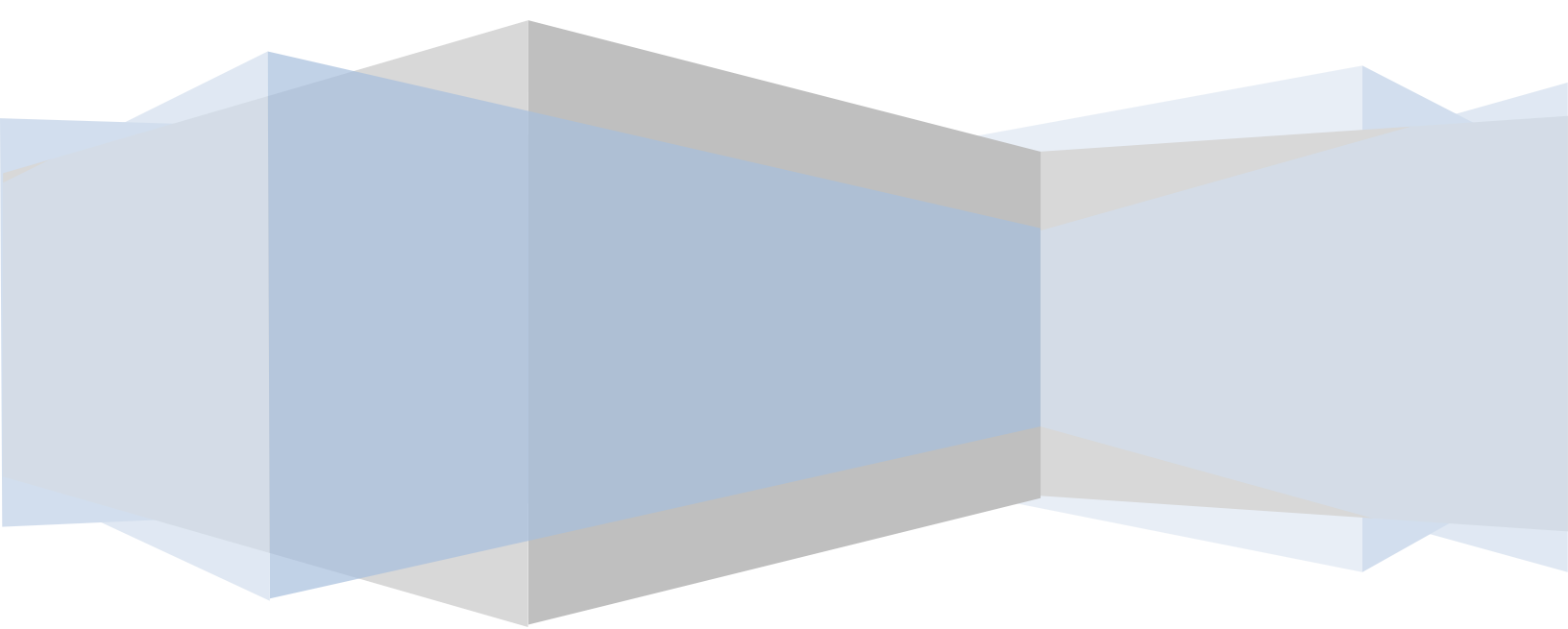


Palo Verde College

LIBRARY PROGRAM REVIEW

SPRING 2010

Submitted by J. Turner



Program Evaluation Summary

- **Evaluate each aspect of the program**

1. Support of the College Mission

Very Strong Satisfactory Needs Improvement Major Concern N/A

2. Accomplishments in Achieving Goals Outlined in Previous Program Review

Very Strong Satisfactory Needs Improvement Major Concern N/A

3. New Goals

Very Strong Satisfactory Needs Improvement Major Concern N/A

4. Personnel Summary

Very Strong Satisfactory Needs Improvement Major Concern N/A

5. Staff Development

Very Strong Satisfactory Needs Improvement Major Concern N/A

6. Facilities and Equipment

Very Strong Satisfactory Needs Improvement Major Concern N/A

7. Financial Resources

Very Strong Satisfactory Needs Improvement Major Concern N/A

8. Strengths/Weaknesses

Very Strong Satisfactory Needs Improvement Major Concern N/A

- **Evaluate the Program Overall**

Very Strong Satisfactory Needs Improvement Major Concern N/A

The committee recommends that the Library pursue the new goals outlined in Section III. In particular, continue to develop workshops, work with faculty in addressing the textbook cost problem, and finally, to continue working with the Director of Needles to enhance Library support services.

1. SUPPORT OF THE COLLEGE MISSION

1A. Summarize the program in terms of key functions and responsibilities.

The library offers research assistance, information literacy workshops, audio-visual equipment, plus online and print resources to the college community. In addition, the library maintains a computer lab with Internet access and Microsoft software programs, and provides a comfortable reading area along with quiet places to study. (Please see Appendix A, pgs. 21-22, Standard IIC, Library and Learning Support Services from the *Accreditation Reference Handbook* to understand the expectations of the ACCJC/WASC accrediting commission).

1B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

The library program advances student success by offering the above services to students and the community. Community members are encouraged to utilize the library and its resources, thereby promoting lifelong learning. The library supports the local area's creative talent by sponsoring art shows and displays both from valley area residents and students, thereby fostering community development.

1C. Describe, in qualitative and quantitative terms, the population served by the program.

The Palo Verde College library serves enrolled students of the Blythe and Needles campuses, including students enrolled in distance, face-to-face and prison education programs as well as PVC staff and the local Blythe community. As mentioned above, the library provides online and print resources, research assistance and ongoing workshops. The library has twelve computers available for students to use in the library "lab" plus a study room with two additional computers, while guests have three computers available for use. All computers offer Internet and Microsoft Office programs.

Population served in quantitative terms can be measured by electronic database usage statistics, physical number of items checked out, number of students receiving formal library instruction, and the number of requests from incarcerated students for library-generated research. These statistics give a snapshot of what types of activities and resources are utilized by library patrons.

When selecting which usage statistics to report for online subscription resources, several options are offered by the various database vendors. For example, out of curiosity, a student might click on a library resource accessible through the library's website, thereby triggering what is often referred to as a "hit," but if that same student downloads content, this determines a successful search, and the

“downloaded” statistics are what is included in this report. The downloaded content is more representative of a successful search in that the student didn’t merely “hit” the resource, but also formulated a search and in the end, chose to download content.

Database usage statistics are calculated on an academic year beginning with August and ending in July. Summer school is traditionally considered part of the preceding academic year, so statistics for July will be included in the prior academic year. Statistics for August will begin a new academic year.

Thanks to state Telecommunication and Technology Infrastructure Programming (TTIP) funding specifically earmarked for California community college libraries for online subscription and other electronic resources for the past several years, the PVC library has been able to offer students a variety of online databases. Most databases were purchased through the Community College Library Consortium, the result of a cooperative purchasing agreement with the California Council of Chief Librarians.

One major online resource the library has subscribed to for the past five years is EBSCOhost, an online periodical database which includes a variety of multi-discipline as well as subject-specific databases and serves students in nearly every discipline. This popular periodical package digitizes periodical articles and is purchased by many college libraries for its academic content.

Some of the more heavily used databases within the EBSCOhost package include Academic Search Premier (multi-disciplinary academic content), Master File Premier, (also multi-disciplinary, but less scholarly than Academic Search Premier), Business Source Premier, Newspaper Source, Regional Business News and History Reference Center.

Academic Search Premier allows students access to full-text articles from over 4,600 journals, 3,900 of which are peer-reviewed. Most journals have backfiles for several years, including one-hundred titles that have backfiles dating to 1975.

Other EBSCOhost databases offer specialized content in the areas of medicine, religion, philosophy and communications. The statistics below represent articles that have been downloaded through the approximately twenty EBSCOhost sub-databases that make up the California “package.”

Total number of EBSCO articles downloaded	2004-05	2005-06	2006-07	2007-08	2008-09
Totals	5,764	6,574	10,242	11,233	13,835
% increase		+14.05	+55.8%	+9.68%	+23.16%

SELECTED EBSCO DATABASES	2004-05	2005-06	2006-07	2007-08	2008-09
Full Text Articles Downloaded					
ACADEMIC SEARCH PREMIER	3934	4483	6639	6277	6008
BUSINESS SOURCE PREMIER	118	1	404	498	1995
COMMUNICATION AND MASS MEDIA	0		15	127	84
ALT HEALTHWATCH	0	35	128	141	133
HEALTH SOURCE: CONSUMER	227	166	51	62	56
HEALTH SOURCE: NURSING/ACADEMIC	38	75	33	75	73
HISTORY REFERENCE CENTER			47	856	647
MAS ULTRA	322	469	975	93	166
MASTERFILE	1	10	459	1076	520
NEWSPAPER SOURCE	57	0	252	796	3252
PSYCHOLOGY AND BEHAVIORAL SCIENCES	129	67	63	217	331
REGIONAL BUSINESS NEWS	42	24	22	47	229
RELIGION AND PHILOSOPHY	16	25	3	55	54
VOCATIONAL AND CAREER COLLECTION	12	0	12	41	88

In addition to EBSCOHost databases, the library offers a number of other online resources as well. The Facts on File History databases have proved to be popular for students enrolled in history and other courses. The database includes several subject-specific history databases including American Indian, African American, American History, American Women, Ancient and Medieval, and Modern World. (Although the library subscribed to Facts on File since April 2005, statistics prior to academic year 2006-07 were not included due to the inconsistency in the way the vendor reported usage statistics during that period).

Total number of FOF articles downloaded	2006-07	2007-08	2008-09
Totals	1,472	2,490	4,120
% Increase over past academic year		+69.16%	+65.46%

The following table shows the usage statistics for the individual databases that comprise the Facts on File database package:

FACTS ON FILE TOTALS BY DATABASE	2006- 2007	2007- 2008	2008- 2009
AFRICAN AMERICAN	229	390	583
AMERICAN HISTORY	425	543	850
AMERICAN INDIAN	83	383	660
AMERICAN WOMEN'S	246	376	597
ANCIENT AND MEDIEVAL	263	393	748
MODERN WORLD	226	405	682

The Opposing Viewpoints Resource Center offers students enrolled in the humanities, social sciences and other disciplines a database with pro and con articles on a variety of current social issues. Opposing Viewpoints is especially useful for argumentative or persuasion essays as well as speech and debate courses. The database consists of the digitization of articles from the popular print book series by the same name. In addition to the book "articles" written by prominent people with knowledge of the subject matter, this database also includes tabs to current magazine, journal and newspaper articles for each social issue along with a tab for statistical information. Usage statistics for this resource has also increased over the years.

Number of OV articles downloaded	2006-07	2007-08	2008-09
Totals	726	1,570	2,323
% Increase over past academic year		+62.02%	+47.96%

Other online resources include the Oxford English Dictionary (OED), the digitized version of the multi-volume print edition. The OED serves students in all disciplines. Although statistics for academic year 2006-07 decreased slightly, the following years showed an increase.

Number of OED downloads	2005-06	2006-07	2007-08	2008-09
Totals	1,957	1,948	2,020	2,302
% Increase over past academic year		-0.46%	+3.70%	+13.96%

The Gale e-Books collection consists of over 70 subject encyclopedias, mostly multi-volume sets. The library purchased e-books from June of 2005 through December 2006. There is an ongoing annual host fee. Although stats were down in academic year 2007-08, last academic year article downloads increased by over 104%.

Number of Gale articles downloaded	2006-07	2007-08	2008-09
Totals	893	691	1,416
% change over prior academic year		-22.62%	+104.92%

Other databases with a nominal fee include Access Science, Rand California and the Britannica Encyclopedia. Access Science, a database based on McGraw-Hill's multi-volume *Encyclopedia of Science and Technology*, is useful for those students enrolled in physical science courses, and saw less than a 2% increase in usage last academic year.

Number of Access Science articles downloaded	2007-08	2008-09
Totals	278	283
% change over prior academic year		+1.80%

Rand California, a database useful to students in many disciplines, offers a variety of California statistics in areas such as education, income, employment, construction, imports, exports and more. It showed its greatest usage in 2005-06. Perhaps a reminder to the college community of this valuable resource will help to increase usage.

RAND California	2005-06	2006-07	2007-08	2008-09
Totals	488	135	97	102
% change over prior academic year		-72.34%	-28.19%	+5.15%

Britannica online showed good increases in 2006-07 (over 200%) and in 2007-08 (over 97%) but usage decreased slightly last academic year.

Number of Britannica downloads	2005-06	2006-07	2007-08	2008-09
Totals	45	135	266	243
% change over prior year		200%	+97%	-8.65%

Library workshops are an integral part of the library program and offer students an orientation to the library, plus workshops on how to utilize print and online resources, evaluate websites, cite sources in MLA format and more. In addition, tailor-made workshops are given to correspond with instructor's assignments. The number of workshops has steadily increased over the past several years. During academic year

2005-2006 a total of ten workshops were requested by faculty members for students enrolled in the areas or courses of Nursing, Master Student, Theatre, Office Procedures, Computer Applications and English with 114 students in attendance for all these areas. For academic year 2006-2007, eight workshops were requested by instructors for students enrolled in English, Nursing, ESL, Care Program and Master Student with 109 students in attendance plus an additional 22 individual orientations (set up by the Psychology instructor for extra-credit) for a total of 131 students receiving instruction. For academic year 2007-2008, a total of 16 workshops were requested in the areas of Nursing, English, Reading, Master Student, Biology and Office Procedures along with individual orientations for students to obtain extra credit, resulting in 197 students receiving instruction.

Academic year 2008-2009 began the introduction of “drop-in” workshops, patterned after programs offered by both Glendale and Copper Mountain Community College librarians. The “drop-in” workshops serve as a vehicle whereby a student can “drop-in” to receive library instruction offered at a variety of times and days on different topics. The advantage of drop-in workshops is the instructor doesn’t have to give up class time for students to obtain library instruction, and at the same time students receive library instruction at their own convenience. During academic year 2008-2009, eighteen “drop-in” workshops were offered plus ten workshops were given due to instructor requests for a total of twenty-eight workshops and 243 students obtaining library skills. Several of the English instructors require their students to attend a drop-in workshop.

From academic year 2005-06 to academic year 2008-2009, there was a 113% increase in the number of students receiving formal library instruction. (Fall 2009 semester resulted in twenty-two workshops with a total of 155 students receiving instruction).

Academic Year (August to July)	#Students Receiving formal Library Instruction	Percentage increase from prior academic year
2005-2006	114	
2006-2007	131	15%
2007-2008	197	50%
2008-2009	243	23%

Supporting the research goals of incarcerated students is a priority. The incarcerated students submit research requests on a standardized form and in turn receive printed research from reputable sources in order to fulfill their research needs. Although the totals have decreased somewhat in the past two academic years, there may be a

correlation with the “check-out” program initiated at the Ironwood prison by an inmate clerk. This program can be considered similar to a reserve program at an actual college library, whereby a student is allowed so much time to read or copy articles and then returns the articles for other students to utilize. This helps decrease the turn-around time for inmates receiving research at the Ironwood facility. In the future, it might be helpful to determine if there is a correlation between the number of incarcerated students and if the courses being taken by these students requires research from the library.

Number of Research Requests Submitted by Incarcerated Students

Institution	2005-06	2006-07	2007-08	2008-09
CVSP	78	164	102	150
ISP	437	388	339	201
IYO	18	105	80	122
TOTALS	533	657	521	473
% Change		+23.26%	-20.7%	-9.2%

Circulation statistics include all physical items housed within the library and checked out or renewed through Alexandria, the library’s integrated library system (ILS). Materials checked out include both print and audio-visual material such as books, periodicals, textbooks, DVD’s and videos. Overall, from academic year 2004-2005 to 2008-2009, circulation has increased by 91%. In future years, circulation statistics may be broken down further by type of item and Dewey Decimal range. The circulation counts for the past five academic years are as follows:

Academic Year	Circulation	Percent change
August 2004-July 2005	2,044	New system Summer 2004
August 2005-July 2006	2,620	+28%
August 2006-July 2007	3,526	+34.6%
August 2007-July 2008	3,316	-6%
August 2008-July 2009	3,908	+17.9%

From November 2005 through November 2009, the electronic gate count shows an average of 60,814 people enter and exit the library on an annual basis. Since most people enter the same way they exit the library (through the library entry, not through EOPS), and the electronic gate sensor counts people both upon entry and exit, the actual count can be considered half, or approximately 30,407 people visit the library each year. Gate counts, although once indicative of the number of patrons using the library, should

be considered in addition to the number of students using the online library resources (which are available any time day or night, whether a student is on or off-campus).

Number of holdings needs to take into consideration the collection is weeded on an ongoing basis. Number of print volumes that check-out is currently 16,302 volumes with 15,339 being part of the general check-out collection along with 153 career volumes, 643 oversized books and 167 Spanish language volumes. The reference collection consists of 2,701 volumes including 86 in oversized reference and twenty volumes in career reference. There are currently 405 DVD and 1,611 VHS volumes for a total of 2,016 items. The number of books added varies year to year, depending on financial resources, etc. Reference books tend to cost more than books available for check out so in years reference books are purchased, less money is invariably spent on books that can be checked out. During fiscal year 2007-08, 824 volumes were added; last fiscal year no new books were added, although the library did receive some suitable donations.

Due to the availability of online periodicals, the number of print periodicals has been reduced each year, from fifty-one titles renewed in spring 2005 to thirty-one titles this past spring 2009, and it is expected that more titles will be cut again during this spring's renewal cycle.

To summarize, the college population consisting of Needles, Blythe and incarcerated students as well as the Blythe community, is served by access to or content delivered through the library's online and print resources. Quantitative measurement helps determine which resources the population has need of or utilizes. In addition, information literacy workshops serve to instruct the population as to how to best utilize the library's resources.

2. ACCOMPLISHMENTS IN ACHIEVING GOALS OUTLINED IN THE PREVIOUS PROGRAM REVIEW

2a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

Goal from 2005: Continue to increase the number of online databases and electronic reference books thereby serving the Needles campus and distance education students.

The number of online resources has increased over the years. The EBSCOhost periodical database package has been a staple since academic year 2004-2005. Britannica Online began November, 2004 and has been renewed each academic year. The Facts on File history database began April, 2005, and the Opposing Viewpoints Resource Center, Access Science, Oxford English Dictionary and Rand California began July of 2005 and remain current subscriptions. The Gale electronic reference books database started with 23 subject encyclopedia sets in June of 2005 and now holds 74

titles, although no new titles have been added in several years. Some databases were not renewed due to low usage including American National Biography which ran for two years, plus Daily Life through History and the Nursing Resource Center which ran one year. Others will cease at the end of this fiscal year including Contemporary Literary Criticism, which ran for two years, and eBrary (the online book resource) because of the inability to get the database to work remotely. Countrywatch, an online resource devoted to facts and statistics of all countries, is a free database supplied through a joint effort between the Community College League and the board of the California Council of Chief Librarians.

Goal from 2005: Determine if the Needles campus research needs are being met. The implementation of online electronic books and databases should help that campus considerably.

With the increase of electronic resources in the past several years, the research needs of the students from Needles should be adequate at this point in time. However, the library needs to find alternate sources of funding for its online resources given that the TTIP funding has been eliminated.

However, the lack of print resources in Needles may be a detriment for students who lack computer skills. We need to think about how to better serve those students both in Blythe and Needles who lack basic computer skills in order that they can take advantage of the library's online resources.

Goal from 2005: Revise the library's webpage so it's more user- friendly and includes more student resources.

An entirely new website was designed and implemented by the librarian the end of calendar year 2005. The website reflects the school colors and when initially "rolled out" received several compliments. The library's online catalog and subscription resources are accessible through the website. The tutorial, FAQ and "best websites" links help students with their research needs and familiarize themselves with the library. The librarian has the ability to change and update the website as needed. Although the website added graphics, color, and was an improvement over the prior website, another update might be beneficial.

Goal from 2005: Promote information competency sessions.

From academic year 2005-06 to 2008-2009, there has been a 113% increase in the number of students receiving formal library instruction. The librarian worked with several faculty members in order to promote the drop-in workshops to students in their classes, plus more instructors are requesting library instruction.

Goal from 2005: Thoroughly weed the entire print collection... add additional bookshelves to get the history section with the rest of the collection...move audio-visual collection to vacated history section instead of being inaccessible behind the

library counter.

The collection was weeded enough enabling the history section to be moved with the rest of the collection so additional bookshelves were not required. The audio-visual collection consisting of DVD's and VCR tapes is now where the history books were and is accessible for browsing.

2B. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Modification of goal from 2005: Update the reference section thoroughly as well as print materials available for check-out.

Some reference sets were purchased to update the collection. However, we seldom notice students utilizing the reference section, preferring instead books they can check out or the use of the online resources. Updating of the reference section will continue to be minimal. New print materials are based on the current year's budget.

Modification of goal from 2005: Replace computers in computer lab with wireless computers.

Although all of the student computers were replaced with newer and faster computers in 2007-2008, wireless computers are not feasible at this time.

Modification of goal from 2005: Determine if the collection should be re-cataloged using the Library of Congress system or remain with the Dewey Decimal system.

Although many colleges and almost all universities utilize the Library of Congress system, it was determined the current Dewey Decimal system is adequate.

Modification of goal from 2005: Staff to attend more area workshops.

One staff member attended two workshops relating to book repair about three years ago. Given the remote location of Blythe, and the availability of many online courses and workshops (some free or archived), along with budget woes in the past couple of years, physically attendance of workshops has not been a priority.

Modification of goal from 2005: Open the library on Saturday if necessary.

With so many online resources available to students 24/7, opening on Saturdays is not deemed necessary at this time. If the library did open on Saturdays, other non-library college employees would most likely be required to open, maintain and close the building during that Saturday time period, perhaps resulting in additional expense.

2C. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

All library student learning outcomes relate to the goal of students becoming information literate upon completion of their academic goals. Information literacy can include many concepts such as student familiarity with the services offered by the library as well as the physical library itself, ability to search the library's online catalog and navigate the online subscription resources, evaluate websites, cite sources in MLA format, understand keyword searching, use limiters, controlled vocabulary and Boolean operators in online database searching, recognize the difference between magazine and scholarly journal articles and more. This is accomplished both through workshops and individual instruction.

Instructors may request specific workshop topics to coincide with class essays or projects. On the other hand, the drop-in workshops provide ongoing information literacy sessions in several areas. Pre and post tests are the primary vehicle for assessing student learning outcomes along with rubrics for assessment; however, more sessions need to incorporate the pre and post test format or some other form of measurement. With the drop-in workshops only being an hour, a very short pre and post assessment or a post-test only might work for those sessions and for the longer, instructor requested class-time sessions, lengthier pre and post tests can be given.

The librarian recently conducted an online "SLO survey" and invited other California community libraries to participate. This information will be shared with the SLO committee. Seventeen responses were received and the responses were helpful in determining what other libraries are doing in regards to student learning outcomes. One college is going to begin using i>clicker, an instant classroom polling system which allows immediate feedback.

Student learning outcomes differ depending on the workshop.

The SLO's for the orientation workshop follow. Upon completion of a library orientation workshop, students will be able to:

- a. understand and utilize library services and resources
- b. differentiate between various library collections within the library (general check-out items, reference, periodicals, career, oversized, Spanish, textbook reserves, etc.)
- c. search the library's online catalog, identify a call number and physically locate the corresponding item within the library
- d. understand differences between the online subscription resources and how they differ from Internet sources

Assessment for library orientations varies. Orientations normally require students to search the online catalog for specific titles and then locate those items in the library. When students finish locating items, they tell their classmates what title or titles they

looked up in the catalog and what section of the library they found the item(s). It can quickly be determined whether the right resource has been chosen as the titles are chosen in advance of the workshop. This assessment is informal and conducted on the spot. At times, Jeopardy is played at the end of an orientation to determine how familiar students are with the library's resources and services. This is also an informal assessment but not individualized as any one student can respond at any time. At other times, the more formal pre and post test format is in place. One instructor requires students to take a librarian-driven quiz before leaving the workshop. The librarian then grades the quiz and the quiz results become the assessment for the workshop. During two semesters, extra-credit assignments were given by the librarian in both the drop-in orientation and evaluating resources workshop (in agreement with certain instructors) and later graded by the librarian, but unfortunately, very few students completed the extra-credit assignment.

Student learning outcomes for the evaluating websites workshop are as follows:

Upon completion of an evaluating websites workshop, a successful student will be able to:

- a. critically evaluate websites using various criteria to determine reliability (authority, intent, currency, etc.)
- b. determine differences among various domains
- c. understand how search results are ordered
- d. utilize advanced search techniques to retrieve more focused results

Measurement for this workshop varies. Much of the assessment is done during the workshop by informal feedback and looking at student's computer screens to determine if they are able to apply a specific search strategy. Other informal measurement is done by letting classmates tell the appointed "student teacher" where on the website to locate information needed to evaluate the website (while the website is shown on the screen in front of the classroom). In future sessions, perhaps a short exercise can be incorporated and collected at the end of the workshop. For a while, extra-credit assignments were given with permission from some of the instructors, but unfortunately, these assignments had the same fate as the orientation ones. Very few were returned. The feedback garnered from the completed assignments was invaluable, however.

The most recent drop-in workshop offered relates to MLA citation skills. This workshop began last fall and further development of the SLO for this workshop is needed. Currently, the SLO reads: Upon completion of the MLA workshop, a student will demonstrate knowledge of MLA formatting including how to format in-text and bibliographic citations, both for online and print resources. Plagiarism is also briefly

covered in the workshop. This workshop has been offered about three times, and formal testing has yet to take place. Informal assessment takes place when the class participates together to format one resource into proper MLA format for a bibliography. It is hoped more activities can take place during the workshop to determine how well students understand the given concepts.

Other workshop topics requested by instructors include instructing students on how to use the library's resources for various class essay topics or projects. Of course, the best evaluation for some workshops would be to determine if students are applying the concepts by perusing their bibliographies (also mentioned in the new goals section of this report).

Student learning outcomes tied to workshops will continue to evolve and change as workshops continue to develop. (Please see Appendix B, pg. 23 for an example of pre/post measurement and the accompanying rubric).

In summary, workshop assessment will continue to include a variety of informal and formal assessment measures and in the future, as technology changes, perhaps on-the-spot measurement can take place (such as the use of clicker devices). Further assessment can take place by perusing student bibliographies to determine if students are listing resources available through the library.

3. NEW GOALS

Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timeliness for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.

New goals pertain to information literacy, including adding more topics to the library "drop-in" workshops (including APA formatting) and promoting those workshops, and working with faculty to incorporate more workshops directly into their courses. When students attend an initial library orientation, other workshops presented build on the information supplied in the orientation. Timelines for completion for the addition of new topics for library workshops (either "drop-in" or directly into courses) will be ongoing, depending on both student needs and instructor requests. Many of the online resources are covered in greater depth in sessions requested by instructors to coincide with an assignment. As more instructors request individualized topics or general information literacy sessions, the number of drop-in workshops may decrease.

In regards to Needles and workshops, there are several options. Library personnel can coordinate with the Needles educational technologist in regards to curriculum, content and the SLO's for a particular workshop, one of the Blythe librarians can

become a permanent “library liaison” to Needles and deliver workshops through ITV, or there can be online content developed and accessible through the library’s website or a combination of all of the above.

Solving the “textbook issue” is another goal. In the past, instructors have donated copies of textbooks for students to use while in the library. However, the library doesn’t have all the textbooks students need and the cost for the library to purchase all textbooks would be prohibitive. Faculty as a whole need to determine how textbooks will be supplied to the library for student use, and further discussion is required.

Pre and post tests have often been used to assess the “one-shot” workshops. Further work needs to be done to increase the assessment of workshops, perhaps in non-traditional ways. As previously stated, the assessment of some of the library workshops needs to go beyond the pre and post-test measurement of what’s learned only during the workshop period. The next step in assessment would be to determine how many students are utilizing what they’ve learned from the workshops. One way to assess this would be by discovering how often a student cites resources (whether print or online) in their bibliographies and in-text citations. Measurement could be done by checking bibliographies to see if students cite library books, indicating they are able to successfully conduct a search using the online catalog, locate the book and use it in their research. Also, by checking to see if bibliographies include sources representative of the online resources, indicating students are able to determine which online resource(s) are most appropriate for their topic, conduct a successful search using those resources, and then incorporate the results into their research project. The librarian will inquire if any of the English instructors might be willing to check or share the bibliographies of student papers to determine if library workshop material is being cited. If so, this measurement should be able to start either this semester or next.

Although the librarian constructed a new library website from “scratch” during the 2005-2006 academic year and received many positive comments due to the use of color, graphics and additional resource links, a newer, fresher website could be implemented. Re-building or constructing a new website takes many hours, so a timeline for implementation is difficult to determine.

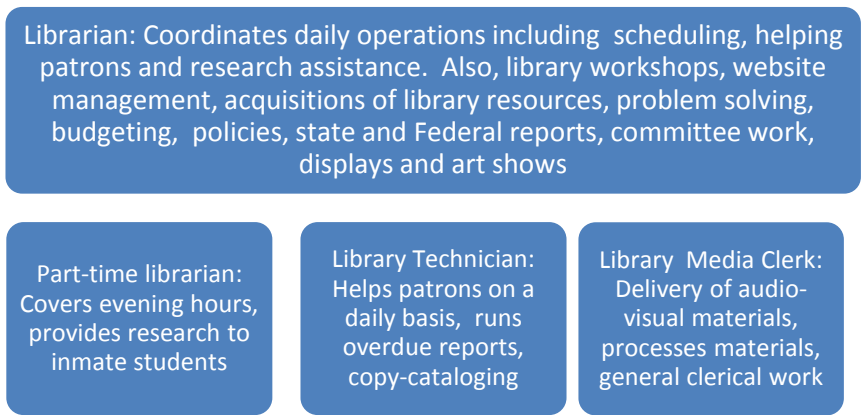
Increasing the accessibility of library workshop material into online delivery systems is another goal. Implementation of this goal will increase student success, especially for distance education students. The librarian recently placed a short two-minute “video” on the library website that includes main points for students to think about when evaluating a website. Although the information on the video is a very basic introduction to website evaluation, it can be used in workshops or other settings to begin a discussion. The timeline for online versions of workshop topics or more in-depth information literacy modules should be feasible within a year.

Student surveys need to be conducted more frequently. Simple three-question surveys can be implemented and distributed quickly within library walls, but lengthier surveys such as the one given to students during class periods of several of the instructor's courses a few years back, requires more planning. The goal is to determine the length of the surveys, what questions would be most valuable for feedback, how often a particular type of survey should be administered, and in what setting it should be implemented (classrooms, workshops, library or combination). The librarian will ask other instructors for input who may have conducted student surveys on their own.

In summary, goals include continuing to develop and assess workshops for both Needles and Blythe students, as well as more online content reflecting at least a portion of the in-person workshop content, working with faculty regarding textbook reserves, increasing the number of student surveys and perhaps a new look for the website.

4. PERSONNEL SUMMARY

4A. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.



4B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

Yes, the staffing is sufficient for current operations. The library is open 8am-8pm Monday through Thursday and 8am-4:30pm on Fridays during regular fall and spring semesters. The librarian coordinates the general operations of the library in addition to helping students with their research needs, providing workshops, acquiring resources for the library, updating the website, creating library policies, submitting reports and other duties. The part-time librarian provides research for incarcerated students. The library technician provides a first point-of-contact for most patrons; in addition, the

technician runs patron overdue reports, participates in inventory and performs copy-cataloging functions. The library clerk processes items, helps patrons, and delivers audio-visual material.

4C. Describe organizational changes that will improve program performance, provide timeliness for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

As our society continues to advance technologically, job descriptions will need to reflect the need for all employees to possess greater technological skills. Due to the complex nature of getting job descriptions changed, no timeline is given.

5. STAFF DEVELOPMENT

5A. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

Both the full and part-time librarians participate in relevant online library workshops, online mini-courses and subscribe to multiple library list-servs. The full-time librarian attends the annual Council of Chief Librarian workshops in Ontario, California and periodically attends the California Library Association conference when it's held in Pasadena. By joining library listservs, the librarians can learn from and post questions to other academic librarians. The online workshops and mini-courses provide an opportunity to update skills without having to travel. The librarian incorporates some of the knowledge learned and tips gained into the workshops provided to students, thereby supporting student learning outcomes. The clerk has attended a couple of book-repair workshops, and the library technician received library training during her first year.

5B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.

Library personnel could benefit from increased technological training.

6. FACILITIES AND EQUIPMENT

6A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.

The lack of a dedicated room or classroom in order to hold library workshops is sometimes problematic, in that the classroom next to the library that is almost always used for library workshops needs to be shared with other classes, workshops or meetings that are held there. So, now and then, workshops can't be held during times requested by instructors due to the unavailability of the classroom. Also, the computers in CS234 (classroom next to the library) are among the very oldest on campus; there are often several that are out of order and others that are very slow, hampering student success as library workshops need to be "hands-on" as much as possible. It really hampers student success when some students in CS234 don't have the opportunity to engage in the hands-on learning. CS234 is currently the only classroom in the "library" building with computers that can be used for workshops. The classroom is vital to several library workshops because of its location.

6B. Is available dedicated space adequate to support the program?

The lack of more than one study room for students is unfortunate. The original architectural plan provided for several study rooms for student use; however, because of the lack of office space, only one study room exists, and that is the librarian's former office.

6C. Is available equipment adequate to support the program? Explain.

The bulk of student computers in the library were replaced in academic year 2006-2007, and the rest in spring 2008. Some of those computers are just starting to experience problems. A student scanner was purchased in October, 2006 and is still working well. A new color printer was bought in fall 2007 and a dedicated printer to process inmate research requests was purchased in spring 2007. A new Xerox machine, networked to all student (and library staff) computers was in place spring of 2010 and replaced the older Xerox the library had for at least five years. As stated before, several computers in the "library workshop" classroom (CS234) have been out of order for a while or are very slow.

6D. Describe plans for future changes in support facilities or equipment.

The student computers within the library will need updating at some point; however, with the budget crisis, this may not be feasible in the near future.

7. FINANCIAL RESOURCES

7A. Provide a financial report for each year of the preceding three years. Explain deviations from budget exceeding 10% of any line item.

The library's overall budget has not exceeded given funds in any year. However, at times, it has been necessary to work with the business office in order to move funds from one line item to the other, depending on library needs in certain areas for that year. (See Appendix C, pg. 24, for financial report).

7B. Describe plans for future budget changes.

Fiscal year 2008-2009 was especially difficult because of the budget crisis. This resulted in no new physical items being added to the library's collection. The state continued to supply TTIP funding (over \$36,000) specifically for electronic library items, including databases and ongoing subscriptions for the online catalog, e-books, cataloging records and other resources. However, the TTIP funding was suddenly eliminated. New sources of funding will be required to plan for academic year 2010-2011. With the elimination of library TTIP funding, the college needs to seek a stable source of funding to provide online library resources to its students. See #8C for possible solutions so at least some of the library's online resources can continue to serve all students. (See resolution 2.01, Appendix D, pg. 25, adopted by the Academic Senate for California Community Colleges, Fall 2009. Also, please see Appendix E, pg. 26 for the resolution adopted by the Executive Board of the Council of Chief Librarians, California Community Colleges, on September 24, 2009).

8. STRENGTHS AND WEAKNESSES

8A. List and comment on the major strengths of the program.

The online resources have consistently strengthened the program by fulfilling the academic research needs of Palo Verde students, both on campus and remotely, including the Needles campus. In addition, the multiple online resources have enabled library personnel to satisfy the research needs of incarcerated students. Given the number of research requests submitted by inmate students per academic year, use of the online resources provides the fastest method possible in order to meet those needs.

The increase in the number of library workshops resulted in a 113% increase in the number of students receiving library instruction in 2008-2009 over academic year 2004-2005. More workshop topics are added each academic year and more tailor-made workshops are also given according to instructor requests.

Involving the community by offering a space for artwork fosters good will and may introduce the community and future students to the college campus.

8B. List and comment on the major weaknesses of the program.

Current state budget problems plague the library's ability to supply up-to-date resources. The budget for print items is low plus the state eliminated TTIP funding for electronic subscriptions and resources. Without the online resources, the college cannot serve the research needs of its students, including distance education, Needles and incarcerated students. Student computers will need to be replaced at some point. Many computers in CS234 (the library "workshop" classroom) are out of order or slow.

8C. List recommendations for improving and correcting identified weaknesses.

Given the current economic conditions in California, it's doubtful much will change in the near future as far as budget conditions go in regards to resources or student computers. The California Council of Chief Librarians recently re-organized and is looking into alternative means of replacing some of the lost state TTIP funding. But, if and when replacement funding will take place, no one knows. As mentioned in 7B, the college may need to start thinking of ways to provide stable funding for online library resources, especially if the efforts on behalf of the Council of Chief Librarians are unsuccessful. For now, it is hoped the Title III grant can help provide funding for electronic resources, and perhaps the Basic Skills grant can help with at least one pertinent online resource relating to remedial skills.

APPENDIX A: From the August 2009 edition of the ACCJC/WASC *Accreditation Reference Handbook*

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A3b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the

APPENDIX A, continued

library and other learning support services, regardless of their location or means of delivery.

d. The institution provides effective maintenance and security for its library and other learning support services.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

APPENDIX B: This is an example of an earlier library workshop where many concepts were incorporated. Pre and post tests were administered to fourteen students and the scores are as follows: (the don't know answers were counted as a score of zero).

Correct Answers	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Pre	3	5	9	10	11	12	13	13	8	11
Pre % correct	21.43	35.71	64.29	71.43	78.57	85.71	92.86	92.86	57.14	78.57
Post	8	10	11	11	12	11	13	14	13	14
Post % correct	57.14	71.43	78.57	78.57	85.71	78.57	92.86	100	92.86	100

- 1) When conducting online research, the word “or” placed between keywords will broaden or narrow a search? Broaden, Narrow, Don't know.
- 2) The word “and” between keywords will narrow or broaden a search? Broaden, Narrow, Don't know
- 3) A “call number” refers to the number on the label on the spine of the book. True, False
- 4) I may look up books in the library's online catalog from any computer on or off campus. True, False
- 5) If I need a certain book that's unavailable in the library, the library staff will try to borrow it from another library through the interlibrary loan service. True, False, Don't know
- 6) When choosing a website to use as a source for a paper....
a) anything on the Internet is fine to use b) consider the authority, accuracy, currency
- 7) Websites that end in .edu refer to: a) educational sites b) government sites c) nonprofit sites
- 8) From the Palo Verde College Library's website, I can access: a) the library's online catalog b) online journal articles c) online reference books d) online databases e) only a and b f) all of the above
- 9) When I'm not on campus, I can still access the online library resources if I have the passwords. True, False
- 10) The library has “electronic” books which are the exact equivalent of “regular” books, only online. True, False

APPENDIX C

2004-2005	Supplies	Contracts	Capital
LIB	\$ 993.13	\$ 4,000.36	\$ 275.27
LOT			\$ 34,258.87
IEO	\$ 2,005.43	\$ -	\$ 35,516.61
IEB	\$ 9,681.41	\$ 2,372.10	\$ 31,381.64
TTP	\$ 22,892.61		\$ 13,524.38
	\$ 35,572.58	\$ 6,372.46	\$ 114,956.77

2005-2006	Supplies	Contracts	Capital
LIB	\$ 3,321.37	\$ 5,993.23	\$ 2,366.71
IEP	\$ 12,782.68		\$ 9,869.33
TTP			\$ 36,986.70
LOT	\$ 5,090.26		\$ 25,081.09
	\$ 21,194.31	\$ 5,993.23	\$ 74,303.83

2006-2007	Supplies	Contracts	Capital
LIB	\$ 5,502.00	\$ 4,568.17	\$ 7,226.37
IEP	\$ 177.00		\$ 5,694.95
LOT	\$ 4,066.64	\$ 132.16	\$ 27,146.67
TTP			\$ 36,705.95
	\$ 9,745.64	\$ 4,700.33	\$ 76,773.94

2007-2008	Supplies	Contracts	Capital
LIB	\$ 2,376.71	\$ 3,954.38	\$ 10,651.12
IEP			\$ 9,713.36
LOT	\$ 5,208.37	\$ -	\$ 23,143.02
TTP			\$ 35,409.05
	\$ 7,585.08	\$ 3,954.38	\$ 78,916.55

2008-2009	Supplies	Contracts	Capital
LIB	\$ 1,886.40	\$ 3,731.95	
LOT			\$ 3,987.92
TTP			\$ 35,860.21
	\$ 1,886.40	\$ 3,731.95	\$ 39,848.13

APPENDIX D

ACCREDITATION STANDARDS

2.01 F09 Library TTIP Funding

Scott Lee, Antelope Valley College, Counseling and Library Faculty Issues Committee

Whereas, In lieu of using district funds, many California community colleges (CCC) have relied on the Telecommunications and Technology Infrastructure Program (TTIP) to provide funding to their libraries for periodical databases and/or other electronic information resources, and TTIP funds have now been completely eliminated for this purpose;

Whereas, The Academic Senate for California Community Colleges has recommended a requirement of information competency for all CCC students in resolution 9.03 F01, which partly defines information competency as the ability to “use information technology tools to locate and retrieve relevant information”;

Whereas, The Governor of the State of California has signed Executive Order S-06-09, the Digital Literacy Initiative, which was created to ensure that “California residents are digitally literate” and that Digital Literacy be “incorporated into higher education,” and which calls “the ability to access information” part of the definition of Digital Literacy; and

Whereas, Standard II.C.1 of the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges states, “The institution supports the quality of its instruction programs by providing library and other support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery”;

Resolved, That the Academic Senate for California Community Colleges communicate to all California community colleges that a lack of TTIP funding should not be considered an acceptable reason for failure to adequately fund periodical databases and/or other electronic information resources in our college libraries.

MSC Disposition: Chancellor’s Office, Local Senates
Assigned: President

APPENDIX E

RESOLUTION REQUESTING ACTION BY THE BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES TO SUPPORT CONTINUED FUNDING FOR ONLINE LIBRARY INFORMATION RESOURCES AND SERVICES NEEDED BY STUDENTS AND FACULTY

WHEREAS the essential, traditional sources of authoritative information used by students and faculty in libraries – journals and magazines, newspapers, encyclopedias, vocational files, etc. – have been moved online in electronic digital format, and

WHEREAS the proprietary, fee-based access tools and indexes to such content have been recast solely into electronic digital format, and

WHEREAS new types of proprietary, fee-based electronic digital content – e-books, image databases, subject databases, etc. – have become critical additions to the body of essential sources used by students and faculty, and

WHEREAS the Telecommunications and Technology Infrastructure Program's *Library Automation and Electronic Information Resources* component has for eleven years funded \$4 million (\$36,036 per college in 2008-09) towards basic, ongoing costs of online electronic library resources (such as journal and periodical databases, newspapers with backfiles, encyclopedias, electronic books, and discipline or subject specific databases) in support of the system-wide goal of information competency, and

WHEREAS additional necessary funding for such resources has also been provided to community college libraries from the Instructional Equipment and Library Materials budget allocation, and

WHEREAS the 2009-2010 state budget for the California Community Colleges unexpectedly, drastically and completely eliminated both the TTIP library funding allocation and the Instructional Equipment and Library Materials budget allocation, and

WHEREAS such loss of funds will cripple the ability of the community college libraries to provide these essential resources to students and faculty – resources which are expected to be available at college libraries, which will continue to be found at UC and CSU libraries, and which are especially needed to adequately serve students engaged in distance learning or learning through centers and other locations,

THEREFORE BE IT RESOLVED that the Council of Chief Librarians, California Community Colleges requests that the Board of Governors of the California Community Colleges act to direct the Chancellor's Office to actively seek other sources of funding to insure that all California community college libraries are able

- 1) to continue to provide all students and faculty with access to fee-based, proprietary online information resources and services;
- 2) to meet and support critical accreditation standards, especially with regard to the needs of distance education students, online students and today's 24/7 learners; and,
- 3) to provide at least a core group of types of items:
 - a) magazine and journal article database
 - b) major newspapers database with backfiles
 - c) social issues database
 - d) topic specific databases, encyclopedias or other online collections which serve major academic program areas
 - e) eBooks, and
- 4) to continue to support the system-wide goal of information competency.

Adopted by the Executive Board of the Council of Chief Librarians, California Community Colleges on September 24, 2009.
915 L Street, #C110, Sacramento, CA 95814 / www.cclcc.org