Project

## **WEEK EIGHT**

Field Trip to Thompson Gale Research – Farmington, MI

## **WEEK NINE**

**Instructional Projects Due**  
Chapter Six  
Equipment Presentations  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week

## **WEEK TEN**

Chapter Seven  
Equipment Presentations  
Internet Site of the Week  
Equipment Piece of the Week  
Work on Equipment Selection Assignment

## **WEEK ELEVEN**

Chapter Eight  
Intro to PowerPoint  
Internet Site of the Week  
Carrie on Copyright  
Equipment Piece of the Week  
Work on Equipment Selection Assignment

## **WEEK TWELVE**

**Equipment Selection Assignment Due**  
Chapter Nine  
Internet Site of the Week  
Equipment Piece of the Week  
Work on PowerPoint Presentations

## **WEEK THIRTEEN**

Chapter Ten  
Internet Site of the Week  
Equipment Piece of the Week  
Work on PowerPoint Presentations

## **WEEK FOURTEEN**

**PowerPoint Presentations Due**  
Review for Final-Exam

## **WEEK FIFTEEN**

**Final Exam** (Chapters 1 thru 10) and material covered during class discussions

**ADA Notification: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS OFFICE and inform the instructor of any special conditions pertaining to their learning. Pass Office is located on the first level of B Building on the Auburn Hills Campus. The phone number is (248) 232-4080.**



**Oakland Community College**  
**Library Technical Assistant Program**  
**Syllabus – LTA 200 Acquisitions**  
**Spring/Summer 2005**

**Instructor:** Mariya Barash  
Phone: 248-368-1911  
E-mail: mibarash@oaklandcc.edu

Home: 30020 Wildbrook Dr.  
Southfield, MI 48034

**Class time:** Tuesday evenings, 6:00-8:55 p.m. (with a 15 minute break)

**Office hours:** Virtual office hours via e-mail or phone  
By appointment

**Course Description:** Describe the basic functions of library acquisitions process. Define the role of the Library Technical Assistant in the course of acquiring library materials from searching and selection to the purchasing of the selected items and receiving. Automation is emphasized in all aspects of the course.

**Course Objective:**

Upon successful completion of this course the students will learn:

- The role of Technical Services within a contemporary library; goals of acquisition services as a significant part of a Library Technical Services
- Basic functions of library acquisitions, including searching, verification, ordering, processing, tracking, receiving, and claiming
- Definitions and basic methods libraries use to acquire materials such as firm, standing, blanket orders, subscriptions, approval plans
- Sources of acquisitions funds and how the funds are allocated, expended, and accounted for
- Impacts of automation on acquisition work
- Specificity of Vendor/Library relations
- Interpretation of MARC 21 format
- Hands-on experience in pre-order bibliographic verification through OCLC

**Textbooks:**

1. Managing acquisitions and vendor relations: a how-to-do-it manual for librarians / Heather S. Miller. 1992
2. Managing acquisitions in library and information services / Liz Chapman. 2001

**Additional reading:**

1. Buying books: a how-to-do-it manual for librarians / Audrey Eaglen. – 2<sup>nd</sup> ed. 2000

2. *Buying Serials: a how-to-do-it manual for librarians* / Basch, N. Bernard, Judy McQueen. 1990.
3. *Managing acquisitions and vendor relations: a how-to-do-it manual for librarians* / Heather S. Miller. 1992
4. *Introduction to technical services* / G. Edward Evans. – 7<sup>th</sup> ed. 2002 (selected chapters).
5. *Understanding business of library acquisitions* / Karen A. Schmidt, ed. – 2<sup>nd</sup> ed., 1999 (selected articles).

#### **On-line resources:**

- <http://www.ala.org/ssirt/>

ALA webpage dedicated to various activities on interest group for library technicians

#### ***Support Staff Interests Round Table***

- <http://library.ucr.edu/COLT/>

The Council on Library/Media Technicians (COLT) website provides information and serves as an advocate for the status of library technicians, sponsors conferences and meetings, promotes the education of library technicians, and is involved in activities of concern to library technicians.

- <http://www.library.ucv.edu/COLT/>

There is a Library Support Staff Resource Center home page that offers a variety of information related to library technicians.

- <http://www.mla.lib.mi.us/units/roundtable/ssr/>

Michigan Library Association website provides link to the Support Staff Roundtable (SSR) information. SSR was organized in 2002 with the specific goals of focusing on the needs of library support, especially in the areas of continuing education, pay equity, and career advancement.

- [www.ukans.edu/nassos/](http://www.ukans.edu/nassos/)

*The Electronic Library Support Staff Journal*, which is only available in electronic format. To subscribe, send e-mail to [listproc@ukans.edu](mailto:listproc@ukans.edu)

- <http://lu.com/odlis/>

Joan M. Reitz, *ODLIS: Online Dictionary of Library and Information Science*,

#### **Journals:**

- Library Mosaics

This is a bimonthly professional journal; published solely for library technicians.

#### **Class Expectations:**

- Class attendance is expected. If more than three (3) classes are missed, an appointment to discuss options must be made with the instructor.
- Chronic lateness or leaving early may negatively impact on your participation points.
- If you are late or missed a class, it is your responsibility to get course notes from a fellow student
- Assignments are due the week after they are assigned unless other arrangements are made. The assignment may be mailed or e-mailed to me in case of absence.
- I may mail graded material by request if a stamped self-addressed envelope is provided. I may also e-mail or fax the material.

- Class participation is highly encouraged.
- No cellular phone to be used in the class. If necessary please leave the classroom. Set your phone on vibrate mode of receiving calls.

#### **Programs for Academic Support Services (PASS) ADA Notification:**

- OCC makes reasonable accommodations for all handicapped students in compliance with state and federal legislation such as Section 504 of the rehabilitation Act of 1973 (PL93-112). The services and assistance are provided for students with special needs to realize academic success. PASS OFFICE: Auburn Hills, Bldg. B. (248) 232-4080.

#### **Calendar**

May 10	Class 1
May 17	Class 2
May 24	Class 3 Library tour (Southfield Public Library)
May 31	Class 4
June 7	Class 5
June 14	Class 6
June 21	Class 7 & guest speaker: Leah Black, Michigan State University
June 28	Class 8
July 5	NO CLASS
July 12	Class 9
July 19	Class 10
July 26	Class 11 & OCC Library Technical Services tour
August 2	Class 12 & guest speakers: Leslie Burke, Terrie Fenner, EBSCO
August 9	Class 13
August 16	Class 14

#### **Projects and Assignments:**

- There are seven assignments that are due the week after they are assigned. If a student is unable to make a class, the assignment may be mailed, faxed or e-mail to the instructor. Upon consultation they may be turned late.
- There will be one mid-term exam and two quizzes. Quizzes will be given to assess whether you are keeping up with readings and lecture attendance and will consist of short answer questions of various types. There will generally be no more than 5 questions on each quiz.
- Students will write 2-3 pages narrative about library acquisitions department work, based on notes taken during the library tour.
- Mid-term examinations: in class students will answer in writing set of questions on discussed topics.
- Term project: Students will write final paper (not more than 10 pages) on any aspect of library acquisitions and will present a 5-10 minute summary of the acquisitions services paper to the class during the thirteen's and fourteen's class sessions on August 9<sup>th</sup> and August 16<sup>th</sup>

**Grading:**

Term/final project	40 points
Mid-term	25 points
Class participation	15 points
Quizzes	10 points (5 points/per quiz)
Library tour (report paper)	25 points
OCLC searching	30 points (15 points/per assignment)
Other searching tools	15 points
MARC tagging	30 points (15 points/per assignment)
<u>Serials check-in</u>	<u>10 points</u>
Total:	200 points

**LIB Grading Scale:**

Final grades will be based on total points earned:

A	185-200	C	145-149
A-	180-184	C-	140-144
B+	170-179	D+	130-139
B	165-169	D	120-129
B-	160-164	F	les than 120 points
C+	150-159		

**COURSE OUTLINE:****Class 1 (May 10, 2005)**

- Introduction
- Review of syllabus and expectations
- Overview of the role of Technical Services within a library
- Library personnel; functions of library technical assistants in Technical Services areas

**Reading:**

1. Evans, pp. 3-39.

**Class 2 (May 17, 2005)**

- Review and questions from class 1
- Automation and Technical Services
  - Overview of Integrated Library Systems (ILS)
  - Turnkey system and the single-function system
  - Bibliographic utilities –OCLC and RLIN
  - Networks and Library Consortia

**Reading:**

1. Evans, pp.67-69, 73-74, 76-84.
2. Eaglen, pp.113-121

**Class 3 (May 24, 2005)**

- The Library tour. Visiting Southfield Public Library Technical Services Department

**Written Assignment:**

While visiting the library, please, take notes, and closely follow presentations given by library's personnel. The list of general questions will be distributed to you. Use your notes to answer the suggested questions for writing 2-2 1/2 pages narrative.

**Reading:**

1. Schmidt, pp. 1-11.
2. Miller, pp.3-17.

**Class 4 (May 31, 2005)**

- Review and questions from class 3
- Overview of book publishing
  - History
  - Types of book publishing
  - The publishing process
  - Book distribution
  - Book cost
  - Issues and trends in the book publishing industry

**Reading:**

1. Chapman, p.21-30
2. Eaglen., pp. 3-63

**Class 5 (June 7, 2005)**

- Review and questions from class 4
- **Quiz 1**
- Library/vendor relations
- The "players" in library acquisitions
  - Publishers
  - Vendors
  - Library acquisitions staff

**Reading:**

1. Chapman p.1-20
2. Miller, pp. 19-49.

**Class 6 (June 14, 2005)**

- Review and questions from class 5
- Pre-order verification
  - Searching sources: Books in Print, Forthcoming Books, etc
  - OCLC Connexion searching strategy
- Introduction to the MARC format

- Elements of a MARC record -- fields, subfields, indicators

**Assignment:**

1. OCLC Connexion searching exercises
2. MARC tagging exercises

**Class 7 (June 21, 2005)**

- Review and questions from class 6
- Guest speaker – Leah Black, Michigan State University
  - Library/vendor relations from the library prospective
  - Yankee Book Peddlers' (YBP) approval plans.

**Reading:**

1. Miller. 1992, pp. 51-82.

**Class 8 (June 28, 2005)**

- Review and questions from class 7
- What is a serial?
  - Print-based serials
  - Electronic serials

▪ Midterm examinations

**Reading:** Basch, pp.1-52

**Class 9 (July 12, 2005)**

- Review of midterm exam
- Acquiring serials
  - Vendor selection and evaluation
  - Order process
  - Receipt process
  - Claiming
  - Invoicing
- MARC tagging revisiting; special MARC fields for serials

**Reading:**

1. Schmidt, pp.157-177

**Assignment:**

1. MARC tagging exercises  
OCLC Searching

**Class 10 (July 19, 2005)**

- Review and questions from class 10
- Quiz 2
- Serials control
  - Serials check-in
  - Binding
- Out of the main stream

- Non-print media
- CD-ROM

**Reading:**

1. Miller, pp. 83-91
2. Schmidt, pp.170-177

**Assignment:**

Serial check-in exercise

**Class 11 (July 26, 2005)**

- OCC Technical Services Department tour; facilitator - Mary Ann Sheble, Director of Library System
- Out- of-print and antiquarian markets

**Reading:**

1. Schmidt, pp.179-204

**Assignment:**

1. Searching for out-of-print titles

**Class 12 (August 2, 2005)**

- Guest speakers: Leslie Burk and Terrie Fenner, EBSCO
  - Vendor/library relations from the vendor prospective

**Assignment:** working on the final projects

**Class 13 (August 9, 2005)**

- Review and questions from class 13
- Final presentations
- Gifts and exchanges

**Reading:**

Schmidt, pp.321-359

**Class 14 (August 16, 2005)**

- Review and questions from class 14
- Final presentations
- Evaluation

**Oakland Community College Library Technical Assistant Program  
Syllabus for LIB 210- Library Technical Processes  
Cataloging & Processing  
Winter Term 2005**

Instructor: Susan A. Pritts

**Instructor Information:**

Work: The Library Network  
Cataloging Manager

Home: 3030 Lexington Dr.  
Ann Arbor, MI 48105

Phone: 734-741-1312  
734-741-0975 (fax)

E-mail: [spritts@pritts.com](mailto:spritts@pritts.com)

Class time: Tuesday evenings, 6:00-9:00 p.m. (with a 10 minute break)

Office hours: Virtual office hours via e-mail or phone  
By appointment on Tuesday evenings

**Textbooks**

Intner, Sheila S. Standard Cataloging for School and Public Libraries. 3rd ed. 2001.

Kao, Mary Liu. Cataloging and Classification for Library Technicians. 2nd rev. ed. 2000

Understanding MARC Bibliographic, 7th ed. (Follett Software, 2003)



## **Course objectives**

- To introduce students to various cataloging tools
- To provide hands-on experience in cataloging and subject analysis through in-class exercises, homework and a term project
- To introduce students to basic Technical Services functions and their role in bibliographic control
- To provide a knowledge base of descriptive cataloging and subject analysis concepts in order to create bibliographic records that meet national standards

## **Expectations**

- Class attendance is expected.
- Chronic lateness or leaving early may negatively impact on your participation points.
- If you are late or must miss a class, it is your responsibility to get the course notes from a fellow student.
- Assignments are due the week after they are assigned unless other arrangements are made. They may be mailed, faxed or e-mailed to me in cases of absences.
- Assignments are to be stapled or paper clipped together.
- I will mail materials if a stamped self-addressed envelope is provided. I will also e-mail or fax materials.
- Qualitative class participation is highly encouraged! My goal is to have the in-class exercises completed in a team environment
- Cell phones are to be in silent mode. If you must answer a call, please leave the classroom for it.
- I have listed several resources in the accompanying bibliography that may be useful. As you find others, please share them!
- Cataloging is not black and white! I hope that ideas can be shared, decisions reached explained and that discussion will lead to a wide understanding of the "jig saw" puzzle" called cataloging!

**Tentative class schedule**

Jan. 11      Class 1  
Jan. 18      Class 2  
Jan. 25      Class 3  
Feb. 1        Class 4

Feb. 8        Class 5  
Feb. 15      Class 6  
Feb. 22      Class 7

Feb. 28-March 5

Mid-winter recess

March 8      Class 8  
March 15     Class 9

Guest speaker: Barbara Kriigel, Assistant Director,  
Circulation and Technical Services, University of  
Michigan-Dearborn

March 22     Class 10  
March 29     Class 11

April 5        Class 12  
April 12      Class 13  
April 19      Class 14  
April 26      Class 15

Tour of OCC Library Services with Mary Anne Sheble

## **Class topics**

### **Class 1**

- Introduction
- Review of syllabus and expectations
- Cataloging: what is it, why do it, what are its functions?
  - Copy versus original cataloging
- Types of catalogs
- Tools of the trade
- Terminology

**Assignment:** Intner: Chapters 1 & 2  
Kao: pp. 1-25, 97-110

**Lab:** CatSkill modules, 1-3

### **Class 2**

- Review and questions class 1
- Introduction to:
  - MARC
  - OCLC
  - Library Management Systems (LMS)

**In class exercise:** OCLC Connexion tutorial

**Assignment:** Intner: Chapters 13 & 14  
Kao: pp.111-124

Optional: OCLC Connexion tutorial  
(<http://www.oclc.org/support/training/connexion/>)

**Lab:** CatSkill module, 6

### **Class 3**

- Review and questions class 2
  - In class exercise: MARC tagging
- Cataloging basics
  - Chief source of information
  - Areas
  - ISBD punctuation
- Levels of description
- Cataloging process
- Overview of AACRII

**In class exercise:** MARC tagging

**Lab:** CatSkill modules, 4-5 (Key Point 1)

**Assignment:** Kao: pp. 27-45 (to top of page)  
Intner: Chapter 3  
AACR2R assignment  
MARC tagging assignment

**Class 4**

- Review and questions from class 3
- Descriptive cataloging
  - Title/statement of responsibility
  - Edition
  - Publication information
  - Physical description

**In class exercise:** Descriptive cataloging

**Lab:** CatSkill modules, 7 (to objective 1)-8 (to Objective 3), 10 (to Objective 3)-11 (Objective 2)  
Optional: module 9

**Assignment:** Descriptive cataloging assignment 1  
Intner: Chapter 4

**Class 5**

- Review and questions from class 4
- Review of descriptive cataloging assignment
- Descriptive cataloging cont.
  - Series
  - Notes
  - Standard numbers
- Term assignment given

**In class exercise:** Descriptive cataloging

**Lab:** CatSkill, modules 12 (to Objective 4), 13 (to R1.7B notes), 14.(Objective 3)

**Assignment:** Descriptive cataloging 2

**Class 6**

- Review and questions from class 5
- Review of descriptive cataloging assignment
- Review of descriptive cataloging
- Review for mid-term

**Class 7**

- Review and questions from class 6
- Midterm
- Access points
- Authority control overview

**Lab:** CatSkill, modules 15-16

**Assignment:** Intner: Chapter 5  
Kao: pp. 45-59

**Optional:** Intner: Chapter 6

**Class 8**

- Review of mid-term
- Review and questions from class 7
- Access points cont.
- Introduction to subject headings
  - How to assign subject headings

**In class exercise:** Access points

**Lab:** CatSkill, modules 17-19  
Optional: modules 20

**Assignment:** Intner: Chapter 7  
Kao: pp. 61-78

**Class 9**

- Review and questions from class 8
- Library of Congress subject headings

**In class exercise:** Subject headings

**Assignment:** Subject headings assignment  
Intner: Chapters 8 & 9

**Class 10**

- Review and questions from class 9
- Review of subject headings assignment
- Introduction to classification
  - Types
  - Tools

**Assignment:** Intner: Chapter 10

**Class 11**

- Review and questions from class 10
- Dewey classification and Cutter numbers
  - Dewey to the Rescue

**In class exercise:** Dewey classification

**Assignment:** Dewey classification assignment  
Intner: Chapter 11  
Kao: pp. 79-91 (to Library of Congress....)

**Class 12**

- Review and questions from class 11
- Review of Dewey number assignment
- Library of Congress classification and book numbers

**In class exercise:** LC classification

**Assignment:** LC classification assignment and book numbers  
Intner: Chapter 12  
Kao: pp. 91-96

**Class 13**

- Review and questions from class 12
- Review of LC classification assignment
- Other Technical Services functions and their relationship to cataloging
  - Acquisitions
  - Serials control
  - Binding
  - Filing
  - Physical processing

**Assignment:** Intner: Chapter 15 & 16  
Kao: pp. 125-132

**Class 14**

- Review and questions from class 13
- Trends and issues in Technical Services
- Review for final

**Term assignments due**

**Assignment:** Kao: pp. 133-138

**Class 15**

- Review and questions from class 14
- Final exam
- Course evaluation

**Homework:** There are seven assignments that are due the week after they are assigned. They are intended to build on one another. If you are unable to make a class, the assignment may be mailed, faxed or e-mailed to me.

**Exams:** There will be two exams: a midterm and a final. Both will be objective and will not be cumulative.

### **Grading**

Term project:	40 points
Midterm:	30 points
Final:	30 points
Class participation:	15 points
AACR2R	10 points
MARC tagging	15 points
Descriptive cataloging 1	10 points
Descriptive cataloging 2	15 points
Subject headings	15 points
Dewey numbers	10 points
<u>LC classification</u>	<u>10 points</u>
<b>Total</b>	<b>200 points</b>

Final grades will be based on total points earned:

A	190-200
A-	180-189
B+	170-179
B	165-169
B-	160-164
C+	150-159
C	145-149
C-	140-144
D+	130-139
D	120-129
F	less than 120 points

**ADA Notification:** Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS office and inform the instructor of any special conditions pertaining to their learning. PASS office Auburn Hills Campus: B Building, (248) 232-4080.

Oakland Community College – Auburn Hills (AH)

LIBRARY PUBLIC SERVICES LIB 2150

ROOM F216

May 11 – August 17, 2005

Time: Wednesdays, 6:00 – 9:00 p.m.

Instructor: Phyllis Jose. Telephone: (313) 917-1348 (cell with voice mail). Email: [libn03@yahoo.com](mailto:libn03@yahoo.com)  
Office hours: immediately before or after class, or by appointment.

**Required Textbooks:** Ross, Catherine Sheldrick and Dewdney, Patricia. Communicating Professionally: A How-to-do-it Manual for Library Applications. New York: Neal-Schuman Publishers, Inc., 1998.

**Recommended:** George M. Eberhart, compiler. The Whole Library Handbook 3. Chicago: ALA, 2000.  
Weingand, Darlene E. Customer Service Excellence. Chicago: American Library Association, 1997.

Course Description:

Introduction to public services, including manual and automated circulation control systems; organization, functions, and roles of public services; policies and procedures in public services; reference and other service referrals; dealing and communicating with the public; interlibrary loans including sources, protocols, procedures and methods (fax); record keeping and statistics; publicity, displays and public relations; role of technology in public services; trends and issues in public services; overview of supervision of aides, collection maintenance, and other current practices; organizational patterns and service delivery to customers of varying ages, abilities, interests and commitments.

Course Objectives and Expected Outcomes at Course Conclusion:

1. To understand the role of public services in the overall operation of libraries.
2. To identify and understand the library's customers with varying ages, abilities and interests.
3. To learn the range of services offered by libraries.
4. To understand the various methods of service delivery
5. To develop a personal commitment to public service.
6. To examine the role of technology in the delivery of public services.
7. To gain an understanding of trends and issues confronting public services in libraries.
8. To understand the importance of public service within the library organization and the importance of its image in the community served.
9. To examine various policies and procedures which create efficient library public service.

Course Methodology:

Various teaching methodologies will be used in this class: written projects and exercises, small and large group discussions, teamwork, site visits, guest lecturers, oral presentations, and in-class assignments.

Essential Skills:

In addition to the course objectives listed above, this course is designed to instill more generic skills related to communication, team collaboration, problem-solving, and customer awareness. Course assignments and class participation promote effective listening, reading, speaking, writing, and presentation skills. **Good customer service is the ultimate learning goal.**

Course Policies:

Regular attendance and active participation are expected. More than two absences will have an adverse effect on your final grade. Assignments are expected to be completed on time; late work will result in a lower grade for that particular assignment. You are expected to read and respond to assigned readings which will be part of class assignments. You are expected to attend any site visits and guest lectures scheduled for this class. You are required to provide the source of the information from which you derived the answer to questions; document this in your written work. (When using the Web/Internet as a source, cite the URL and the date accessed.) If you are unable to complete the course, you will need to present a note from your doctor or other documentation (explaining your reasons) before an Incomplete can be given for the course. Please maintain contact with other students in the class; if you miss a class, you will be responsible for obtaining any information, handouts, etc. for that class from another student.

ADA notification: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS office and inform the instructor of any special conditions pertaining to their learning. Auburn Hills PASS office: B Bldg. Phone: (248) 232-4080.



Page 2 Course Syllabus LIB 2150 Public Services

#1/May 11	Introduction to the Course Know the Library/Know the Community Types of Libraries & Mission Statements What is Public Service?	Ross - Chapter 1, 2, 3
#2/May 18	Public Library Roles Quality Measures/Role of the State Library Observing the Service Desk *Site visit - Rochester Hills Public Library	Ross - Chapter 4: Writing
#3/May 25	<b>Assignment # 1 due</b> Dealing with & Communicating with the Public Customer Service/Customer Expectations Telephone Communications	Weingand - Introduction Ross - Chapter 5,6
#4/June 1	Circulation Systems Security Systems Site Visit - Madison Heights	Ross: Chap. 7: Working in Groups Weingand - Chapters 1-4
#5/June 8	<b>Assignment # 2 due</b> Role/Impact of Technology Site Visit - Oakland University	Ross: Chapter 8, 9 Weingand - Chapters 5-8
#6/June 15	Cultural Diversity Dealing with Special Populations *Guest Speaker - Dave Conklin	Ross: Chapter 10
#7/June 22	Special Libraries ILL/Record Keeping and Stats Layout & Signage *Site Visit to Providence Hospital Library	
#8/June 29	Hiring and Interviewing Nuts & Bolts: Policies and Procedures	
#9/July 6	Understanding Library Resources Trends & Issues in Library Services *Guest Speaker - Dr. Joe Mika	
#10/July 13	Supervising Staff Staff Expectations Crisis Mgmt/Decision Making/Delegation Dealing with Change	
#11/July 20	Reference and Referrals Rules on Appropriate Library Behavior Dealing with Difficult Patrons	
#12/July 27	<b>#3 -Team Presentations</b>	<b>NOTE:</b> Your grade will be based The following percentage points: Assignment # 1 = 20 Assignment # 2 = 15 Assignment # 3 = 30 Assignment # 4 = 30 Class Participation = 5
#13/August 3	<b>#3 -Team Presentations</b>	

#14/August 10

**Assignment #4 is due**  
Displays/Publicity & PR

**Grading Scale:**

A (93-100 pts) – Outstanding work  
B (86-92 pts) - Good work  
C (79-85 pts) - Meets standards  
D (70-29 pts) - Below standards

#15/August 17

Class review  
Ethics & Values  
Potpourri

Page 3 Course Syllabus LIS 2150 Public Services

## ASSIGNMENTS

All assignments must be typed and double spaced. Include a cover sheet which has your name, course, date, assignment #, and your email address. Poor grammar, spelling and typing errors will impact on your grade. If you need special accommodations, please let me know.

Each student will select a library to be used as the focus for **Assignments 1 & 2**. When describing the selected library include a community description along with your analysis of that library. Papers may vary in length from three to four pages.

### Assignment # 1 Observation Paper (15 pts)

Plan a visit to your selected library and meet with the department head of public services (Head of Circulation, whatever the title). Schedule this visit in advance and state the nature of your visit. Write a paper describing the duties and responsibilities of this person and other staff in that department. What tasks are performed? What policies and procedures are followed? What are the primary roles of the public services staff in fulfilling the mission of the library? Include the mission statement of the library and the primary roles of that library (the mission and roles will have an impact on the various service functions). Obtain a job description for the support staff position (Library Assistant), attach it to the paper.

### Assignment # 2 Technology (10 pts)

Technology is changing methods of delivering library services and the various tasks performed in public services. Describe the various types of technology employed in your selected library and how these technologies have an impact on public services. What automation system is used in that library? What database services are offered? What are the policies and procedures on Internet access? Training?

### Assignment # 3 Case Study (Team) (30 pts)

Your team should prepare a guide to work policies and procedures for library assistants based on any handouts or information gathered at site visits or your visit to your selected library. This practical manual of guidelines should include statements on expectations of staff (daily and ongoing), scheduling, training, handling of reference questions, greeting and meeting the public, image, telephone use, operation of library computers and other equipment, opening and closing procedures, displays, patron confidentiality, disaster preparedness and emergency situations, rules and regulations on appropriate library behavior, volunteers, and other relevant items. Prepare a one-hour presentation to the class which includes a demonstration of several of the policies and procedures described in your guidelines. Your team will prepare a written document which includes these guidelines.

### Assignment #4 Final Paper (30 pts)

This paper should focus on a library (may or may not be your selected library from assignment 1 & 2) and include a description, analysis, and recommendations for changes and/or improvement in the areas of signage, layout, appearance/maintenance, plan of service, use of statistics, outreach services to include services to diverse and special population, patron confidentiality, use of computer technology, use of volunteers, accessibility and ADA accommodations. Include the library's mission statement in your paper.

Oakland Community College  
Auburn Hills Campus  
**LIBRARY RESOURCES & SERVICES LIB 2170**  
Room C116/Internet Lab F119  
September 12 – December 19, 2003  
Time: Mondays, 6:00 – 9:00 p.m.

Instructor: Phyllis Jose. Telephone: 313-917-1348 (cell). Email: [libn03@yahoo.com](mailto:libn03@yahoo.com)  
Office Hours: immediately before or after class, or by appointment.

Required Textbook: Kennedy, Scott E., editor. *Reference Sources for Small and Medium-sized Libraries*. 6<sup>th</sup> edition. Chicago: ALA, 1999.

Suggested: Eberhart, George, editor. *The Whole Library Handbook 3: Current Data, Professional Advice, and Curiosa About Libraries and Library Sciences*. Chicago: ALA, 2000.

Course Description:

Introduction to library resources and services, with an emphasis on reference services and customer service; organization, functions, and roles of reference work; policies and procedures involved in access to library collections; the use of technology and computers in providing access to library resources; specific materials (online resources, books, periodicals, etc.) used in fulfilling patron requests for information; trends in library service including e-reference and 24/7 reference service; communication and interview techniques for determining the patron's information request; other services offered by libraries; organizational patterns and service delivery to customers of varying ages, abilities, interests and commitments.

Course Objectives and Expected Outcomes at Course Conclusion:

1. To have a broad knowledge of the resources used in answering patron's requests for information.
2. To learn specific materials, including online resources that provide information for research and learning.
3. To understand the various methods of information delivery and develop a personal style and commitment to providing information.
4. To identify and understand the library's customers with varying ages, abilities, interests, and information needs.
5. To gain an understanding of the trends and issues confronting library staff in providing information services to the public.
6. To examine the policies and procedures which create efficient and effective information services.
7. To understand the importance of information services within the library and the importance of its image in the community served.
8. To examine the role of technology in the delivery of information services.
9. To be familiar with the variety of service areas offered by libraries.

Essential Skills:

In addition to the course objectives listed above, this course is designed to instill more generic skills related to communication, team collaboration, problem-solving, and customer awareness. Course assignments and class participation promote effective listening, reading, speaking, writing, and presentation skills. Good customer service is the ultimate learning goal.

Course Methodology:

Various teaching methods will be used in this class: written projects and exercises, small team and large group projects, site visits, guest lecturers, oral presentations, and in-class assignments. Because of the vast number of resources contained within a library, there will be many interactive sessions; that is, experiences with direct contact with the materials discussed or assigned. You must become familiar with Library of Congress (LC) classification of library materials and the shelf location of LC holdings; similarly, you need to understand Dewey Decimal classification for location of materials.

Course Policies:

Regular attendance and active participation are expected. More than two absences will have an adverse effect on your final grade. Assignments are to be completed on time; late work will result in a lower grade for that particular assignment. You are expected to read and respond to assigned readings which will be part of class assignments. You are expected to attend any site visits and guest lectures scheduled for this class. The class textbook should be read. You are required to provide the source of information from which you derived the answer to questions or from which you cite significant material. Document this in your work; failure to do so may constitute plagiarism. Copyright and intellectual property must be protected when dealing with library materials. When using the Web/Internet as a source of your work, cite the URL and the date the site was accessed.

If you are unable to complete the course, you will need to present a note from your doctor or other documentation (explaining your reasons) before an incomplete can be given for the course.

For this course you will need access to a computer and the Internet/Web. Many information (reference) inquiries can now be answered using Web-based sources. Not all information on the Web is accurate, and you will need to become knowledgeable about some of the best Web sites (in the opinion of librarians). Today's information specialists spend considerable time evaluating Web sites because not all information on the Web is current, accurate, or valid. Be cautious, because a text-based source may still be the fastest and most reliable source of information. The World Almanac has not outlived its usefulness!

GRADES:

Your grade will be based on the following percentage points:

- Assignment #1 = 25%
- Assignment #2 = 20%
- Assignment #3 = 30%
- Assignment #4 = 20%
- Class Participation 5%

**Grading Scale:**

- A (90-100 pts) – Outstanding work
- B (80-89 pts) - Good work
- C (70-79 pts) - Meets standards
- D (60-69 pts) - Below standards

**ASSIGNMENTS**

Papers may vary in length from three to four pages. All assignments must be typed and double-spaced. Include a cover sheet which has your name, course, assignment, instructor's name, and your email address. Poor grammar, spelling and typing errors will impact on your grade. If you need special accommodations, please let me know.

Please maintain contact with other students in your class; if you miss a class, you will be responsible for obtaining any information, handouts, etc. for that class from another student.

Each student will select a library (academic, public, school, special) to be used for assignments 1 & 2. When describing your selected library, provide a **community description** along with your analysis of the observation.

**Assignment #1 Observation Paper (25 points)**

Plan a visit to your selected library and meet with a reference librarian who is responsible for answering questions and obtaining information for patrons. Schedule this visit in advance and state the nature of your visit. Note whether the library is classified by Dewey or LC. Write a paper describing the duties and responsibilities of this person and some of the typical tasks performed. You should ask for a minimum of 5 typical reference questions and the sources that are used to answer these questions. What is this librarian's job description? How does the librarian handle the reference interview? What type of community is served? Is there provision for bibliographic instruction and orientation to reference sources (including handouts)? Who teaches the Internet and computer orientation sessions? Include in your paper a brief introduction describing the community (population, median age, median income, etc.)

**Assignment #2 Technology (20 points)**

Technology continues to have a major impact on access to library resources and services. In reference departments much time is spent on evaluation of reliable electronic resources (databases, Web sites, automation systems). For this paper, describe the various electronic resources that are used by the reference librarians in your selected library. Are there some favorite Web sites (e.g. [www.google.com](http://www.google.com)) that are used most often? What is MeL and what databases does it provide? What is the library's automation system and how is it utilized in reference searches? Is reference assistance available via the library's website? 24/7? Ask a librarian? Include a list of the library's electronic resources on a separate sheet at the conclusion of your paper (libraries often have handouts listing the available electronic resources – check their website).

**Assignment #3 Reference Case Study (Team) (30 points)**

For this assignment you will work with a partner to develop a pathfinder bibliography of the best sources for a reference topic from the following list:

Death and dying  
Pet Care  
Aging  
Antiques  
Environment  
Health & Fitness  
Michigan  
Travel  
Home Improvement  
Birding and ornithology  
Parenting

Include encyclopedias, almanacs, books, periodicals and other standard reference tools in your bibliography. Remember to include electronic resources that might be available as well as other nonbook materials (CDs, DVDs, books-on-tape, etc.) You should describe Web-related sources (provide the URL for our Web source and the date it was accessed). Prepare your bibliography with a brief description of each citation. List each citation under a specific heading (Encyclopedias, Books, Articles). By looking at your pathfinder bibliography, a library patron should be able to gain a quick understanding of some good sources for exploring the topic.

Citation example:

**BOOKS**

Kubler-Ross, Elizabeth. On Death and Dying. (Reprint Edition) New York: Scribner, 1997. A classic psychological study dealing with the feelings of the dying patient, exploring the five stages of death: denial and isolation, anger, bargaining, depression, and acceptance. Contains invaluable information for professionals who serve the terminally ill and those who seek to understand loss and the importance of faith and hope.

You and your partner will make a short (20 minute) presentation to the class on your topic, with appropriate handouts.

**Assignment # 4 Final Paper (20 points)**

Use one of the libraries that was a site visit. Provide an overview of how the information you have learned in this class relates to the delivery of information services by this library. How does the library provide information to the community it serves? What role does technology play in information services (don't forget the website)? What were the strengths/strong points of the library's information services? What improvements would you suggest? What did you learn from the staff about customer service? Would you like/not like to work in this type of library? Do they empower patrons? Do they use LC or Dewey? What kind of training/orientation do they offer? What are some of the policies and procedures they employ?

**ADA notification:** Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS office and inform the instructor of any special conditions pertaining to their learning. PASS office: Auburn Hills, Building B, Phone: (248)232-4080.

**LIB 2500, AH 1502**

**Library Internship**

Fall Semester-15 Weeks, 120 hrs.

Oakland Community College

Auburn Hills Campus

Sept. 6, 2005- Dec. 13, 2006

**Advisor:** Jaema Berman, Program Coordinator

(248)232-4132 w

(248)852-1946 h

[jcberman@oaklandcc.edu](mailto:jcberman@oaklandcc.edu)

Office hours: I am always available at the contact points above. Please call me if you are experiencing any difficulties.

**Important dates:**

Oct. 28, 2005-- Turn in half completed journal by email

Dec. 9, 2005-- Turn in completed internship project.

**Course Objectives:**

\* Familiarize students with a working knowledge of the library

\* Provide students with first hand experience in both technical services (ordering, processing, cataloging) and

public services (circulation, periodicals, reference).

\* Analyze and interpret the experience in the form of a journal.

**Course Description:**

LIB 2500, 4 credits

Prerequisites: 15 LIB credit hours or permission of program coordinator.

The student will work 120 hrs under the supervision of a librarian in either a public, school, college, hospital, law or corporate library. The library placement will be designed to familiarize students with a working knowledge of the library, including its functions and roles as they pertain to both technical services and public services. Students will be expected to prepare a journal and other assignments as directed by the program coordinator. (120 hours unpaid.)

**Requirements:**

LIB 2500 requires 120 hours of supervised library

work experience. Speak with your library supervisor and request your need to gain **actual hands on experience** in as many areas of your chosen library as possible. For example:

Circulation desk -checking out and in of materials.  
Handling fines.

Interlibrary loan procedures.

Ordering of books.

Preparation of books for shelf.

Shelving



Processing of serials

Cataloging

Computer and other hardware/software trouble shooting.

Book repair

Displays

Ready Reference

Library administration-training library technicians  
and volunteers

**Course Expectations:**

1. Keep a daily journal detailing your activities.

Five Parts:

**Part One:** Written description of your library.

**Part Two:** Journal- should detail your experiences on a daily basis.

**Part Three:** Interview a professional Library Technician.

**Part Four:** Resume update, Thank you letter, Employee expectation forms to be obtained from your library.

**Part Five:** Fill out forms included in packet.

Additional Requirements:

Your entire project needs to be word processed and saved to a disk (for your own back up). See below for further details.

Provide a work schedule documenting the dates worked, hours, number of hours. Have this signed by your advisor at the completion of your internship.

Obtain and be familiar with your library's privacy code, dress code, other employee expectations. Often libraries publish this and make it available to new employees. Turn this in with your journal.

Type a professional letter of thanks to your supervisor (submitting a copy to me). Follow standard business correspondence form.

**Journal, Parts 1 and 2 and 3:**

Each student must document his or her experience in a written analysis.

**Part I:**

a. Describe your library. Give a little history. What makes your library different? Patrons? Special services? Special collections?

b. Where does funding come from? How much does it get? Is this adequate?

c. What type of technology does your library use for public access, cataloging, and circulation?

d. How many people staff the technical services department? Is it one department or is it divided. How many are full time employees, part time? Does the library rely a lot on volunteers for some technical service processes?

**Part II:**

a. Provide a journal (5-7 pages) of your activities covering all areas of exposure. Consider taking notes while difficult or elaborate processes are being explained to you.

b. Final project demonstrates students' **complex** understanding of their internship experiences.

c. Final project must be: neatly packaged; well organized; written using the basic elements of good writing: free of grammatical, typographical and

spelling errors; and include portfolio: examples of materials worked on during internship. Print outs of Marc, OCLC, Circulation or OPAC records ok.

- d. All materials must be self-contained and self-explanatory and the journal must contain daily entries of activities, tasks.
- e. Students are expected to approach the internship experience with respect and open mindedness and view this as a golden opportunity for pre-professional training. Be ready to try new things! Your writing should also reflect this attitude.

### Part III:

#### Interview

Interview a full time-library technician in your selected library. Ask pertinent questions about their job/career. Responsibilities, likes, dislikes, etc. Ask them to describe their typical day. Find out how they got started in this field and what keeps them interested in their job. Ask about career and educational goals. Write up your questions and answers and a summary of your own responses to this activity. (2-3 pages)

#### Evaluation:

Your final grade is based on your journal, resume, thank you letter, and your supervisor's written evaluation.

Late work: All assignments must be turned in by the due date. You are responsible for getting the assignment to me on time. Email and regular mail accepted. Notify me **early** if you run into difficulties. A request for Incomplete must be accompanied by documented proof of need.

Read \* Read \* Read \*

You may mail or email your completed project to me at the above address or turn it in to me personally. **\*If you would like me to return it to you, please provide a large self-addressed stamped envelope.**

LIB 250 Internship Report Form

Please supply the following information:

Intern's name

Beginning and ending dates

Library name

Address

Phone

Internship supervisor

Type of library

Size of collection

Number of patrons

Part One: Questions for the intern

1. Before the internship begins:

Explain why you have chosen this particular library.

2. Make a list of your career goals and explain what you expect to gain from this field experience. Outline your prospective duties and responsibilities after discussing this with your library supervisor. Do you have an area in which you would like to concentrate your efforts (for example, cataloging, storytelling, acquisitions)?

3. On completing your internship:

Provide a short paragraph about how well you

accomplished your goals. This can be expanded in your journal.

Part Two: To be completed by the library supervisor.

1. Provide a statement regarding your goals and expectations for the student intern.
2. In what areas of your library did you place our student?
3. How well did our intern do? Given that the library internship is a chance for students to practice all the theory and procedure learned in the Library Technician Program, do you feel this student is ready to take a full time position as a library technician? If your answer is no, in what area(s) does the student need more focus or experience?
4. Please comment on how well our student did in terms of the following:
  - a. collaboration with co-workers
  - b. showing initiative
  - c. work ethic
  - d. ability to develop new skills
  - e. following directions
5. Did you find our student adequately prepared? In what ways could our program be improved?

**Criteria for computation of your final grade:**

A student who does not complete their internship will automatically receive a failing grade. A student must complete the work portion of the internship as described in

the internship agreement before submitting their portfolio for evaluation. A student's grade is based on demonstrated learning as documented by the portfolio.

Rating Scale 100 points (A 100-90; B 89-80; C 79-70; D 69-60; F 59-0)

**2 points per attribute:**

- 2 Completed
- 1 Partially completed
- 0 Did not submit

**\*5 points per attribute:**

- 5 Completed: exemplary
- 4 Completed: thorough
- 3 Completed
- 2 Partially completed: basic understanding
- 1 Partially completed: minimal understanding
- 0 Did not submit

**PORTFOLIO:**

**Internship Agreement, Resume, Job Description**

[2 or \*5 points per attribute, as indicated, for a total of 20 points]

\_\_\_ The internship agreement, resume, and job description were submitted to faculty sponsor in a timely manner.

\_\_\_ The internship description accurately describes the mission of agency and the role of intern within the agency.

\_\_\_ The internship description describes the student's long term goals and explains how the internship will help them achieve these goals.

\* \_\_\_ The goals of the internship are specific, measurable, achievable, relevant and track able. (\*5 points)

\_\_\_ The public presentation is defined (type of presentation, when, where, to whom).

\* \_\_\_ The resume highlights the student's education and experiences in an effective format. (\*5 points)

\_\_\_ Written materials are clear and exhibited good grammar and spelling.

**SUBTOTAL**

**Library Description, Daily Log, Interview**

[\*5 points per attribute for a total of 20 points]

\* \_\_\_ Entries are completed as assigned.

\* \_\_\_ Entries respond to Reflective Journal or Directed questions thoroughly and accurately.

- \* Entries present facts, analysis and reasoned interpretation.
- \* Reflective Journal/Daily Log entries are legible. Entries are typed, clearly written using standard grammar and spelling.

SUBTOTAL

Written Self Evaluation

[2 or 5 points per attribute, as indicated, for a total of 20 points]

Self evaluation:

- \* The self evaluation discusses the intern's achievement of personal goals. (\*5 points)

Description, interpretation, analysis and evaluation of the internship experience:

The self evaluation discusses:

- \_\_\_ The self evaluation discusses the intern's most important contribution to the internship.
- \_\_\_ The self evaluation discusses the intern's academic and career goals.
- \_\_\_ The self evaluation discusses the impact the experience had on the intern's personal growth.
- \_\_\_ The self evaluation discusses how the internship experience could have been improved.
- \_\_\_ The self evaluation discusses personal strengths the intern discovered through the experience.
- \_\_\_ The self evaluation discusses areas for personal improvement.

Quality of written material

- \_\_\_ The self evaluation presents both descriptive and reflective information in a thoughtful manner.
- \_\_\_ The self evaluation is clearly written with standard grammar and spelling.

SUBTOTAL

Supervisor Evaluation (and Response to Supervisor Evaluation if required)

[\*5 points per attribute for a total of 20 points]

- \* The supervisor evaluation indicates that the intern demonstrated a good work ethic.
- \* The supervisor evaluation indicates that the intern displayed initiative.
- \* The supervisor evaluation indicates that the student collaborated well with co-workers.
- \* The supervisor evaluation indicates that the student developed new skills during the experience.
- \_\_\_ The student provided a thoughtful response to the supervisors evaluation. (If required, 5 bonus points)

SUBTOTAL

Resume

*\*5 points per attribute for a total of 20 points*

\_\_\_ Resume has no spelling errors. Date formats and abbreviations consistent.

\_\_\_ Punctuation is correct and consistent. No use of inappropriate punctuation.

\_\_\_ Tenses are consistent, uses some action verbs. Action verbs are used to describe skills and previous job responsibilities.

\_\_\_ Plenty of white space; resume fits on one page; only uses 2 fonts; very easy to read.

\_\_\_ **SUBTOTAL**

\_\_\_ **TOTAL**

\_\_\_ **FINAL GRADE**

ADA notification: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the PASS OFFICE and inform the instructor of any special conditions pertaining to their learning. PASS OFFICE Auburn Hills: Building B, Phone: (248) 232-4080.





OAKLAND  
COMMUNITY  
COLLEGE

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**LIBRARY TECHNOLOGY SURVEY  
WINTER 2006**

**Prepared for:  
Letyna Roberts  
Manager of State and Federal Programs**

**Prepared by:  
Stephanie Wren  
Research Analyst  
Office of Institutional Research  
(248) 232-4872  
February 17, 2006**

OAKLAND COMMUNITY COLLEGE  
LIBRARY TECHNOLOGY REPORT  
WINTER 2006

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OAKLAND COMMUNITY COLLEGE  
LIBRARY TECHNOLOGY REPORT  
WINTER 2006

**Purpose**

The purpose of the study was to compile the data for a summary report of the Library Technology program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

**Methodology**

Survey responses were collected from 15 students. The survey gathered feedback from the students on issues such as the availability of the courses in the program, the cost of the courses, career planning. The items were rated 0 (not applicable), 1 (poor), 2 (below expectation), 3 (acceptable), 4 (good), and 5 (excellent). Mean responses for each item were calculated and the results are presented below.

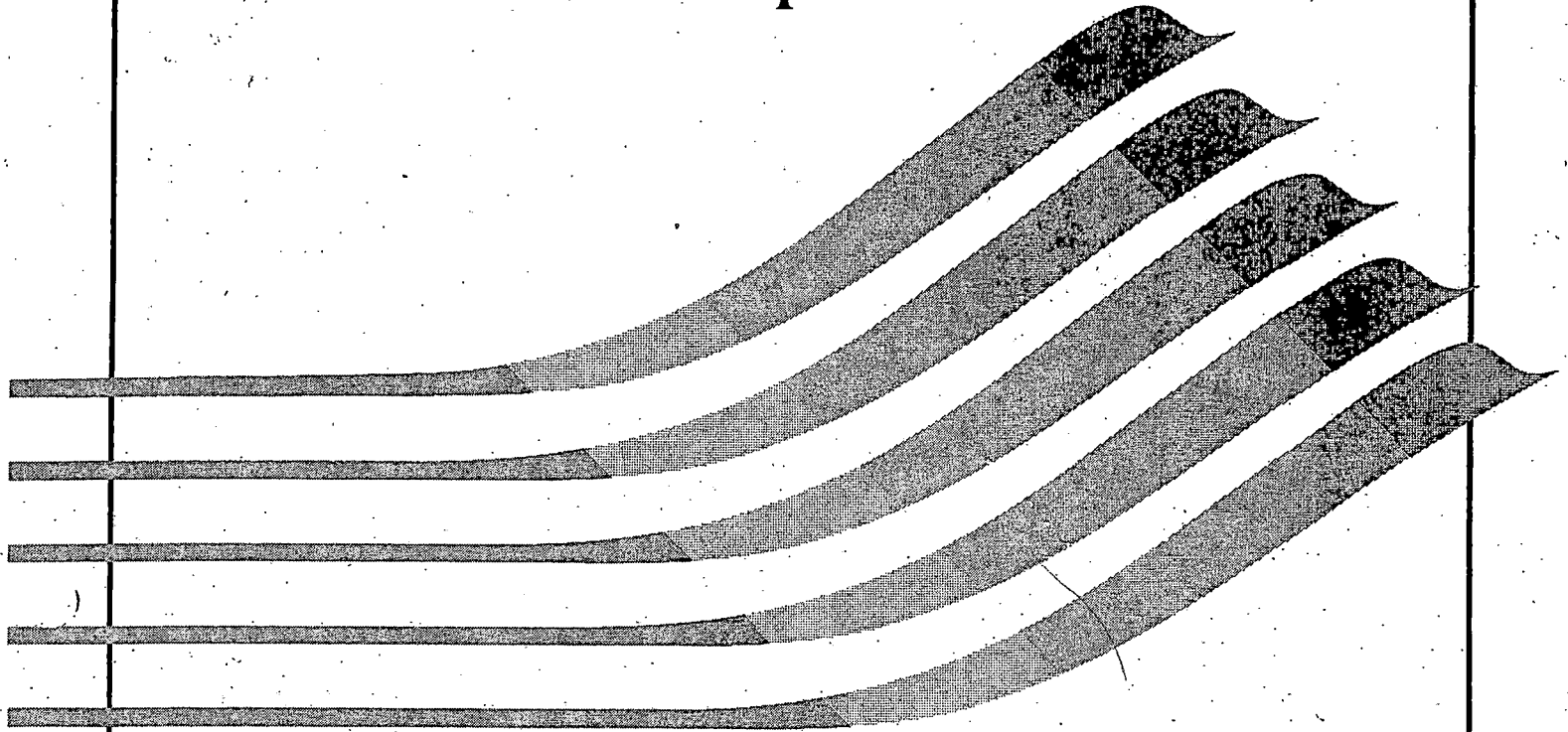
**OAKLAND COMMUNITY COLLEGE  
LIBRARY TECHNOLOGY REPORT  
WINTER 2006**

**Results**

Question	Mean
1 Courses in your occupational program are available and conveniently located.	4
2 Courses in your occupational program are based upon realistic prerequisites	4
3 Courses in your occupational program are available at moderate cost.	4
4 <b>Written objectives for courses in your occupational program are available to students.</b>	<b>5</b>
5 Written objectives for courses in your occupational program describe what you will learn in the course.	4
6 Written objectives for courses in your occupational program are used by the instructor to keep you aware of your progress.	4
7 Teaching methods, procedures and course content meet your occupational needs, interests, and objectives.	4
8 Teaching methods, procedures and course content provide supervised practice for developing job skills.	4
9 Related courses (such as English, Mathematics, Science) are pertinent to occupational instruction.	4
10 Related courses (such as English, Mathematics, Science) are current and meaningful to you.	4
11 Work experience (or clinical experience) in your occupational program is readily available at convenient locations.	3
12 Work experience (or clinical experience) in your occupational program is coordinated with classroom instruction.	4
13 Work experience (or clinical experience) in your occupational program is coordinated with employer supervision.	3
14 Career planning information meets with your needs and interests.	4
15 Career planning information helps you plan your program.	4
16 Career planning information helps you make career decisions and choices.	4
17 Career planning information helps you understand your rights and responsibilities as an employee.	3
18 Career planning information helps you evaluate job benefits and conditions of employment opportunities in relation to salary.	3
19 Career planning information is provided by knowledgeable, interested staff.	4
20 Career planning information explains nontraditional occupational opportunities for both sexes.	3
21 Job success information on former students in your occupational program is provided to help make career decisions.	3
22 Job success information on former students in your occupational program identifies where these job opportunities are located.	4
23 Job success information on former students in your occupational program tells about job advancement opportunities.	3
24 <b>Placement services are available to help you find employment opportunities.</b>	<b>2</b>
25 <b>Placement services are available to prepare you to apply for a job.</b>	<b>1</b>
26 Instructional support services (such as tutoring, lab assistance) are available to meet your needs and interests.	4
27 Instructional support services (such as tutoring, lab assistance) are provided by knowledgeable, interested staff.	4
28 Instructional lecture and laboratory facilities provide adequate lighting, ventilation, heating, power and other utilities.	4
29 Instructional lecture and laboratory facilities include enough workstations for the number of students enrolled.	4
30 Instructional lecture and laboratory facilities are safe, functional, and well maintained.	4
31 Instructional lecture and laboratory facilities are available on an equal basis for all students.	4
32 Instructional equipment is current and representative of industry.	4
33 Instructional equipment is in sufficient quantity to avoid long delays in use.	4
34 Instructional equipment is safe and in good condition.	4
35 Instructional materials (textbooks, reference books, supplies) are available and conveniently located for use as needed.	4
36 Instructional materials (textbooks, reference books, supplies) are current and meaningful to the subject.	4
37 Instructional materials (textbooks, reference books, supplies) are not biased toward "traditional" sex roles.	4
38 Instructional materials (textbooks, reference books, supplies) are available at reasonable cost.	3

- Most responses are ranging from 'acceptable' to 'good'.
  - Item 4, 'written objectives for courses in your occupational program are available to the students', received the only 'excellent' rating.
- The two exceptions are items 24 and 25.
  - Those items are the career placement items.
  - The students appear to feel that placement services are either 'poor' or 'below expectations'.
    - These results are in contrast to the career planning information and job success information items (items 14 – 23).
    - The average responses for these items are between 'acceptable' and 'good'.

# Institutional Research Report



**Library Technician  
Degree and Credit Hour Trends Reports  
for  
Curriculum Review Committee**



**OAKLAND  
COMMUNITY  
COLLEGE**

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### **Library Technical Services Credit Hour Trends Report**

**LIB Credit Hour Trends Summary**

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**College-Wide Ten-Year Trend**



OAKLAND  
COMMUNITY  
COLLEGE

**Degree Trends Report**  
**Library Technician**  
**LTN**  
**2004-05**

Prepared by:  
Oakland Community College  
Office of Institutional Research  
January 19, 2006

**Oakland Community College  
Degree Trends Report  
Library Technician (LTN)  
1995-96 through 2004-05**

The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

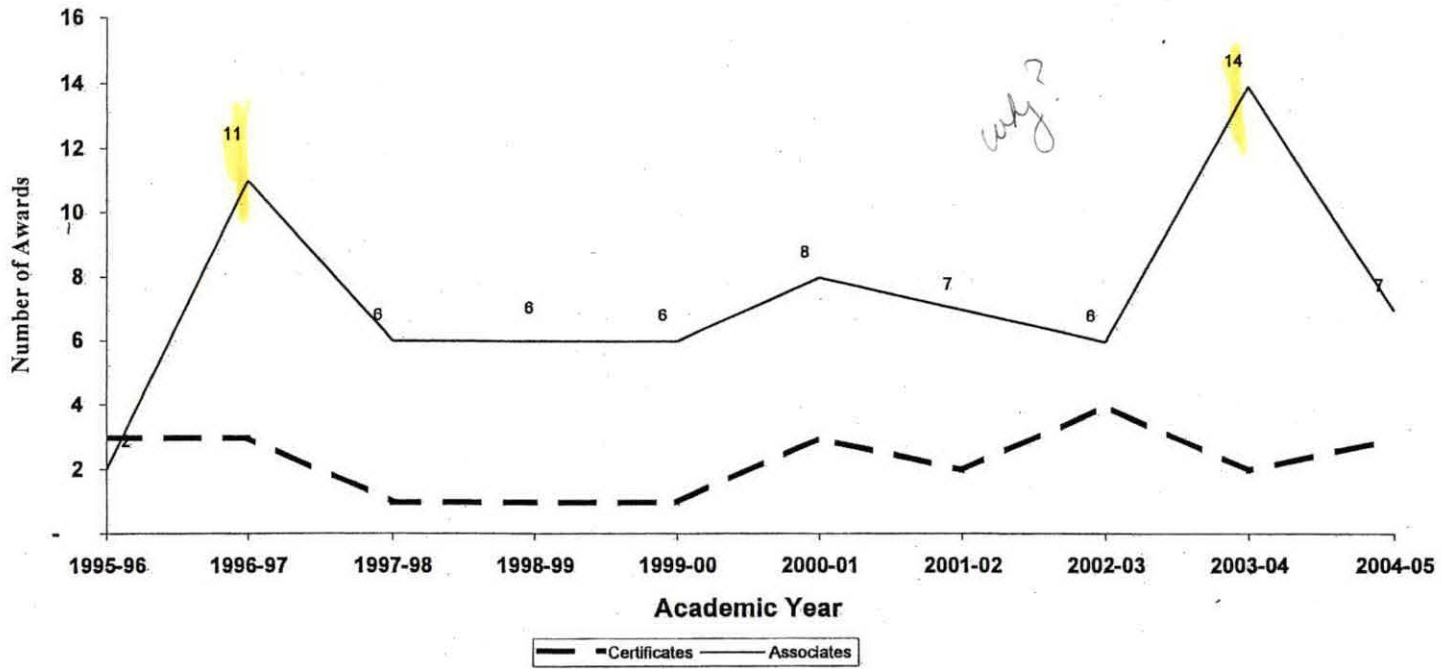
Trends over a specified period of time are illustrated by the following graphs for Library Technician (LTN)

- Ten-year trend showing the annual awards conferred in Library Technician
- Rate of change in annual awards conferred in Library Technician
- The three-year Moving Mean for annual awards conferred in Library Technician
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.



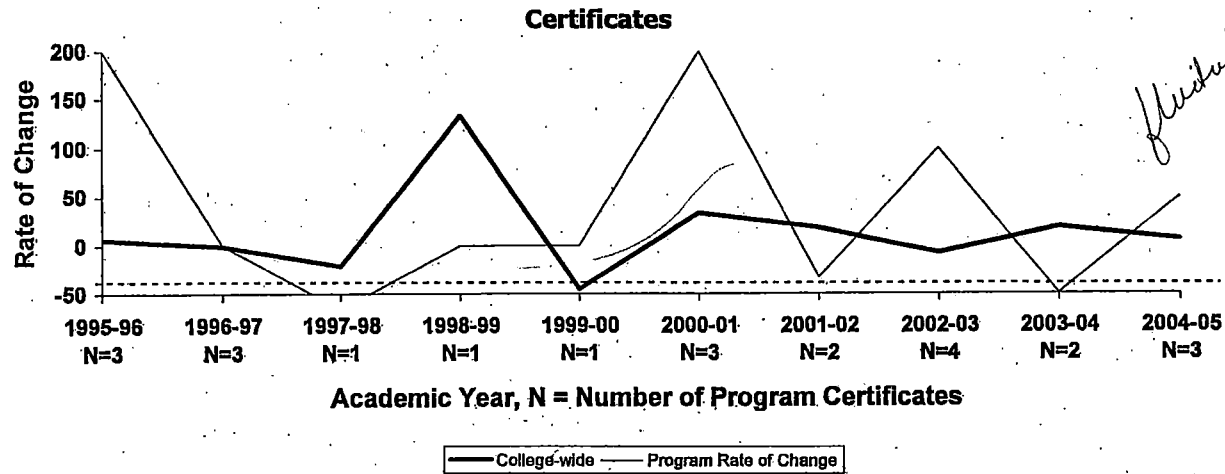
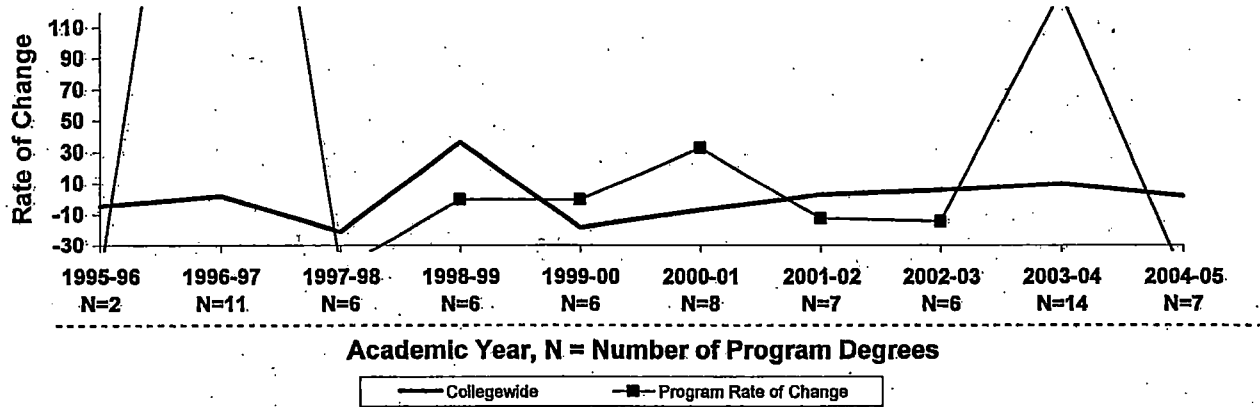
**Oakland Community College  
Associate Degrees and Certificates Awarded  
Library Technician  
1995-96 through 2004-05**



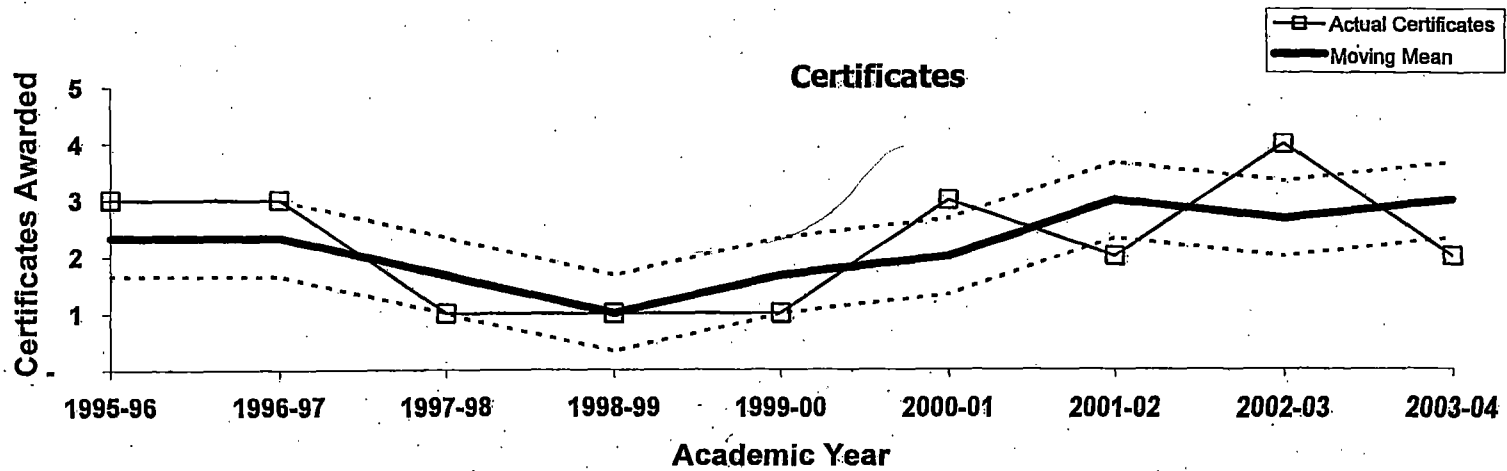
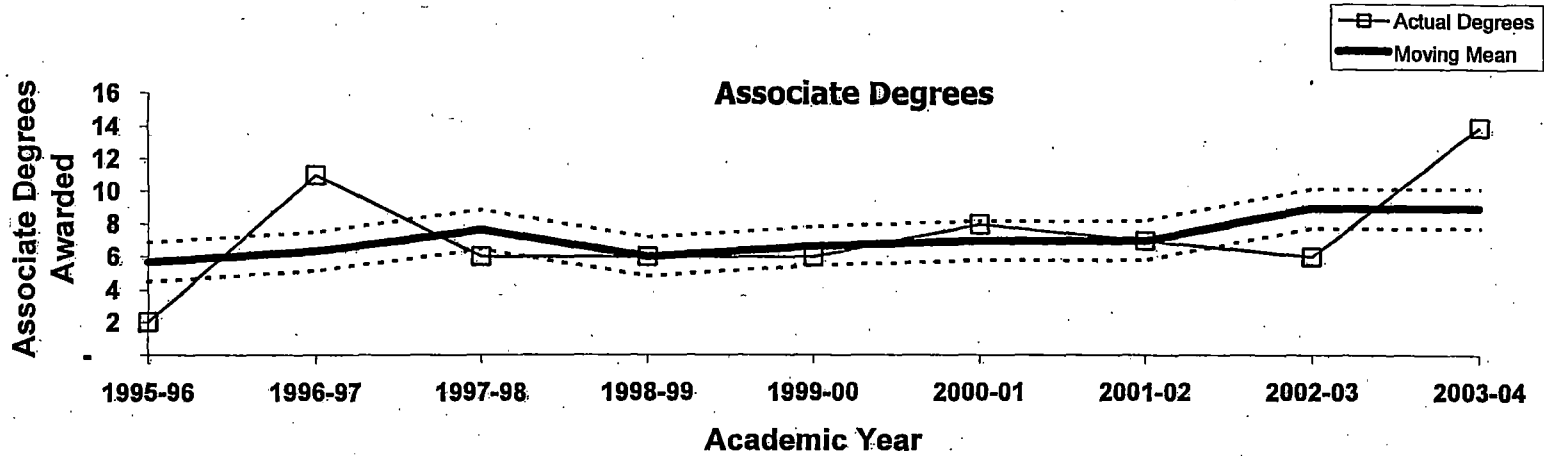
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1995-96	3	2
1996-97	3	11
1997-98	1	6
1998-99	1	6
1999-00	1	6
2000-01	3	8
2001-02	2	7
2002-03	4	6
2003-04	2	14
2004-05	3	7

**Oakland Community College  
Rate of Change in Annual Awards  
College-Wide  
1995-96 through 2004-05**

**Associate Degrees**



**Oakland Community College  
Three Year Moving Mean in Annual Awards  
Library Technician  
1995-96 through 2003-04**



**Oakland Community College  
Credit Hour Trends Report  
Library Tech  
1994-95 through 2004-05**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

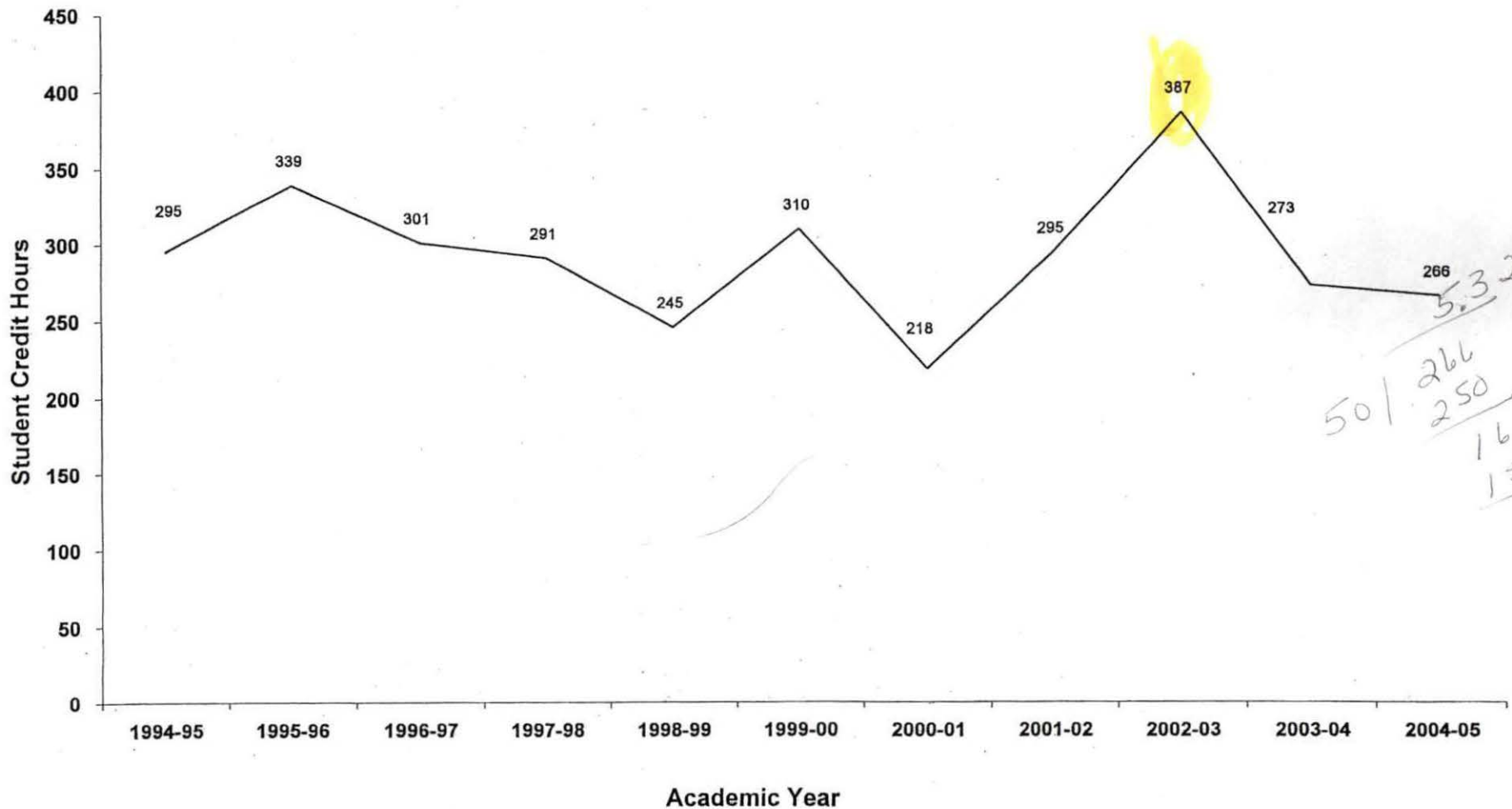
Trends over a specified period of time are illustrated by the following graphs for Library Tech.

- Graph depicting ten-year trend in student credit hours generated by Library Tech
- Graphs depicting three-year moving mean and rate of change in student credit hours for Library Tech.
- Ten-year trend in annual credit hours generated Collegewide.

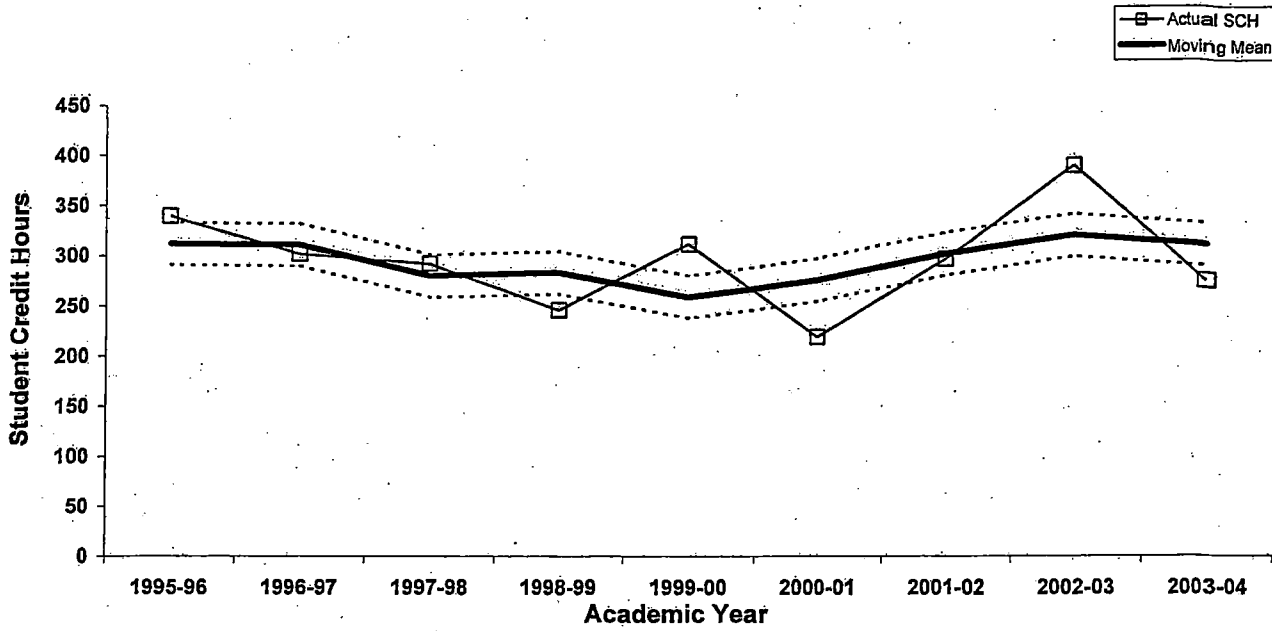
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

**Oakland Community College**  
**Ten-Year Trend in Student Credit Hours**  
**Library Tech**  
**1994-95 through 2004-05**

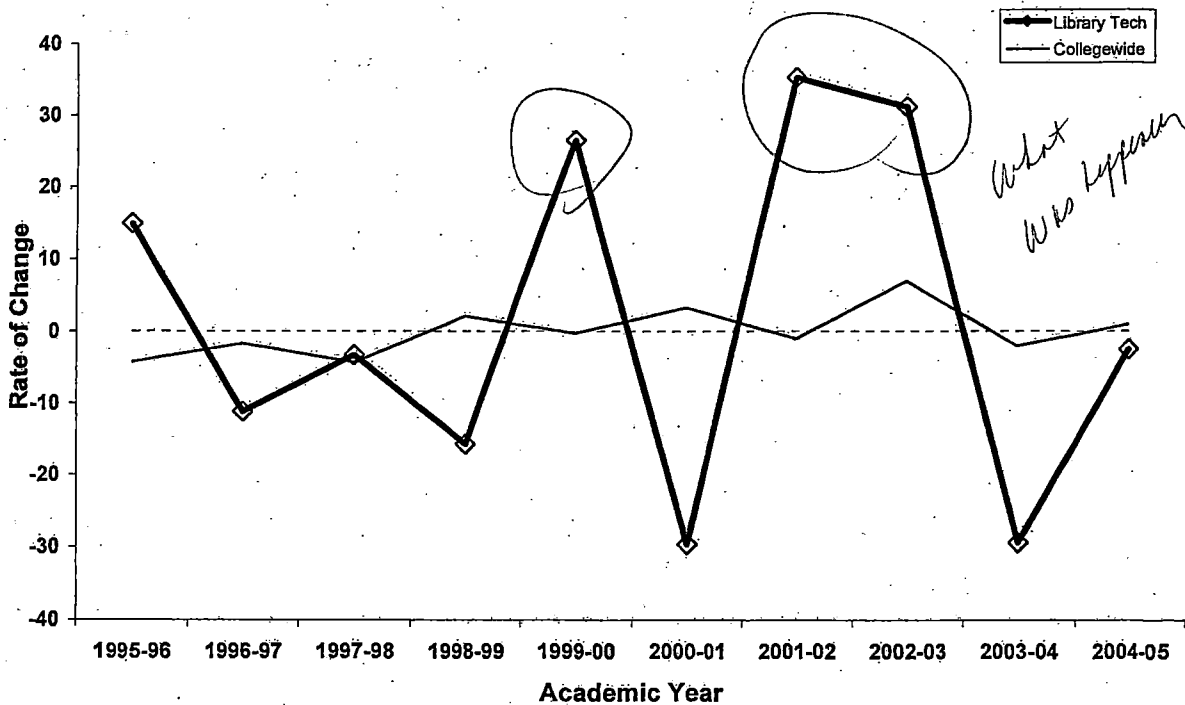
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Library Tech	295	339	301	291	245	310	218	295	387	273	266	-14.2	-9.8
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



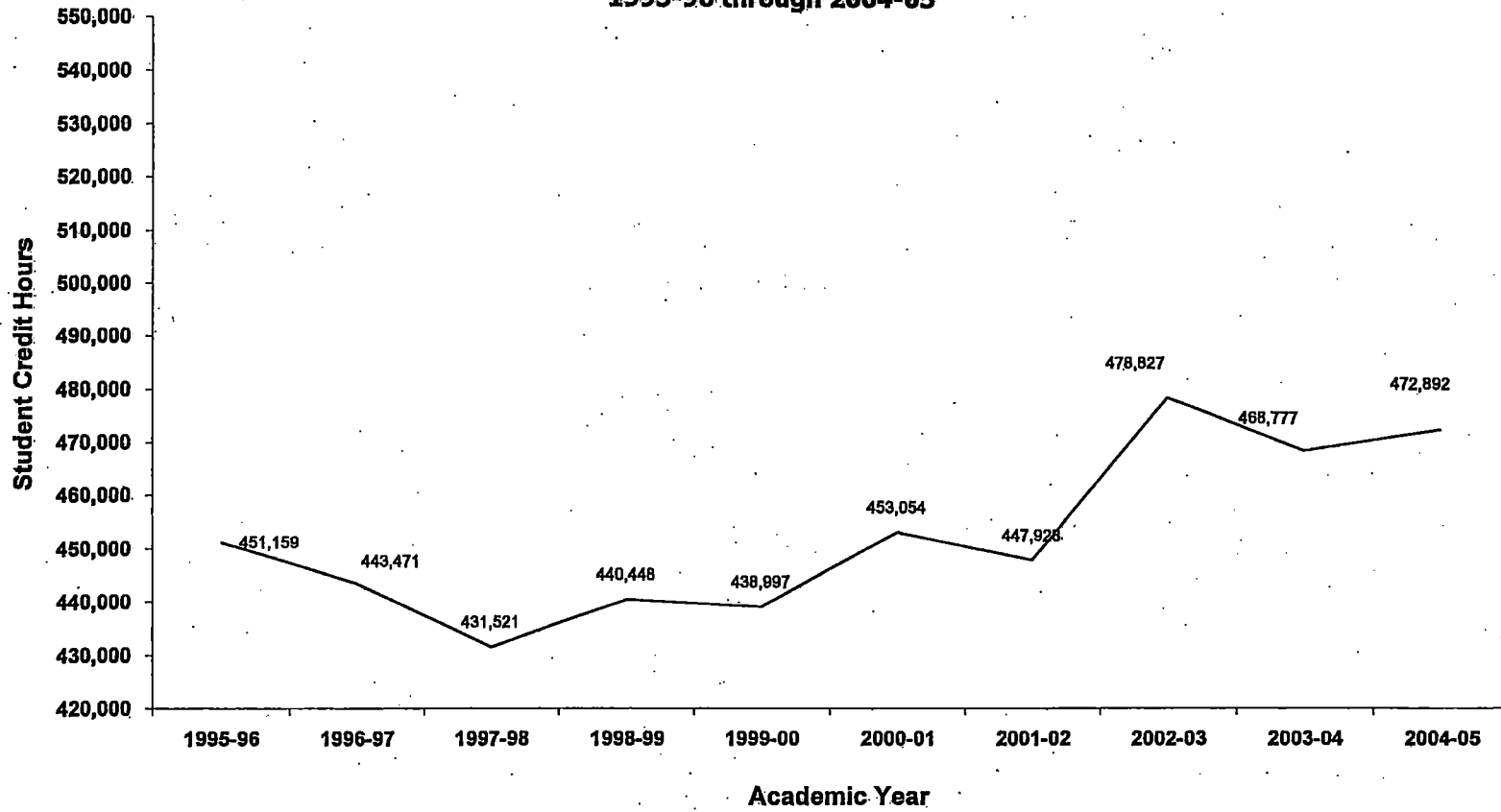
Oakland Community College  
 Three-Year Moving Mean  
 Library Tech  
 1995-96 through 2003-04



Rate of Change in Student Credit Hours 1995-96 through 2004-05



**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892