

**Antelope Valley College**  
Instructional Resources/Extended Services Division

# **Library Program Review**

*Self-Study*

## INTRODUCTION

The AVC Library conducted its last Program Review Self Study in 2000. Since the last review, the Library has revised existing services and added new programs designed to support the educational goals of AVC students. However, many of the concerns identified in the last Self Study have not been resolved. This document seeks to identify issues facing the AVC Library and propose appropriate solutions.

### Area 1. CURRICULUM

#### **Course Development**

##### **1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.**

Library Studies courses were and are intended to teach information literacy skills to students immersed in today's information-rich society. Students learn to navigate the world of information by learning to locate, analyze and evaluate materials from numerous sources including books, periodicals, electronic databases, and the Internet. They also learn about the history and structure of information, and how it has been and will be defined by experts and society alike.

A major objective of Library Studies courses is to provide students with life-long learning skills. Thus new and revised courses must reflect ongoing changes in Library and Information Science, and in the nature and function of information in society.

#### **Course Revision**

##### **1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).**

- LIB 110 was completely revised in Spring of 2002.
- LIB 101 and LIB 105 were completely revised in Fall of 2007.
- LIB 107 was newly created in Spring of 2002 and LIB 099 was created in Fall of 2002.
- LIB 110 and LIB 107 will be reviewed next year.

SLOs for all courses are being written during the Spring of 2008.

#### **Other Curriculum Matters**

##### 1.3

No courses have become inactive or obsolete.

##### **1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.**

The Information Competency Librarian strives to impart course content while remaining sensitive to diversity and multicultural issues. The Information Competency Librarian uses teaching techniques

designed to appeal to a variety of learning styles including, by not limited to, group exercises, self-directed exercises, group presentations, and traditional lectures.

### **Program Development and Revision**

**1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.**

No new programs developed.

**1.6 Existing programs are revised as needed.**

No programs revised.

### **Instruction**

**1.7 Courses are taught within the parameters described in the outline of record.**

CORs have been or are in the process of being redone and courses will be taught according to the new COR.

**1.8 Faculty and staff use innovative strategies to meet student needs and staff development supports the development of these strategies.**

Two courses, LIB 107 and LIB 110, are regularly offered online. LIB 110 first went online in 2003 and LIB 107 in 2004. Online offerings have proven extremely popular and we can often offer more than one section of either course. The Information Competency Librarian has made good use of staff development opportunities that offer instruction in teaching online classes.

### **Research Methods Workshops**

Research Methods Workshops offer specialized instruction tailored to the needs of a particular class assignment. Workshops are offered every semester by Library faculty. These presentations are designed to teach students research techniques in a variety of disciplines. Emphasis is placed on teaching students the research process using step by step guidelines and, in some cases, hands-on workshop sessions. Instruction featuring specific electronic databases is also available.

Recently, the Head Librarian elected to retire, and that position was converted into a reference/instruction position. The position is now open and will, hopefully, be filled by August, 2008. This new reference/instruction librarian will be instrumental in further developing the Research Methods Workshops, as well as other instructional materials, such as tutorials and research guides.

### **Scheduling**

**1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.**

Classes are scheduled during morning and afternoon hours, as experience with evening classes resulted in unfilled and cancelled classes. Courses have been offered in the Summer and during

intersession. Two courses, LIB 107 and LIB 110, are regularly offered online. LIB 110 first went online in 2003 and LIB 107 in 2004. Online offerings have proven extremely popular and we can often offer more than one section of either course.

The Information Competency Librarian has been able to carry a full teaching load since 2005.

## **Course and Program Support**

### **1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.**

The Information Competency Librarian regularly recommends the use of the Learning Center to his students. Reference librarians refer students to Counseling and the Learning Center. Students are also referred to reference librarians for help with their assignments.

### **1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.**

When teaching in-house or online credit courses, the Information Competency Librarian uses MyAVC and BlackBoard for communication, archiving, and assessment. The Information Competency Librarian has received training in BlackBoard and MyAVC and regularly attends conferences such as TechED and the Teaching and Learning Colloquium of the Faculty Association for California Community Colleges. The Information Competency Librarian is also a member of the Accreditation and Outcomes Committee of the California Community Colleges Academic Senate, and attended conferences and meetings related to that organization.

The Library subscribes to several electronic resources designed to aid students in their quest for information. Currently the Library has subscriptions to:

- EBSCOhost California Premier Package (a collection of 19 full text databases)
- Books In Print
- America's Newspapers
- Country Watch
- Britannica Online
- World Book Complete Suite
- EBSCOhost Literary Reference Center.
- CINAHL with Full Text
- Medline with Full Text
- Elsevier Science Direct

## **Online Tutorials**

The AVC Library has developed a Web-based library instruction program that features four different tutorials. These self-paced, Web-based tutorials are available through the Library Web site. The tutorials are used in Library Studies credit classes, and are offered to other instructors as a tool to help their students gain the basic information literacy skills necessary for using

Library resources. The tutorials are designed to accompany the Research Methods Workshops, but can be used as stand-alone assignments.

## **Articulation**

### **1.12 Courses are articulated with institutions of higher education and local high schools.**

Local high schools do not offer library classes. All Library Studies courses are transferable to the CSU system.

## **College Mission**

### **1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.**

Library courses support the goals articulated in the College Mission Statement (AVC 2007-2008 Catalog, p. 8):

- transfer courses
- vocational education
- workforce preparation and economic development
- student support services
- basic skills courses
- personal enrichment and professional development

The revision of LIB 101, LIB 105, and LIB 110 and the creation of LIB 107 also meet the goals (above) of the college's mission statement.

### **1.14 The courses and/or program meet one or more of the college's ILOs.**

- Library courses provide students with the tools and knowledge to become lifelong learners.
- The courses teach critical thinking and problem solving skills related to the identification and evaluation of information.
- Library courses encourage students to analyze information from many different perspectives and encourage independent thinking.

(see AVC 2007-2008 Catalog, p. 8).

### **1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.**

The Library program fulfills the following Guiding Principles stipulated in the Educational Master Plan (p. 2-7):

2: Provide students and employees with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment.

3: Address the critical needs of incoming students with additional basic skills classes in reading, writing, math, learning, and study skills.

5: Increase the success rate of students in college transfer courses, and increase the percent of students who transfer.

9: Explore alternative methods of delivering education offerings, in accordance with community college system goals.

With these Educational Master Plan goals in mind, Library faculty have developed an integrated program of instruction in undergraduate level Library and Information Science. This program has several components:

- Credit courses
- Research Methods Workshops
- Web-based tutorials
- Instructional materials
- One-on-one instruction at the Reference Desk.

### **Research Methods Workshops**

Research Methods Workshops offer specialized instruction tailored to the needs of a particular class assignment. Workshops are offered every semester by Library faculty. These presentations are designed to teach students research techniques in a variety of disciplines. Emphasis is placed on teaching students the research process using step by step guidelines and, in some cases, hands-on workshop sessions. Instruction featuring specific electronic databases is also available.

Combined results from the Library survey indicated that 40.8% of students felt that having taken a Research Methods Workshop made library research easier. Unfortunately, 45.3% had never attended a workshop (see Appendix XII).

### **Tutorials**

The AVC Library has developed a Web-based library instruction program that features four different tutorials. These self-paced tutorials are structured in a way that allows students to become more active participants in the learning process. The tutorials are used in our credit classes, and are offered to other instructors as a tool to help their students gain the basic Information Literacy skills necessary for using the resources the Library has to offer. The tutorials are also designed to accompany the Research Methods Workshops, but can be used as stand alone assignments.

Any or all of the tutorials may be assigned by the instructor as a class assignment. Each tutorial has an accompanying quiz that is completed as the student progresses through the tutorial. These quizzes are submitted electronically. Results are e-mailed to the student and presented to the instructor for proper credit.

The number of tutorials taken by students has grown rapidly over the past several years. Between Spring 2004 (1327) and Spring 2006 (3011) the number has increased by 126% (see Appendix VIII).

Currently the Library contracts with an outside service, Hosted Test, to purchase the Quizzes that are part of the tutorials. It is possible that in the future Blackboard may be configured to host the tutorials, in which case an outside testing service would no longer be required.

The AVC Library tutorials were featured in an article by the Information Competency Librarian and the Reference/Electronic Resources Librarian, "Online Library Tutorials at Antelope Valley

College: Origin and Development.” in *Community & Junior College Libraries*, volume 13, Number 3, 2005. This article was written at the request of the California Community Colleges System Office.

## **Instructional Materials**

Instructional materials are constantly being developed, revised, and distributed throughout the program to help students use Library resources. Most of these materials are available both in paper format in the Library and PDF format on the Library Web site.

Some of the materials developed by the Library include:

- Research Guides—short, focused guides to a specific subject, including bibliographic references and tips on electronic and print resources.
- Database Help Sheets—short introductions to the various databases available in the Library.
- MLA/APA style guides--some developed by librarians for specific materials, some in cooperation with the Writing Center.
- Class specific Research Guides—Research guides developed in cooperation with an instructor and focused on a particular class and assignment.

All of the materials cited above are very popular with students. Research guides and help sheets are updated as needed.

The Library also offers other handouts from outside sources on writing term papers, citing sources and how to avoid plagiarism. The Writing Center has been especially helpful in the development and/or provision of several of these.

## **Reference Interview**

The reference interview takes place at the Reference Desk between a reference librarian and a student. Many students who seek help from librarians are intimidated by the Library and have no idea how to start their research. Some do not even understand an assignment that requires use of the Library. Reference librarians must first determine whether the student understands the assignment. If not, the student is referred back to his/her instructor for clarification. Reference librarians do not attempt to interpret or explain assignments. The student must have a secure grasp of the assignment before the reference interview can truly begin.

The reference interview begins as the librarian strives to determine the precise needs of the student and what resources will best suit his/her needs. This can be a delicate process. Students often have difficulty articulating their needs, even if they do understand the assignment. In addition, a great many students are not accustomed to using libraries, especially academic libraries. They are often completely unaware of the resources available to them. For the reference interview to be successful, librarian and student must work together to determine student needs and how those needs can be fulfilled. The reference interview is essentially a one-on-one tutoring session. The librarian uses a series of specific questions to help the student understand and articulate his/her information need. From this discussion the librarian helps the student develop a search strategy for finding information. Librarian and student can then explore various information resources that will meet

that particular need. Librarians also instruct students on how to evaluate sources that they may find using the search strategy. Students leave the reference desk with a better understanding of how to articulate their information needs, how to find information and how to evaluate that information.

Results from the Student Survey indicated that 84.3% of respondents were either comfortable or neutral when dealing with librarians, 15.8% were significantly uncomfortable. The number of negative responses is unacceptable to Library faculty. Our last survey done in Fall 2002 revealed that 88.6% of the respondents felt comfortable asking a reference librarian for help. This is a drop of 4.3% in comfort level (see Appendix XII). The survey allowed open comments on reference librarians. A number of these comments reflected student dissatisfaction with the conduct of reference librarians. While the percentage of negative comments is small, it is of great concern to librarians as information professionals and deserves prompt attention (see Appendix XIII).

The reference interview is a vital part of the library instruction program. In fact, the reference interview may be the very core of teaching and learning in the Library. This being the case, it cannot be stressed too strongly that reference librarians must be approachable and encourage student contact. Anything that might cause students to avoid contact with a reference librarian would result in a negative impact on the instructional mission of the Library. The knowledge and skills imparted to the student as a result of the reference interview are an important part of the Information Literacy and life-long learning mission of the program. To offer anything less than excellent service would be detrimental to student success.

## **Area 2. STUDENT SUPPORT AND DEVELOPMENT** *(if applicable)*

- 2.1 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.**

The Library provides information on its services via the Library Web site, handouts, signage, Research Methods Workshops, campus e-mails, and new faculty orientations.

- 2.2 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.**

The student survey identified a number of student needs. The Library tries to respond to these needs as its funding allows

- 2.3 The program involves students, as appropriate, in planning and evaluating student support and development services.**

N/A

- 2.4 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.**

N/A

**2.5 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.**

The Library is not providing equity of access to students at the Palmdale site. Currently there is limited reference service at Palmdale one afternoon and one night a week. A book courier service, remote book check-out, expanded reference service, a Reserve textbook collection, a reference collection, and Research Methods Workshops are all needed at Palmdale. Currently students can use the Library Web site to access the online periodical databases and the book catalog.

**2.6 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.**

Learning styles may vary from student to student and not all students look at information in the same way. Therefore, librarians seek to identify the unique needs of each student using the one-on-one techniques of the reference interview. Assistive technologies such as JAWS, Kurzweil reader and print magnification equipment are in place in the reference area for disabled students.

**2.7 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.**

N/A

**2.8 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files.**

Student records for all Library Studies classes are kept in a locked office.

**2.9 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.**

Student and faculty surveys have been done to evaluate services.

**Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES**

**3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.**

Library faculty have begun establishing or have established SLOs in the following areas of service:

**Online Tutorials**

Library faculty developed a list of SLOs for one of the online tutorials, the Research Tutorial, in 2005 and continued developing them through 2006. Work on these SLOs will continue in the Spring of 08. After developing new outcomes for this tutorial, they will be rewritten. The tutorials currently have their own built-in assessments. However, faculty will seek to improve the quality of the assessment part of the tutorials and create questions that require substantial

critical thinking. The revised Research Tutorial will be evaluated, and, if determined successful, the remaining tutorials will be rewritten based on this model.

### **Credit Classes**

The Information Competency Librarian is currently re-writing LIB 105 and LIB 101. He will be using SLOs in the re-development of the class. The Course Outline of Record (COR) for both classes are very old and outdated, so developing a baseline measurement before re-writing the class is not considered the best way to start the process. LIB 107 and LIB 110 will be re-written with SLOs and a new COR in the Fall of '08.

### Research Method Workshops

Research Methods Workshops currently have no SLOs or assessments in place. Faculty librarians discussed the issue in the '06-'07 academic year, but made no changes during that time. Faculty who teach workshops will seek to create appropriate SLOs and develop assessments. Initial SLOs and assessments will be based on what is currently taught so as to measure the effectiveness of the workshops and establish a baseline for program improvement.

### **3.2 Student evaluations are an integral part of the assessment of program effectiveness.**

Student evaluations are gathered whenever faculty are being evaluated. Evaluations are gathered from students in the LIB sequence of credit classes and from students who have been involved in a reference interview with a librarian. A student survey of general Library services is done for every Program Review Cycle.

### **3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.**

N/A

## **Area 4. PERSONNEL AND SUPPORT SERVICES**

### **4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.**

Library staff includes four full-time faculty and six full-time classified staff (one classified staff position is currently vacant).

The full-time faculty:

- Reference/Electronic Resources Librarian
- Head Librarian
- Technical Services Librarian
- Information Competency Librarian

Due to retirements, as of July 1, 2008, the Head Librarian position will become a Reference/Instructional Services Librarian and the Technical Services Librarian will become a System Administrator/Technical Services Librarian.

There are ten adjunct faculty working a total of approximately 80 hours a week. These ten adjunct work primarily in Public Services (reference desk, presenting Research Methods Workshops, and participating in collection development, among other duties). Two adjunct faculty are currently performing Technical Services duties, in this case cataloging.

Full-time classified staff:

- Library Technicians (3)
- Library Assistants (2)
- Technical Analyst (currently vacant).

Currently there are no part time classified staff.

## **Faculty Staffing Issues**

### **Public Services**

In general, reference staffing issues revolve around scheduling librarians to cover the desk during open hours. The Library is open 65.5 hours a week, and the greatest number of reference encounters occur between the hours of 9am and 2pm. Currently, the Library has one full time 10-month reference/electronic resources librarian. This librarian works some hours on the reference desk, but has other assignments, including managing/troubleshooting electronic resources, teaching Research Methods Workshops, maintaining the Library web site, creating/updating the Library Web-based tutorials, and shared governance assignments. She is also the Turnitin administrator for the campus. (The other three full-time librarians are not involved in Public Services due to the nature of their assignments.)

The bulk of reference service is provided by eight adjunct librarians who work from 3 to 21 hours a week. Adjunct librarians average 13 hours a week, eight hours of which are on the reference desk. Because there is only one full time reference librarian, a significant amount of the work that must be done in the Public Services area is performed by part-time librarians. When part-time librarians are not on the reference desk they participate in collection development, hiring and training of student assistants, creation of instructional materials, cataloging, and other duties as necessary. It is difficult to maintain a stable instructional program with so many different faculty coming and going. Another full-time reference librarian, expected to start in Fall 2008, will lend more stability and consistency to our Public Services program.

### **Reference Statistics**

Reference questions overall have increased by 8% between 2000/2001 (16,329) and 2006/2007 (17,699) (see Appendix XI).

Reference questions can be divided into two basic groups: Directional and Reference. The former might include any questions about how to find places in the Library or on campus, or how to find a handout. The latter involve the interaction of a reference librarian and a student with a research question.

Directional questions increased by 85% between 2000/2001 (3,980) and 2006/2007 (7,379). It is difficult to attribute the rise in directional questions to any one phenomenon. More detailed analysis would be necessary to determine the cause or causes of this increase (see Appendix XI).

Reference questions decreased from a high of 12,349 in 2000/2001 to a low of 8,720 in 2005/2006. Reference questions have, however, increased by 20% between 2005/2006 and 2006/2007 (Appendix XI).

Many factors may influence trends in reference service. Large numbers of students now access Library material from off campus and thus do not encounter a reference librarian. Some students may feel uncomfortable approaching a reference librarian. Conversely, the campus community has recently been augmented by high school students in the SOAR program. These students may need extra help from reference librarians, as many have never had the opportunity to use an academic library before. Without more investigation, little more can be said about the trends in reference statistics.

However, fluctuations in the number of reference questions do not necessarily relate to the need for full or part-time librarians. The reference desk must be staffed by a faculty librarian during all hours of operation. The expansion of hours and introduction of new services has recently required an increase in faculty staffing.

Reference librarians are currently providing limited services to the Palmdale site. The advent of the new Palmdale campus will necessitate significant short and long range planning. The new campus will need at least one full-time librarian and several part-time librarians as well as support staff to adequately serve students.

#### Research Methods Workshops

Research Methods Workshops have increased from 22 sessions for the 2000-2001 academic year to 83 sessions for the 2006-2007 academic year—an increase of 277%. This has placed a significant load on faculty who are responsible for teaching the workshops. If requests for workshops continue to increase, more adjunct faculty will be needed to ensure all requests can be honored (see Appendix IX).

#### 4.2 **The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.**

Program evaluation and revision is generally handled by full- and part-time faculty and staff working in collaboration to produce a well rounded, informed evaluation/revision.

#### 4.3 **There are adequate full-time faculty and staff to meet program needs.**

#### **Technical Services**

Currently, cataloging is done by the Technical Services librarian, who also is responsible for the integrated library system. This is not optimal, as cataloging is very likely to increase due to the inclusion of the materials in the multimedia collection and any materials ordered for the new Palmdale campus. When the Palmdale site comes online, the Library will need a full time

cataloger to not only catalog materials for the Lancaster campus, but also for the Palmdale campus. In a great many multi-campus districts, cataloging is centralized at one campus for greater efficiency and cost effectiveness. This model would work well for AVC when the new campus is completed.

### **Public Services/Reference**

Looking ahead to the completion of the Palmdale campus, a full-time faculty librarian and several part-time faculty will be needed to staff the new library. These faculty should be hired well in advance of the completion of the new campus. Adequate time prior to the first day of classes is needed to design and populate the library with books, electronic resources and other appropriate materials.

### **Library Studies Credit Classes**

There is adequate staffing for credit classes offered by the Information Competency Librarian at the Lancaster campus. However, additional faculty support will be needed to offer these classes at the new Palmdale campus.

#### **4.4 There is adequate support staff to meet program needs.**

The staff at the circulation desk is stretched to the maximum. The circulation desk has been staffed with short-term hourly employees in the evenings for the last 8 years. A permanent library assistant was hired and began work in summer 2007 to replace short-term hourly staff and provide consistent quality services in the evenings. However, the Library is overly reliant upon the help of student assistants to adequately staff the circulation desk. Permanent classified staff is needed to provide primary support for the circulation area. Additional staff must be hired in order to expand services to include electronic reserves, extended hours, and other needed services. With the growing enrollment of special needs students, distance learners, SOAR students, and students at the Palmdale site, additional permanent classified positions are needed and would improve services to all Library users. To provide much-requested Reserve textbooks for the Palmdale campus, a classified staff member needs to work at Palmdale to handle checking out the books.

#### **4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.**

Funds have recently been made available for training all staff members via live Web-based course modules from SirsiDynix. Staff development monies are available which could be used to send faculty to such meetings. It is imperative to send at least the System Administrator/Technical Services Librarian to the Annual Horizon User Group Meeting/Conference. The gathering is a unique opportunity for additional training, advance notice and discussion of trends and upcoming changes, and networking with peers and counterparts.

Since the last Self Study, faculty librarians published articles, were co-presenters at the California Library Association Annual Conference, presented a number of flex activities, and attended the Tech Ed Conference multiple times. One of the adjunct librarians received the Adjunct of the Year award in 2006.

**4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.**

Yes. Full-time faculty have been involved in hiring and evaluating adjunct faculty. There are currently ten adjunct faculty. Several of these adjunct faculty have been hired during the last three years with the active participation of full-time faculty. They have all been evaluated during the last three years and the evaluation cycle is on schedule.

**4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.**

Evaluation of adjunct faculty has been timely. All four full-time faculty are due for review.

**4.8 The evaluation processes assess effectiveness and encourages improvement.**

Feedback from evaluations was provided to faculty to help improve performance.

## **Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY**

**5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.**

Currently, technical processing of Library materials is located in an area of the Library which once housed the Instructional Multimedia Center. This area is not configured to properly accommodate Technical Services functions. The Library has requested remodeling of this area, but so far no funds have been allocated. Library staff met several times with the Campus Facilities staff and architects to plan the renovation of existing spaces. This process is ongoing.

The current facility is also not secure. Thousands of dollars worth of new, unmarked books are stored on book trucks in an area that is open to non-library faculty, staff and students. Book trucks have been found in disarray, and the possibility of theft is significant. Technical Services areas in libraries are generally locked, and access is limited to those who work in the area. Creating a more secure environment for Technical Services is essential if materials are to reach the shelves without the possibility of being lost or stolen.

In spite of these difficulties, staff maintain a steady flow of materials to the shelves. One full-time librarian and three adjunct librarians currently perform cataloging duties. One adjunct librarian has been assigned to catalog IMC materials, but has been unable to do so for over a year. The project to integrate IMC materials into the library catalog was begun several years ago. Due to a number of factors, including interim Deans, this project has stagnated and lacks coordination, direction and leadership. Until procedures and policies are in place, it is unwise to begin integrating other collections on campus into the system, e.g., learning center, nursing or art materials.

The counter at the circulation desk needs to be renovated or replaced. The placement of computers and service points is awkward and inappropriate for servicing a substantial student

population. The current configuration of the counter does little to deter the theft of books and materials, and the book drop is inconveniently placed for patron use.

Blinds are urgently needed for windows throughout the building. Rooms in which instruction or meetings take place are especially impacted by lack of window coverings. Strong sunlight during many parts of the year prevents students from seeing projected images on screens in classrooms.

## 5.2 **Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.**

### **Technology**

The Library utilizes an integrated library system (ILS) package known as Horizon to manage its automated services. Licenses for this package are purchased from the vendor, SirsiDynix. Horizon is composed of seven modules: Cataloging, Acquisitions, Serials, Reserve Book Room, Horizon Information Portal (HIP), Circulation, and Inventory. Cataloging and Acquisitions are the modules most intensely involved in processing newly acquired books. The ILS is the electronic “heart” of the Library. Books are selected and ordered, given a place in the stacks, made “visible” to students through the Web-based online catalog, and checked out to them using ILS software. A properly maintained and updated ILS is essential for the successful delivery of Library services.

The greatest weakness in the ILS is the lack of a reporting module. At present it is virtually impossible to gather accurate statistics for Library operations. We do not own a module that will properly gather the statistics needed to provide accurate information for Peer Review, Accreditation and other necessary reports. Report generating software for the Library ILS and staff training to take full advantage of its capabilities is urgently needed. A reporting module, “WebReporter”, is available for purchase from Sirsi/Dynix for approximately \$8,000 (software and hardware inclusive). Albeit costly, this module is essential for accurately monitoring staff and patron activities in all areas of the Library.

The Reserve Book Room module was brought online during Intersession 2008. By enabling this module, the circulation staff are no longer required to check out reserve materials manually. In an otherwise automated environment, this was very labor intensive, and delayed service to students. Since implementation, the Reserve Book Room module has experienced constant heavy use. Reserve statistics rose from 13,000 in 1999 to 26,857 in 2005—an increase of 206% (See appendix VII). However, circulation staff using the module are experiencing data retrieval problems which cannot be resolved in house. Therefore, outside technical support will be necessary to make the Reserve Book Room module fully functional. Such technical support should be provided as soon as possible to ensure students are served in a timely and efficient manner.

Reserve textbooks is the greatest request at the Palmdale campus. A bar code scanner would need to be purchased to set up a circulation system at Palmdale to provide Reserve textbooks for students.

New computers are needed in the reference area of the library. The current machines are old, and the monitors, especially, are failing one by one. New monitors have been ordered, but have yet to be installed.

## Equipment—Book Collections

### Circulating Collection

Unfortunately, very little has changed since the last Program Review Self Study. The Library book collection is neither adequate nor up-to-date. It is old and deteriorating rapidly. Many titles are woefully out of date, but remain on the shelves because there is nothing to replace them. Some subject areas have so few titles that one student can check out all of the books on a subject, leaving nothing for others who might be doing a similar project. When new titles are purchased, older titles are often discarded due to changes in various fields of study. Thus, while there may be a few new titles, the size of the collection remains roughly the same. Science, technology and nursing books are particularly vulnerable to obsolescence. Such obsolete materials are not helpful to students in fields where new discoveries bring rapid changes every few years. Certainly out of date nursing books are of little help to students studying current hospital practice.

The California Community College System Office gathers figures for community college libraries in its *Annual Data Survey*. The most recent report from 2006 (2004-2005 figures) placed Antelope Valley College at 8853 FTES. A comparison of book titles done for nine other California community colleges with FTES between 8236 and 9166 revealed that the average collection was composed of 66,725 volumes. The AVC Library has 48,353 volumes, thus is 28% below the average holdings of other community colleges in its size range. (See Appendix II, *Annual Data Survey*)

There exists today among some educators an idea that the book, the “codex” format, is outmoded and will soon be replaced by books in electronic format. Some persist in the belief that “everything is free on the Internet”—including current books. Neither perception reflects the rather complex nature of book publishing. Many, many books remain under copyright and are not free in electronic or print format

Internet resources notwithstanding, students are still visiting the Library. Hundreds of thousands of visits are made to the Library every year. There were 238,991 visits alone in 2006/2007 (see Appendix III). Students come to the library for a variety of reasons, and one of the most common is to search for books. As book consumers, students are quite a knowledgeable group. They can easily see the condition of the collection when searching the catalog. Many are dismayed by what they find. Survey statistics indicate that a significant number of students recognize that the collection is inadequate. Indeed, the Student Survey in Fall 2006 revealed that 41% of respondents felt the collection was “fair or poor” (see Appendix III)

Whatever they feel about the collection, students still come, and they still hope for that “perfect” book. Statistics gathered from the online book catalog show that students are actively searching the collection. The use count for the last three years (the only years for which automated statistics are available) was:

- 2004-2005 =77,215 transactions
- 2005-2006=66,525 transactions
- 2006-2007=69,800 transactions

Transactions peaked in 2004-2005, dipped in 2005-2006 and rose again in 2006-2007. Students are using the online book catalog, hoping to find books at AVC. Unfortunately, decreasing circulation statistics may indicate that they are not finding what they need (see Appendix IV).

Circulating book check-out numbers have dropped 34% from a high of 22,211 in 2002-2003 to 14,618 in 2005-2006 (see Appendix X). This trend may indicate an increased use of electronic resources by students and a corresponding decrease in the use of traditional print materials. However, 70.5% of students surveyed indicated they came to the Library to check out books. The drop in number of books checked out may reflect the age of the collection, or the lack of books on subjects students deem relevant to their needs. Indeed, 39% of students surveyed reported that they used other libraries because the book collections in those libraries were superior to the AVC Library collection (see Appendix XII). Our last large purchase of books was in 1997. By 2002 those books were 5 years old. Many instructors do not want students to use any sources that are over 5 years old.

Quality book collections have been a necessity and a source of pride in academic institutions for centuries. Even in a world of electronic books and journals, this is still true. If the figures above are any indication, the downward trend in circulation is not due to any “competition” from the electronic universe, but to the sub-standard nature of the AVC Library book collection.

### **Reserve Collection**

Reserve book circulation statistics show an 87% increase between 2000/2001 and 2006/2007 (see Appendix VII). The demand for reserve books, especially current textbooks increases every semester and remains one of the most valuable services the Library provides.

### **Reference Collection**

The reference collection has received a number of new volumes since the last Program Review. However, there remain significant deficiencies in several areas, most notably literature and science. Our large literary criticism sets lack many of the more current volumes. Without up to date volumes reference librarians have difficulty providing information on current authors to students in English classes. More and more instructors are encouraging students to write about new and upcoming writers whose works appeal to today’s students. Information on these writers is difficult to find in the reference collection, as lack of funding has prevented librarians from ordering updated volumes. The science section is also aging rapidly. In a time when science seems to reinvent itself and the world every few minutes, it is important to offer students up-to-date materials that reflect current advances in all scientific disciplines.

### **Alternatives to Print Books**

There are significant collections of electronic books now available for purchase. Librarians at AVC have in the past and are currently investigating such electronic collections. However, not every forthcoming book will be available in electronic format and many older books may never be converted to that format. Sound collection development practice suggests a combination of electronic and print book formats that will best serve the differing needs of AVC students.

### **Collection Assessment**

Any assessment of the collection requires a detailed scrutiny of the number and condition of volumes on the shelves. Currently, any assessment must be done partially by hand with some help from listings in the catalog. The Library does not own appropriate reporting software that can adequately provide information about the collection. The lack of such reporting software prevents the staff from gathering accurate statistics for reports such as this Self Study or the Accreditation Report. Funding for reporting software, staff training, technical support, and purchasing books must become a top priority.

The currency of the collection can be seen at a glance by looking at the percent of books **published after 2000** in the top ten College programs by FTES from the Educational Master Plan (p.70). Also included are figures (for most programs) for titles in the collection **published before 1990**:

A sampling of the Library collection in the Spring of 2007 (see Appendix VI) produced the following statistics:

- Mathematics
  - **2002 present: 6.4%**
  - before 1990: not available
- English (American Literature)
  - **2000 to present: 3.2%**
  - before 1990: 68%
- English (British Literature)
  - **2000 to present: 5%**
  - Before 1990: 95%
- Biology
  - **2002 to present: 6%**
  - before 1990: not available
- Physical education
  - **2000 to present: 9.5%**
  - before 1990: 71.4%
- Registered Nursing:
  - **2000 to present: 12%**
  - before 1990 38%
- History

- Statistics not available
- Psychology
  - **2000 to present: 4.7%**
  - before 1990: 57.9%
- Music
  - **2000 to present: 9.8%**
  - before 1990: 80.4%
- Art
  - **2000 to present: 5.2%**
  - before 1990: 64.6%
- Business
  - **2000 to present: 11%**
  - before 1990: 45%

### **Computer Hardware**

The Library makes considerable use of computer hardware. Such hardware needs to be purchased, upgraded, and maintained in a timely fashion.

#### **5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.**

Currently there is adequate space for the educational program. However, increased use of one of our classrooms for general campus meetings does now, and will in the future, impact our instructional programs significantly. Research Methods Workshops require a room with a white board, projector, computer, and screen. To offer workshops, a fully equipped room must be available.

There is little space at the Palmdale site in which to provide quality library services to students. To provide equity of service, such space must be created. Limited Reference service and Research Methods Workshops are being offered, but space is needed to provide Reserve textbooks, a service that is repeatedly requested.

#### **5.4 The safety of the facilities and equipment are reasonable and adequate.**

So far there is no evidence that unsafe conditions exist. Problems that were identified in the past, such as faulty elevators and power surges have been corrected. Worn carpeting has been

replaced, and large windows have been installed in most study room doors to discourage inappropriate activities.

## **Area 6. FISCAL SUPPORT**

### **6.1 During the period under review, resources have been used effectively to support programs and services.**

Resources have been use very efficiently for educational and support programs. However, lack of proper funding in most areas has limited our ability to provide quality service to the campus community.

### **6.2 Current and anticipated funding is adequate to maintain high quality programs and services.**

No. The Library regularly receives an allocation of about \$15,000 per year for books. Prior to the opening of the new Library building in 1995, the Library received a book allocation of \$32,500 (see Appendix XV, Library Program Review Self Study, Fall 2000, p.18). When the new Library was opened in 1995, a one time grant of \$400,000 was received from the State to revitalize the book collection (see Appendix XV, Library Program Review Self Study, Fall 2000, p.16). As a result, the College cut its allocation for library books to \$0 during the years that the one-time allocation was in effect. When grant monies were exhausted, the \$32,500 allocation was not reinstated. Thus, the current \$15,000 allocation amounts to a 54% decrease from pre-1995 levels. To restore the Library book allocation to pre-1995 level would require approximately \$45,000 in 2007 dollars.

The California Community College System Office gathers book funding statistics for community college libraries in its *Annual Data Survey*. The most recent report from 2006 (2004-2005 figures) placed Antelope Valley College at 8853 FTES. A comparison of book funding allocations for nine other California community colleges with FTES between 8236 and 9166 revealed an average book expenditure of \$44,760. Funding for books for the AVC Library is approximately 33% of the average for these nine California community colleges. (*Annual Data Survey*, see Appendix II) Restoring and increasing the book budget is absolutely essential. Printed books are and will remain a rich source of information for research assignments.

During the mid-1990s, the College began to withhold monies that the Library collected in overdue fees and payments to replace lost/damaged books. These funds previously represented a substantial supplement to the book allocation, and were the only monies available to replace lost and damaged books. The College continues to project these monies as local revenue in the annual budget. Thus, the Library and its users derive no benefit from them.

Text books for AVC classes in the reserve book collection are currently purchased with funds provided by the ASO (\$10,000). As of 2007, the Marauder Bookstore donates up to \$10,000 worth of current textbooks. The total funding for this collection exceeds institutional funding for the circulation and reference collections by \$5,000. The Library currently relies completely on donations to finance the reserve book collection.

## Periodicals

The Library receives \$10,700 in Block Grant money for partial payment of the annual subscription to EBSCOhost California Premier, the major collection of full-text periodical databases in the Library. The Library relies upon Library TTIP funds (approximately \$36,000) to cover the remaining expenses for the balance of EBSCOhost and the other databases. The total dollars identified from both funds for electronic periodical databases is about \$46,700.

The AVC Academic Senate approved a resolution on April 1, 2004 that the College should identify funding for electronic databases in the event that TTIP funding is threatened in any way: “Be it further resolved, that in the event that the Board of Governors does not maintain the existing guidelines, the Antelope Valley College Faculty Senate recommends that the District and College administrations continue to fund the purchase of library subscriptions to electronic information resources.”

Projected database expenditures for 2007-2008:

Fall Renewal Cycle (Pay in Fall to renew Jan.1) ---- Cost \$13,369.97

Books in Print --- \$1647.00

America’s Newspapers-----\$7165.00

Britannica Online -----\$1120.20

World Book Complete Suite (new this year) -----\$1246.77

Elsevier Physical Sciences Journal Collection (new this year) ----\$2191.00

CountryWatch (free to CCL-EAR consortium members) --- \$0

Spring Renewal Cycle (Pay with current year budget for subscription to renew July 1) --- Cost \$31,490.00

EBSCOhost California Premier Package -- \$21,455.00

- CINAHL plus with Full Text\* -- \$3406.00
- Literary Reference Center\* -- \$4408.00
- Medline with Full Text\* -----\$2221.00

\*These databases are discounted as “add-ons” to the EBSCOhost package.

Total cost for databases 2007-2008: **\$44,069.97**

The Council of Chief Librarians and the Community College League, who oversee the Community College Library Consortium through which we purchase our electronic databases, recommends a core electronic collection for California community colleges which includes, among other products, an e-book collection. Due to current funding issues, the Library lacks such a collection. In order to better serve distance education students it will be important to identify and purchase such a collection, and seek local funds to make and maintain the purchase.

**6.3 Anticipated funding is adequate for the development of revised and new programs.**

No. If the Library is to expand its services to remote sites such as Palmdale, a significant increase in funding for electronic databases, e-book collections, print book collections, reserve textbook collection, staffing, computers, and physical space is urgently needed.

**Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS**

**7.1 Staff maintains appropriate links with community.**

The Library faculty works cooperatively with public libraries. The collections in public libraries complement and supplement the AVC collection. Students at CSUB, CSUN, Chapman, LaVerne, and University of Phoenix also use the Library. High school students, home-schooled students and community members sometimes utilize the collections at AVC.

**7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.**

N/A

**7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.**

N/A

**Area 8. STATE AND FEDERAL COMPLIANCE**

**8.1 Program adheres to all state and federal guidelines.**

Library is in compliance with the Americans with Disabilities Act. The Library has alternative access for disabled patrons.

The Library has complied with federal copyright law (US Code Title 17 §107&108) by posting signs by photocopy machines, and by placing the proper copyright notice on all interlibrary loan photocopies that are sent to other institutions. However, Library reserve materials are currently out of compliance with copyright law. The Library has developed draft copyright guidelines to bring reserve materials into compliance based on best practices used at other colleges and universities. The draft guidelines have been made available to all deans who have been responsible for overseeing the Library in the last several years. However, no action has been taken to finalize the guidelines. Until such time as the guidelines are approved by legal counsel retained by the college, they cannot be implemented. Thus, reserve materials remain out of compliance. Finally, to keep abreast of current trends in library access services, Library staff would like to incorporate electronic materials into the reserve collection. Unfortunately, this cannot be done without approved copyright guidelines in place.

## **8.2 Program adheres to all college policies and procedures.**

Library is in compliance.

### **Student Program Evaluation**

#### **Overview and Analysis**

Two library surveys with different formats but the same content were distributed to students in the Fall of 2006. An online survey was offered by e-mail to all registered students (12,834). A link in the e-mail directed students to the online survey. Two hundred and thirty-one students responded to this survey. A second paper survey was distributed to students in the Library. Ninety-six students responded to this survey.

**All survey data compiled in selected samples vice random samples.**

#### **Survey highlights:**

- 79.9% of students indicated they came to the Library to do research.
- 70.5% came to check out books.
- 23.4% of students indicated that they always found what they needed in the Library and 53.6% usually found what they needed.
- 39% indicated that when they used libraries other than the AVC Library it was because these libraries had better collections.
- 47% of respondents indicated that having the Library open earlier hours would be extremely valuable.
- 63% of respondents indicated that having the Library open later hours would be extremely valuable.
- Of those respondents who attended classes at the Palmdale site:
  - 68.8% wanted access to the Library Web site.
  - 65% wanted access to electronic periodical databases.
  - 58.8% wanted access to the online book catalog.
  - 60% wanted a reference collection.
  - 53.8% wanted online book check out.
  - 66.2% wanted textbooks on reserve.
  - 45% wanted Research Methods Workshops.
  - 46.2% wanted a reference librarian at the Palmdale site.

#### **Online Survey: Reference (detailed analysis):**

- 73% of respondents indicated that the quality of reference service was excellent (26%) or good (47%).
- 20% felt the quality of reference service was fair (14%) or poor (6%).
- 5% did not use reference services.

- 73% felt that the availability of reference services was excellent (25%) or good (48%).
- 21% felt availability of reference services was fair (20%) and 1% poor.
- 37% felt that more reference librarians would be extremely valuable, 49% somewhat valuable and 14% not valuable.
- 64.1 percent of respondents (203) indicated they were either very comfortable or a little comfortable interacting with a reference librarian.
- 20.2 % were neither comfortable nor uncomfortable.
- 15.8% indicated they were either a little uncomfortable or very uncomfortable asking for assistance.
- A total of 76 respondents answered a follow up question: “If you DO NOT FEEL COMFORTABLE asking the Reference Librarians for assistance, why not?”

Responses to this question were as follows:

- 36.8% indicated they “like to help themselves”.
- 22.4% were “afraid to ask”.
- 28.9% indicated that the “librarian was too busy”.
- Open-ended responses were received from 30.3% (23) of this group. Several comments from this group indicated that librarians could be rude, unhelpful and/or unapproachable. Forty-three percent (10) of the 23 comments about reference librarians in this section were unfavorable.

While most students (84.3%) indicated that they were either comfortable or neutral when dealing with librarians, 15.8% were significantly uncomfortable. The number of negative responses is a real concern to Library faculty. The last survey done in Fall 2002 revealed that 88.6% of the respondents “felt comfortable” asking a reference librarian for help. This is a drop of 4.3% in comfort level. While the increased percentage of negative comments is small, it is of great concern for librarians as information professionals and deserves resources and dedicated training/retraining to ameliorate the problem.

### **In House Hard Copy Survey: Reference** (detailed analysis)

The same survey that was sent to students online was also handed in paper format to students inside the Library. These surveys were distributed during the morning and early afternoon hours. Ninety-six surveys were returned. While this survey cannot claim to be unbiased, certain trends appeared that are of interest to Public Services staff.

Reference:

- 79% of respondents indicated that the quality of reference service was excellent (34%) or good (45%).
- 17% felt the quality of reference service was fair (16%) or poor (1%).
- 3% did not use reference services.
- 77% felt that the availability of reference services was excellent (30%) or good (47%).
- 20% felt availability of reference services was fair (19%) and (1%) poor.
- 47% felt that more reference librarians would be extremely valuable, 41% somewhat valuable and 12% not valuable.
- 78.1 percent of respondents (87) indicated they were either very comfortable or a little comfortable interacting with a reference librarian.
- 14.9 % were neither comfortable nor uncomfortable.
- 6.8% indicated they were either a little uncomfortable or very uncomfortable asking for assistance.

A total of 41 respondents answered a follow up question asking if they were not comfortable asking reference librarians for assistance, why were they not comfortable. (These respondents may or may not correspond to the 6.8% who indicated they were uncomfortable asking for assistance. Any of the students who answered the previous question could conceivably decide to answer this question as well.)

When asked why they did not feel comfortable asking librarians for assistance:

- 56.1% indicated they like to help themselves.
- 2.4% were afraid to ask.
- 17.1% indicated that the librarian was too busy.
- Open-ended responses were received from 20% (10) of this group. Comments from this group indicated that librarians could be rude or difficult to find. Three percent (3) of the 10 comments about reference librarians in this section were unfavorable.

The vast majority of students (93%) indicated that they were either comfortable or neutral when dealing with librarians while 7% were significantly uncomfortable. Our last survey done in Fall 2002 revealed that 88.6% of the respondents felt comfortable asking a reference librarian for help. This is an increase of 9.5%.

### **Comparison of In-House and Online Surveys**

An analysis of survey results reveals that students who took the online survey and those who took the in-house survey have much in common. However, there are a few interesting differences in the responses

of the group who took the survey online in a venue of his/her choice and those who filled out the paper survey while visiting the Library.

- The ethnic background of those who responded to both surveys approximates the ethnic background of the general campus community (Campus Overview, November, 2006) with one notable exception: almost twice as many African-American students responded to the in-house survey as responded to the online survey.
- The largest percentage of students who filled out the in-house survey were less than 25 years of age (69%), some 14.8% higher than the electronic survey group (54.2%).
- 10% more male students filled out the in-house survey than male students who filled out the online survey.
- Weekly Library use for the in-house survey group was 11% higher than the weekly use reported by those who responded to the online survey.
- 10% more of those who took the in-house survey indicated that they always found what they needed in the Library.
- Only 2.4% of students responding to the in-house survey indicated that they were “afraid to ask for help” from a reference librarian, compared to 22.4% of those who took the online survey. Comments concerning reference librarians were also more negative for the online group.
- 35.5% of students responding to the in-house survey indicated they had never attended a Library workshop, while 49% of online survey respondents indicated they had never taken a Library workshop. This might imply that taking a Library workshop encouraged Library use, but there is no real way to verify this.
- Online respondents were twice as likely to not know the Library was open on Saturdays.
- In-house survey respondents were somewhat less likely to use the Library web site from home.
- Access to the Library Web site was the highest priority for in-house respondents who indicated they also took classes at the Palmdale site. By contrast, online respondents taking classes at the Palmdale site indicated their highest priority was photocopy services.
- Online respondents were more negative in their comments than respondents who took the survey in the Library. Ten out of 23 comments about reference librarians were unfavorable (43%). Three out of ten comments by in-house survey participants were negative (3%)

Survey results might suggest that we serve two different cohorts of students: those who tend to use resources more from home or from some other off campus venue, and those who physically come to the Library to use these resources. Considering the diversity of students present on this campus, this would not be surprising. It is important that Library staff be aware of the different learning/researching styles and develop ways to meet the differing needs of both groups.

Although the survey was sent via e-mail to some 12,834 students, only 231 students chose to reply. This is not a large sample of our student population and must be described as a selected sample vice

random. However, there is a certain “honesty factor” that may become apparent when the online format is used. The Dean of Health Sciences, reports such a phenomenon among nursing students. When given an online survey rather than one in paper format, students were much more candid in their responses. It appears that the online format reflected how students felt much more accurately than did the paper format. This is not surprising, as an online survey is much more anonymous than a paper one. Students feel very safe using the online form, as there is no fear that someone will see who is doing a survey, or recognize the handwriting of a certain individual and retaliate in some way. Our results seem very similar to what the Dean of Health Sciences experienced. This might indicate that the online results are a more accurate reflection of how students feel than the in-house results.

## **RECOMMENDATIONS**

### **1. Curriculum**

#### **A. Summary:**

Library courses support all of the goals articulated in the College Mission Statement and are transferable to the CSU system. The revision of LIB 101, LIB 105, and LIB 110 and the creation of LIB 107 were also done in accordance with the College Mission Statement. SLOs for all courses are being written during the Spring of 2008. CORs are in the process of being redone and courses will be taught according to the new COR.

The Information Competency Librarian regularly recommends the use of the Learning Center and Counselling services to his students. Reference librarians regularly refer students to many other student services for their needs.

When teaching in-house or online credit courses, the Information Competency Librarian uses MyAVC and BlackBoard for communication, archiving, and assessment. The Library subscribes to several electronic resources designed to aid students in their quest for information.

The Library Studies courses fulfill the following Guiding Principles stipulated in the Educational Master Plan: 2,3,5,9. With these Educational Master Plan goals in mind, Library faculty have developed an integrated undergraduate level program of instruction in Library and Information Science. This program has several components:

- Credit courses
- Research Methods Workshops
- Web-based tutorials
- Instructional materials
- One-on-one instruction at the Reference Desk.

The reference interview is a vital part of the library instruction program. In fact, the reference interview may be the very core of teaching and learning in the Library. Unfortunately, 15.8% of students surveyed indicated they were significantly uncomfortable when dealing with librarians. This is not an insignificant number and is of great concern to librarians as information professionals. To offer anything less than excellent service would be detrimental to student success.

## B. Major Recommendations:

- New credit courses should be developed to address ongoing information literacy innovations.
- Current online tutorials need revision and new online tutorials should be developed.
- Reference librarians need to evaluate their reference interview knowledge and skills to better serve all students.

### Action Plan:

- Develop new credit courses to fulfil information literacy needs of students
- Develop additional online tutorials and other instructional tools that encompass a variety of learning modalities.
- Schedule meetings with all reference librarians to:
  - review, discuss, solve, and improve reference interactional, interpersonal, and human relations skills.
  - address student complaints.
  - insure that new policies, procedures and information is uniformly disseminated.
  - review student needs and acceptable reference desk responses.

### Expected outcomes:

- Improved instructional materials both in-house and online appropriate for students on campus and at remote sites.
- Students who are information literate and who can apply information literacy skills to both academic and personal situations and goals.
- Improved reference service to all students seeking help at the reference desk.

### Timeline:

- Tutorials and instructional materials are created and modified on a continuing basis.
- CORs for all classes finished in Spring 2008 semester.
- SLOs for all classes completed in Spring 2008
- Reference librarians will meet in the current semester, Spring 2008, to discuss these issues.

## 2. Student Support and Development

### A. Summary:

Library services available at the Lancaster campus should be available to students at the Palmdale site. Services such as limited reference assistance and Research Methods Workshops were initiated at the beginning of the Spring 2008 semester. Although limited at this point, Library services have been very well received. Library faculty also plan to coordinate their efforts with Learning Center faculty whose programs have been very successful at Palmdale over the past year.

## B. Major Recommendations:

- Library services to the Palmdale site need to be expanded.
- Initial planning for Library services at the new Palmdale campus should begin.
- Printable or downloadable Interlibrary Loan forms should be added to the Library Web site.

### Action Plan:

- Continue to implement and expand services to the Palmdale Site.
- Plan for services and staff at the new Palmdale campus.
- Add printed or downloadable Interlibrary Loan forms to Library Web site.

### Expected outcomes:

- Students at the Palmdale site will be offered Library services they do not now receive.
- A plan for Library services at the new Palmdale campus will be in place and staff prepared to serve students when the new campus comes online.
- Students and faculty will be able to fill out Interlibrary Loan forms at their convenience and bring them to the Library.

### Timeline:

- Continue to offer services to students at the Palmdale site.
- Begin planning in Fall 2008 for services needed at the new Palmdale campus.
- Interlibrary loan forms will be added to the Library Web site in Fall, 2008.

## 3. Program and Student Learning Outcomes

### A. Summary:

Library faculty have begun establishing or have established SLOs in the following areas of service: Library Studies credit courses, online tutorials. The Information Competency Librarian is currently re-writing LIB 105 and LIB 101. LIB 107 and LIB 110 will be re-written with SLOs and a new COR in the Fall of '08. Library faculty developed a list of SLOs for one of the online tutorials, the Research Tutorial, in 2005 and continued developing them through 2006. The revised Research Tutorial will be evaluated, and, if determined successful, the remaining tutorials will be rewritten based on this model. Research Methods Workshops currently have no SLOs or assessments in place. Faculty who teach workshops will seek to create appropriate SLOs and develop assessments. Student surveys are done during faculty evaluations in credit class, and Research Methods Workshops.

### B. Major Recommendations:

- Complete SLOs for all Library Studies classes during Spring 2008 semester.
- Continue development of SLOs for Library tutorials.
- Conduct student evaluations in every Library Studies class each semester.

Action Plan:

- Complete SLOs for all Library Studies classes in Spring 2008.
- Review and revise SLOs for Library tutorials.
- Pass out student evaluations of credit classes and Research Methods Workshops each semester.

Expected outcomes:

- SLOs will be established for all Library Studies classes
- Progress will be made toward defining SLOs for Library tutorials
- Frequent evaluation of Library Studies classes and Research Methods Workshops will provide valuable feedback for Information Competency Librarian and other library faculty involved in classroom instruction.

Timeline:

- Develop/revise class evaluation instrument and implement use in Fall 2008.
- Complete credit class SLOs Spring 2008.

#### **4. Personnel and Support Services**

A. Summary:

In general, faculty staffing issues involve scheduling librarians to cover the reference desk which must be staffed by a faculty librarian during all hours of operation. The Library is open 65.5 hours a week. Reference questions overall have increased by 8% between 2000/2001 (16,329) and 2006/2007 (17,699). The expansion of hours and introduction of new services has recently required an increase in adjunct faculty. Currently, the Library has one full time 10-month reference/electronic resources librarian. (The Head Librarian, Technical Services Librarian, and the Information Competency Librarian have assignments which do not include reference work.) Therefore, a significant amount of reference service is provided by part-time librarians. Due to a recent retirement, a full-time reference/instruction librarian is expected to start in Fall 2008. This new hire will be working a number of hours at the reference desk

Adjunct librarians are currently providing limited services to the Palmdale site. Looking ahead, the new Palmdale campus will need at least one full-time librarian and several part-time librarians as well support staff to adequately serve students.

Research Methods Workshops have increased from 22 sessions for the 2000-2001 academic year to 83 sessions for the 2006-2007 academic year—an increase of 277%. If requests for workshops continue to increase, more adjunct faculty will be needed to ensure all requests can be honored. However, the new Reference/Instructional Services Librarian, scheduled to start in Fall 2008, will be teaching many of these workshops, so added staff may not be necessary.

Currently, cataloging is done by the Technical Services Librarian, who also is responsible for the integrated library system. When the Palmdale site comes online, the Library will need a full time cataloger to catalog materials for both the Lancaster campus, and for the Palmdale campus.

The staff at the circulation desk is stretched to the maximum. With the growing enrollment of special needs students, distance learners, SOAR students, and students at the Palmdale site, additional permanent classified positions are needed at the circulation desk to insure quality and services to all Library users. A classified staff member will be needed to work at the Palmdale campus once a Reserve textbook collection is established there.

Faculty and staff have made use of institutional and Staff Development funds training and attending appropriate conferences. Training on the Horizon ILS should continue for all faculty and staff who use any of the modules.

#### B. Major Recommendations:

- One additional Library Assistant is needed for the circulation desk
- Replace two positions open due to retirements.
- Request faculty and staff positions in anticipation of the opening of the Palmdale campus.
- Arrange and fund Horizon training for Administration and SQL for the new System Administrator/Technical Services Librarian.
- Technical Services Librarian needs to attend Horizon ILS user group meetings.

#### Action Plan:

- Fill two vacant faculty position created by retirements.
- Hire one additional Library Assistant to work the circulation desk
- Fill a vacant classified Technical Analyst position.
- Request one full-time reference librarian faculty position, several part-time librarians and appropriate support staff for the new Palmdale campus.
- Request one full-time cataloger to catalog books and multimedia materials for the Lancaster and new Palmdale campuses
- Schedule appropriate training for new hires on the Horizon ILS.
- Send Technical Services Librarian to Horizon ILS user group meetings.

#### Expected outcomes:

- Expanded reference and instruction services delivered by the new Reference/Instructional Services Librarian
- An additional Library Assistant would decrease the number of student assistants now required to staff the circulation desk.
- Continued support and upgrading of the Horizon ILS by the new System Administrator/Technical Services Librarian
- Proper staffing of the new Palmdale campus.
- Increased ability to catalog and process books for the Library collections, including the future collection at the new Palmdale campus.
- Proper training on the Horizon ILS will make new and current library staff more efficient and comfortable using the ILS.
- User group meetings help Technical Services staff keep their knowledge current in all aspects of the Horizon ILS.

#### Timeline:

- Reference/Instructional Services Librarian start date in Fall 2008.
- System Administrator/Technical Services Librarian start date in Fall 2008.
- Library Assistant Fall 2009
- Faculty and staff for the new Palmdale campus planning to start in Fall 2008.
- Training should take place in the 2008-2009 academic year. Approximate cost: \$1000.
- Horizon user group meeting in November, 2008. Approximate cost: \$1500-2000.

## 5. Facilities, Equipment and Technology

### A. Summary:

The Library utilizes an integrated library system (ILS) package known as Horizon to manage its automated services. Horizon is composed of seven modules: Cataloging, Acquisitions, Serials, Reserve Book Room, Horizon Information Portal (HIP), Inventory, and Circulation. The greatest weakness in the ILS is the lack of a reporting module. We do not own a module that will properly gather the statistics needed to provide accurate information for Peer Review, Accreditation and other necessary reports. Purchase of an appropriate report generating software package is, at this point, not an option, but a necessity.

The Library book collection is neither adequate nor up-to-date. The AVC Library has 48,353 volumes. The collection is 28.7% below the average holdings of other community colleges in its size range. Science, technology and nursing books are particularly vulnerable to obsolescence. Such obsolete materials are not helpful to students in fields where new discoveries bring rapid changes every few years. Only a small percentage of the circulating collection bears a post 2000 publishing date.

The Library makes considerable use of computer hardware. Such hardware needs to be purchased, upgraded, and maintained in a timely fashion. Computer monitors that have been ordered need to be installed in the reference area.

Currently there is adequate space for the educational program. However, increased use of one of our classrooms for general campus meetings does now, and will in the future, impact our instructional programs significantly.

### B. Major Recommendations:

- Upgrade the book collection to accurately reflect and support college programs by discarding out-of-date books and purchasing new books throughout the collection.
- Increase the number of books in the reference and circulating book collections to increase student access to information.
- Purchase WebReporter module for Horizon ILS to insure generation of accurate, up-to-date statistics on demand.
- Secure Technical Services area to prevent books from becoming lost or being stolen.
- Seek space to provide Reserve textbook services at the Palmdale campus.  
Purchase a bar code scanner and computer for checking out the Reserve textbook collection for the Palmdale campus.

- Install blinds in Library classrooms, Faculty/Staff Reading Room, and Technical Services area adjacent to room L-201.
- Upgrade Horizon ILS hardware and software as needed to insure quality service to students.
- Continue training of faculty and staff in the use of Horizon, the online catalog interface (HIP) and other electronic databases.
- Expand the number and quality of electronic periodical/statistical databases available to students.
- Resume project to integrate IMC materials into Library collection.

#### Action Plan:

- Purchase new books for the reference and circulating collections.
- Discard out-of-date books and purchase replacements.
- Purchase WebReporter module for Horizon ILS in order to generate valid statistics for future Program Reviews and Accreditation.
- Purchase a bar code scanner and computer for checking out the Reserve textbook collection for the Palmdale campus.
- Seek space to provide Reserve textbook services at the Palmdale campus.
- Identify funding for window coverings for L118, the current Technical Services area, and the Faculty/Staff Reading room to make the spaces more usable, reduce screen glare and radiant heat.
- Create a secure area for Technical Services.
- Plan for hardware and software upgrades and replacements to keep up with current technology, incorporate vendor-initiated enhancements, and improve access to information and services.
- Continue training of faculty and classified staff on the online databases and Horizon Information Portal (library online catalog interface).
- Purchase additional electronic periodical/statistical databases.
- Reorganize and provide leadership for project to integrate IMC materials into Library collection.

#### Expected outcomes:

- Current books in the reference and circulating collections will contribute to student success by allowing students access to up-to-date, in depth information.
- The addition of more circulating books will provide access to information for more students; fewer students will leave the library empty-handed because everything on a particular subject has been checked out.
- Accurate statistics generated by a reliable software product will greatly enhance the ability of Library faculty and staff to evaluate Library services at all levels. Creating reports such as this Self Study, Accreditation reports and any other statistical needs will be easier and the resulting documents more reliable.
- A secure area for Technical Services will help prevent loss or theft of books.
- Blinds for windows in all areas of the Library, especially Library classrooms, will enable those using the classrooms to see images projected on a screen. Blinds will also keep

- these rooms cooler during warmer times of the year and, when closed, block out unnecessary distractions beyond classroom walls.
- Hardware and software upgrades and replacements will allow students access to Library materials using the most current electronic resources available. Software upgrades make using the many kinds of software now available in the Library easier for students to use.
  - Ongoing training of faculty and staff in the use of current electronic technologies will ensure students receive expert and knowledgeable assistance when they use Library resources.
  - Expanding the number of electronic periodical/statistical databases will give students increased access to quality information.
  - Students will be able to access IMC materials from Library catalog by author, title, subject, and Library of Congress call number.

Timeline:

- Acquire funding for statistical reporting software by Spring 2009.
- Purchase more books in Fall 2008 and Spring 2009.
- Purchase blinds for windows by Spring 2009.
- Hardware and software upgrades are ongoing at this time.
- Expand electronic periodical/statistical indexes in Spring 2009.
- Restart Instructional Multimedia Center cataloging project in Fall of 2008.

## 6. Fiscal Support

### A. Summary:

Perhaps the most important comments that can be made in this summary are about the book collection. The collection is old. It is substandard in numbers of volumes owned. It is shrinking from the lost, stolen, and damaged books that cannot be replaced due to lack of funds. In many areas the collection cannot support the college curriculum. The current budget of \$15,000 is utterly inadequate for the needs of the AVC Library in 2007. To allow the current funding to remain unchanged will ensure the slow but inexorable decline and ultimate demise of the collection as a useful and reliable source of information for students. This is, by all accounts, a grim picture. There is, however, no way to “sugar-coat” the problem. The Library is underfunded in this area, and has been for many years. The average book expenditure for California community colleges with similar FTES is \$44,760. Funding for books for the AVC Library is approximately 33% of this average. Adequate funding for new books is urgently needed to ensure students have access to the information they need to complete their assignments.

Statistics show an 87% increase in books checked out from the reserve collection between 2000/2001 and 2005/2006 (most current statistics available). The reserve collection is currently funded by monies provided by the ASO. As of 2007, the Marauder Bookstore donates up to \$10,000 worth of current textbooks. The total funding for this collection (\$20,000) exceeds institutional funding for the circulation and reference collections (\$15,000) by \$5,000.

Monies collected by the Library for overdue books and payments to replace lost/damaged books are fed into the general fund. Thus these funds are not available to replace lost and damaged books.

## B. Major Recommendations:

- **Establish the appropriate level of fiscal support (\$50,000) for the Library book collection, thus enabling it to provide much needed support for academic and vocational programs at AVC.**

### Action Plan:

- Seek ongoing funding for:
  - \$50,000 to purchase books to support current and new courses and programs.
  - replace lost and damaged books as well as 3 – 5% of obsolete books annually.
  - training staff in the use of the Horizon ILS
  - hardware/software maintenance and regular replacement.
  - electronic periodical/statistical databases and other subscription services currently supported with special funding.
- Seek reinstatement of the reimbursement of fees and fines that the Library collects in order to replace damaged and lost books and other materials.

### Expected outcomes:

- Increased funding for books will provide students access to current, in depth information, thus enabling them to complete class assignments using materials from the AVC Library, rather than books from other libraries in the community.
- Ongoing funding for electronic periodical/statistical databases will expand access to magazines, newspapers, and journals for all students, and will be especially useful to students who do not regularly visit the campus.
- Ongoing training will make Library staff and faculty better able to serve students by utilizing current technology and teaching methodologies.
- Allowing the Library to keep monies collected for overdue, lost, or damaged books would enable Library staff to replace heavily used books (those most often lost or stolen) more quickly and so put much needed books into back the hands of students without waiting for regular budget allocations.

### Timeline:

- Acquire increased funding for books and electronic databases in Fall 2008-Spring 2009.
- Faculty and staff training is ongoing.
- Restoration of overdue, lost or damaged book fines and fees to the Library budget in Fall 2008.

## 7. Community Outreach and Program Awareness

### A. Summary:

The AVC Library would like to communicate more closely with Palmdale Public Library and the Lancaster Branch of the Los Angeles County Public Library. This will help make librarians working at all three libraries more aware of each other and the services of their various libraries. Increased awareness of other collections and different sources of information will enhance service to AVC students who use both the College Library and the public libraries in the Antelope Valley.

**B. Major Recommendations:**

- Develop significant modes of communication between the Palmdale Public Library and the Lancaster Branch of the Los Angeles County Public Library.

**Action Plan:**

- Re-establish ties with the Lancaster Branch of the Los Angeles County Public Library and the Palmdale Library.
- Meet regularly with librarians from Lancaster and Palmdale libraries to share information about the needs of AVC students.

**Expected outcomes:**

- Improved communication between the public and academic librarians in the Antelope Valley. Enhanced service to AVC students both at the AVC Library and at both local public libraries.

**Timeline:**

- Fall, 2008

## **8. State and Federal Compliance**

**A. Summary:**

The Library Reserve Materials area is out of compliance with federal copyright law (US Code Title 17 §107&108).

**B. Major Recommendations:**

- Bring the Library Reserve Materials area into compliance with federal copyright law.

**Action Plan:**

- Finalize copyright procedures/guidelines draft and seek input/approval from college legal counsel.

**Expected outcomes:**

- Reserve Materials area will be brought into compliance with federal law.

**Timeline:**

- Compliance by Fall 2009.

## Appendices

(Appendices II-XIV on file in the Library and Academic Senate Office)

- I. Glossary
- II. California Community Colleges System Office. *Annual Data Survey 2004-2005*.
- III. AVC Library Traffic Statistics, 1999/2000-2006-2007
- IV. Horizon Information Portal Session Statistics, 2006-2007
- V. Bushloper, Lida. E-mail communication: Collection Statistics. 10/31/2006
- VI. Book Collection Evaluation, Spring 2007
- VII. Reserve Book Use Statistics 2000/2001-2006/2007
- VIII. Research Methods Workshop Statistics 2000/2001-2006/2007 (BI Sessions)
- IX. Circulation Statistics 2000/2001-2005/2006
- X. Reference Statistics 2000/2001-2006/2007
- XI. Student Survey Results Fall 2006
  - a. Online Survey
  - b. In-House Paper Survey
  - c. Composite Results
- XII. Student Survey Fall 2006 Comments (Transcribed)
- XIII. Charts:
  - a. Reference Totals By Hour 2000/2001-2006/2007
  - b. Directional Questions 2000/2001-2006/2007
  - c. Reference vs. Directional Questions 2000/2001-2006/2007
  - d. Reference/Periodicals/Catalog Questions 2000/2001-2006/2007
- XIV. Antelope Valley College Library Program Review Self Study, Fall 2000

## Glossary

Academic Library	“The library of a college, university, junior college or other institution of higher education, organized to meet the information needs of students, faculty and staff.” (The L Files)
AP&P Committee	The Academic Policies and Procedures Committee.
Bibliographic utility	“Organization which maintains an online bibliographic database to support library functions such as cataloging and interlibrary loan (e.g., OCLC, RLIN) Libraries can arrange to access bibliographic records directly or through service centers.” (School of Information Resources)
Circulation	The process of checking out materials to students, faculty, staff and others with borrowing privileges.
Collection Development	“Includes setting and coordinating selection policies; assessing user needs and studying use; selection, evaluation, and

	weeding; planning for resource sharing.” (School of Information Resources)
Dewey Decimal Classification	“A subject classification system for books developed by Melvil Dewey (1851-1931) that divides all knowledge into ten classes arranged in number sequence and further divided by a decimal system.” (The L Files)
Information Literacy	“The ability to define problems in terms of information needs, to locate, evaluate, and apply information.” (School of Information Resources)
IMC	Instructional Multimedia Center: a section of the Instructional Resources Division encompassing multimedia format instructional materials and audio/visual equipment.
Integrated Library System (ILS)	“A group of automated library subsystems working together and communicating within the same set or system of software to control such activities as circulation, cataloging, acquisitions and serial control.” (The L Files)
Library of Congress Classification	“A subject classification system for books devised by the Library of Congress that divides knowledge into 21 subject areas and has a notation of letters and numbers that allows for expansion. It is used primarily in academic and special libraries.” (The L Files)
Periodical database	Collection of magazines, journals, and newspapers in digital format residing on a computer.
Public services	“Includes reference, user assistance and instruction, and other functions not generally considered to fall within technical services.” (School of Information Resources)
Reference Interview	“The interpersonal communication between a reference librarian and a library user to determine the precise information needs of

	the user.” (The L Files)
Retrospective Conversion	“The process of converting information from a traditional card catalog to an electronic format.” (The L Files)
Stacks	Shelves on which library materials are placed.
Technical Services	Acquisition, cataloging and processing of newly acquired materials.
Web-based tutorials	Instructional modules on various topics available to students via the Internet

#### References

Office of Library Development. Oklahoma Department of Libraries. “The L Files: Trustees’ Glossary”. 19 Mar. 2007  
 < <http://www.odl.state.ok.us/servlibs/l-files/glossi.htm>>

School of Information Resources & Library Science. University of Arizona. “The Information Professional’s Glossary”. 19 Mar. 2007  
 <<http://www.sir.arizona.edu/resources/glossary.html>>