

Library Services Program Review

Library 2006



Evergreen Valley College

Library

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Library

Library Program Information

Location:	Third floor of the Library/Educational Technology Center Building	
Hours:	8:00 am – 8:00 pm	Monday – Thursday
	8:00 am – 4:00 pm	Friday
	10:00 am – 2:00 pm	Saturday

The **Evergreen Valley College Library**, having been completed in the Spring of 2004, is housed in a state-of-the-art, 26,000 square-foot facility in the Library/Educational Technology Center Building.

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 study room with a VCR/DVD player.

Technology in the Electronic Research Area (ERA), 35 computers and a teaching station, provides the opportunity for information competency sessions for classes throughout the curriculum. There are eight general use computers in the Library Reading Room; five computers in the Reference Area for access to the Library online catalog; a group-use computer room; and one adaptive computer for disabled students. All of the computers are networked to a central laser printer. The new facility has addressed the growing need for increased access to technology in making laptop computers available for students to check out. In addition, the library provides free, unsecured wireless Internet 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, some adjunct librarian hours, and the Library Director as needed. 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 Library web site** (<http://www.evc.edu/library>), a core piece of Library service, is created, revised, and updated by a designated Web Librarian. Web content is developed in collaboration with librarians and faculty. Remote access to databases along with the web directory, library information and links to the online catalog are essential to library service.

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:

45,816	Books
1,856	Video recordings
571	Audio recordings
249	DVDs
91	Periodical titles in print format
9	Electronic online databases

The Library materials budget is able to provide only what is needed to support curricular and learning needs of the campus. In-depth collection development at the level of a research institution is not within the current scope of the Library collections budget. The Collection Development Librarian, in cooperation with division faculty and other librarians, has developed selected areas in-depth with additional funding from 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 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 videos. The staff is the first contact for technical problems with computers, copy machines, security gates, and safety issues. The staff also provides information regarding campus and district locations and services. Staffing includes two senior technicians, two 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, with the Collection Development Librarian functioning as the System Coordinator. The Technical Services staff also serves on campus committees.

Vision

The EVC Library continues to provide information to students, faculty, staff, and the community in a variety of formats (See American Association of Community Colleges statement.) We have a beautiful, functional facility that fosters respect for research and learning. The librarians, technicians, and director of the library are committed to furthering the goals of the Library by creating a place where diverse students can feel comfortable and welcome and sense the library as a destination worth pursuing on campus.

Library Staff

Vicki Atherton, Director
Shelley Blackman, Reference/Electronic Resources Librarian
Carol Bristow, Collection Development Librarian
Joy Chase, Reference/Instructional Librarian
Debbie Chan, Library Technician, Circulation
Maria Holguin, Senior Library Technician, Circulation
Sambo Mathew, Senior Library Technician, Circulation
Thu Nguyen, Library Assistant, Technical Services
Chris Ratto, Senior Library Technician, Technical Services
Cindy Snider, Library Technician, Circulation

Adjunct Librarians

Lorena Mata, Adjunct Librarian
Daniel Ong, Adjunct Librarian
Jennii Ramirez, Adjunct Librarian

Committees and Collaboration

Academic Senate
Budget Committee
Campus Technology Committee
Division liaisons
Curriculum Committee
Matriculation Committee
Student Services Council
Safety and Facilities Committee
Staff Development Committee
Scholarship Committee
Screening Committees
Student Club Advisor
Others

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 their use.

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 four-year college or university or moving into the workplace.

External Scan

- Lack of student preparedness
- Many students have not had exposure to library use
- Many students are unable to verbalize their research needs
- Confusion voiced by students regarding the difference between “computer literacy” and “information competency”
- Lack of consistent, stable funding which is 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 enables us to address 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 a variety of learning styles
 - Library is no longer a traffic area
 - Teaching space (Electronic Research Area) is 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 inter-culturally competent
- Staff are willing to be on the “cutting edge” of information and technology
- Balanced selection of electronic databases for research
- Strong Library Home Page and web site 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-accessible library catalog
- Flexible, multi-talented 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
- Library offers an online 3 unit course on Information Competency
- 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 for students: individual study, group study, group viewing, group computing
- Data ports and electrical outlets throughout the Library support laptop computer use
- The library provides free, unsecured wireless Internet for users who bring in their own laptops

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
- Reliance on block grants to fund purchase of print and electronic resources puts the library collection budget in a vulnerable position – this type of funding may be subject to future cuts
- Book budget has not increased in many years and yet the cost of books continues to rise
- Faculty interest and participation in collection development is low
- Evening/Saturday Library usage remains low
- Perceived distance from classes needs to be addressed – the Library appears to be more remote due to the upstairs location and distance from students and faculty traffic
- Communication and collaboration within the (ETC) building could be improved – tutoring, open lab, other instructional programs, distance education are all integrated in one building, but communication among these departments does not occur regularly
- Better and more visible signage on both floors of the ETC (including room directories and floor maps) can be used to facilitate student and faculty access to building services and facilities
- Need for additional faculty librarian to concentrate on coordination and expansion of instructional program and to provide back-up reference assistance
- Need for back-up reference coverage when the assigned librarian is teaching a class – while the desk is uncovered other students/faculty do not have access to a reference librarian
- Need for emergency/safety information and drills

Opportunities

- New Library building has provided the opportunities for improved Library operation in general with closer physical relation between Circulation and Technical Services; proximity of work space, shared equipment; and integrated library system/database
- The new Library facility has provided an enclosed classroom for information competency presentations and individual student research
- Representation on All College Curriculum Committee provides the Library with an awareness of curriculum trends
- A one-unit information competency course could be paired with many courses throughout the campus to increase student information competency and critical thinking skills
- Tutorials to supplement instructional sessions would be helpful, especially if planned in collaboration with the faculty and based on feedback from the sessions
- Library involvement on the Student Services Council would provide a new avenue for communication with other members of Student Services
- The Library could play a stronger role in Student Services, guidance, orientations, outreach, and plans for student success
- Librarian liaisons to divisions provide an opportunity for faculty involvement in collection development and an increased awareness of library services and resources
- The librarian liaison role could extend to faculty training for better student learning experiences. Past collaborations and partnerships include those with the Teaching and Learning Center and the Technology Resource Center
- Librarian and staff membership on various campus committees provides more opportunities for campus collaboration to serve students
- The new Library effectively addresses student technology and computing needs:
 - A wireless network throughout the Library allows users to access the Internet without connecting to student or administrative networks
 - Twenty-four laptops were added to the Library collection for in-library check-out
 - Data ports and electrical outlets throughout the Library accommodate laptop computers
 - The Library website is one of the most-clicked pages in the college website
- The expanded display space available in the new Library – including display cabinets, flat cases, and wall space – is utilized for both art and cultural displays
- The Library could work with campus groups to draw more people to the Library by hosting campus events and more opportunities for acquiring lifelong learning skills

Threats

- Lack of stable funding prevents “smart” planning so the Library is unable to plan ahead for collection development or equipment replacement
- If budget is unknown, have to be reactive instead of proactive
- Lack of information competency across the curriculum or as a graduation requirement
- Lack of interest/participation regarding collection development among faculty
- Problem of keeping up with technology—equipment and training
- Library hours were cut in the evening because of budget constraints

Program Goals

Each goal includes:

- Action steps to accomplish goal
- Timeline; 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

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 include 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 includes 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.

- e) 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:** Ongoing
 - **Resources:** Librarians working within collection development assignment according to liaison responsibilities; Library book budget, requests for augmentation
 - **Outcomes:** Identification of materials needed to support curriculum
 - **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:** Identification of areas of high and low circulation channels efforts of collection development to reflect needs of users
 - **Responsibility:** Collection Development Librarian
 - **Activity 3:** Analyze usage statistics to determine titles with high circulation from required reading lists to identify the need to purchase multiple copies
 - **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, division faculty
 - **Outcomes:** Collection supports curricular needs; reflects materials students need to complete assignments
 - **Responsibility:** Librarians

- **Activity 5:** Select newly published materials from professional journals to build a collection that has breadth, depth and balance with attention to multicultural needs
 - **Timeline:** Ongoing
 - **Resources:** Librarians working within collection development assignments
 - **Outcomes:** Circulation statistics; acquisition of materials to support curriculum
 - **Responsibility:** Collection Development Librarian; other librarians

- **Activity 6:** Work with Title V faculty and staff to select new book titles to support their curriculum; coordinate the ordering and processing of materials; notify campus of availability of materials purchased with Title V monies
 - **Timeline:** 2006-2011
 - **Resources:** Title V grant monies; discipline faculty/staff; Collection Development Librarian; Library Assistant
 - **Outcomes:** a dynamic print collection reflecting curricular needs of this specialized area
 - **Responsibility:** Discipline faculty; Collection Development Librarian

- **Activity 7:** Publish *New in the Library* (via e-mail and postings on Library Home Page (www.evc.edu/library), a list of new materials added to Library collection as titles are available for use.
 - **Timeline:** Ongoing
 - **Resources:** New materials added to the collection
 - **Outcomes:** Campus community is informed of materials added to the collection; marketing strategy
 - **Responsibility:** Collection Development Librarian

- **Activity 8:** Review print collection (reference and circulating) to withdraw obsolete materials
 - **Timeline:** Ongoing
 - **Resources:** Librarians working within collection development assignment, consultation with appropriate division faculty
 - **Outcomes:** Collection is up-to-date
 - **Responsibility:** Librarians

- **Activity 9:** Review standing orders to determine which titles are now available on the Internet and can be dropped in paper format, or titles which are no longer a viable component of the collection
 - **Timeline:** Ongoing
 - **Resources:** Collection Development Librarian; all librarians
 - **Outcomes:** Reduce money spent on print reference collection
 - **Responsibility:** Librarians

- **Activity 10:** 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 11:** 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 curricular needs
 - **Responsibility:** Collection Development Librarian

- **Activity 12:** Seek additional funding to augment base materials budget
 - **Timeline:** Ongoing
 - **Resources:** Library Director
 - **Outcomes:** Increased book budget to bring print collection closer to acceptable standards within the state community college system
 - **Responsibility:** Library Director

- **Objective B. Develop non-print collection of materials (such as video and audio)**
 - **Activity 1:** Analyze existing video collection regarding circulation statistics to determine patterns of high and low circulation
 - **Timeline:** Fall 2006
 - **Resources:** Collection Development Librarian; Senior Library Technician, Technical Services
 - **Outcomes:** List of videos ranked by usage to be used for collection development/weeding
 - **Responsibility:** Collection Development Librarian
 - **Activity 2:** Withdraw titles from collection using following criteria:
 - Low circulation
 - Not closed captioned
 - Dated
 - Not part of curricular assignments
 - **Timeline:** Fall 2006
 - **Resources:** Collection Development Librarian; Senior Library Technician, Technical Services
 - **Outcomes:** A dynamic video collection
 - **Responsibility:** Collection Development Librarian
 - **Activity 3:** Replace high circulating video titles with DVD format
 - **Timeline:** Ongoing as budget allows
 - **Resources:** Collection Development Librarian
 - **Outcomes:** Collection more accessible to patrons
 - **Responsibility:** Collection Development Librarian
 - **Activity 4:** Articulate with division faculty and staff to select new closed-captioned DVDs to support the curriculum
 - **Timeline:** Ongoing
 - **Resources:** Library materials budget; augmentation monies
 - **Outcomes:** A dynamic video collection reflecting curricular needs of the campus community
 - **Responsibility:** Collection Development Librarian
 - **Activity 5:** Articulate with Title V faculty and staff to select new closed-captioned DVDs to support their curriculum; coordinate the ordering and processing of materials; notify campus of availability of materials purchased with Title V monies
 - **Timeline:** 2006-2011
 - **Resources:** Title V grant monies; discipline faculty/staff; Collection Development Librarian; Library Assistant
 - **Outcomes:** A dynamic video collection reflecting curricular needs of this specialized area

- **Responsibility:** Discipline faculty; Collection Development Librarian
- **Activity 6:** Review audio collection to determine circulation patterns of audiocassettes and CDs
 - **Timeline:** Fall 2007
 - **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 7:** Articulate with division faculty and staff to determine curricular needs for audio materials
 - **Timeline:** Spring 2008
 - **Resources:** All librarians according to collection development assignments
 - **Outcomes:** Library materials are adequate to support division curricular needs for assignments
 - **Responsibility:** All librarians
- **Activity 8:** 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:** All librarians
- **Activity 9:** Collaborate with campus community members to select appropriate audio materials
 - **Timeline:** Ongoing
 - **Resources:** Collection Development Librarian; Library materials budget; augmentation money if required
 - **Outcomes:** List of materials to order
 - **Responsibility:** All librarians
- **Activity 10:** Explore and determine access and circulation policies for video and DVD check-out
 - **Timeline:** Fall 2006
 - **Resources:** Collection Development Librarian; library technicians
 - **Outcomes:** Students will have increased access to library video/DVD collections
 - **Measurement:** Circulation statistics, student response, surveys, interviews
 - **Responsibility:** All librarians; Director

- **Objective C. Develop electronic database resource collection**
 - **Activity 1:** Develop selection criteria for a Core Collection of Electronic Resources consistent with the criteria set out by the CCL-EAR.
 - **Timeline :** Ongoing evaluation
 - **Resources:** Electronic Resources Librarian and other Librarians; Council of Chief Librarians Electronic Access Resources [Committee]
 - **Outcomes:** The library’s collection development policy revised to include a set of selection criteria and rationale for electronic resources collections.
 - **Measurement:** Library user surveys and responses from the faculty, students, and librarians to determine the effectiveness of the electronic resources collection policy.
 - **Responsibility:** All librarians
 - **Activity 2:** Select a core collection of electronic databases that support general information needs as well as specific needs of core programs at the community college program of study levels.
 - **Timeline :** Ongoing review and evaluation
 - **Resources:** Electronic Resources Librarian and other Librarians; selected from California Community College Consortium database offerings
 - **Outcomes:** Students and staff are provided with 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 3:** Facilitate access to library databases for remote library users.
 - **Timeline:** Ongoing
 - **Resources:** Electronic Resources 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 Resources Librarian
 - **Activity 4:** Provide support literature, training, and information on database changes and updates to other librarians, faculty, staff, and students.
 - **Timeline:** Ongoing
 - **Resources:** Electronic Resources Librarian

- **Outcomes:** Assists librarians, faculty, staff and students in using electronic resources
 - **Measurement:** Use Library user survey and responses from the students, faculty and librarians to determine adequacy of available training support literature.
 - **Responsibility:** Electronic Resources Librarian
- **Activity 5:** Track and report on database usage and access statistics.
 - **Timeline:** Ongoing
 - **Resources:** Electronic Resources Librarian
 - **Outcomes:** Assists librarians in making selection/de-selection decisions. Provides rationale for e-resource collection decisions.
 - **Measurement:** Usage statistics gathered from database vendors; user surveys and responses
 - **Responsibility:** Electronic Resources Librarian
- **Objective D. Create, edit, update and revise a dynamic Library Web Page to foster student learning and library connection at Evergreen.**
 - **Activity 1:** Maintain Library Website that is appropriately organized for students, faculty and staff to use as an ongoing resource.
 - **Timeline:** Ongoing
 - **Resources:** Referrals from faculty, librarians and students
 - **Outcomes:** Students use of the website and library by faculty and librarians
 - **Measurement:** Surveys, interviews, Internet traffic measurement, click counts, comments
 - **Responsibility:** Designated Web Librarian and all librarians
 - **Activity 2:** Update, revise and add to valuable annotated subject directory on the Library Website to meet subject specific and general student needs.
 - **Timeline:** Ongoing
 - **Resources:** Referred sites, researched sites
 - **Outcomes:** Students and faculty have a reliable in-house Internet Directory available on the Library Website
 - **Measurement:** Click counts, links made to Library Website, surveys, comments
 - **Responsibility:** Designated Web Librarian has primary responsibility

- **Activity 3:** Library Website should be accessible
 - **Timeline:** As often as necessary after initial check for accessibility
 - **Resources:** Software to check accessibility, webmaster, librarians
 - **Outcomes:** A webpage that meets accessibility standards
 - **Measurement:** The goal is one hundred percent accessibility
 - **Responsibility:** Webmaster and designated Web Librarian

- **Activity 4:** Post pertinent and timely library information on the Library Website
 - **Timeline:** Ongoing
 - **Resources:** Librarians
 - **Outcomes:** Keep the webpage current and most useful to students and faculty
 - **Measurement:** Surveys, regular checks
 - **Responsibility:** Designated Web Librarian

- **Activity 5:** Provide information about and images of the new library
 - **Timeline:** Partially completed now, full completion within one year, ongoing updates
 - **Resources:** Building guidelines, photographs
 - **Outcomes:** Information of our process and culmination in the new building will be accessible to many campuses and to new and ongoing students
 - **Measurement:** Click counts, comments, narrative reports
 - **Responsibility:** Designated Web Librarian, Director, webmaster

- **Activity 6.** Collaborate with librarians and faculty on library website content and updates
 - **Timeline:** Ongoing
 - **Resources:** Librarians and faculty
 - **Outcomes:** An updated website with relevant content
 - **Measurement:** Usage statistics
 - **Responsibility:** Web Librarian

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

The Heritage Collection housed at Evergreen Valley College Library was developed by the community and officially donated to the college in 1991 with support from the San Jose Evergreen District Foundation. The Heritage Room in the EVC Library provides an appropriate, secure place for access to the collection by students, faculty, staff and community members interested in the diverse heritage of our community.

- **Activity 1:** Provide secure, convenient access to the Heritage Collection
 - **Timeline:** Organize the collection in the Heritage Collection, 2006 and ongoing
 - **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 2007
 - **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 annual events; ongoing local newspaper articles
 - **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:** Publicize and promote the collection to the college and community
 - **Timeline:** Ongoing
 - **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 5:** Display Heritage materials
 - **Timeline:** Campus/community events and displays
 - **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 6:** Make Heritage materials available on college Library Web Page
 - **Timeline:** Fall 2007; ongoing
 - **Resources:** EVC librarian and webmaster
 - **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 ; Librarians

- **Activity 7:** Provide access to EVC College Archives through the Heritage Room
 - **Timeline:** Collaborate with College Archivist to collect and organize materials by Spring 2007; ongoing
 - **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 and promote access and assistance to information resources for students, faculty, staff and community and promote 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. hardcover books, paperbacks, audio, video/DVD, electronic (web-based).
 - **Timeline:** Ongoing
 - **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:** Feedback (verbal, written) received from students/faculty at point-of-use or after formalized instructional sessions. Feedback can be used to ascertain if information needs were met.
 - **Responsibility:** All librarians
- **Activity 3:** Extend reference services to part-time and/or evening students by introducing one or more e-reference services
 - **Timeline:** Fall 2006
 - **Resources:** Electronic Resources/Reference Librarian
 - **Outcomes:** Part-time/evening students can receive reference assistance from EVC librarians by e-mail.
 - **Measurement:** Reference statistics on use; web statistics on frequency of access; data on questions answered
 - **Responsibility:** Electronic Resources/Reference Librarian (to set up); All librarians provide e-reference service
- **Objective B. Provide access to cultural resources**
- **Activity:** Provide display space, solicit cultural activities, create cultural information sites on Library Web site
 - **Timeline:** Ongoing
 - **Resources:** Library, campus and community
 - **Outcomes:** Support of cultural awareness/competence
 - **Responsibility:** Library staff and librarians

- **Objective C. Function as an information clearinghouse**
 - **Activity:** Provide display space for flyers and booklets, bus schedules, class schedules, campus events, information from other campus departments and organizations
 - **Timeline:** Ongoing
 - **Resources:** Campus and community
 - **Outcomes:** Access to information
 - **Responsibility:** Library staff; Associated Students; Director of Student Life; college

- **Objective D. Provide adequate and appropriate computer workstations to support the instruction and learning needs of library users**
 - **Activity 1:** Evaluate existing computer equipment and software with respect to changing technologies
 - **Timeline:** Ongoing
 - **Resources:** Librarians; Library Staff; Campus Technology Committee; Campus Technology Support 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:** Librarians; Library staff

 - **Activity 2:** Maintain a computer classroom/laboratory for library instruction and for general research use. Update and upgrade computer technology
 - **Timeline:** Ongoing
 - **Resources:** Campus Technology Support 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 and electronic databases for research, communication and writing papers
 - **Responsibility:** Librarians

 - **Activity 3:** Continue to provide online catalog stations for searching the catalog and printing search results.
 - **Timeline:** Ongoing
 - **Resources:** Library staff and Campus Technology Support Services staff provide technical support; Librarians support the use of online catalog

- **Outcomes:** Students are able to find library books, audio visual materials and reserve materials
 - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the catalog stations
 - **Responsibility:** Librarians
- **Activity 4:** Continue to provide, maintain and upgrade Internet wireless nodes and Internet ports throughout the Library as needed. Provide documentation to library users to facilitate access.
 - **Timeline:** Ongoing
 - **Resources:** Library staff; Electronic Resources Librarian; Campus Technology Support Services staff provide technical support and the Librarians/staff collaborate in creating documentation and user guides
 - **Outcomes:** Users can use own computers to access the Internet in the Library
 - **Measurement:** User survey and observations from Library staff to determine the effectiveness of the service
 - **Responsibility:** Librarians; Library staff
- **Objective E. Provide accessibility to resources for library users with disabilities**
 - **Activity 1:** Maintain computers with software for disabled students
 - **Timeline:** Ongoing
 - **Resources:** Library and Campus Technology Support Services staff provide technical support; Disabled Student Program (DSP) 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 Resources Librarian
 - **Activity 2:** Determine needs for staff training and user documentation (e.g. brochures, information guides) for library accessibility technologies.
 - **Timeline:** Fall 2006
 - **Resources:** Librarians; Library staff; 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:** Reference Librarian; Library staff

- **Activity 3:** Collaborate with DSP to publicize and promote availability of resources and assistance for disabled users
 - **Timeline:** Ongoing
 - **Resources:** Librarians, Library staff, DSP, Adaptive Media Specialist,
 - **Outcomes:** Students, faculty and staff will be aware of all resources for the disabled through brochures, memos, flyers, signage.
 - **Measurement:** Student, faculty, staff surveys; usage
 - **Responsibility:** Librarians; Library staff

- **Objective F. 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 need;*
 - *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:** Ongoing
 - **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:** Ongoing
 - **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:** Ongoing
 - **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
- **Activity 4:** Provide general and subject/discipline-specific resource guides and handouts to help promote library services and collections.
 - **Timeline:** Ongoing
 - **Resources:** Reference Librarian
 - **Outcomes:** Assist faculty and students in using the Library and locating information related to specific subjects/disciplines from print and electronic resources
 - **Measurement:** Library user survey and responses from the students, faculty and librarians to determine value of the handouts' content.
 - **Responsibility:** Reference Librarian
- **Objective G. Deliver and Maintain Library Circulation Services**
 - **Activity 1:** Circulate books and materials
 - **Timeline:** Ongoing
 - **Resources:** Library technicians
 - **Outcomes:** Materials, including computers, checked in and out accurately and efficiently by technicians, shelved correctly 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:** Ongoing; regular schedule with SJCC Library, Innovative Interfaces, Inc., Business Services and other campus units; daily, weekly, monthly, semester
 - **Resources:** Library technicians; Business Services (campus and District Office); Information Technology Services and Support; Campus Technology Support Services; Admissions and Records; Distance Education
 - **Outcomes:** Accurate record keeping of funds and patron information; no loss of income (fines, lost books, overdues); students complaints resolved efficiently with correct information
 - **Measurement:** Library Records
 - **Responsibility:** Library technicians; Library Director; Systems Coordinator

- **Activity 3:** Oversee, train and evaluate student workers
 - **Timeline:** Ongoing 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 4:** Maintain physical library collection
 - **Timeline:** Ongoing
 - **Resources:** Library technicians and student workers
 - **Outcomes:** Collection will be shelved in logical order; physical examination of materials for damage and vandalism to assure a well kept collection
 - **Measurement:** Fewer incidents of inaccurate status in catalog
 - **Responsibility:** Library technicians; Collection Development Librarian

- **Activity 5:** Conduct regular inventory of physical collection
 - **Timeline:** Ongoing, annual
 - **Resources:** Library staff
 - **Outcomes:** The collection information in the catalog will be accurate; lost and missing items identified and evaluated for potential replacement to keep the collection useful and relevant.

- **Measurement:** Accurate status of collection
- **Responsibility:** Library technicians; Collection Development Librarian

- **Activity 6:** Troubleshoot equipment and building services
 - **Timeline:** Ongoing
 - **Resources:** Library staff; Campus Technology Support Services; vendors; Safety/Facilities Committee representative; Facilities; Maintenance
 - **Outcomes:** Building safe for users and staff; equipment will be maintained efficiently in cooperation with Campus Technology Support Services, vendors and district staff
 - **Measurement:** Surveys; repair records; response time; evacuation plan
 - **Responsibility:** Library staff

- **Activity 7:** Support use of Library for Exhibits and Displays
 - **Timeline:** Ongoing each semester; online calendar of Exhibits and Displays
 - **Resources:** Library technicians; Librarians
 - **Outcomes:** Equitable access to the library display areas for as many different campus groups as possible
 - **Measurement:** Exhibits and Displays calendar; user feedback; staff observations
 - **Responsibility:** Library technicians; Librarians

- **Activity 8:** Support faculty use of Library for course reserves
 - **Timeline:** Ongoing 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 9:** Carry out responsibilities and duties with professionalism
 - **Timeline:** Ongoing
 - **Resources:** All Library staff; workshops on customer services and team building; membership on college standing committees
 - **Outcomes:** Positive image to all Library users, a good first impression with friendly attitude, efficiency, accuracy; enforce Library rules using agreed-upon policies and procedures in a mutually respectful way; work as a team

- **Measurement:** Surveys; user input; policy/procedure manual
 - **Responsibility:** All Library technicians
- **Objective H. Promote the new Library in all its enhanced aspects with a marketing plan to market the ongoing professional program of the Library**
 - **Activity 1:** Create the *Library as Place* and make it a desired destination and the heart of the campus. For example:
 - a. Create targeted area on website to promote the physical library
 - b. Distribute attractive flyers promoting *Library as Place*—send to all faculty/staff, post, leave copies in Gullo
 - c. Make maps and distribute showing library building in a different color or positioned at a vantage point with campus pathways radiating out from it
 - d. Create and use an appropriate logo on all handouts, web pages, other materials
 - **Timeline:** Fall 2006 establish and then ongoing
 - **Resources:** All Library staff and librarians; student clubs
 - **Outcomes:** A greater campus-wide awareness of the Library program and building accoutrements
 - **Measurement:** Before and after statistics i.e. circulation count, reference statistics, gate counts and head/seat counts in Library
 - **Responsibility:** All library staff
- **Activity 2:** Give a technology fair (instead of a book fair) in the Library building to promote the Library's electronic resources and other building functions i.e. tutoring online, Technology Resource Center, open lab. Give concurrent workshops
 - **Timeline:** Planning in 2006 and Fair in 2007
 - **Resources:** Technology Resource Center; Campus Technology Support Services; Webmaster; Librarians
 - **Outcomes:** Building coherence and an understanding of all technology available in soft format for students and faculty
 - **Measurement:** Numbers of attendees; increased use of services and programs
 - **Responsibility:** Library Director; designated librarian; others reporting to the Vice-President of Academic Affairs

- **Activity 3:** Target the community borrower as a group who would use the Library in specified ways.
 - **Timeline:** Two years, target by end of 2007-2008 academic year
 - **Resources:** Flyers printed by reprographics; contacts
 - **Outcomes:** Influx of borrowers from the community
 - **Measurement:** Numbers of new borrowers
 - **Responsibility:** Library Director; designated librarian; circulation technicians

- **Activity 4:** Create a book club for students (include interested faculty and staff)
 - **Timeline:** Two years to implement and establish
 - **Resources:** Bookstore, campus groups
 - **Outcomes:** Improved interest in reading and the Library
 - **Measurement:** Numbers of participants
 - **Responsibility:** Designated librarian; Reading department faculty

- **Activity 5:** Create an interactive social networking site and connect to Library Website to create a larger web presence and foster Library comfort and use
 - **Timeline:** One year
 - **Resources:** Free online space
 - **Outcomes:** Tracking of students who use web social groups; better understanding of entering high school students; integration with new web experiences
 - **Measurement:** Numbers of users
 - **Responsibility:** Web Librarian; EVC webmaster

- **Activity 6:** Create friendly overtures to faculty by giving a reception for published faculty and staff. Other similar events can be added in the future
 - **Timeline:** One year to gather information and establish program
 - **Resources:** E-mail, President's Newsletter; other
 - **Outcomes:** Better relations with faculty
 - **Measurement:** Numbers of participants; future collaboration
 - **Responsibility:** Library Director; Staff Development; designated librarian; EVC Public Relations officer

- **Activity 7:** Create friendly overtures to staff by giving a presentation at events, giving a special workshop for classified staff and promoting the library to classified staff taking classes at Evergreen.
 - **Timeline:** Establish in Fall; ongoing
 - **Resources:** Library resources
 - **Outcomes:** Increased use of Library by classified staff

- **Measurement:** Participation
- **Responsibility:** Librarians

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:** Ongoing
 - **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 2006
 - **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 2006; ongoing
 - **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:** Ongoing
 - **Resources:** 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/CSU articulation for course; Seek to meet UC/CSU information competency 2006-2007 graduation requirements and General Education requirements
 - **Timeline:** Ongoing
 - **Resources:** Instructor; campus articulation officer
 - **Outcomes:** Course will be transferable to UC
 - **Measurement:** Enrollment, survey
 - **Responsibility:** Instructor
- **Activity 3:** Revise and upgrade course as needed
 - **Timeline:** Ongoing
 - **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.

- **Activity 1:** Submit student learning outcome revisions to All College Curriculum Committee
 - **Timeline:** Spring 2007
 - **Resources:** Curriculum Chair and Curriculum Committee

- **Outcomes:** Prepare course for collaboration and stand-alone instruction
 - **Measurement:** Student enrollment; faculty involvement
 - **Responsibility:** Designated librarian
- **Activity 2:** Seek other opportunities for teaching the 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:** Designated librarian
- **Objective E. Give workshops designed to teach faculty how to include information competency in their curriculum**
 - **Activity 1 :** Offer workshops as an Instructional Improvement Day (IID) activity
 - **Timeline:** Ongoing
 - **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:** Ongoing
 - **Resources:** Librarians
 - **Outcomes:** Faculty and other staff will become aware of information competency and will be encouraged to include the skills in their assignments
 - **Measurement:** Narrative; feedback; students
 - **Responsibility:** Librarians
 - **Activity 3:** Foster an atmosphere of collaboration at the Library. Give small group instruction to specified departments or sub-groups of faculty and staff
 - **Timeline:** One year for experimental program and then ongoing
 - **Resources:** All librarians
 - **Outcomes:** Increased knowledge of the Library and further collaboration
 - **Measurement:** Numbers of participants
 - **Responsibility:** Library Director; Librarians

Staff (Internal and non-library)

Total number of respondents= 15

I am familiar with the following services offered by the Library:

	Yes	No	Total Responses
a) print & media resources	12	3	15
b) online catalog	11	4	15
c) research databases	9	5	15
d) information competency orientations for classes	9	6	15
e) Library internet directory	9	6	15
f) research guide handouts	9	6	15
g) 3-unit Course: Electronic Research and the Internet	11	4	15
Total Responses =	12		

2. Please mark one box in response to each of the following questions.

	Always	Sometimes	Never	Total Responses
2. I use the services offered by the Library.	5	8	2	15
3. I refer students to the Library.	9	6	0	15
Total Responses =	12			

4. Please mark one box in response to each of the following questions.

	Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion
4.1 Library services are adequate to meet students' needs.	3	5	1	1	5
4.2 The Library is responsive to requests made by students and staff.	5	6	2	0	2
4.3 The Library promotes its services and resources well to all students and staff.	3	5	3	2	2
4.4 The Library technicians are well trained, knowledgeable and helpful.	6	1	0	0	2
4.5 The professional librarians are well trained, knowledgeable and helpful.	4	7	2	0	2
4.6 The Library print (books, periodicals) collection is adequate to support the learning needs of the college community.	2	5	4	1	3
4.7 The Library media (CDs, DVDs, videos) collection is adequate to support the learning needs of the college community	2	3	4	1	5
4.8 The Library electronic database collection is adequate to support the learning needs of the college community.	2	5	1	1	6
4.9 The Library web site (http://www.evc.edu/library) is adequate to support the learning needs of the college community.	4	7	0	1	3
4.10 The Library program facilitates student success.	3	7	0	1	4
4.11 Students are satisfied with Library services.	2	4	0	1	5
Total Responses =	15				

5. What do you see as the Library's strengths?

1. The potential of being known as a place one can study.
2. Very helpful staff that is both knowledgeable and driven to assist students with whatever they need.
3. The staff is very knowledgeable and helpful. Being able access the databases from outside the college is a great asset. Also being able to access other catalogs from the EVC Library website can be a valuable timesaving device when there is a lack of materials on a given subject. It is a wonderful environment within which to work.
4. The helpful librarians and staff, hours of operation, variety of materials.
5. It seems large enough. It is attractive.
6. The staff is always striving to provide better service to the students
7. The displays are wonderful to look at

6. What do you see as the Library's weaknesses?

1. Students complain about the noise, and I have walked in and it is noisy
2. Staff not strong in enforcing quietness when the talking gets too loud.
3. The library is not always accessible to night students. For example, in a class students went through lecture, followed by time given to work on group research. However, it was 7:45 p.m., so there was no time to go to the library for resources, and there was no internet access within the classroom to allow research by laptop. Many students are not aware of the databases, nor other resources available to them. Instructors often do not know, or do not convey their knowledge of the resources to their students. Perhaps a workshop for instructors and/or students would be beneficial.
4. Nothing
5. Technicians/helpers do not seem welcoming. No one seems happy to be there.
6. When reference librarian is away from the desk, it can be a bit challenging to locate the librarian and operate the desk at the same time. Perhaps better communication between the reference desk and circ would help, or some type of signage to indicate the wait time to students.
7. The collection appears weak in representing the diversity of the student population.
8. Resources in the electronic database [sic] seemed too little to support Nursing students (probably because access is too expensive)

7. Any additional comments?

1. It would be great to have some mini workshops regarding various services and personnel expertise for any department that handles new incoming students.
2. Barring increasing Library hours to better accommodate night students, available access to the databases through website by means of wireless access in all classrooms would be beneficial, and the cost should be minimal. Some students may balk at a 3 unit course in library and research skills, but may attend a workshop or drop in lab where they could learn some of these skills. Few know of the available databases and rely on Google and its infinite search results when the database searches would focus their search and give them results that are easier to work with and are a reliable source. Instructors should refer to the resources available more frequently. One student has also suggested that perhaps a copy machine in the Gullo, or on the other side of campus would be appreciated, especially for night students who have minimal time to get across campus to make copies.
3. Keep up the good work!
4. West Valley College makes library information competency a requirement for graduation. Perhaps this is something EVC might consider to get more students up to speed with the library's resources and set them up for success in their classes.
5. We would like to see more displays involving classes other than art. The display cases can be used to highlight student literary work (perhaps short poems). Basically the display cases could be a tool to showcase a variety of student work to interest students in taking different classes, or guiding students into career paths.

External (non-library) Faculty

Total responses = 25

I am familiar with the following services offered by the Library:

	Yes	No	Response Total
a) print & media resources	18	6	24
b) online catalog	21	3	24
c) research databases	17	8	25
d) information competency orientations for classes	16	9	25
e) Library internet directory	14	10	24
f) research guide handouts	11	13	24
g) 3-unit Course: Electronic Research and the Internet	17	8	25
Total Responses =	25		

2. Please mark one box in response to each of the following questions.

	Always	Sometimes	Never
2. I use the services offered by the Library.	3	20	2
3. I refer students to the Library.	12	13	0
Total Responses =	25		

4. Please mark one box in response to each of the following questions.

	Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion
4.1 Library services are adequate to meet students' needs.	10	14	0	0	1
4.2 The Library is responsive to requests made by students and staff.	15	9	0	0	1
4.3 The Library promotes its services and resources well to all students and staff.	10	11	2	0	2
4.4 The Library technicians are well trained, knowledgeable and helpful.	14	8	0	0	3
4.5 The professional librarians are well trained, knowledgeable and helpful.	21	2	1	0	0
4.6 The Library print (books, periodicals) collection is adequate to support the learning needs of the college community.	5	15	2	0	3
4.7 The Library media (CDs, DVDs, videos) collection is adequate to support the learning needs of the college community.	1	12	3	0	9
4.8 The Library electronic database collection is adequate to support the learning needs of the college community.	4	9	1	0	11
4.9 The Library web site (http://www.evc.edu/library) is adequate to support the learning needs of the college community.	6	14	2	0	3
4.10 The Library program facilitates student success.	7	16	1	0	1
4.11 Students are satisfied with Library services.	6	9	1	0	9
Total Responses =	25				

5. What do you see as the Library's strengths?

1. fine staff excellent building good book collection
2. staff, facility, resources
3. The new building helps tremendously. Friendly and highly experienced staff Up to date materials and technology
4. Several Library staff are involved with college initiatives and activities.
5. Shelley Blackman is so accommodating and helpful.
6. It has excellent lighting and architecture.
7. great staff - knowledgeable and helpful! new building and services
8. Very responsive to faculty input. Good follow through on purchase requests.
9. The Staff, Vicki Atherton is a wonderful patient, kind, courteous, knowledgeable, and welcoming person. Maria Holguin is very attentive to the staff needs. The library is well kept, clean, orderly, and a peaceful environment for our students and community members. The computer training rooms are very helpful for staff training, and are exceptionally useful for teachers to give students a visual hands on experience. Also the location is great, right next to the parking area.
10. Helpful librarians.
11. Resources, materials, and staff
12. The guided orientations in the research room help beginners a lot. The PowerPoint presentation helps visual learners follow along.

6. What do you see as the Library's weaknesses?

1. distance from the rest of campus while i am carrying heavy bookbags in the rain...just a bit of petty campus reality...
2. Possibly the use of the library. I don't know how many of the students on campus use the library and how many never visit the library. Perhaps a college wide effort to get all students into the library might be a good idea.
3. The budget could be augmented to expand periodicals and obtain additional books.
4. Great staff - extremely friendly, knowledgeable and helpful
5. Closing before 9 pm.
6. the need for more direct student involvement. The library should be the center of the college curriculum.
7. I honestly cannot think of any.
8. Limited opening hours; limited collections. At one point there was discussion of a joint SJ city branch library/EVC library combination. I think the SJ city/SJSU library combination is wonderful and it maximizes the resources available to a local area. It's also great publicity for the college resources.
9. If there are weaknesses, I would say they are access and availability to the Library.
10. There are not enough biographical information resources such as videos and books. Most of the finds show up at SJCC or San Jose State.

7. Any additional comments?

1. What a great job you do--love the art displays.
2. I like all the folks over in the library. They have always responded in a timely manner to my requests and I feel that the library is sufficient for the number of students we served. Could it be bigger and better? Of course, but I am not sure that is necessary.
3. I look forward to Carol's lists of new books. The annotated short list of last week was particularly helpful.
4. None

Internal (library) Faculty

Total responses = 5

I am familiar with the following services offered by the Library:

	Yes	No	Response Total
a) print & media resources	5		5
b) online catalog	5		5
c) research databases	5		5
d) information competency orientations for classes	5		5
e) Library internet directory	5		5
f) research guide handouts	5		5
g) 3-unit Course: Electronic Research and the Internet	5		5
Total Responses = 5			

2. Please mark one box in response to each of the following questions.

	Always	Sometimes	Never
2. I use the services offered by the Library.	4	1	0
3. I refer students to the Library.	5	0	0
Total Responses = 5			

4. Please mark one box in response to each of the following questions.

	Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion
4.1 Library services are adequate to meet students' needs.	2	2	1		
4.2 The Library is responsive to requests made by students and staff.	1	3	1		
4.3 The Library promotes its services and resources well to all students and staff.	1	2	2		
4.4 The Library technicians are well trained, knowledgeable and helpful.	4		1		
4.5 The professional librarians are well trained, knowledgeable and helpful.	4		1		
4.6 The Library print (books, periodicals) collection is adequate to support the learning needs of the college community.		3	1	1	
4.7 The Library media (CDs, DVDs, videos) collection is adequate to support the learning needs of the college community.		3	1	1	
4.8 The Library electronic database collection is adequate to support the learning needs of the college community.		4	1		
4.9 The Library web site (http://www.evc.edu/library) is adequate to support the learning needs of the college community.	1	2	1	1	
4.10 The Library program facilitates student success.	2	3			
4.11 Students are satisfied with Library services.		4	1		
Total Responses = 5					

5. What do you see as the Library's strengths?

1. Location, space. Excellent place to study.
2. The staff and librarians.
3. The friendly and helpful demeanor of staff members encourages users to seek needed assistance. The staff is well-trained and resourceful. The architectural attractiveness and comfortable furnishings of the facility makes visits to the library a pleasure. The ERA is well-equipped for effective orientations. The full-time faculty and administrator are great promoters of what the Library has to offer to the college community.
4. Currency of materials in collection; great study space.

6. What do you see as the Library's weaknesses?

1. Professional staffing level does not permit extensive outreach to faculty for information competence. Professional staff is spread too thin; definite need for an infocomp [sic] librarian to coordinate the orientation program.
2. Need additional funding to develop collection.
3. Lack of specific materials. Many students complain that SJCC has the books they want.
4. Decline in use.
5. Closing before 9 pm.
6. The inability to staff the reference desk when the librarian is presenting an orientation.
7. Again due to limited funding, the inability of the Library to have all of the textbooks in the Reserve Collection.
8. Hours; lack of services for distance/part-time users.

7. Any additional comments?

[None]



Evergreen Valley College

Semester/Year Spring 2006

PostONLY-Student Services Learning Outcomes Survey

Learning Outcomes are skills or information that a student should have learned by the end of a particular activity or course.

Library Services Survey

Total Respondents = 58

Dear Student:

Please review the Learning Outcomes (listed below) for this student service. Next, think about how familiar you are with each of these learning outcomes. Using the scale below, please enter your ratings on this form and add comments if you wish. The purpose of this survey is to find ways to improve teaching and learning at our college.

How much have you learned for each Learning Outcome?

Scale:

- 1 = Nothing
- 2 = Very little
- 3 = Some
- 4 = A lot
- 5 = A great deal

Learning Outcomes—	Rating from 1 to 5 (scale above)				
	1	2	3	4	5
After visiting the Library, students will have learned:					
1. How to obtain a student ID/Library card		3	10	15	30
2. How to search the web-based catalog for materials in the Library	2	3	9	15	29
3. How to locate material on "Reserve" for a class	4	6	12	12	24
4. How to find materials on the shelves in the Library		6	10	12	30
5. How to checkout material			9	13	36
6. How to search the Library's databases for the research you need	2	4	10	17	25
How to cite your research sources and the best format to use for	4	4	16	12	22
7. your discipline (MLA or APA)					

Additional Comments:

1. A very good community service
2. Helpful staff
3. I learned mostly on my own and through English 1A. A few things need to be more accessible for people who are new or have walked in here for the first time. It's common sense to me but there are those who would benefit from more instructional materials or resources.
4. The library should be open until 9
5. The library staff is helpful and always smiling
6. I think you guys did a great job of providing us everything you have in here, so thanx for that
7. Keep up the good work
8. Librarians are not nice and helpful

Information Competency Orientation Survey Spring/Summer 06

16 completed surveys from the following subject areas:

English 1A, English 104, ESL 91, English 1C, Legal Assistant, Chemistry 1A, Guidance, Anthropology

1. **Did you see a correlation between the library instructional session and the ability of your students to successfully complete the assigned research?**
 - a. Yes
 - b. I had gone over the works cited format briefly in class, so it's hard to know whether the library presentation itself helped in this area, but reinforcement never hurts! Many students don't take web site evaluation too seriously, and some actually misinterpreted the web sites on my exercise, thinking The Institute for Historical Review (<http://www.ihr.org>) was unbiased and the Dihydrogen Monoxide (<http://www.dhmo.org>) was a serious site. So practicing with your evaluation sheet is helpful.
 - c. Yes. Students mentioned the value of the presentation and how it helped guide them through the research process
 - d. Yes. The first lecture done by the librarian presented them with an illustration of how to do a specific search. The second lecture done by the ESL instructor allowed the students to follow along at each step in the process of finding one specific article. Both of these steps combined allowed students to meet the specific research requirements for this assignment in that session.
 - e. Yes, in fact the majority of students successfully printed or e-mailed themselves an appropriate article that Daniel helped them find.
 - f. Not yet determined
 - g. Definitely. An important part of the students essay is the research for appropriate sources and documentation of these sources. This session helped students with finding a variety of different sources.
 - h. Shelley showed the student how to: use keyword search, use subject search, use advance search, login the Library's database from home
 - i. Yes, the students appreciated the handouts and the instruction from Shelley on how to find various sources.
 - j. Yes, Shelley's instructional session provided the students with both the information they needed and the confidence to begin using library research sources.
 - k. Yes, I think it was apparent. As always, some students will find the assignment appropriately challenging, and a few will remain bewildered. The library instructional session can be similarly labeled. However, for those students who will be appropriately challenged and respond well to the research paper assignment, the instructional session was exactly correct.
 - l. Yes
 - m. Yes
 - n. NA In the future I plan to have my Psychology 001 students critique a scientific journal article. That assignment might involve a brief library presentation on the topic of reviewing journal articles.
 - o. Yes. Students used the databases and accessed them from home as well as in the library.

2. What was the most helpful aspect of the presentation?

- a. The examples presented as well as the explanation. Students could watch or follow along on their computers.
- b. Reviewing what's in the library databases and the library handouts (web sites and MLA format)
- c. The fact that Carol mentioned many research sites that were specific to the students research assignment.
- d. It provided a general overview of the library database to the students.
- e. Each main point that he lectured on was visually displayed in writing on a powerpoint slide so the students could receive not only aural but visual instructions. Also, he was very methodical in leading the students in a search, waiting patiently so most students had adequate time to follow along.
- f. Student familiarization with the library and its resources.
- g. Mostly everything. Some students had no prior knowledge of how a library works. It helped them learn about database services such as: Lexis Nexis, Infotrac etc. and how to conduct their research. The Library Director went over everything in great detail and with a lot of patience.
- h. Her presentation was very organized and succinct. Handouts are accurate and tastefully done.
- i. The handout Shelley gave us after the presentation on step by step how to find the needed information for this project.
- j. Bringing the actual book volumes to the classroom and explaining them to students makes the research trainings more practical and less abstract.
- k. When Shelley showed how easy it was to use the internet to get in CQ and other resources. She made the assignment "doable" and students believed, I am certain, that they could handle the research aspects of the assignment—traditionally the most daunting aspect of the research paper.
- l. Correlation of sources with assignment.
- m. Survey of resources
- n. Several aspects were quite useful: methods of research using the electronic catalog, variety of available databases, Internet Dictionary resources, and the hands-on demonstration. Some of my students had not used the library before. The presentation made a very favorable first impression. Shelley was vibrant, thorough and professional
- o. Explaining databases and ways to search—types of keywords etc.

3. What was the least helpful aspect of the presentation?

- a. It was all helpful.
- b. I don't know. Although 1C students should have been through this before, some may be new to these ideas.
- c. The pace was too fast for ESL learners
- d. Hard to think of something
- e. The lecture and lack of connection with students.
- f. Everything was helpful
- g. None
- h. The pace was a bit too fast for some of the students.
- i. All of it was helpful.
- j. I can't think of anything that was the least helpful. All I would like is a change in logistics. Since my class comes at 7:00 and the library closes at 7:50 or so, I would love the students to have more time to actually do some work on what they have learned.
- k. More keyword searches beyond general topic; subtopics of assignment
- l. Time to walk around to see how students are doing and answer questions.
- m. Students didn't have very much knowledge of MLA format even though I'd gone over it in class too—bit this is 104 and it's their first experience

4. How could the presentation be improved next time?

- a. Just do the same thing
- b. It would be nice to have a three hour class that could complete their assignment in the library right after the orientation, but that's not possible. Perhaps going through an actual web site evaluation with the students would be helpful
- c. If a better computer were used. The computer in Montgomery Hall is a little difficult to use. (note: this orientation was not held in the Library ERA classroom)
- d. I think a Power Point presentation along with the oral presentation would assist ESL learners in achieving a higher level of comprehension.
- e. Honestly don't know
- f. Having done a similar session with my classes at SJSU I must say I was less than impressed with the entire session. There was no connection at all between the librarian and the students. Often times, I felt myself having to clarify or instruct the students to follow along with what the instructor was doing. At SJSU the computers are synced up with the main computer so that the students see on their individual monitors what the instructor is doing, where the mouse is going, and how the research is being conducted. Here they were to just look up at the main screen and attempt to follow along. I found this very disengaging and ineffective.
- g. It went very well. The students were satisfied with the information. The lecture was well rounded and helped students start their research.
- h. Just slow down the pace a bit and ask if the students have any questions. Also ask were they able to find what was being discussed.
- i. Ideally, I would like to have a longer research session (for the Legal Research & Writing classes) because I think 45 minutes to 1 hour is fairly short. I do not want to ask more time of Shelley. But if the library schedule allows, perhaps we could plan the LA71 and 71 trainings so that I could continue my class in the library and integrate an in-class assignment. That way they could practice right away, and we would be there to assist them with any problems. However, a large class size also makes this more difficult.
- j. Can't think of anything.
- k. Perhaps focusing even more on students' topics
- l. See #3 (time to walk around to see how students are doing and answer questions)
- m. Had I spent a few minutes with Shelley beforehand on the OED as an interesting resource for vocabulary development, she would have had some words to use in the demonstration related to my course.
- n. Perhaps after bring up a source, open Word and prepared a works cited entry

5. How might we enhance our collaboration in the future?

- a. I would like to return for a different writing topic for the same class. Perhaps we could come up with an interesting controversial website that you demo with students next time, before they do my exercises.
- b. Maybe if I got in contact with you sooner and set everything up way in advance
- c. Flyers in faculty mailboxes with contact information and a list of services available to faculty at the library would be great at the beginning of the semester. E-mails are hard to get around to reading.
- d. Placing a flyer in Language Arts faculty mailboxes at the beginning of the semester announcing the contact person and number for online research orientations available at the library.
- e. Even though my students have their choice of research topics, the library instructor could come up with maybe one sample research topic (of an academic nature, not “elephants”) and could use this as a model for the research.
- f. Setting up an appointment early on in the semester was especially helpful to me. Vicki also asked me to bring in samples of student theses before the lecture, which was a very good idea. This way, the librarian can be prepared to talk about the topics students will be working on in particular.
- g. Developmental students need information repeated several times. Just incorporate this in the presentation.
- h. I don't know. The librarians are so good, that collaboration seems redundant. I know I interrupt occasionally to make a point or clarify something I think the students need to know, that is not a point of collaboration.
- i. I will think about this to better assist students.
- j. Just keep the communication channels open.
- k. I should do more previewing in class before the library visit—MLA format, sample research topics, show different in sources between databases and Google.

6. How can you as an instructor help us promote and structure our program well?

- a. I discuss the Library Science class and its importance for student research.
- b. I refer students to you for questions about finding resources, choosing and narrowing topics, and citations.
- c. By working closer with Carol or whoever is presenting and supplying them with a copy of the research assignment and maybe even going over key aspects of it with Carol
- d. Don't know
- e. Emphasizing the importance of visual aids such as the PowerPoint presentation used by Daniel. Emphasizing slow pace so students can follow along.
- f. I feel that my role is to bring students in and make them aware of the resources offered by the library but that instruction should be left to those that have a background in that field. I feel the structure needs to be more integrated, in that students feel engaged during the instruction. During the session, I reinforced to my students that they needed to follow along, but again, because of the set up, this was extremely difficult.
- g. Would it help to see some of the final products the students produce as a result of the orientation
- h. I think we have been collaborating very well on this, and I have promoted the library trainings to the students as absolutely essential to my classes. The students enjoy coming there and learning.
- i. I think it could be promoted if a librarian came into the class for 15 or 20 minutes and introduced the library as a research tool. I believe very few students use the library unless they are doing research.
- j. Collaborating with librarian on assignment and correlating source requirements with assignment.
- k. By giving copies of the assignment with learning outcomes.
- l. I doubt there is a bigger fan of the library on campus. A library is the heart of a campus.
- m. I always tell students that librarians are the best sources for search information and narrowing a topic.

7. Additional comments

- a. I liked the efficient use of time in the presentation.
- b. Thanks (mentioned several times)
- c. Overall the students and I were pleased with the presentation
- d. Thank you for having this service available. It saves me a lot of time and keeps me informed. I especially like the handouts on popular magazines, MLA documentation, and evaluating sources. They all were really clear.
- e. I was really impressed by the high level of organization and high quality visual presentation that Daniel demonstrated. Also, he has exceptional communication skills which make the content of the presentation more understandable.
- f. I was very happy with the outcomes. Thank you for your effort in making the Library Research day an enlightening experience for me and my students.
- g. Thank you to Shelley for doing such a good job and thanks for the handouts too.
- h. I am interested in students learning truncation in general and in key word searches for well-known search engines so students can work beyond said assignment for future classes.
- i. It was fun—the students learned a lot—however, there is still a problem with accessing the library from home.
- j. I couldn't be more pleased with Shelley's efforts.

Final Summary

The exercise of reflecting on and documenting what the Library does as a service area and measuring what the Library has accomplished since the time of the last program review is a self-affirming one. The new Library building has appropriate space, lighting and aesthetics. Staff (technicians and Library faculty) are generally perceived as friendly, knowledgeable, and helpful. Having resources to support curricula and to reflect diverse student population is also seen as important. Survey responses underscore the need for stable sources of funding to meet staffing and materials needs.

The need for increased efforts to market Library services and resources is another common theme among the respondents: The majority of respondents are aware of library services, but less than half are frequent users of Library resources. A Library outreach program directed to students, faculty and staff (promoting workshops, book clubs, social networking technologies, for example) can increase the Library's visibility and viability.

The instructional program is viewed as successful and as a complement to classroom instruction. The new Electronic Resources Area has seen a growth in Library orientations/workshops, and librarian collaboration with faculty is very well-received. Comments indicate that there is a positive correlation between Library instructional sessions and students' ability to complete assignments. This correlation shows that the Library is on-target in supporting the instructional philosophy and programs of the College.

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