Library Program Review 2010

A. Title page and Signature pages

A1 Titles and Departmental Program Review Signatures
A2 Curriculum Committee
A3 Instructional Program Committee

B. Executive Summary

[attached separately]
C. Program Review

C1. Introduction

This Program Review is conducted as part of an ongoing review cycle of academic programs at Los Angeles Valley College. The faculty in the department participated in this review of the Los Angeles Valley College Library.

C2. History, Mission & Philosophy

LAVC LIBRARY MISSION STATEMENT

The mission of the Los Angeles Valley College Library is to provide library materials and services, which effectively support, implement and enrich the educational mission of the College.

The Library is committed to providing services to a diverse community college student population. Fundamental to this charge is the responsibility to acquire, organize and disseminate recorded information, which supports the College’s educational program.

The Library is committed to providing information resources in all relevant formats to students, faculty, staff and community members. It will provide a staff of professional librarians and skilled technical support staff to assist in accessing the information in its collections and will encourage and facilitate information competency, critical thinking and intellectual independence of the college’s students. It will strive to provide quality instructional services and programs in the use of information resources.

HISTORY

The Library serves the College by providing access to information resources in many different formats. There has been a Library at the college since the college began in 1949. Over the years the number of faculty and classified staff in the department has varied from a high in 1979 of 8 FTE faculty and 13 FTE classified staff to the current 5.6 FTE faculty and 7 FTE classified staff. At one time the department offered a certificate program in Library/Media Technology, but in 1980 that program was closed due to declining enrollments. Since 1978 the department has offered Library Science 101, Library Research Methods. In 1999 the department began offering a new course, Library Science 102, Internet Research Methods. This coincided with the completion of the LAIR (Laboratory for Academic and Instructional Resources), a computer lab in the library building, and the Library’s conversion to an automated system. The implementation of the library automation system, funded by the Los Angeles Community College District as a district-wide project, allowed the Library to convert its card catalog to
an online system and automate the book circulation and cataloging functions, offer a number of online electronic resources, as well as offer students Internet access.

In 2004, the district’s library system vendor, DRA, was purchased by another library automation vendor, Sirsi, and in summer of 2005 the district migrated the library database to this new system. The new system required quite a bit of “re-learning” on the part of the library faculty and staff, but after a summer of training sessions, the new system was working well. The Sirsi system is a Windows client/server system and offers many new features that the old terminal based system did not, not the least of which is an online catalog for students and other library users to use that is much more user friendly. Users are able to check their accounts to see what they have checked out, renew items and place holds on items that are checked out by other users. The system has gone through a number of upgrades since the initial installation, averaging a major upgrade every 18 months.

In 2001 the Library was informed that a new library building would be part of a future campus construction plan. In the following years, after Prop AA bond funding was approved, the Library staff and faculty worked extensively with Paul Murdoch Architects and Stockton Associates (library consultant) to design a building program for the new Library. In the spring of 2003 the library building program was presented to the college and the process of selecting a project architect began. Pfeiffer Partners was eventually awarded the contract and plans were started to create a library and academic resource center on the site of the cafeteria building. After several months, those plans were presented to the college, but after reviewing them, the college decided that instead of building on the cafeteria site, the college wanted to tear down the old library building (previously planned for renovation into a student services building) and build the new Library and Academic Resource Center on the site of the old library building.

This major change necessitated scrapping the previous designs and plans and starting over designing a building on a completely different site. It also set the project back considerably. It also necessitated the design, plan and construction of temporary buildings for the Library, Learning Center and Media Services that were located in the old library building. Much of 2006 and 2007 was spent working with Pfeiffer Partners on the redesign of a library on the old library site as well as working with gkkworks, the architectural firm hired to plan and design the temporary buildings for the Library, Learning Center and Media Services. Further, it was necessary to design a storage facility in the campus’ Maintenance and Operations area to house half of the Library’s book collection, since the temporary library space would not be large enough to house all of the Library’s collections.

Construction began on the temporary buildings in the summer of 2007 and was completed in May 2009. The Library moved half of its collection to the temporary
building and half to the storage space during the summer of 2009. Because of the move, the Library was not open to serve the summer session of 2009. The Library opened to serve the college again at the start of the fall 2009 semester.

C3. Program Description

3a. Curriculum

Through 2004 the Library offered two courses:

Library Science 101, Library Research Methods
   An introduction to research methods and library organization. Instructs students in the use of reference materials, book classification systems, the online catalog and specialized print and electronic resources. Focus is placed upon learning techniques of preparing a research paper.

Library Science 102, Internet Research Methods
   Locate and evaluate information resources on the Internet using the World Wide Web, listservs, Usenet, FTP and more. Learn principles of information access, development of search strategies, evaluation criteria and processes, and specific Internet search tools. Issues regarding intellectual property, censorship and online publishing will be covered.

LS 101 (previously L/MTA 15) has been offered since 1978. For the past several years LS 101 has been scheduled in the M/W 8am block because it was also offered as an extra-credit component to an English 101 Honors section offered immediately after it in the schedule of classes. The recently revised course outline and SLO documents are in the Appendices.

The department began offering LS 102 in 1999 after the Library was automated and began offering online resources and internet access. LS 102 was scheduled M/W in the late afternoon, in order to make it available to students enrolled in evening classes. During the first few years it was offered, enrollment in LS102 was at acceptable levels, but after the first three years enrollment steadily declined and the department removed it from the schedule in 2005. The course is currently archived.

Both courses were taught in the LAIR computer lab located in the library building until the Library was relocated to temporary facilities in the summer of 2009. The department decided to archive the LS 102 course until the new library building was completed and we would have computer classrooms in the new building to use for the course. Fortunately, the department was able to locate a computer classroom in the Engineering building that was free during the M/W 8am time period and was able to continue to offer the LS 101 course.
In fall 2009 the College’s Transfer Alliance Program (TAP) began requiring completion of LS 101 as part of their program. This increased the demand for the course and the Library was able to offer a second section online in the fall semester. Unfortunately, due to enrollment caps, the Library has not been able to offer the online course in the spring schedule, nor to add additional sections of the face-to-face class to meet added demand.

3b. Student Learning Outcomes

Student Learning Outcomes for Library Science 101 Course

Outcome 1: Students will be able to use the LAVC Library's print and electronic resources
Assessment: Students must find a book in the Library using the online catalog; students are given citations requiring them to find articles in a given database; students must locate an article in print using a print index. A rubric will be created to assess student learning/achievement.

Outcome 2: Students must present a final project consisting of an outlined research strategy with a works cited list and a properly structured thesis statement, argument, and conclusion. This is accompanied by an oral report in which the student explains their research methods. A rubric will be created to assess student learning/achievement.

Service Outcomes for the Library
To date, the Library has developed the following service outcome:

Reference and Bibliographic Instruction
As a result of interactions with Library Reference Services, orientations, or workshops (online or face-to-face), a student will be able to:
- Apply research skills and research strategies to locate appropriate information to achieve educational, professional or personal objectives
- Evaluate information using critical thinking and problem-solving skills to evaluate resources in order to determine reliability, validity, authority and point of view as relevant to the information needed

Possible assessment methods could include:
- Co-evaluation by presenter and instructor (what worked, what could be improved)
- Pre-surveys/post-surveys in tutorials/sessions
- Worksheets (in class evaluation)

Other areas to be considered for the development of service outcomes in the Library include circulation services and collection development.
3c. Populations served

The Library serves the whole college community. While many courses at the college do not include any type of library related research or assignments, the majority do include assignments that lead the student to the Library. The student profile is the same as the college’s student population at large.

Students enrolling in Library Science 101 do show a number of characteristics distinct from the general student profile. Some notable differences from fall 2009 include:

Gender Comparison--Enrollment is predominantly female (71% to 29% compared to a college wide ratio of 58% female to 42% male).

Age Comparison--Students are younger on average, with 71% under 25, compared to 59% under 25 college wide.

Primary Language Comparison--English is listed as the primary language in only 5% more of the library science students (73%) than college wide (68%).

Prior Education--82% of students enrolled in LS 101 have a high school degree compared to 62% college wide.

Education Goal--64% list transfer as their educational goal, compared to 40% college wide.

Degree Goal--54% list a bachelor degree as their goal, compared to 40% college wide.

Student Success and Retention--The success and retention rates in LS 101 are 85% and 92% respectively compared to college wide rates of 67% and 88%.

Students enrolled in Library Science 101 frequently have a goal of continuing their higher education after leaving Valley College. Many of them are part of the College’s Transfer Alliance Program. Most students enrolled in the class realize that learning about library and information resources and the best ways to approach research will benefit them as they continue their education.

The complete Student Data Profile is in the appendix.

Library User Surveys.

Student Survey 2007
In the spring of 2007 the Library surveyed students using the Library over a period of two weeks. The survey contained 30 questions and the response rate ranged from 138 to 61. The complete survey is in the Appendices. Here are some highlights:

Reason for visiting the Library?
Check out books 20%
Research 18%
Studying 40%
Using the internet 15%

How satisfied are you with our collection of books? Satisfied or Very Satisfied 93%

How helpful is our staff? Satisfied or Very Satisfied 87%

How important is the library to you? Important or Very Important 93%

How often do you visit or call the library for information? Daily or Weekly 73%

How satisfied are you with the library hours? Satisfied or Very Satisfied 73%
Although a significant number (28%) want more library hours.

Rate the following Library services:
Online Book Catalog Good or Excellent 66%
Electronic Information Databases Good or Excellent 67%
Remote access to the Library's on-line information resources Good or Excellent 59%

Have you ever attended a library class orientation? If yes, was the library class orientation useful? Very Useful or Useful 85%

83% have a computer with internet access at home.

Some survey comments include:

Need couches and more comfortable chairs.
More books.
More children’s books.
More magazines.
More computers
More hours.
Waiting too long for computers. Half people not using for research.
Ban Myspace.

Points learned from the student survey include:

Doing research, checking out library materials and doing research are still important to the students who use the Library.

The Library’s faculty and staff are seen as helpful and the Library is seen as important to students.

Most students rate our resources as good or excellent.
Students are not satisfied, though, they want more, more hours, more computers, and more resources.

They are not satisfied with having to wait to use a computer when they are being used for recreational purposes.

**Plans to address issued raised in the survey:**

Many of the issues raised in this and previous student surveys will be addressed with the completion of the new library building scheduled to open in spring of 2012. These include recommendations for more computers, comfortable lounge furniture, and group study rooms.

Other suggestions which require funding for library resources such as more hours of service, more books, journals and other library resources, are more difficult to address due to the college’s budget problems. This is a problem that plagues the Library year-after-year.

One issue raised by the student survey that needs further attention is the complaint that students using the computers for recreational purposes during peak times is causing students needing a computer for research or class assignments to wait in long lines. Students monopolizing computers for recreational purposes are an ongoing problem. It is possible that with the opening of the new Library and Academic Resource Center, with the availability of 100+ more computers will solve this problem. If not, the Library will need to re-evaluate its computer use rules, giving priority to those using the computers for research or class assignments.

**Faculty Survey Spring 2010**

In the spring of 2010, the Library surveyed the faculty regarding library services over a three week period. The survey contained 28 questions asking about their use and satisfaction with the Library and its resources. The response rate ranged from 118 to 37. The complete survey is in the Appendices. Here are some highlights:

How often do you use any academic library? Weekly or more often 14%

How often do you visit the Los Angeles Valley College Library? Weekly or more often 7%

How often do you use the LAVC Library's online resources from home, from your office (or from another location)? Weekly or more often 13%

When looking for information provided by the Library, as it relates to you teaching, how often do you find a source that is helpful? Always or Usually 43%

Generally, how would you describe the quantity of information you find in the library-as it relates to student needs? The right amount for students' needs 38% Too little for students' needs 21%
Generally, how would you describe the quality of the information you find in the library-for student needs? Appropriate level 58%  Too easy or popular 12%

If you have checked out materials or put materials on reserve, how helpful was the staff at the circulation desk? Very or Extremely 81%

How often do your assignments require students to use the library’s resources? Frequently or Occasionally 59%

Have you ever brought a class to a library orientation? Yes, once or more 39% No 61%

How satisfied were you with the library class orientation? Satisfied or Very Satisfied 89%

Overall, how important is the LAVC library to you? Very or Extremely 58%

Overall, how satisfied are you with the library? Satisfied or Very Satisfied 58%

**Points learned from the faculty survey include:**

Faculty members taking the survey are not regular users of academic libraries, either at LAVC or elsewhere. They also do not make much use of the Library’s online databases. Some faculty state that they only use the internet for their information and research and don’t see a need to use the Library or its resources.

They would like the Library to develop online tutorials for their students on how to use library databases.

Most feel that the quality of information available for student needs is at the appropriate level.

They would like workshops on using the online resources.

They want more group study areas for their students in the Library.

They feel that resources are inadequate, though library services are fine.

They want more specialized databases such as ARTSTOR and JSTOR.

One Faculty member commented that our media collection was outdated (although the Library has never had a media collection). Perhaps they confused the Library with Media Services.

**Plans to address issued raised in the survey:**

Although the Library’s faculty give workshops each semester on using online and other library resources through the professional development office, faculty do not believe there is enough opportunity for them to learn about our resources. Outreach and training on our online resources needs to be reexamined.
The Library’s instructional faculty is currently working on customizing an online tutorial that introduces users to using both print and online library resources.

As funding permits, continue to update the book collection, rebuild the periodical and journal collections both online and in print.

The new library building will have facilities for the Library to begin collecting audio and video materials, so as funding allows, these media materials will become a part of our collection development plan.

Complete copies of both the student and faculty surveys are in the appendix.

3d. Department Faculty and Staff

Library Department Faculty:

- Department Chair .6 FTE (D basis)
- Collection Development/Acquisitions Librarian 1 FTE (Compressed C basis), 40% reference duties
- Catalog Librarian (Compressed C basis) 1 FTE, 40% reference duties
- 2 Bibliographic Instruction/Public Services Librarians 2 FTE (Compressed C basis), 40% reference duties
- 30 hours adjunct reference librarians per week 1FTE equivalent (covers evening schedule and Saturdays). 12 of these hours represent David May’s .4 FTE reassignment to the District IT Office to coordinate the library automation program
- .2 FTE (fall) and .1 FTE (spring) instructional librarians for the Library Science 101 course

In addition, the Library uses 1-2 FTE hourly rate librarians for assignment during summer sessions and winter intersession in order to cover the reference desk depending on the Library’s schedule.

Full-time Faculty In the Department

Xiaoyang Liu Behlendorf, Instruction & Reference Librarian
Masters of Library Science, Louisiana State University, 1993
MA Communications, Beijing University, 1989  
B.A. International Relations, Beijing University, 1987

In 2001, she was hired as an instruction and reference librarian at Los Angeles Valley College. In addition to providing reference services, she teaches Library Science 101 online, library orientation classes for classroom faculty, library workshops for students, and research and Internet skills workshops for faculty professional development. She has served on the Technology Committee, STARS, and Student Services committee.

Previous Positions

Woodbury University, Systems Librarian  
University of Southern California, Instruction and Reference Librarian  
Ball State University, Reference Librarian

Dora Esten, Catalog Librarian

She has been the cataloging librarian at Valley College since August 1995. Prior to that time she was a cataloging librarian at the Huntington Library from January 1990 to July 1995. Her previous professional experience includes three and half years with the Los Angeles County Public Library system and one semester as a librarian at the Stephen Wise Temple Elementary School. She has a M.S. degree in Library and Information Science from Catholic University, an M.Phil. in American Studies from George Washington University, and a B.A. in History from Boston University. She has participated in several of the technology workshops conducted by the college’s Professional Development office and serves on the district-wide Library Cataloging Policy Committee.

Dana Lubow, Bibliographic Instruction and Reference Librarian

She received my master’s of library science in 1974 from the University of Oregon in Eugene in 1974. She was previously a librarian at the Buggemeyer Memorial Library in Monterey Park where she worked for over 24 years, primarily as the adult service’s librarian responsible for reference, budgeting programming, collection development as well as having other responsibilities.

In 1990 she received a master’s degree in architecture from California State Polytechnic University in Pomona.

In 1999 she became the bibliographic instruction librarian at LA Valley College. In addition to reference responsibilities she provides instruction to classes on how to use the Library and its resources. She developed and maintains the Library’s web pages and teaches workshops on how to use various sources including the web.
She serves on several shared governance committees including the curriculum, space and work, and the bond work group. She also attends weekly construction meetings for the new library building and is on the local chapter of the AFT’s executive committee.

In 2006, she, along other library supporters, purchased a bookmobile, helped obtain a grant to purchased and obtained library materials for it, got it road ready and in 2008 helped deliver it to a province in Cuba.

She has developed a searchable directory of Cuban websites. It now has over 5000 sites on the directory.

David May, Library Department Chair

Masters of Library Science, UCLA, 1975
Member of the American Library Association and the Association of College and Research Libraries since 1974.

Mr. May has served on many college and district committees, including District Library Committee, which he chaired from 1988-1997; he has chaired the District Library Automation Committee since 1990. At LAVC, Mr. May has served on the Academic Senate, the Senate's Academic Rights and Responsibilities Subcommittee, the College Budget Committee, the Space and Work Environment Committee, and the Student Services Committee. He has served on the Accreditation Self-study subcommittee on Library and Learning Resources on five occasions, and served on six faculty hiring committees.

He received his Bachelor of Arts degree in English Literature from the University of California, Santa Cruz in 1971 and served as a Peace Corps Volunteer in Afghanistan, 1971-1973, teaching English as a Second Language in the School of Education at the University of Kabul.

Georgianna Sampler, Collection Development Librarian
Member of the department at LAVC since 1985. She has served in the District since 1979 when she collaborated (as a Professional Consultant) on a Basic Workbook in Library Skills with Marion Cushman at LACC. She holds a B.A. in Anthropology from California State University, Los Angeles where she was elected to the Honor Society, Phi Kappa Phi, and received the Alumni Association Award for Distinguished Achievement. She received her M.L.S. from UCLA and was hired out of Library School, first at LACC and subsequently at West Los Angeles College where she was Periodicals and Bibliographic Instruction Librarian until she was administratively transferred to East Los Angeles College during the Very Lean Years in the District. At East she served as Periodicals and then Collection Development Librarian for two years when a position became available at Valley. She assumed and held this position at Valley College first as Periodicals and Circulation Librarian and then as Head of Reference and Collection Development and Periodicals and Interlibrary Loan Librarian (these last several held concurrently). At ELAC she served on the Budget Committee and at Valley on the Institutional Planning, Curriculum and Student Services Committees. She has attended conferences, seminars, and classes in order to follow the trends and innovations in the Profession.

She feels that her broadly based educational background in anthropology (concerned with all aspects of the human and human endeavor) and an avocation for art and interest in architecture have served her well in her jobs of book and periodicals selection and information dissemination.

**Adjunct Faculty in the Department**

Jeff Jensen, adjunct instructor in library science

Mr. Jensen has been teaching the Library Science 101 course since 2008. A native of Southern California, he received a B. A. in Modern European History and Political Science from La Verne College in 1972 and a M. S. in Library Science from the University of Southern California in 1975. Since 1978, he has been employed by Salem Press (located in Pasadena) as a research editor. He also has been on staff at Glendale Community College as an adjunct reference librarian since 1989. He is both an award-winning poet and artist. He is the author of a poetry collection and two poetry chapbooks. Since 1991, he has been a member of the Pasadena Society of Artists. His paintings have been included in a number of one-person and group shows throughout the Los Angeles area. In addition, he is the author of two nonfiction works--*Hispanic Americans Struggle for Equality* (1992) and *Sports* (1995)--and has written hundreds of scholarly articles and books reviews for various reference publications.
Karen Knotts, adjunct reference librarian

Karen Knotts received her MLS degree from San Jose State University in 2000. She is proud to be a 'freeway flyer', and works at five community colleges in the area. Karen began her library teaching career at Valley College. She taught Library Science 101 at 7:45 am on Tuesdays and Thursdays. Karen is also a performer and has a show called "Tied Up in Knotts" in which she talks about being a librarian.

William O'Connell, adjunct reference librarian

Mr. O'Connell received a B.A. in Government and International Relations at Pomona College. In the Korean conflict he served as the 45th Infantry Division Historian and published a combat history of the division. At Glasgow University in Scotland he read Dramatic Literature and took a diploma at the Royal Scottish College of Music and Drama. His graduate degree in Library and Information Science is from Immaculate Heart College. While serving as a full-time librarian at East L.A College he helped devise the criteria for our district-wide system of library automation. He was instrumental in devising the bibliographic instruction program at East L. A. College. Although he retired from the district as a full time faculty member in 1997, he has hourly assignments in the library at both Valley and Trade Technical College.

Marlene Wulff, adjunct reference librarian

Marlene received her B.A in English with a minor in Philosophy from U.C.L.A and went on to get her M.L.S. in Library and Information Science from U.C.L.A as well. While working toward her graduate degree she was a Librarian Trainee at the Los Angeles Public Library. Upon completion of her M.L.S. she became a full time Adult Reference Librarian at the Van Nuys Branch of the Los Angeles Public Library where she remained for 30 years in charge of the literature and philosophy collections. One year of that time was spent as the Acting Branch Manager. The next 13 years were spent at the North Hollywood Regional Library with a brief time at both the Hollywood Regional Library following the earthquake in 1994 and the Studio City Branch during the remodeling of North Hollywood. During these years she periodically had adjunct hours at Valley. Since she retired from the Los Angeles Public Library after 44 years, she has been at Valley in an adjunct capacity. She has traveled extensively in pursuit of her library interests.

Current classified staff:
- Judy Rawl, Main Circulation Desk Library Technician, A shift
- Diane Kerr, Main Circulation Desk Library Technician, B shift
- Sharron Holly, Catalog Department Library Technician, A shift
- Bonnie Hou, Catalog Department Library Technician, A shift
- Wai-Ying Lui, Acquisitions Department Library Technician, A shift
- Contrano Evans, Periodicals Department Library Technician, A shift
Library Departments

Reference / Bibliographic Instruction / Information Literacy

Each hour the Library is open there is a reference librarian on duty at the reference desk to assist users with accessing the Library’s print and online collections. During fall and spring semesters the Library is open 65.5 hours per week. In recent years when summer or winter sessions were offered the Library is open 44 hours per week.

Information literacy instruction has been changing from focusing on teaching specific information resources to a set of critical thinking skills involving the use of information. This change is reflected within the Information Literacy Competency Standards for Higher Education, developed by the Association of College and Research Libraries (ACRL).

The Library would like to develop an online web-based information competency module to address the needs of teaching student’s information literacy skills, but needs assistance in developing the online tool.

In fall 2006, Dana Lubow and Xiao Behlendorf developed five workshops to teach students the skills needed to conduct college level research. Library research has become increasingly complex in today’s world. Unfortunately most students who come to Valley College have very little knowledge of how to effectively access the wealth of research information available. They have offered 132 workshops since 2006, most of the workshops were offered in person. Online workshops were added in 2008 to accommodate students’ busy schedule.

In fall 2009, when the Library moved into its temporary location, the Library started using an online information literacy instruction module instead of offering in person workshops because of the space limitation. One hundred and forty students have completed the online information literacy module as of November 2010.

In 2009-2010, the first year in the Library’s temporary location, the reference librarians conducted 44 class orientations with a total of 1474 students; 79 students completed the Library's online workshop; 87 students completed the credit course Library Research Methods; reference librarians answered 12034 reference questions. There has been a decline in the number of reference questions in recent years. Some of the recent decline can be attributed to the Library's move to temporary facilities. The Library was closed for the move during the summer session of 2009, Other factors for this decline could include
the expanded use of the internet and the fact that many of the Library’s online resources are easier to use.

The challenge is to have more students and faculty utilize the library instruction classes and workshops. There is hope that the new library building will bring more students and faculty to the Library’s workshops and instruction classes. The Library will be offering both in person and online workshops when it moves to the new building. We will continue our effort to convince students to go beyond Google and to use information from library databases for their academic research.

Summary of past goals and objectives.

Goals: To improve/increase students’ information competencies

Objectives

To formulate effective research strategies
To access print/electronic (including the Internet) information resources
To evaluate information
To select information
To use selected information

Cataloging Department

Goals
To make library materials accessible to LAVC community, thus enhancing student learning outcomes
To ensure that all materials in the Library have up-to-date records in the online catalog
To discard outdated materials in preparation for move to a temporary facility
To resolve anomalies in the catalog database
To prepare to move to new facility

Circulation / Public Services

Currently the periodicals and main circulation desks are combined into one service desk in the Library’s temporary facility. At this service location, students and other library users can check out or return library books and periodicals. This is also where students request materials put on reserve by their instructors. This may be a textbook for a course, supplemental books for reading and review or it can be folders of materials prepared by the instructor for the students to use.
Public service staff at this desk has the most direct contact with the library user, making them a vital link between users and the Library. It is the Circulation and Periodical Department's goal to provide each patron with an experience that leaves them with a positive outlook of both the Library and the College. Library staff will have a genuine commitment to the mission of customer service and reach out to make the service they provide to library users a pleasant one.

Collection Development and Acquisitions

In recent years the Library’s print collection has been subsidized solely through block grant money. While we strive to keep our collection relevant, up-to-date and comprehensive and while we had seen some improvement in the relative age of our holdings (books published within the last ten years increased in our collection from 8.758% in 2005 to 24% in 2009) our ability to purchase new books has dwindled in tandem with the availability of block grant money and, in this last semester, has almost completely ceased. In the spring, 2010 semester, instead of adding to our periodicals collection, we were forced to cancel 100 print titles. A great many journals are not available full text in our online data bases. These periodical deletions constitute a disservice to our students who must use journal articles to satisfy the purposes of their instructors as well as those of higher education. We need to have these cuts restored. We have purchased very few books in the last year and have had to put all faculty requests on hold. A rereading of the executive summary of our last program review brings into high relief the Library’s continuing lack of financial underpinning and the continuing economic satisficing necessarily assumed by its staff. We are always reminded that we are poor. We certainly do the best with what we have and select judiciously but our print collection is woefully underfunded. The sad fact is that we have never been as poor as we are now.

3e Equipment /Facilities/ Technology/Materials/Resources

The Library currently is located in a temporary modular building of approximately 12,400 assignable square feet while a new Library is built on the site of the old Library, which was occupied through the spring of 2009. The temporary library building includes study areas with seating for 93. There is a computer area for students with 58 workstations; two workstations for students with disabilities contain adaptive software and hardware maintained by the college’s Services for Students with Disabilities office. There is also a pay-for-print station where students can print from the library computers for 10¢ per page.

Service desks include a reference desk where students can request assistance with their research needs and a circulation desk where students can check out and return library materials, request reserve materials and periodical back issues. The temporary Library also has three photocopiers for student use, restrooms and drinking fountains.
The temporary Library contains the following collections available to users:

Oversize, Fiction and General Stacks—57,069 volumes
Reference Collection--6675 volumes
New Book Shelf--100 volumes
Popular Fiction and Paperback Shelves—2,136 volumes
Children’s Collection--1700 volumes
Current Periodicals and Newspapers--106 current subscriptions
Reserve Collection (primarily textbooks), 1,573 volumes
eBook Collection--20,200+ titles
Online Databases--39 databases and resource centers with access to thousands of periodicals, journals, newspapers and audio and video clips
An additional 60,000 (approx.) volumes are in storage but can be paged upon request.
The Library’s microfilm and pamphlet collections are also in storage but are not available to be paged.

Through the spring of 2009, the Library occupied the main portion of the old library building, all except for the south wing of the building. According to 1990 figures from the CCC Chancellor’s Office, the Library had the following assignable floor square footage:

- **Reading / Study Room**: 10,890 sq. ft.
- **Stacks**: 10,380 sq. ft.
- **Open Study Reading Rm**: 1,011 sq. ft.
- **Processing Room**: 4,707 sq. ft.

This included a main circulation desk area and a reserve book room, which was converted from the office of the circulation librarian. Off the circulation desk there was a group study room with its own outside entrance door. This room was also used for the majority of the library orientations, scheduled by instructors, as well as the meeting room for the LS 101 course. There was a department chair’s office, a catalog office for the catalog librarian and two catalog library technicians and an acquisitions office for the collection development/acquisitions librarian and acquisitions library technician. There was also a library services office for the bibliographic instruction/public services librarian and the part-time reference librarians and instructors for the Library Science courses. The periodicals department was located in west side of the Library. This included a circulation desk and periodical stacks room, with office and processing space for the periodicals department library technician and assistant. In addition, there was a periodicals reading room where current issues of periodicals and newspapers as well as the pamphlet files were located. Thirteen student use computers were also installed in the periodicals reading room, a recommendation from the
Library’s 1999/2000 program review. A large reading/study area occupied the north portion of the building, and there were also some individual study carrels in the book stacks. Book stacks for the main circulating collection and the reference collection occupied about half of the Library’s floor space. There were two public restrooms, two staff restrooms, and three drinking fountains in the Library.

The library furniture for students to use for research and study consisted of 44 tables 36x90 inches in size. Compactly they seat six, but when students spread out library books, textbooks and other study materials, they realistically only accommodated two or three individuals. These tables had wooden chairs with arms. There were also 203 individual study carrels which were actually steel and formica tables with dividers which create a desk area 30x24 inches with an overhead shelf. These carrels have armless steel frame chairs with padded plastic seats. Combined with a few smaller tables, the Library had seating for a maximum of 479 students, although 57 of those seats are were in the group study room.

Equipment and materials used by the program.

Because the Library was automated in 1998, a major portion of the equipment used in the Library consists of microcomputers and computer peripherals, including a variety of printers and barcode scanners. In the temporary Library facility there are 17 computers installed at the circulation counters, the reference desk and at employee workstations. There are a total of 59 computers available in the Library for student use. Eleven of them are reserved for access to the Library’s online catalog and databases. The remaining computers have open internet access and have the Microsoft Office 2003 suite installed.

The department has a notebook computer and portable projector that are used in library orientations. The Library uses Bungalow 85 for the majority of its class orientations. Bungalow 85 has 35 computers from the old LAIR installed and is shared by the Library and the GAIN program.

Other equipment includes a fax machine, a number of office typewriters, and a comb binding machine, heavy-duty staplers and paper cutters (microfilm reader/printers, microfiche readers, a micro card reader are in storage and are not currently in use). Three photocopiers for student use and one for office use are supplied by contracted services. The Library also has a book security system and a security alarm system with door and motion sensors. That system is monitored by a service which contacts the campus sheriff’s office when triggered.

Library materials consist of books, periodicals, newspapers, microfilm, pamphlets and electronic information resources. At present, the Library has approximately 128,800 volumes in the book collection (up 4,400 from 2000), subscribes to 106 (down 254 from 2000) periodicals and newspapers, has a pamphlet collection of
roughly 12,000 items, and a microfilm back file collection of periodicals and newspapers consisting of 8370 reels (currently the pamphlet and microfilm collections are in storage until the Library moves to its new facility in 2011). The Library currently subscribes to 25 online resources (up from 4 in 2000), which provide access to full text articles for thousands of magazines, scholarly journals and newspapers, as well as specialized online resource centers. In 2000 the Library had no eBooks in its collection. By 2010 the Library collection included over 20,200 eBook titles.

In anticipation of moving out of the old library building into temporary space, the Library launched a major weeding program in 2008. By the time the Library was ready to move, 11,647 volumes were removed from the book collection. An evaluation of the collection age in 2005 showed:

Books published before 1950 equal 11% of the collection
Books published 1950-1979 equal 56% of the collection
Books published 1980-2005 equal 33% of the collection

At the end of June 2010 the collection age numbers were:

Books published before 1950 equal 9% of the collection
Books published 1950-1979 equal 43.8% of the collection
Books published 1980-2009 equal 47.2% of the collection

One of the major problems identified in the Library’s previous program review was the old library building. Built in the 1960’s it was not able to be effectively upgraded to provide library services and resources available in the 21st century. The new Library will utilize the first floor of the new building, a total of 48,384 square feet. The new facility is designed to provide wired and wireless access to information, along with electrical outlets at almost every study table or carrel. The need for modern, clean and comfortable furniture was frequently cited in past library surveys of users and this will also be addressed with the new building, which will include 14 group study rooms and three media viewing rooms for students to use, in addition to a mix of study tables and individual study carrels. There are also two computer classrooms in the plan. The public seating in the new Library includes:

Seats at tables 292
Study carrels 68
Lounge seating 53
Group study seating 72
Conference Room 14
Classroom seating 76
Media viewing seating 32
In addition to offering wireless network access throughout the Library (and electrical outlets at almost every seating location), there will be two classrooms with 76 computers, a computer research area near the reference desk with 32 computers, and 9 additional computers for quick catalog searching.
3f. Resource Utilization

## RECENT ANNUAL LIBRARY USAGE STATISTICS

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LAVC Library Online Resource Usage 2003-2011

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<td>1,191,209</td>
<td>622,200</td>
<td>858,399</td>
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* In 2008 we discovered that some of the reported IP address ranges actually belonged to other district colleges. The problem was corrected, so now only LAVC usage is reported.

| Gale eReference Collection |         |         |         |         |         |         |         |         |         |
| Sessions                  | 4,679   | 8,639   | 8,118   | 7,057   | 7,129   |         |         |         |         |
| Searches                  | 11,935  | 30,226  | 17,655  | 26,514  | 23,526  |         |         |         |         |
| Retrievals                | 561     | 1,364   | 2,298   | 4,186   | 6,337   |         |         |         |         |
| Full Text                 | 471     | 1,197   | 2,165   | 4,092   | 6,337   |         |         |         |         |

| Issues and Controversies Online |         |         |         |         |         |         |         |         |         |
| Sessions                     | 402     | 341     | 333     |         |         |         |         |         |         |
| Searches                     | 615     | 1,954   | 2,754   |         |         |         |         |         |         |
| Fulltext Retrievals          | 1,823   | 5,206   | 7,220   |         |         |         |         |         |         |
In reviewing the library usage statistics since 2001, it is clear that book circulation is declining, from a high of 60,455 in 2002/03 to a low of 37,474 in 2009/10. The fact that in 2009/10 the Library moved to a temporary facility about one third the size of the previous building and that half of the book collection was placed in storage must be considered a significant factor in this decline. The Library was also closed for the whole summer in 2009, and the fact that winter and summer 2010 session course offerings were reduced greatly also contributed to the decline in the circulation numbers.

At the same time, there was significant growth in the use of eBooks in the Library’s collection, from 509 uses in 2005/06 to 8,122 uses through April of 2010/11.

Concurrently, there was a significant decline in the circulation of periodicals during the same time, from 7,086 circulations in 2001/02 to a low of 2,237 circulations in 2007/08. In 2008/09 and 2009/10 usage increased slightly in each year, but is still down. As expected, during the same period, there was substantial growth in the use of online periodical, journal and newspaper databases. In the Library’s two primary periodical databases (Gale databases and Lexis-Nexis), the number of searches increased from 115,649 in 2002/03 to 883,672 in 2009/10. It is encouraging to see the significant growth in the overall usage the Library’s online resources have had as they were introduced over the last decade.

Another significant change in circulation usage seen in the past few years is in inter-library borrowing and lending between LAVC and other libraries in the Los Angeles Community College District. Prior to June 2005 LAVC students requested inter-library loans from other LACCD libraries 200+ times per year. That number dwindled to 26 in 2009/10. Inter-library lending by the LAVC Library also declined during that period, when the Library received 220 borrowing requests from other LACCD libraries in 2004/05 to a low of 56 borrowing requests in 2009/10.

Two significant factors contributed to this decline. The first was the change in the library system made during June of 2005. Catalog searches done in the old system always showed search results with holdings in all LACCD libraries. So students would always see what other libraries had in their collections. With the new library system, catalog searches defaulted to titles in the local library’s collection and the user needed to actively change the default search results to ALL LIBRARIES in order to view titles held in all LACCD libraries. The second factor contributing to the decline in inter-library loan requests is a change in lending policies made by all the LACCD libraries. Due to the fact that many of the libraries have located to temporary facilities because new or remodeled libraries are being built on their campuses, the District’s libraries decided to allow direct circulation of books to students enrolled at any campus. As a result of this...
policy change, many students go directly to another library to check out books instead of ordering them through the ILL system.

In reviewing the number of people using the Library (taken from the entry/exit counter), the patrons entering per hour for both weekdays and weekends show a small decline from 2004 through 2008, but use increased through 2010, with the 2009/2010 year showing the most hourly visits on average since 2004, despite the fact that the Library was in a temporary space one third the size of the old Library. The fact that the Library has the only computers available for student use on campus weekday mornings from 8am to 10am must be considered a significant reason for this increase.

4. Needs Analysis and Recommendations

Curriculum

Once the Library moves back to the new library building, the department should consider redesigning the LS 102 course to focus on using the internet for research beyond the online resources provided by the Library.

It should also revamp the information competency workshop program and consider offering both online and face to face workshops.

Although the Library has offered at least one workshop per year for faculty focusing on introducing them to the Library’s online resources, a conclusion from the faculty survey is that faculty feel they need more opportunities to learn about these resources. The department should work with the professional development coordinator to plan additional workshops for faculty.

In the new building the Library has two computer classrooms available. In recent years, library usage statistics show a decline in faculty taking advantage of library class orientations. Effort should be made to encourage faculty to bring their classes to the Library for general or specialized orientations.

Facilities and Equipment

With the move to the new library building, the Library will have all new equipment for the department’s faculty and staff, as well as for the students to use.

In the new building design, media materials are to become a new part of the Library’s collection. This will present a number of issues/problems:

- Added costs for acquiring material.
- Added costs for processing and securing material, including added cataloging costs.
The campus needs to decide what to do with the media collection in Media Services (formerly IMS), and what happens to that budget for acquiring material? During the design phase of the new library building, the plan was for the Library to take over the media collections in the Learning Center and Media Services, but there is some question whether this will occur. Will the collection still be transferred to the Library as originally planned or not? Decisions will have to be made regarding what if any of the collection will be kept aside for classroom use by instructors.

If it is, there will be a substantial expense in order to catalog the collection so that it can be made available to library users.

**Faculty and Staff**

The department will need to review faculty and staff assignments and responsibilities as it begins to develop a media collection.

With the addition of student use computers in the Library, both staff and reference librarians time is being taken up by computer and printer problems the students are encountering. There needs to be a way to assist students having computer problems while not taking up valuable staff time with these problems. Perhaps a student assistant with basic computer skills could be assigned in the Library during peak use hours.

**Campus Resources**

As alluded to elsewhere in this program review, the College’s funding for Library resources continues to be a critical issue. This was a concern expressed shortly after the Library’s last program review in the 2001 *Accreditation Evaluation Report*, Recommendation 6.1:

> The college needs to assess information resources in view of the change in information technology and provide the budget to build a library collection that will support faculty and students with the resources and skills to operate in the information age (standard 6.2, 6.3, 6.5, 6.7).

During the last decade, funding for library resources came from a mix or college general funds and state block grant funds for instructional equipment and library materials. For the last three years there has been basically no college general fund support for library materials, only what remained in past block grant accounts.

Through 2008, the state, through the Telecommunications Technology Infrastructure Program, supported online library resources with a yearly $36,500 allocation. That funding ended in 2009 and the Library has been able to maintain its collection of online resources only because bond funding subsidized some of
the subscription costs because it was part of the temporary Library relocation plan. Once the Library moves into the new building, that funding source goes away.

5. Action Timeline

Assess LS 101 student learning outcomes 2011/2012 (LS 101 instructors)

Further develop library service outcomes 2011/2012 (library faculty and staff assigned to relevant service areas)

Assess library service outcomes 2012/13 (library faculty and staff assigned to relevant service areas)

Move into new library building and merge collections in storage with collections from the temporary Library Winter 2012 (all library faculty and staff)

Develop an online web-based information competency module to address the needs of teaching students information literacy skills. 2011/2013 (bibliographic instruction librarians)

6. Appendices

Library reports
    Budget / Expenditures / Staffing
    Circulation / Usage statistics
    Usage stats for online resources.
    Collection Age
2007 Student Survey
2010 Faculty Survey
Student Data Profile