

**Student  
Services  
Program  
Review**

**Library 2003**

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# Library

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# Library

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## Library Program Information

**Location:** Second floor of the Learning Resource Center building

**Hours:** 8:00 am – 9:00 pm            Monday – Thursday  
          8:00 am – 4:00 pm            Friday  
          10:00 am – 2:00 pm          Saturday

The **Evergreen Valley College Library** is housed in an 18,000 square foot area on the second floor of the Learning Center Building. The Library is scheduled to move into a new state-of-the-art 26,000 square-foot facility in the Spring of 2004.

The Library fosters both individual and group learning experiences through individual study carrels; tables in the open reading room for group study; group study rooms; a patio with small tables; and VCRs for individual viewing and one group room with a VCR/DVD player.

Technology in the present Library includes the ERA (Electronic Research Area) with 34 general use computers, 1 teaching station connected to a data projector enabled for audio, and one adaptive computer for disabled students; 5 computers in the Reference Area for access to the Library online catalog; and a group-use computer room. All of the computers are networked to a central laser printer. A ceiling mounted data projector provides the opportunity for information competency instruction sessions for classes throughout the curriculum. Presently, there is no dedicated space for laptop Internet access; the new facility will address the growing need for more technological access.

**Reference service** includes one-on-one instruction for students, faculty, staff and community users; instruction sessions in the ERA; and collaboration with faculty in library support of the curriculum. Professional staffing includes 3 FT librarians, .20 of the Library Director's assignment and a small number of hours for part-time librarians. In addition to reference desk hours, the librarians all serve on campus committees, are liaisons to college divisions and have other Library assignments.

The EVC CyberLibrary web page ([www.evc.edu/library](http://www.evc.edu/library)) is maintained by one of the librarians and is truly a core piece of Library service. Remote access to databases along with the web information and the link to our online catalog is essential and popular with students and faculty alike.

The **Library materials collection** is well balanced and is developed to support the College curriculum (see Collection Development Policy) including vocational materials, as well as those of general education. The collection includes:

40,829	Books
6,092	Video recordings
1,620	Audio recordings
90	Periodical titles in print format
8	Electronic online databases

The Library materials budget has never been adequate to provide extensive in-depth development throughout the collection. The Collection Development Librarian in cooperation with division faculty and other librarians has developed selected areas in-depth with additional funding from Partnership for Excellence mini-grants.

The advance of electronic databases has greatly impacted the collection; print holdings for journals and reference materials have been reduced as they become more readily available online.

A librarian serves as a voting member of the All College Curriculum Committee (ACCC) thereby providing opportunity for collaboration with the discipline faculty to improve Library collection resources for courses (see Library Sign-off Sheet).

The **Circulation Desk** serves as the focal point for check out of all materials including print and non-print, computers in the ERA, reserves, and telecourse video. The staff are the first contact for technical problems with computers, copy machines, security gates, and safety problems. They also provide information regarding campus and district locations and services. The staffing includes 2 senior technicians, 2 library technicians and a small number of student workers. Circulation staff members also serve on campus committees.

**Technical Services** includes acquisitions, cataloging, processing and budget tracking functions for all library materials. It is staffed by a Collection Development Librarian, a library assistant and a senior library technician. As with Circulation, it also collaborates with San Jose City College in a joint venture with the Innovative Interfaces, Inc. (III) integrated automation system.

### **Vision**

The EVC Library, along with other libraries in the country, has continued to utilize technology in providing information to students, faculty, staff, and the community in a variety of formats (See AACC statement). Such a movement has required some retrofitting of our current 25 year-old building which had no accommodation for the needed infrastructure, retraining of staff in use of the new web-based technologies, continual evaluation of the collection in terms of online and print availability, and integration of web-based technology in all aspects of the Library.

We are fortunate to have a new state-of-the-art facility to move into and to continue to enhance our services to students, faculty, staff and community with new technologies and space for a growing print collection.

## **Library Staff**

Vicki Atherton, Director  
Carol Bristow, Collection Development Librarian  
Dianne Chamberlin, Senior Library Technician, Technical Services  
Joy Chase, Reference/Instructional Librarian  
Maria Holguin, Senior Library Technician, Circulation  
Ma Lei Hsieh, Reference/Electronic Resources Librarian  
Thu Nguyen, Library Assistant, Technical Services  
Mary Nunez, Adjunct Librarian  
Daniel Ong, Adjunct Librarian  
Chris Ratto, Library Technician, Circulation  
Cindy Snider, Library Technician, Circulation  
Sambo Uy, Senior Library Technician, Circulation  
Elaine Wong, Adjunct Librarian

### **Committees and Collaboration**

Division liaisons  
Curriculum Committee  
Student Services Committee  
Staff Development Committee  
Safety Committee  
Facilities Committee  
Scholarship Committee

## **Library Mission Statement**

The Evergreen Valley College Library supports the instructional philosophy and programs of the College. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty and the information needs of the community. To provide these support services, the Library gives access to recorded knowledge, information and data, and provides training and assistance in the use of recorded knowledge and information.

Library faculty teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate, apply information, and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.

## External Scan

- Lack of student preparedness—possibly due to lack of funding at K-12 levels and lack of librarians in elementary and high schools
- Most students have not had exposure to library use
- Lack of communication skills; most students are unable to verbalize their research needs
- Confusion by students regarding the difference between “computer literacy” and “information competency”
- Lack of consistent, stable funding—dependent upon State money for books, computer equipment, and research databases

## Internal Scan

- Confusion by staff and faculty regarding the difference between “computer literacy” and “information competency”
- Lack of awareness by faculty of the role of information competency in students’ learning outcomes such as research assignments using critical thinking skills
- New Library building will enable us to address our identified weaknesses:
  - Data ports and electrical outlets throughout the Library to accommodate lap top computers
  - Better lighting in stack and study areas
  - Space to accommodate variety of learning styles
  - Library will no longer be a traffic area
  - Teaching space (Electronic Research Area) will be enclosed

## **Library Program Strengths Identified:**

- Electronic Research Area has 35 computer workstations providing space for library instruction as well as “open” access to students for electronic research
- Librarians provide one-on-one research assistance to students
- Students are performing higher levels of research
- Bicultural and bilingual staff are interculturally savvy
- Staff are willing to be on the “cutting edge” of information and technology
- Balanced selection of electronic databases for research
- Strong Library Home Page, the CyberLibrary, unites links to library information, the online Library Catalog, Library electronic databases and internet web sites in one place for research
- Easy remote accessibility to electronic databases
- Web-enhanced library catalog
- Flexible, multitalented staff are understanding and friendly
- Library offers instructional orientation and outreach efforts
- Librarians serve as liaisons to divisions
- Significant representation by library staff on campus committees
- Representation on All College Curriculum Committee (ACCC) enables Library “sign-off” on new and revised college courses and review of Library materials which support the curriculum
- Representation on Student Services Council enables Library participation in the student service aspect of the Library program
- Library offers an online 3 unit course on Electronic Research
- Library materials collection has breadth and quality with emphasis on multicultural materials
- Library’s physical layout, traffic flow and display areas enhance the Library’s physical image
- Library provides a variety of study configurations to students: individual study, group study, group viewing, group computing
- Student ID cards which are used as Library cards, are issued by the Library on site, enabling immediate check-out

## **Library Program Weaknesses Identified**

- Lack of funding restricts development of materials collection to support student needs—existing collection is high in quality and breadth, but lacks depth
- Faculty interest and participation in collection development is low
- Lack of data ports and electrical outlets throughout Library to support lap top computers
- Noise; exacerbated by cell phones, traffic
- Poor lighting over book stacks and in study areas
- Space constraints limit configuration of variety of study spaces
- Electronic Research Area is not enclosed and lacks proper air circulation and cooling

## Opportunities

- New Library building will provide the opportunity to address existing weaknesses:
  - Data ports and electrical outlets throughout the Library to accommodate lap top computers
  - Better lighting in stack and study areas
  - Space to accommodate variety of learning styles
  - Library will no longer be a traffic area
  - Teaching space (Electronic Research Area) will be enclosed
- New Library building will provide opportunity for improved Library operation in general with closer physical relation between Circulation and Technical Services; proximity of work space, shared equipment; integrated library system/database
- Program Review has provided the opportunity to review the Collection Development process, including a plan for weeding, with participation from all librarians
- Representation on All College Curriculum Committee provides the Library an awareness of curriculum trends
- Library involvement on the Student Services Council has provided a new avenue for communication with other members of Student Services

## Threats

- Lack of stable funding prevents “smart” planning—unable to plan ahead for collection development, equipment replacement if budget is unknown; have to be reactive instead of proactive
- Lack of information competency across the curriculum
- Lack of interest/participation regarding collection development among faculty
- Problem of keeping up with technology—equipment and training
- Lack of librarians for collection development and information competency—no back up on reference desk while librarian is teaching an information competency workshop

## Program Goals

Each goal includes:

- Action steps to accomplish goal
- Time line; projected completion date of each action
- Specific resources (people, space, time, money, etc.) required for the activity
- Anticipated outcomes
- Measurement criteria
- Status of each goal action step (completed in progress, behind schedule)
- Those responsible for accomplishing activity

The Library will:

**Goal I.** Acquire and maintain a collection of print and non-print materials and license and organize a set of electronic resources to support, augment and supplement the college curriculum, course assignments, student success and lifelong learning.

A guiding element in this goal is the Library Collection Development Policy, included here:

## COLLECTION DEVELOPMENT POLICY

Evergreen Valley College

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The Collection Development Policy of the Library includes elements from the Library's overall mission statement:

The Evergreen Valley College Library supports the philosophy and goals of the College

The primary purpose of the Library is to facilitate and improve learning by providing resources, services and assistance for the instructional programs of the College

Likewise, the Library provides resources and services relevant to general information needs; intellectual, personal, and professional growth; cultural development and activities of the College and community

In addition, the Library conforms to the Library Bill of Rights by representing all sides of issues. No material shall be excluded from the collection because of the race or nationality of the author or the political, moral, or religious views expressed in the work.

The Library's Collection Development Policy covers all print and non-print materials added to the collection of Evergreen Valley College.

**Scope of Collection**

The primary focus of the Library Collection is to support subject areas taught at Evergreen Valley College with attention also given to material representing a broad spectrum of human knowledge. Selection criteria includes the following:

- a) accuracy and authority of the material, the reputation of the author and publisher, and the social and/or artistic merit or importance of the material. Such evaluation shall be based on reviews in the professional literature and on the professional judgment of the faculty and Library staff
- b) major emphasis on current publications of works which promise to fulfill future as well as current needs
- c) curriculum support in a systematic and comprehensive manner
- d) priority for selection of materials will include class need, materials requested by instructors to supplement their field, general reference material, and outstanding books in fields not represented in the present curriculum

Meeting the needs of a diverse student body is a high priority in developing the Library Collection. Library staff actively seek to add materials reflecting multicultural community issues and authors in consideration of general principles of library material selection. Materials in languages other than English are purchased if they support the curricular needs of languages and ethnic studies. Donated materials in other languages will be accepted if suitable for student use.

While the Library does not purchase textbooks, they may be donated by faculty members for addition to the collection. A faculty member may also put a copy of a current textbook on reserve if needed by students.

The Library does not purchase materials solely to support faculty research; staff will assist faculty in obtaining such material through Interlibrary Loan.

**Responsibility for Selection**

Responsibility for the selection of library materials for the College lies with the entire college community. Faculty members are largely responsible for recommending the acquisition of materials in their subject fields. Any member of the faculty or staff may request that an item be added to the collection by submitting a request form to the Library. Students may also submit recommendations for purchase.

The Library staff encourages the interest and activity of individual faculty members in selecting material for the Library to assure the building of a comprehensive collection. Librarians assume responsibility for systematically reviewing current and retrospective bibliographies and making selections. Responsibility for coordinating the collection as a whole, for aiding the faculty with bibliographical assistance, and for making judgments as to the format, degree of completeness, and number of copies of materials to be acquired rests with the librarians.

While materials are purchased for the Library Collection primarily by the Library, some instructional areas use their discipline funds to acquire curriculum specific materials to be added to the Library Collection. Final decisions for collection balance and development lie with the librarians.

Gifts of either library materials or money to purchase them will be accepted provided they fit into the Library's collection policies and are given without restriction. The Library must be free to dispose of any materials which are not needed for the collection. Generally materials which are not added to the collection are sold to college students, faculty, and staff. Proceeds from the sales remain in the Library's materials budget.

Weeding, or the removal of obsolete materials for purposes of discarding, is an integral part of the total organized effort to study and develop the collection. Librarians consider items for discarding based on duplication, circulation, physical condition, currency, and accuracy of information. Weeding is done by the librarians in consultation with faculty as needed.

Ultimately, the responsibility for maintenance of the Library collection rests with the College Library Director.

*Revised 6/97*

■ **Objective A. Develop print collection of materials**

- **Activity 1:** Review print book collection (reference and circulating) to determine areas of weakness based on curricular needs
  - **Timeline:** Fall 2003
  - **Resources:** : Librarians working within collection development assignment as listed below; Library book budget, requests for augmentation

<b>Name</b>	<b>Subject</b>	<b>Classification</b>
Vicki Atherton	General Works, Indexes, Microfilm, Psychology, Law, German Literature	A, BF, K, PT
Carol Bristow	Philosophy, Religion, History, Education, Music, Art, Philology & Linguistics, Classical Languages & Literature, Modern Languages, General Literature & Drama, Romance Literature, Human Anatomy, Physiology, Microbiology, Medicine, Agriculture, Photography, Arts & Crafts, Home Economics, Cookery	B-BD, BH-BJ, BL-BX, C-F, L,M, N, P,PA, PB-PD, PF-PH, PN,PQ, QM-QR, R, S, TR, TT, TX
Joy Chase	Geography, Anthropology, Recreation, General Social Sciences, Sociology, Political Science, English Literature, American Literature, Children's Literature, Automotive, Bibliographic Science	G, H, HM-HX, J, PR, PS, PZ, TL, Z
Ma Lei Hsieh	Statistics, Economic, English Language, Asian Literature, General Science, Technology, Engineering, Manufactures, Military Science, Naval Science	HA-HJ, PE, PJ-PL, Q-QL, T-TK. PN-TP, TS, U, V

- **Outcomes:** Identification of materials needed to support curricular needs
- **Responsibility:** Librarians
  
- **Activity 2:** Analyze usage statistics of specific areas of the general collection to determine areas of high and low circulation; compare to curricular needs
  - **Timeline:** Ongoing
  - **Resources:** Collection Development Librarian
    - **Outcomes:** Identify areas of high circulation in order to focus collection development on those areas; identify areas of low circulation in order to de-emphasize collection development in those areas; collection reflects needs of users
    - **Responsibility:** Collection Development Librarian
  
- **Activity 3:** Analyze usage statistics to determine titles with high circulation from required reading lists to identify multiple copies to purchase
  - **Timeline:** Ongoing
  - **Resources:** Librarians according to collection development assignment
  - **Outcomes:** Library has adequate copies of materials to support required reading lists
  - **Responsibility:** Librarians
  
- **Activity 4:** Articulate with division faculty and staff to determine materials needed to support curriculum; select new materials
  - **Timeline:** Ongoing
  - **Resources:** Librarians according to collection development assignment
  - **Outcomes:** Collection supports curricular needs; reflects materials students need to complete assignments
  - **Responsibility:** Librarians
  
- **Activity 5:** Select newly published materials from professional journals towards building a collection that has breadth, depth and balance with attention to multicultural needs; publish list of new materials as available for checkout in New in the Library (email; CyberLibrary Home Page)
  - **Timeline:** Ongoing
  - **Resources:** Librarians working within collection development assignments
  - **Outcomes:** Circulation statistics; new materials list; acquisition of materials to support curriculum

- **Responsibility:** Collection Development Librarian; other librarians
- **Activity 6:** Review print collection (reference and circulating) to withdraw obsolete materials
  - **Timeline:** Spring 2003; ongoing
  - **Resources:** Librarians working within collection development assignment, i.e.; library materials budget; augmentation money
  - **Outcomes:** Collection is up-to-date
  - **Responsibility:** Librarians
- **Activity 7:** Review standing orders to determine which titles are now available on the Internet and can be dropped in paper format
  - **Timeline:** Fall 2005
  - **Resources:** Collection Development Librarian; all librarians
  - **Outcomes:** reduce money spent on print reference collection
  - **Responsibility:** Librarians
- **Activity 8:** Review print periodical collection to determine: titles with low circulation; articulate with division faculty and staff; discontinue titles no longer a dynamic part of the print collection
  - **Timeline:** April of each year
  - **Resources:** Senior Library Technician, Technical Services; Collection Development Librarian Librarians
  - **Outcomes:** Eliminate titles not being used in order to maintain a dynamic collection that supports curricular needs
  - **Responsibility:** Collection Development Librarian
- **Activity 9:** Articulate with divisions regarding print periodical titles and add new titles to support curricular needs
  - **Timeline:** April of each year
  - **Resources:** Collection Development Librarian
  - **Outcomes:** Maintain a periodical collection whether in print or electronic format that supports the curricular needs
  - **Responsibility:** Collection Development Librarian
- **Objective B. Develop non-print collection of materials (such as video and audio)**
  - **Activity 1:** Review video collection to determine which titles are closed-captioned in compliance with State mandate
    - **Timeline:** Fall 2003

- **Resources:** Collection Development Librarian; Circulation Staff
- **Outcomes:** List of videos in collection which are closed-captioned
- **Responsibility:** Collection Development Librarian
  
- **Activity 2:** Analyze existing video collection regarding circulation statistics to determine patterns of high and low circulation
  - **Timeline:** Spring 2003
  - **Resources:** Collection Development Librarian; Senior Library Technician, Technical Services
  - **Outcomes:** Ranked list of videos by usage
  - **Responsibility:** Collection Development Librarian
  
- **Activity 3:** Articulate with division faculty and staff to determine which existing titles are necessary to support their curriculum; compare requests to list of high/low usage
  - **Timeline:** Fall 2003
  - **Resources:** Collection Development Librarian
  - **Outcomes:** List of videos needed by faculty for instruction, compared with list of existing videos which are closed-captioned; identification of required titles which are not already closed-captioned
  - **Responsibility:** Collection Development Librarian
  
- **Activity 4:** Withdraw titles from collection using following criteria:
  - Low circulation
  - Not closed-captioned
  - Dated
  - Not part of curricular assignments
  - **Timeline:** Fall 2003
  - **Resources:** Collection Development Librarian
  - **Outcomes:** a dynamic video collection
  - **Responsibility:** Collection Development Librarian
  
- **Activity 5:** Outsource identified videos for closed-captioning, unless are available for purchase already closed-captioned
  - **Timeline:** As budget allows; ongoing
  - **Resources:** Budget augmentation
  - **Outcomes:** Video collection where all titles are closed-captioned
  - **Responsibility:** Collection Development Librarian
  
- **Activity 6:** Articulate with division faculty and staff to select new closed-captioned videos/DVDs to support curriculum

- **Timeline:** ongoing
  - **Resources:** Library materials budget; augmentation money
  - **Outcomes:** a dynamic video collection
  - **Responsibility:** Collection Development Librarian
- **Activity 7:** Review audio collection to determine circulation patterns of audiocassettes and CDs
  - **Timeline:** Fall 2004
  - **Resources:** Collection Development Librarian; Senior Library Technician, Technical Services
  - **Outcomes:** determination of circulation patterns; identification of areas in which more titles are needed
  - **Responsibility:** Collection Development Librarian
- **Activity 8:** Articulate with division faculty and staff to determine curricular needs for audio materials
  - **Timeline:** Spring 2005
  - **Resources:** All librarians according to collection development assignments
  - **Outcomes:** Library materials are adequate to support division curricular needs for assignments
  - **Responsibility:** All librarians
- **Activity 9:** Withdraw obsolete audio materials
  - **Timeline:** Spring 2003; ongoing
  - **Resources:** Librarians according to specific collection development assignments
  - **Outcomes:** Collection up to date; dated, obsolete materials are not in the collection
  - **Responsibility:** All librarians
- **Activity 10:** Articulate with division faculty and staff to select new audio titles to support curricular needs
  - **Timeline:** Ongoing
  - **Resources:** All librarians
  - **Outcomes:** dynamic, circulating audio collection
  - **Responsibility:** Librarians
- **Objective C.** Develop electronic resources collection
  - **Activity 1:** Select appropriate electronic databases including online journals, major US and global newspapers, encyclopedias, etc.
    - **Timeline :** On-going review and evaluation
    - **Resources:** Electronic Resource Librarian and other Librarians; selected from California Community College Consortium database offerings

- **Outcomes:** Students and staff use the databases to meet research and information needs
  - **Measurement:** Use library user survey and responses from the faculty and librarians to determine the effectiveness of the databases
  - **Responsibility:** All librarians
- **Activity 2.** Select high quality Internet resources appropriate for library users. Organize the sites by subject, and include them in the Library Web page
    - **Timeline:** On-going review and evaluation
    - **Resources:** Internet sites referred by librarians, faculty, students; current awareness resources. Electronic Resources Librarian organizes the site.
    - **Outcomes:** Selected sites are used for Internet research, reference tools, and library instruction
    - **Measurement:** Use library user survey and responses from the faculty and librarians to determine the effectiveness of the selected Internet sites
    - **Responsibility:** Electronic Resource Librarian
- **Activity 3.** Publish Library services content and handouts on the Library Home page to promote Library services and the use of library materials
    - **Timeline:** On-going
    - **Resources:** Electronic Resource Librarian
    - **Outcomes:** Assists faculty and students in using the Library and locating valuable information from print and electronic resources
    - **Measurement:** Use Library user survey and responses from the faculty and librarians to determine value of the Web content
    - **Responsibility:** Electronic Resource Librarian
- **Activity 4:** Install electronic dictionaries on the computers in the Library
    - **Timeline :** On-going
    - **Resources:** Librarians
    - **Outcomes:** Students have easy access to dictionaries to enhance English skills
    - **Measurement :** Responses from the Library users and Librarians
    - **Responsibility:** Electronic Resource Librarian

- **Objective D.** Review and develop resources of materials for communication skills across the curriculum
  - **Activity 1:** Review collection to determine resources available
    - **Timeline:** Spring 2005
    - **Resources:** All librarians according to collection development assignments
    - **Outcomes:** Create lists of existing materials to be distributed to faculty and staff for review
    - **Responsibility:** All librarians
  - **Activity 2:** Survey campus community to determine needed resources
    - **Timeline:** Spring 2005
    - **Resources:** All librarians according to collection development assignment
    - **Outcomes:** List of needed materials
    - **Responsibility:** All librarians
  - **Activity 3:** Analyze collection of resources to determine if meets need
    - **Timeline:** Spring 2005
    - **Resources:** Collection Development Librarian; all librarians according to collection development assignment
    - **Outcomes:** Compare stated needs to existing holdings
    - **Responsibility:** All Librarians
  - **Activity 4 :** Collaborate with campus community members to select appropriate materials
    - **Timeline:** Fall 2005
    - **Resources:** Collection Development Librarian; Library materials budget; augmentation money if required
    - **Outcomes:** List of materials to order
    - **Responsibility:** All librarians
  - **Activity 5 :** Seek additional funding to augment materials budget
    - **Timeline:** Fall 2004 (after moving into new building)
    - **Resources:** Library Director

- **Objective E.** Develop resources for Heritage Collection

*The Heritage Collection housed at Evergreen Valley College Library was developed by Colleen Cortese and Vicki Atherton in the late 1980s with extensive community involvement. It was officially donated to the college in 1991 with support from the San Jose Evergreen District Foundation. The collection has been displayed at various times on campus and at community events over the past 10 years. The Heritage Room in the new Library ETC will provide an appropriate, secure place for access to the collection by students, faculty, staff and community members interested in the diverse heritage of our community. Such a room will provide space for displays featuring various heritage topics and will publicize the collection which continues to grow.*

*The Heritage Collection includes over 100 copies of photos from Evergreen history, the village, school, families from 1800 and early 1900s, and the contributions from Ohlone Indians, Mexican Americans and others to our diverse heritage. A driving map of the area along with the Rancho Yerba Buena land grant map visually shows the development of this area. A diorama of the historical development of Silver Creek Valley is housed in the Silver Creek Valley Country Club; a scale model of this display is housed in the EVC Library. The collection includes mounted photos, negatives and photos on a zip disk. Some memorabilia is included in the collection.*

- **Activity 1:** Provide secure, convenient access to the heritage Collection
  - **Timeline:** Move collection into the Heritage Room in the new Library, Spring 2004
  - **Resources:** Foundation account including money from donors and community grants; librarians and staff; community resource people
  - **Outcomes:** A separate Heritage Room with locked files/cases, computer/scanner, copy machine will provide a secure place for storage and research by college staff and community. The collection will be protected with appropriate storage, negatives, ZIP disk, mounted photos and copies
  - **Responsibility:** Library Director
- **Activity 2:** Form task group (college and community) to actively solicit new materials for the collection
  - **Timeline:** Organize the group Spring/Fall 200; opening celebration Spring 2004
  - **Resources:** EVC campus faculty and staff; community members; other libraries such as SJSU/San Jose Public

- **Outcomes:** Campus and community collaboration will broaden and diversify the collection; assure its use by a larger group of community and campus people; strengthen campus/community relations
- **Measurement:** The task group will meet periodically to assess use and plan for future development
- **Responsibility:** Library Director
  
- **Activity 3:** Add new materials obtained through publicity and promotion of the collection to the college and community
  - **Timeline:** Campus/community event, Spring/Fall 2003, Day in the Park, Fall 2003; opening of new Library, Spring 2004; newspaper articles—on-going
  - **Resources:** Task group (including the community members), librarians and campus staff
  - **Outcomes:** Awareness and use of the collection, increased awareness of EVC campus/community collaboration
  - **Responsibility:** Library Director
  
- **Activity 4:** Display Heritage materials
  - **Timeline:** Campus/community event Spring 2003; opening of new Library Spring 2004
  - **Resources:** Task group; special campus programs such as Affirm, Enlace, Aspire, student groups; Library staff and campus faculty
  - **Outcomes:** Ongoing displays feature various aspects of the collection and tie in with campus cultural display schedule
  - **Responsibility:** Library Director; Library staff
  
- **Activity 5:** Make Heritage materials available on college Library Web Page
  - **Timeline:** Fall 2004 following the opening of new Library; ongoing as new materials are added
  - **Resources:** EVC Electronic Resource Librarian plus volunteers/interns; donations
  - **Outcomes:** Broaden awareness of collection, promotion of EVC and the Evergreen community. Measure usage by the number of hits/queries/comments on the web page; college survey
  - **Responsibility:** Library Director; Library staff
  
- **Activity 6:** Provide access to EVC College Archives through the Heritage Room
  - **Timeline:** Collaborate with College Archivist to collect and organize materials by Fall 2005

- **Resources:** College Archives Committee, grant/donation of materials and staffing to organize, process, promote and publicize the archive collection
- **Outcomes:** College archives will be accessible to college staff
- **Responsibility:** College Archives Committee; Library Director; Library staff

**Goal II.** Provide access and assistance for students, faculty, staff, and community to information resources in all appropriate formats.

- **Objective A.** Address different learning styles of library users
  - **Activity 1:** Analyze collection to determine that materials in key areas (those that have the highest circulation) are offered in a variety of formats for different learning styles, e.g. books, paperbacks, audio, video
    - **Timeline:** Fall 2003
    - **Resources:** Collection Development Librarian, all Librarians according to their collection development assignments; Library materials budget
    - **Outcomes:** Materials are available in a variety of formats to meet the needs of persons with different learning styles
    - **Measurement:** Circulation statistics and patterns; student and library user requests
    - **Responsibility:** Collection Development Librarian, all Librarians according to their collection development assignments
  - **Activity 2:** Accommodate different learning styles when working with students in a teaching situation, whether on an individual basis (reference question) or a group situation (class orientation)

*Students have different learning styles and these differences should be addressed on an individual basis whenever possible. Sometimes needs are obvious such as with a disabled student; other times, not so obvious, as when a student might learn better by demonstration rather than by only verbal explanation. Librarians must be sensitive to these needs.*

- **Timeline:** Ongoing
- **Resources:** All librarians
- **Outcomes:** Meeting different styles of learning
- **Measurement:** As librarians work with students in individual and group situations they need to determine whether students' needs are met—were their questions

answered; did they receive the information they needed to complete their assignment?

- **Responsibility:** All librarians
- **Activity 3:** Provide varied study configurations, i.e. individual study carrels, group study areas, group study rooms to accommodate different learning styles
  - **Timeline:** Review existing furniture; decide what can be moved to new building; order additional furniture Fall 2003; move Spring 2004
  - **Resources:** Library staff; architect, Facilities, Dean of Instructional Technology
  - **Outcomes:** Students varied learning styles are accommodated
  - **Measurement:** User satisfaction
- **Objective B.** Provide access to cultural resources
  - **Activity:** Provide display space, solicit cultural activities, post cultural awareness sites on Library Web Page
  - **Timeline:** On-going
  - **Resources:** Library, campus and community
  - **Outcomes:** Support of cultural interest
  - **Responsibility:** Library staff and librarians
- **Objective C.** Function as an information clearinghouse
  - **Activity :** Provide display space for flyers and booklets, bus schedules, class schedules, etc.
    - **Timeline:** Ongoing
    - **Resources:** Campus and community
    - **Outcomes:** access to information
    - **Responsibility:** Library staff; Associated Students, Student Life Director, college
- **Objective D.** Provide adequate and appropriate workstations to support the needs of library users
  - **Activity1:** Evaluate existing computer equipment and software in regards to changing technologies
    - **Timeline:** On-going
    - **Resources:** Electronic Resource Librarian; Campus Technology Committee; Media Services
    - **Outcomes:** Library users have access to up-to-date equipment and software
    - **Measurement:** User survey and observations from Library staff to determine the effectiveness of computer equipment
    - **Responsibility:** Electronic Resource Librarian

- **Activity 2:** Maintain a computer classroom/laboratory for library instruction and for general research use
  - **Timeline:** On-going
  - **Resources:** Media Services staff provide technical support to maintain the equipment; Circulation staff provide first-line technical support for computer problems; Librarians support the information resources on the Web
  - **Outcomes:** Students use the facilities to explore Internet for research, communication and writing papers
  - **Responsibility:** Electronic Resource Librarian
  
- **Activity 3:** Provide online catalog stations for public use
  - **Timeline:** On-going
  - **Resources:** Library staff and Media Services staff provide technical support; Librarians support the use of online catalog
  - **Outcomes:** Students learn to find library books and audio visual materials; reserve materials
  - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the catalog stations
  - **Responsibility:** Electronic Resource Librarian
  
- **Activity 4:** Maintain group use of a computer(s)
  - **Timeline:** On-going
  - **Resources:** Library staff and media Services staff provide technical support; Librarians support the research of information
  - **Outcomes:** Support different learning styles
  - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the computer(s)
  - **Responsibility:** Library staff; Media Services staff
  
- **Activity 5:** Maintain computers with software for disabled students
  - **Timeline:** On-going
  - **Resources:** Library and Media Services staff provide technical support; Disabled Student Program supports the user training for the students to use the software on the computer
  - **Outcomes:** Support different learning styles and users with disability
  - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the service
  - **Responsibility:** Electronic Resource Librarian

- **Activity 6:** Provide Internet wireless nodes and Internet ports throughout the Library
  - **Timeline:** With the completion of the new Library; Spring 2004
  - **Resources:** Library staff; Electronic Resource Librarian; Media Services staff provide technical support
  - **Outcomes:** Users can use own computers to access Internet in the Library
  - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the service
  - **Responsibility:** Library staff
  
- **Objective E.** Provide remote access to library resources
  - **Activity 1:** Maintain easy access for remote library users to search library databases
    - **Timeline:** On-going
    - **Resources:** Electronic Resource Librarian, District Office ITSS staff, and Innovative Interfaces, Inc., technical support staff support the remote access technology
    - **Outcomes:** Improved access method allows easy access to the databases from remote sites at the convenience of the students and staff
    - **Measurement:** Responses from the user; remote testing of the access; usage statistics
    - **Responsibility:** Electronic Resource Librarian
  
- **Objective F.** Carry out the vision of the new Library building

***Building Mission Statement:** The 21<sup>st</sup> century EVC Library must be an integrated facility capable of and responsible for acquiring, preserving, identifying and giving access to recorded knowledge, information and data in all formats and for providing training and assistance in the use of recorded knowledge and information. Its central role in the education process will be to enable each student to assimilate, select, classify and think critically about the information and data to which the Library provides access.*

*To carry out this role effectively in the future, the Library will require an infrastructure consisting of facilities, equipment, and networking capability that enhances and maintains the Library role as an important intellectual center of the campus for students, faculty, and staff.*

- **Activity 1:** Provide technology throughout the Library to meet needs of students, faculty and staff

- **Timeline:** Complete orders for equipment and infrastructure Fall 2003
  - **Resources:** Library staff, Dean of Instructional Technology, CIC, ITSS, Media Services, Facilities, Architect and Contractor, College Council (budget allocation)
  - **Outcomes:** Laptop computers will assist students who do not own personal laptops; data ports and wireless enables student use of technology for research; reference computers enable librarians to assist students using technology for research; Instruction Room with computers and data projector enable library instruction and training in information competency across the curriculum; VHS/DVD, Multimedia provides access to materials in various formats; usage of databases, improved research for course work, student surveys, faculty comments, vendor reports of database usage
  - **Responsibility:** Library staff
- **Activity 2:** Provide a variety of study areas with appropriate lighting and seating
    - **Timeline:** Order furniture and equipment Fall 2003; move into new Library Spring 2004
    - **Resources:** Library staff, Dean of Instructional Technology, Facilities, Architect and Contractor, College Council (budget allocation)
    - **Outcomes:** Combination of new and recycled furniture (tables, carrels, workstations) in attractive areas—conducive to study and noise control. Study rooms with data ports enhance collaborative learning with technology; energy efficient and ambience for study (table lamps, controlled lighting, natural light); evaluate functionality of the areas to meet the anticipated needs of students, faculty and staff
    - **Measurement:** Staff evaluation, surveys, comments from users
    - **Responsibility:** Library staff
- **Activity 3:** Provide staff space to train and assist students and faculty in the use of information
    - **Timeline:** Confirm layout and order office and public desk furniture Fall 2003; move into new Library Spring 2004
    - **Resources:** Library staff, Dean of Instructional Technology, Facilities, Architect and Contractor, College Council (budget allocation)

- **Outcomes:** Combined/adjacent staff and librarian work spaces to provide better, more efficient service and collaboration for students and faculty. Students and faculty will receive appropriate assistance from the library team, working collaboratively and using technology to facilitate service to library users
  - **Measurement:** Staff evaluation of service areas, student/faculty survey, comments from library users
  - **Responsibility:** Library staff
- **Objective G.** Provide accessibility to resources for library users with disabilities
- **Activity 1:** Determine type and amount of equipment and furniture for new Library
    - **Timeline:** Fall 2003; move Spring 2004
    - **Resources:** Library staff, architect and contractor; Dean of Instructional Technology, Adaptive Media Specialist, DSP
    - **Outcomes:** All students, no matter what disability, will be able to access information in the Library and in the Instruction Room; close collaboration with Adaptive Media Specialist/DSP to keep up to date with new releases and staff training needed
    - **Measurement:** Staff observations; comments from users
    - **Responsibility:** Library staff
  - **Activity 2:** Caption video/DVDs to meet the State mandate for access by the hearing impaired
    - **Timeline:** Begin ordering new titles to replace non-captioned videos Fall 2003; captioning of existing videocassettes ongoing
    - **Resources:** State funds designated for the project, DSP; Dean of Instructional Technology, Technical Services Librarian and staff, Adaptive Media Specialist, Library budget
    - **Outcomes:** Eventually the entire Library video collection will be closed-captioned
    - **Measurement:** Circulation statistics for captioned tapes, survey, DSP/Adaptive Media Specialist, campus faculty; student survey
    - **Responsibility:** Technical Services Librarian; Adaptive Media Specialist
  - **Activity 3:** Publicize and promote availability of resources and assistance for disabled users
    - **Timeline:** Meet with staff, create brochure and plan signage Fall 2003; move to new Library Spring 2004; staff

attend training sessions on the new equipment/databases, Fall 2003, ongoing

- **Resources:** Library staff, DSP, Adaptive Media Specialist, contractor/Facilities
- **Outcomes:** Students, faculty and staff will be aware of all resources for the disabled through brochures, memos, flyers, signage. Library staff will be able to assist students either in using the resources or getting additional training from DSP or the High Tech Center Training Unit staff
- **Measurement:** Student, faculty, staff surveys; usage
- **Responsibility:** Library staff

■ **Objective H.** Provide reference service during Library hours

*“Reference” Service includes various levels:*

- *one-on one interaction with a student in which the librarian must establish a line of communication to determine the information needs of the student; what a student asks for is not always what they want—they must be helped to verbalize their needs*
- *one-on-one work with a faculty member to locate resources; develop assignments; or prepare for a library presentation to support their curriculum*
- *group instruction to teach information competency skills*
- *group instruction directed to the completion of a specific assignment*

● **Activity 1:** Provide one-on-one instruction for information resources

- **Timeline:** On-going
- **Resources:** Librarians
- **Outcomes:** Students and faculty become aware of information resources available for their needs; students are taught how to verbalize their research needs
- **Measurement:** User surveys and observations from library staff to determine the effectiveness of the service; reference statistics
- **Responsibility:** Librarians

● **Activity 2:** Assist faculty in developing research assignments

- **Timeline:** On-going
- **Resources:** Librarians
- **Outcomes:** Faculty are encouraged to develop research-based assignments addressing information competency skills
- **Measurement:** Observation, surveys
- **Responsibility:** Librarians

- **Activity 3:** Provide group instruction for information competency that may be of a general nature or customized to a specific assignment
  - **Timeline:** On- going
  - **Resources:** Librarians
  - **Outcomes:** Students and faculty become aware of the information resources available for their needs
  - **Measurement:** User surveys and observations from library staff to determine the effectiveness of the service; library orientation statistics
  - **Responsibility:** Librarians
  
- **Objective I.** Maintain and upgrade Library Homepage and make it more accessible
  - **Activity 1:** Create a Web interface and Web pages easy to access and navigate for all users
    - **Timeline:** On- going
    - **Resources:** Electronic Resource Librarian
    - **Outcomes:** Users are aware of current theme of the Library and on campus; text based Web page provides easy access to all remote library users including disabled students to access Library home page content
    - **Measurement:** Librarian observations; user survey
    - **Responsibility:** Electronic Resource Librarian
  
- **Objective J:** Deliver and maintain Library circulation services
  - **Activity 1:** Circulate books and materials
    - **Timeline:** On- going
    - **Resources:** Library technicians
    - **Outcomes:** Materials, including ERA computers, checked in and out accurately and efficiently by technicians, shelved in a reasonable time, consistent front desk service, rules enforced equitably
    - **Measurement:** Circulation statistics; student survey responses
    - **Responsibility:** Library technicians
  
  - **Activity 2:** Maintain records
    - **Timeline:** On- going; regular schedule with SJCC Library, Innovative Interfaces, Inc., Business Services; daily, weekly, monthly, semester
    - **Resources:** Library technicians, Business Services (campus and DO); ITSS, Media Services, Admissions and Records

- **Outcomes:** Accurate record keeping of funds and patron information; no loss of income (fines, lost books), students complaint resolved efficiently with correct information
  - **Measurement:** Library records
  - **Responsibility:** Library technicians, Library Directory, Technical Services Librarian
- **Activity 3:** Troubleshoot equipment and building services
    - **Timeline:** On- going
    - **Resources:** Library staff, Media Services, vendors, Safety Committee representative, Facilities, Maintenance
    - **Outcomes:** Building will be safe for users and staff; equipment will be maintained efficiently in cooperation with Media Services, vendors, and district staff.
    - **Measurement:** Surveys; repair records; response time
    - **Responsibility:** Library staff
- **Activity 4:** Support use of Library for displays
    - **Timeline:** On- going each semester; calendar of displays;
    - **Resources:** library technicians; librarians
    - **Outcomes:** Displays will be scheduled in order to provide equitable schedule for many different campus groups
    - **Measurement:** Display calendar; user feedback; staff observations
    - **Responsibility:** Library technicians; librarians
- **Activity 5:** Support faculty use of Library for course reserves
    - **Timeline:** On- going each semester; contact with faculty concerning reserves
    - **Resources:** library technicians; librarians
    - **Outcomes:** Reserves will be placed efficiently in a reasonable time for students use
    - **Measurement:** Circulation statistics of reserves; student and faculty feedback
    - **Responsibility:** Library technicians; librarians
- **Activity 6:** Oversee student workers
    - **Timeline:** On- going by semester
    - **Resources:** Student budget including general fund and work study
    - **Outcomes:** Books and other materials will be shelved neatly, accurately and efficiently.
    - **Measurement:** Student workers will be evaluated each semester according to established criteria of good work habits

- **Responsibility:** Student workers; Senior Library Technician
- **Activity 6:** Professional responsibilities and staff duties
  - **Timeline:** On-going
  - **Resources:** All Library staff; workshops in customer services and team building
  - **Outcomes:** Provide a positive image to all Library users, give a good first impression with friendly attitude, efficiency, accuracy. Enforce Library rules in a mutually respectful way, work as a team
  - **Measurement:** Surveys, user input
  - **Responsibility:** All Library staff

**Goal III.** Teach students information competency including critical thinking skills.  
*Library faculty teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate, apply information and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.*

- **Objective A.** Address information competency in all reference contact with Library users
  - Activity 1:** In one-on-one interaction with students, librarians will establish a line of communication to determine the information needs of the student and teach the progression of information competency skills
    - **Timeline:** On-going
    - **Resources:** All librarians; additional librarians are needed to adequately serve our campus population
    - **Outcomes:** Students learn to become “information competent”; students will be able to define a topic, find resources, evaluate and apply information and document sources
    - **Measurement:** Observations and narrative reports from instructional faculty and librarians; feedback and surveys from students
    - **Responsibility:** All librarians
- **Objective B.** Organize consistent presentations across the curriculum
  - **Activity 1:** Develop and document an “official” outline of instructional goals addressing information competency criteria for all teaching librarians to follow in group presentations.
    - **Timeline:** Fall 2003
    - **Resources:** All librarians

- **Measurement:** Consistent presentations for all classes; all librarians teach the same content
- **Responsibility:** All librarians
  
- **Activity 2:** Teach consistent presentations for all classes
  - **Timeline:** Fall 2003
  - **Resources:** All librarians
  - **Measurement:** Consistent presentations for all classes; all librarians teach the same content
  - **Responsibility:** All librarians
  
- **Objective C.** Teach a three-unit class incorporating information competency skills
  - **Activity 1:** Teach “Electronic Research and the Internet”
    - **Timeline:** On- going
    - **Resources:** 20% load of librarian; WebCT support
    - **Outcomes:** Students learn information competency skills; course completion
    - **Measurement:** Periodic student evaluations; online evaluation each semester by the State of California; WebCT evaluation each semester; instructor/librarian testing to evaluate student outcomes
    - **Responsibility:** Instructor
  
  - **Activity 2:** Seek UC articulation for course
    - **Timeline:** Spring 2003
    - **Resources:** Instructor; campus articulation officer
    - **Outcomes:** Course will be transferable to UC
    - **Measurement:**
    - **Responsibility:** Instructor
  
  - **Activity 3:** Revise and upgrade course as needed
    - **Timeline:** On- going
    - **Resources:** Instructor; WebCT support
    - **Outcomes:** Course content is current
    - **Measurement:** Periodic student evaluations; online evaluation each semester by the State of California; WebCT evaluation each semester; instructor/librarian testing to evaluate student outcomes
    - **Responsibility:** Instructor
  
- **Objective D.** Teach a one-unit information competency course

*A one-unit information competency course has been developed and approved as part of the curriculum. It has been also developed to teach on-line. This course is an excellent course to teach with*

*another subject area and would make a good learning community course. It is suitable for the Bridge Program for high school students entering college. This 1-unit course could be added to a 2-unit course such as the Nursing Research course to create a 3-unit e-research course specifically related to Nursing.*

- **Activity 1 :** Submit course to All College Curriculum Committee for approval as an on-line course
  - **Timeline:** May 2003
  - **Resources:** Instructor
  - **Outcomes:** Course could be added to the Schedule of Classes
  - **Measurement:** Students, peers and administrators will evaluate the course
  - **Responsibility:** Instructor
  
- **Activity 2 :** Seek other opportunities for teaching course such as the Bridge Program, or to a supplement to another course
  - **Timeline:** after course has ACCC approval
  - **Resources:** Instructor
  - **Outcomes:** Course would enhance other instruction within another subject area
  - **Measurement:** Students, peers and administrators will evaluate the course
  - **Responsibility:** Instructor
  
- **Objective E:** Give workshops designed to teach faculty how to include information competency in their curriculum and deal with plagiarism issues
  - **Activity 1 :** Offer workshops as an IID activity
    - **Timeline:** On- going
    - **Resources:** Librarians
    - **Outcomes:** Faculty and other staff will become aware of information competency and encouraged to include the skills in their assignments
    - **Measurement:** Narrative, feedback, students
    - **Responsibility:** Librarians
  
  - **Activity 2 :** Offer workshops throughout the school year
    - **Timeline:** On- going
    - **Resources:** Librarians
    - **Outcomes:** Faculty and other staff will become aware of information competency and encouraged to include the skills in their assignments
    - **Measurement:** Narrative, feedback, students
    - **Responsibility:** Librarians

## Student Services Program Review

**Service Area:** Library

### External Staff Evaluation Analysis

Completed: Nov/December 2002

Sample Size: (n=26)

### Usage Analysis

	Yes	No
<b>Question #1.</b> I am familiar with services offered by this program	76.9%	23.1%
<b>Question #2.</b> I have referred students to these programs (only “yes” respondents to question #1)	95%	5%

### Responses Analysis

	Mean Rating Score	Standard Deviation Factor
<b>Question #3</b> The services provided seem adequate to meet students’ needs Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree	1.63	.50
<b>Question #4</b> The services offered are well coordinated with other offices on campus. Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree	1.90	.64
<b>Question #5</b> This program communicates its services well to all students and staff. Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree	1.60	.50
<b>Question #6</b> The staff is well trained and knowledgeable. Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree	1.50	.51
<b>Question #7</b> The space allotted for this service area is adequate to meet students’ needs. Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree	2.45	1.15

**Question #8**

This program/office facilitates students' success.

1.84

.60

Strongly 1 2 3 4 5 Strongly  
 Agree ←————→ Disagree

**Question #9**

The students were satisfied with the services.

1.95

.51

Strongly 1 2 3 4 5 Strongly  
 Agree ←————→ Disagree

**Written Comments from Surveys:**

“It needs more tutor space and quiet spaces.”

“Less noise.”

“Some student helpers and staff at the checkout counter are not friendly.”

“The library needs and deserves more space for hard bound books, periodicals, InfoTrack terminals in order to really meet our students needs. Why doesn't the district see fit to provide for our students beyond what is considered adequate?”

“The Library does not have enough to support student research.”

**Narrative Summary of Survey Results:**

Ratings by external staff were high. The Library received no ratings of “4” or “5”; indeed the overall average was 1.83. The standard deviations were all under .64 with the exception of Question #7 regarding space (1.15). This problem will be resolved after the move to the new Library space Spring 2004.

**Suggested Changes/Improvement:**

No surprises here—the comments and ratings reflected what the Library staff already knows. Noise, space, and book collection are areas where improvement is required. This is reflected in the goals and objectives, as well as the strengths and weaknesses sections.

## Student Services Program Review

Service Area: Library

### Internal Staff Evaluation Analysis

Completed Nov/December 2002

Sample Size: (n=10)

### Responses Analysis

	Mean Rating Score	Standard Deviation Factor
<p><b>Question #1</b> The program/office adequately provides the services students need.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.40	.70
<p><b>Question #2</b> The services are offered in a timely manner.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.3	.48
<p><b>Question #3</b> The program anticipates obstacles to efficient services and plans accordingly.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.70	.82
<p><b>Question #4</b> The services are user friendly and easily accessible.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.5	.42
<p><b>Question #5</b> The office staff provides friendly, helpful service.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.2	.42
<p><b>Question #6</b> The office staff works as a team.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.4	.70
<p><b>Question #7</b> I have the necessary training and resources to perform my job well.</p> <p>Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.2	.42

**Question #8**

The program/office has adequate space to provide our services.

2.5

1.58

Strongly    1   2   3   4   5   Strongly  
 Agree    ←————→    Disagree

**Question #9**

The staff communicates well regarding office procedures and activities.

1.4

.52

Strongly    1   2   3   4   5   Strongly  
 Agree    ←————→    Disagree

**Question #10**

This program/office collaborates with other student service areas.

1.2

.42

Strongly    1   2   3   4   5   Strongly  
 Agree    ←————→    Disagree

**Written Comments from Surveys:**

“Library is proactive in service to students and staff.”

“Greatest weakness is lack of materials budget for collection development.”

“Staff need to back up each other at Circulation in a much more timely fashion.”

**Narrative Summary of Survey Results:**

The Library staff gave itself high marks. The greatest standard deviation was for Question #3 regarding anticipating obstacles and planning accordingly (.82; still within the “low” range) and Question # 8 regarding space (1.581 “high” rate of deviation)

**Suggested Changes/Improvement:**

Again, no surprises. The Library staff knows what needs to be addressed and is reflected in the activities.

## Student Services Program Review

**Service Area: Library**

### Point-of-Service Student Satisfaction Level Survey

Completed: Nov/December 2002

Sample Size: (n=102)

### Responses Analysis

	<b>Mean Rating Score</b>	<b>Standard Deviation Factor</b>
<p><b>Question #1</b> I am generally satisfied with the services provided by this program.</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.55	.62
<p><b>Question #2</b> I feel the staff is well trained and knowledgeable.</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.56	.67
<p><b>Question #3</b> Staff members are helpful and friendly.</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.57	.96
<p><b>Question #4</b> I would refer other students to these services.</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Dis agree</p>	1.61	.77
<p><b>Question #5</b> My questions were answered adequately and completely.</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.64	.73
<p><b>Question #6</b> The services I received from this program/office influenced my decision to continue at this college</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	2.03	.97
<p><b>Question #7</b> The services are better than similar services I have received at another college</p> <p style="text-align: center;">Strongly 1 2 3 4 5 Strongly Agree ←————→ Disagree</p>	1.98	.87

**Question #8**

The office area/space is adequate to meet my needs 1.73 .79

Strongly 1 2 3 4 5 Strongly  
Agree ←————→ Disagree

**Question #9**

The service I received assisted me in successfully completing my classes and goals. 1.70 .77

Strongly 1 2 3 4 5 Strongly  
Agree ←————→ Disagree

**Written Comments from Surveys:**

“Very good service and very helpful.”

“I use to be a student at the National Hispanic University and their Library was tiny, not enough computers, no privacy. Evergreen Valley College is by far a better college and has a fantastic library with great resources. That’s why I choose EVC.”

“I would like EVC to have a video editing room.”

“Librarian has too much of an attitude.”

“The staff is competent and well trained. The only thing is I sometimes have problems finding a book, but then again, it could just be me. Excellent service.”

“Some of the librarians need less attitude. Asking a simple question requires a simple answer, not sarcastic remarks.”

“Provides excellent on site as well as online resources to the students and faculty.”

**Narrative Summary of Survey Results:**

Overall, high ratings. The Library staff needs to pay attention to attitude toward students they are serving; the rating here was fairly high (1.57), but so was the standard deviation (.96) and a number of the comments also reflected this.

**Suggested Changes/Improvement:**

The Library staff needs to project a service-oriented attitude at all times.

## Student Services Program Review

Service Area: Library

### Classroom Student Satisfaction Level Analysis Summary Analysis of All Classes Surveyed

Completed: May 2003

Sample Size: (n=253)

#### Usage Analysis

	Yes	No
<b>Question #1.</b> I am aware of the services offered	72.2%	27.8%
<b>Question #2.</b> I have used the services of this office (only "yes" respondents to question #1)	69.6%	30.4%

#### Responses Analysis

	Mean Rating Score	Standard Deviation Factor
<b>Question #3</b> I was satisfied with the services received. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree	1.88	0.57
<b>Question #4</b> The staff is knowledgeable and well trained. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree	1.85.5	0.69
<b>Question #5</b> This program area/space is adequate for the services provided. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree	2.04/5	0.76
<b>Question #6</b> The services meet students' needs. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree	1.90/5	0.66
<b>Question #7</b> The services are better than similar services at other colleges. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree	2.41/5	0.82

**Question #8**

This program advertises and communicates its services to all students. 2.17/5 0.87

Strongly 1 2 3 4 5 Strongly  
Agree ←————→ Disagree

**Question #9**

These services assist students in successfully completing their goals. 1.96/5 0.71

Strongly 1 2 3 4 5 Strongly  
Agree ←————→ Disagree

**List of Classes Surveyed**

(3 ESL, 3 EFL, 2 Vocational Education, 2 General Education, 3 Evening)

## English as a First Language

Low level = ENGL 102 College Reading n=16

Medium level = ENGL 341 Basic Sentence/Paragraph Development n=16

High level = ENGL 1A English Composition n=19

## English as a Second Language

Low level = ESL332 Basic Writing Skills 2 n=16

Medium level = ESL 313 ESL Introduction to College Readings n=25

High level = ESL 91 College Reading and Writing 2 n=15

## Vocation Education

Class 1 = CIT 42 Perl Programming n=2

Class 2 = JOURN 65 News Staff n=4

## General Education

Class 1 = CHEM 1B General Chemistry n=14

Class 2 = DRAMA 40 Introduction to Film n=65

## Evening

Class 1 = BIS 003 Electronic Calculator n=7

Class 2 = DRAMA 40 Introduction to Film n=65

Class 3 =

**Written Comments from Surveys:**

“I am very thankful to have a library for students to do research and studying; however, I would highly appreciate if a BIG sign could be posted near the entry for students to see “No talking”, “turn off cell phones”. During my visits, I have see students gathering as a meeting place to converse with friends rather than studying. Thes e annoying conversations has been difficult to concentrate on studies. Again, thank you, and I look forward to using the resources at the library.”

**Narrative Summary of Survey Results:**

*Overall, the results of the surveys were very good. The Library received no ratings of “4” or “5”; the average score of all the questions (3-9) was 2.18.*

*Student awareness and use of Library services was around 70%.*

*Responses to the other questions (#3-9) were all very close to the “Agree” rating of “2”; the various standards of deviation were low, the highest being .87 for Question #8 regarding advertising. The rating here of 2.17 leans toward “Agree”.*

### **Suggested Changes/Improvement:**

A critical review of the scores indicates a need to better advertise the Library program; this was one of the lowest ratings (2.17). The issue of space (2.04) will be addressed in the new Library building when we move our program Spring 2004.

## Student Services Program Review

Service Area: Library

### Classroom Student Satisfaction Level Analysis Breakdown Analysis of All Classes Surveyed

Completed: May 2003

Sample Size: (n=253)

### Usage Analysis

#### Summary Totals

Question #1			Yes	No
I am aware of the services offered	<b>Yes</b>	<b>No</b>	<b>72.2%</b>	<b>27.8%</b>
<b>General Education</b>	<b>62.5%</b>	<b>37.5%</b>		
Class 1	93.3%	6.7%		
Class 2	52.6%	47.4%		
<b>Vocational Education</b>	<b>54.5%</b>	<b>45.5%</b>		
Class 1	33.3%	66.7%		
Class 2	80.0%	20.0%		
<b>English as a First Language</b>	<b>69.1%</b>	<b>30.9%</b>		
Low Level	50.0%	50.0%		
Medium Level	50.0%	50.0%		
High Level	100.0%	0.00%		
<b>English as a Second Language</b>	<b>80.7%</b>	<b>19.3%</b>		
Low Level	43.8%	56.2%		
Medium Level	96.0%	4.0%		
High Level	93.3%	6.7%		
<b>Evening</b>	<b>76.0%</b>	<b>24.0%</b>		
Class 1	85.7%	14.3%		
Class 2	87.9%	12.1%		
Class 3	69.2%	30.8%		
<b>Day</b>	<b>70.0%</b>	<b>30.0%</b>		
Question #2				
I have used the services of this office (only "yes" respondents to question #1)			<b>69.6%</b>	<b>30.4%</b>
<b>General Education</b>	<b>63.0%</b>	<b>37.0%</b>		
Class 1	0.00%	100.0%		
Class 2	48.6%	51.4%		

<b>Vocational Education</b>	<b>60.0%</b>	<b>40.0%</b>		
Class 1	40.0%	60.0%		
Class 2	80.05%	20.05%		
<b>English as a First Language</b>	<b>80.5%</b>	<b>19.5%</b>		
Low Level	54.5%	45.5%		
Medium Level	87.5%	12.5%		
High Level	94.7%	5.3%		
<b>English as a Second Language</b>	<b>83.3%</b>	<b>16.7%</b>		
Low Level	50.0%	50.0%		
Medium Level	90.9%	9.1%		
High Level	93.3\5%	6.7%		
<b>Evening</b>	<b>63.2%</b>	<b>36.8%</b>		
Class 1	85.7%	14.3%		
Class 2	60.0%	40.0%		
Class 3	62.5%	37.5%		
<b>Day</b>	<b>74.0%</b>	<b>26.0%</b>		

**Question #3**

I was satisfied with the services received.

Strongly Agree ← 1 2 3 4 5 → Strongly Disagree

**1.88**

**0.57**

<b>General Education</b>	<b>1.91/5</b>	<b>0.71</b>		
Class 1	1.64/5	.50		
Class 2	2.10/5	.77		
<b>Vocational Education</b>	<b>1.71.5</b>	<b>0.49</b>		
Class 1	2.00/5	0.00		
Class 2	1.80/5	0.45		
<b>English as a First Language</b>	<b>1.85/5</b>	<b>0.61</b>		
Low Level	1.83/5	0.41		
Medium Level	1.88/5	0.35		
High Level	1.78/5	0.73		
<b>English as a Second Language</b>	<b>1.83/5</b>	<b>0.58</b>		
Low Level	2.00/5	0.00		
Medium Level	1.83/5	0.64		
High Level	1.79/5	0.58		
<b>Evening</b>	<b>1.91/5</b>	<b>0.49</b>		
Class 1	1.80/5	0.45		
Class 2	1.90/5	0.44		
Class 3	1.92/5	0.53		
<b>Day</b>	<b>1.86/5</b>	<b>0.61</b>		

**Question #4**

The staff is knowledgeable and well trained.

Strongly Agree ← 1 2 3 4 5 → Strongly Disagree

**1.85/5**

**0.69**

<b>General Education</b>	<b>1.94/5</b>	<b>0.69</b>		
Class 1	1.93/5	0.47		

Class 2	2.01/5	0.83		
<b>Vocational Education</b>	<b>1.33/5</b>	<b>0.52</b>		
Class 1	1.50/5	0.71		
Class 2	1.75/5	0.96		
<b>English as a First Language</b>	<b>1.71.5</b>	<b>0.76</b>		
Low Level	1.83/5	0.98		
Medium Level	1.75/5	0.46		
High Level	1.56/5	0.78		
<b>English as a Second Language</b>	<b>1.90/5</b>	<b>0.74</b>		
Low Level	1.40/5	0.55		
Medium Level	2.14/5	0.64		
High Level	1.79/5	0.80		
<b>Evening</b>	<b>1.87/5</b>	<b>0.67</b>		
Class1	1.83/5	0.75		
Class2	1.86/5	0.65		
Class3	1.88/5	0.61		
<b>Day</b>	<b>1.84/5</b>	<b>0.73</b>		
<b>Question #5</b>				
This program area/space is adequate for the services provided. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree			<b>2.04/5</b>	<b>0.76</b>
<b>General Education</b>	<b>2.06</b>	<b>0.65</b>		
Class 1	1.86/5	0.53		
Class 2	2.30/5	0.66		
<b>Vocational Education</b>	<b>2.83/5</b>	<b>0.98</b>		
Class 1	2.50/5	0.71		
Class 2	2.50/5	1.00		
<b>English as a First Language</b>	<b>1.85/5</b>	<b>0.78</b>		
Low Level	2.00/5	1.10		
Medium Level	1.88/5	0.64		
High Level	1.78/5	0.81		
<b>English as a Second Language</b>	<b>1.91.5</b>	<b>0.57</b>		
Low Level	2.33/5	0.52		
Medium Level	1.96.5	0.56		
High Level	1.64/5	0.50		
<b>Evening</b>	<b>2.15/5</b>	<b>0.88</b>		
Class 1	1.83/5	0.41		
Class 2	1.86.5	0.57		
Class 3	2.36/5	1.01		
<b>Day</b>	<b>1.97/5</b>	<b>0.69</b>		
<b>Question #6</b>				
The services meet students' needs. Strongly Agree ← 1 2 3 4 5 → Strongly Disagree			<b>1.90/5</b>	<b>0.66</b>
<b>General Education</b>	<b>1.97/5</b>	<b>0.58</b>		

Class 1	1.93/5	0.62		
Class 2	2.10/5	0.55		
<b>Vocational Education</b>	<b>2.00/5</b>	<b>0.00</b>		
Class 1	2.00/5	0.00		
Class 2	2.25/5	0.50		
<b>English as a First Language</b>	<b>1.79/5</b>	<b>0.77</b>		
Low Level	1.83/5	0.75		
Medium Level	1.62/5	0.52		
High Level	1.78/5	0.88		
<b>English as a Second Language</b>	<b>1.74/5</b>	<b>0.59</b>		
Low Level	1.60/5	0.55		
Medium Level	1.78/5	0.60		
High Level	1.64/5	0.63		
<b>Evening</b>	<b>2.01/5</b>	<b>0.69</b>		
Class 1	2.17/5	0.98		
Class 2	1.86/5	0.48		
Class 3	2.08/5	0.73		
<b>Day</b>	<b>1.84/5</b>	<b>0.64</b>		
<b>Question #7</b>				
The services are better than similar services at other colleges.			<b>2.51/5</b>	<b>0.82</b>
Strongly Agree ← 1 2 3 4 5 → Strongly Disagree				
<b>General Education</b>	<b>2.50/5</b>	<b>0.71</b>		
Class 1	2.43/5	0.85		
Class 2	2.65/5	0.49		
<b>Vocational Education</b>	<b>2.67/5</b>	<b>0.52</b>		
Class 1	2.00/5	0.00		
Class 2	2.75/5	0.50		
<b>English as a First Language</b>	<b>2.48/5</b>	<b>0.94</b>		
Low Level	2.83/5	0.75		
Medium Level	2.14/5	1.07		
High Level	2.44/5	0.98		
<b>English as a Second Language</b>	<b>2.36/5</b>	<b>0.81</b>		
Low Level	2.50/5	0.55		
Medium Level	2.27/5	0.88		
High Level	2.43/5	0.85		
<b>Evening</b>	<b>2.6/5</b>	<b>0.85</b>		
Class 1	2.83/5	0.75		
Class 2	2.10/5	0.70		
Class 3	2.85/5	0.83		
<b>Day</b>	<b>2.45/5</b>	<b>0.80</b>		
<b>Question #8</b>				
This program advertises and communicates its services to all students.			<b>2.17/5</b>	<b>0.87</b>
Strongly Agree ← 1 2 3 4 5 → Strongly Disagree				

<b>General Education</b>	<b>2.44/5</b>	<b>0.96</b>		
Class 1	2.43/5	1.02		
Class 2	2.58/5	0.90		
<b>Vocational Education</b>	<b>2.00/5</b>	<b>0.46</b>		
Class 1	1.67/5	0.58		
Class 2	2.75/5	0.96		
<b>English as a First Language</b>	<b>2.03/5</b>	<b>0.92</b>		
Low Level	2.58/5	1.00		
Medium Level	1.86/5	0.69		
High Level	1.63/5	0.76		
<b>English as a Second Language</b>	<b>2.04/5</b>	<b>0.67</b>		
Low Level	2.10/5	0.57		
Medium Level	2.07/5	0.73		
High Level	1.85/5	0.69		
<b>Evening</b>	<b>2.23/5</b>	<b>0.90</b>		
Class 1	1.86/5	0.69		
Class 2	2.10/5	0.67		
Class 3	2.36/5	1.03		
<b>Day</b>	<b>2.14/5</b>	<b>0.85</b>		
<b>Question #9</b>				
These services assist students in successfully completing their goals.			<b>1.96/5</b>	<b>0.71</b>
Strongly Agree ← 1 2 3 4 5 → Strongly Disagree				
<b>General Education</b>	<b>1.85/5</b>	<b>0.78</b>		
Class 1	1.57/5	.76		
Class 2	2.15/5	0.75		
<b>Vocational Education</b>	<b>1.75/5</b>	<b>0.46</b>		
Class 1	1.67/5	0.58		
Class 2	2.00/5	0.71		
<b>English as a First Language</b>	<b>1.87/5</b>	<b>0.83</b>		
Low Level	2.27/5	0.90		
Medium Level	2.00/5	0.58		
High Level	1.53/5	0.77		
<b>English as a Second Language</b>	<b>1.98/5</b>	<b>0.55</b>		
Low Level	2.00/5	0.47		
Medium Level	2.00/5	0.55		
High Level	1.93/5	0.62		
<b>Evening</b>	<b>2.05/5</b>	<b>0.70</b>		
Class 1	2.14/5	0.38		
Class 2	1.86/5	0.64		
Class 3	2.15/5	0.75		
<b>Day</b>	<b>1.91/5</b>	<b>0.71</b>		

## List of Classes Surveyed

(3 ESL, 3 EFL, 2 Vocational Education, 2 General Education, 3 Evening)

### English as a First Language

Low level = ENGL 102 College Reading n=16

Medium level = ENGL 341 Basic Sentence/Paragraph Development n=16

High level = ENGL 1A English Composition n=19

### English as a Second Language

Low level = ESL 332 Basic Writing Skills 2n=16

Medium level = ESL 313 ESL Introduction to College Reading n=25

High level = ESL 91 College Reading and Writing 2 n=15

### Vocation Education

Class 1 = CIT 42 Perl Programming n=2

Class 2 = JOURN 65 News Staff n=4

### General Education

Class 1 = CHEM 1B General Chemistry n=14

Class 2 = DRAMA 40 Introduction to Film=20

### Evening

Class 1 = BIS 003 Electronic Calculator n=7

Class 2 = CAD 142 Dimensioning & Tolerancing n=33

Class 3 = DRAMA 40 Introduction to Film n=65

## Written Comments from Surveys:

I am very thankful to have a library for students to do research and studying; however, I would highly appreciate if a BIG sign could be posted near the entry for students to see “No talking”, “turn off cell phones”. During my visits, I have see students gathering as a meeting place to converse with friends rather than studying. These annoying conversations has been difficult to concentrate on studies. Again, thank you, and I look forward to using the resources at the library.

## Narrative Summary of Survey Results:

Overall, the results of the surveys were extremely good. The Library received no ratings of “4” or “5”; the average score of all the questions (3-9) is 2.18.

Student awareness and use of Library services was around 70%. Data regarding awareness by General Education classes showed one class to be extremely high (93.3%), the other showing only about 50% (54.5%) usage. A similar pattern was evident within some of the other class groupings. The high level English and ESL classes reflected the highest awareness of the Library program, 100% and 93.3% respectively. There was not that much of a difference between awareness by Day (70%) and Evening (76%) students, although surprisingly the Evening students rating was slightly higher. Usage also rated about 70% (69.6%). The highest rate of usage was, not surprisingly, by the English and ESL classes. Here Day out ranked Evening.

Responses to the other questions (#3-9) were all very close to the “Agree” rating of “2”; the various standards of deviation were low, the highest being .87 for Question #8 regarding advertising. The rating here of 2.17 leans toward “Agree”.

### **Suggested Changes/Improvement:**

A critical review of the scores indicates a need to better advertise the Library program; this was one of the lowest ratings (2.17). The issue of space (2.04) will be addressed in the new Library building when we move our program Spring 2004.

## Summary of Surveys

A review of all of the surveys reveals that the Library program received an overall rating of 1.83. Students and staff feel that we are doing a good job of serving students. The rating by classroom students is slightly lower than that of point-of-service students, as would be expected, and the overall rating by internal staff is somewhat higher than that of external staff.

<b>Group Surveyed</b>	<b>Number Surveyed</b>	<b>Average Rating</b>
External Staff	26	1.83
Internal Staff	10	1.48
Student Point-of Service	102	1.71
Classroom Students	253	2.03
<b>Average Rating of All Surveys</b>		<b>1.83</b>

Reoccurring themes in all of the surveys, ratings and comments, were lack of space (although not as critical as the internal staff think); the problem with noise; and lack of books for research.

The space problem will be solved with the move to the new Library in Spring 2004; hopefully the noise problem will also be addressed. The situation with the book budget/collection is an ongoing one which has been identified in the last two accreditation reports and is emphasized in this program review.

## **Assessment of Outcomes**

After reviewing all of the survey results it was found that the Library's goals, objectives and activities did not need to be modified; the Library is very service oriented and attempts to meet the needs of all students and staff within budget limitations.

## **Summary of Program Review**

The program review process demonstrated that the Library is on target. It was an invaluable exercise in reaffirming our goals and objectives—in looking at the total picture. The exercise of documenting what we do as a service area was self-affirming and hopefully will make others aware of the complexity of our program.

The survey results demonstrated that we are doing a good job of serving students—and that there is always room for improvement. The Library staff didn't have any surprises here, but the results emphasize what we already suspected—what we see as strengths and weaknesses are also seen as such by those using our services.

Carol L. Bristow  
editor

### **AACC Position Statement on Library and Learning Resource Center Programs**

Community colleges are comprehensive institutions that provide a full array of educational programs. Library programs, as part of that full array, are indispensable to the teaching/learning mission of the community college. In today's world, libraries are not just a place, because many library resources and services are online and accessible from anywhere. Community colleges continue to need libraries as a physical space, as long as students need assistance to conquer the digital or information divide and there is a need to house and provide access to materials not available electronically. Whether the term used is Library, Learning Resource Center, or Instructional Resource Center, it describes a set of programs and services that provide an organized universe of knowledge to users. Library programs have long served a vital role in the mission of the community college. In fact, the concept of the learning resource center—one of creatively merging access to traditional library services with media and instructional support—had its genesis in the community college. From the beginning, library programs have promoted dynamic and efficient access to knowledge for all learners. Indeed, the management of these varied learning resources using limited budgets, consortial arrangements, and internal and external partnerships has added complexity, technical sophistication, and greater economic responsibility to librarians who staff these centers.

The term librarian describes a professional member of the academic community with, at a minimum, an appropriate master's degree in the disciplines of library science and information management. Librarianship is uniquely structured and systematized by its professional members to serve the constantly changing knowledge management needs of students, faculty, and the local community. The library profession has long shown exceptional and immediate responsiveness to managing access to widely diverse knowledge resources. Today more than ever, librarians are educators and teachers of information literacy for faculty and students, as well as the local and worldwide community. A growing percentage of information resources are digital (online indexes, full-text databases, websites, e-books and e-journals). Yet this new format will not replace the large number of useful knowledge resources that will continue to be in print (e.g. books, newspapers, periodicals and other documents), or to be available in magnetic and optical media (e.g. tapes, CDs, DVDs). In collaboration and partnership with other faculty, librarians teach members of the community the information literacy skills necessary to access and to evaluate critically the myriad of available resources.

Learning resources programs that provide information literacy skills are essential to the development of the independent lifelong learner. Tenets of information literacy include the ability to:

- Determine the nature and extent of information needed
- Access and use needed information effectively and efficiently
- Evaluate information and its sources critically, and incorporate selected information into one's knowledge base and value system
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal, and social issues surrounding the use of information.

Libraries and librarians help to establish the foundation on which all lifelong learners can build. An information-literate person has the ability to be a knowledgeable, active participant in the workforce, the community and the democratic society in which we live.

For these reasons, the Board reaffirms the vital role of library and learning resource center programs and librarians to formal education, information literacy and to lifelong learning as a core value.

*Approved by the AACC Board of Directors November 8, 2002*