Section III

2008-2009 Career and Technical Education Act (Perkins IV) Title IC – Final Report

Activities Across Career & Technical Education Programs (College/District-wide)

College/District_____   Agreement #: _____

Part C

Identify accomplishments/best practices during 2007-2008:
During the 2008-2009 academic year, the library utilized CTE funding to provide 24x7 remote access to a number of full-text online databases and electronic resources. During this funded period (statistics reflect usage from July 1, 2008 to May 31, 2009) article databases and electronic resources were accessed a total of 42,741 sessions during which 59,428 searches were performed. As a result of these searches 54,302 full-text articles were downloaded. These resources included Vocational Services Premier, a new periodical article database specifically tailored to the curriculum of students in the Career and Technical Education programs. Access to all of our electronic resources was enhanced with a minor redesign to the web page through which students enter the databases. CTE funding also supported the addition of print materials (over 125 books) on vocational and career related information to the library's reference and circulating collections. This year the library also articulated the selection process for VTEA materials. This procedure will be folded into the Library's Collection Development Policies and Procedures which are currently under development. This year the collection development process included the review of all plans submitted by CTE Programs and other program documentation to inform material selection. Training on our electronic resources and technology was provided to CTE students at the reference desk, over the telephone, and during instruction sessions.

Identify and describe reasons for not completing planned activities, i.e., staff changes, delay(s) in access to funding, etc. during 2007-2008:
One of the best ways for the library to ensure that our collections are meeting the needs of CTE programs is to meet with the CTE faculty. However, we continue to be challenged to engage in these discussions with so many programs. Every opportunity was taken to participate in CTE meetings and to talk with CTE faculty at these venues. The library continues to value and seek CTE faculty recommendations, and will continue to reach out to faculty directly and as a group (at CTE meetings). We found early on that meeting with all programs was an overly ambitious goal and focused on conducting a more comprehensive review with a few programs for this year. We revised this for next year and some programs included working with the library as an activity in their program plans. The addition of Library related activities in the CTE program plans should enhance next year's participation, working towards a collaborative approach to collection building. Unfortunately, only a handful of instruction sessions were scheduled by CTE faculty. When scheduled with the library, the CTE faculty brings the whole class in to receive instruction from a librarian related to use of online resources and technology. These classes are course-integrated (tailored to the curriculum and research assignment) and enables the librarians to reach a number of students at once and is one of our best established methods for training students in the effective usage of our online resources. An increase in information competency sessions for CTE classes in the future should also lead to an increase in the usage of the CTE subject related electronic resources.