

Department Plan

Long Beach City College

Dept - Library

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Mission: The purpose of Long Beach City College Library is to support the educational mission of the College by anticipating and fulfilling the information needs of the diverse student, faculty, administrative, staff, and community populations. The goal of the Library program is to prepare all students to develop information competency so that they may function effectively in a society that is information-dependent and technology-driven. Library systems are designed, and the staff is organized and committed, to teach and impart the skills needed to identify, retrieve, evaluate, and apply information to a problem-solving context. In order to accomplish this goal, the Library faculty and staff provide users with access to recorded knowledge in print, image, sound, and digital formats that support the instructional programs, research efforts, and social responsibilities of the College.

The seismic shifts in learning, along with the infusion of technology in all walks of life, has revolutionized the infrastructure of libraries and the role of librarians in the Digital Age. The ability to retrieve and evaluate information quickly and efficiently, whether for academic purposes, personal need, or lifelong learning, demands the critical apparatus of discerning consumers of information. In striving to provide the College community with the latest information technology and value-added service, the Library is deeply committed to the College's educational mission and instructional goals. In recent years, Library faculty has particularly focused on the goal of working collaboratively with faculty members from other departments to integrate information competency across the curriculum. Furthermore, given the interdependence of world communities in an increasingly global economy, LBCC Library, in close partnership with faculty from other departments, fosters and nurtures the ethical and global perspectives of information and knowledge, where viewpoints from other cultures and social mores temper our own worldview.

Description: The Long Beach City College Library department is comprised of two libraries located at the Liberal Arts Campus and the Pacific Coast Campus respectively. The Library is a department within Academic Services.

The Library, as a focal point of Long beach City College, occupies a strategic position, functioning as an indispensable bridge between graduating high-school students and university students in the CSU, UC, or other educational systems. Librarians are an integral part of improving students' reading, writing, analytical, and critical thinking skills needed to meet stringent higher education standards.

The Library operates with a dual vision and objective in mind, and while marshaling its energy to prepare information-competent students for the program, equally concerns itself with closing the gaps in students' level of preparedness for a college education. The LBCC Library plays a crucial role in augmenting the basic skills of students, and nowhere is the opportunity for students to hone their analytical-thinking and writing skills more compelling than in the library environment. Through close partnership with the rest of the faculty, whether in the form of a library orientation to facilitate the research work of students, or inclusion of subject-specific library content in a companion course, the Library's instructional program works like the two wheels of a carriage in articulating and advancing the College's strategic goals, which includes students' retention, academic and vocational success, and transfer to a four-year College.

By offering panoply of information resources, including Voyager--the Library's Web-based catalog--subscriptions to numerous online databases, electronic books, and virtual reference service, the Library transcends the physical confines of a brick-and-mortar structure to provide information around the clock available 24 hours a day, seven days a week--"anytime, anywhere." By entering into resource-sharing partnerships and reciprocal agreements with other libraries, the Library has further extended information access to on-campus and online communities of learners.

To prepare students to function effectively in an ever-changing technological environment and an information-based economy, the Library faculty is sensitive to diverse learning styles and delivers customized instruction in workshops, orientations, face-to-face courses, Web-enhanced courses, and online courses.

The multicultural composition of the Library's faculty and staff reflects and is attenuated to the diversity of the community it serves. The landscape of the library has changed dramatically, requiring LBCC librarians to be resilient, retool themselves, and integrate technology into the processing and management of information and into teaching and learning activities.

Summary of Access, Productivity & patterns. Please see the attached statistical reports for detailed data on Library efficiency, effectiveness, and enrollment patterns. In general:

Effectiveness: - The success, retention, and completion rates of students enrolled in Library courses have risen considerably since our report last year

- The class-size averages and program loads have risen considerably over the last year;
- The number of course sections, the number of student enrollments, the FTES, and the WSCH have risen dramatically over the last year in spite of mandated cap on enrollment enforced by the State.

To increase the effectiveness of the instructional program, librarians have developed various rubrics to assess student-learning outcomes for information competency and for general and subject-specific library orientations, administered through pre- and post-tests.

To collect student data instantaneously in a classroom setting, as a measure of student learning outcomes, librarians continue to employ 'I-Clickers,' a hardware solution to collect student responses. Here is a summary of student achievement data improved in no small measure by infusing students' learning outcomes across the library courses taught at LBCC, and the snap shot of student retention and success rate speaks volumes of the success of the library program:

Face-to-face Lib. 1 Courses success rate:

Spring 2010: enrollment 29 students; success rate 79%; retention rate 86%

Spring 2011: enrollment 110 students; success rate 76%; retention rate 88%

Online Lib.1 courses:

Spring 2009 - 164 online students; success rate 73%; retention rate 77%; we offered no face-to-face class

Spring 2010 - 129 students' enrollment; success rate 64%; completion rate 64%; retention rate 71%;

Spring 2011 - enrollment 103 students; success rate 52%; completion rate 57%; retention rate 76%

Library Technician Program:

Spring 2009 Lib.201-enrollment 22; success rate 32%; retention rate 55%;

Spring 2010 Lib. 201-enrollment 21 students; success rate 33%; retention rate 71%

Spring 2011 Lib.201-enrollment 33 students (hybrid class); success rate 18%; retention rate 55%

Spring 2011 Lib.201-enrollment 33 students (online class); success rate 18%; retention rate 55%

Spring 2009 Lib. 202-enrollment 21; success rate 62% retention rate 76%

Spring 2010 Lib.204-Enrollment 18 students; success rate 72%; retention rate 72%

Spring 2011 Lib. 204-enrollment 29 students; success rate 62%; retention rate 69%

Spring 2009 Lib.210-enrollment 27 students; success rate 30%; retention rate 67%

Spring 2009 Lib.211-enrollment 33 students; success rate 18%; retention rate 67%

Spring 2009 Lib.213-enrollment 27 students; success rate 52%; retention rate 56%

Spring 2009 Lib.3-enrollment 25 students; success rate 28%; retention rate 76%

Spring 2010 Lib.3-enrollment 41 students; success rate 44%; retention rate 68%;

Spring 2011 Lib.3-enrollment 22 students; success rate 59%; retention rate 86%

Overall, these figures for face-to-face and online library courses show a robust increase in the number of students enrolling in the myriad library courses we offer, including the Library Technician Program, and the success rate is truly good, and in many some cases excellent. The progressive increases in enrollment is especially gratifying given the dismal impact of California's continued anemic economy and the State's mandate to incrementally cap our enrollment and FTES since 2008.

Access

The Library has taken full advantage of the online, interactive environment to offer sections of its entire curriculum online, thereby extending access to a far broader community of learners.

Through the application of virtual-reference services such as real-time live-chat and Web 2.0 technologies, the Library has effectively increased service to a wider audience.

The Library staff is concerned about the difficult physical access to the Library building for people with disabilities. The Library staff encourages the College to ensure that the facility is accessible to all those who want to learn and that it is compliant with ADA standards.

A serious problem has arisen since the relocation to remodeled Building L is the insufficient amount of space for quiet study areas to meet student demand. Not a day goes by that students do not complain about loud noise in the Library (please see the section on Facilities, in Internal Conditions below).

Internal Conditions (see Enrollment/Outreach

Help for list): In addition to face-to-face classes, all Library courses are offered online, including courses on information competency and the sequence of courses required for the Library Technician Certification Program, thus increasing the number of distance learners. Cognizant of this fact, librarians have revamped the library orientation program and workshops so that they now provide a platform for close collaboration with faculty. A concerted effort is underway to seamlessly integrate information competency into the curriculum and across disciplines, with applicable rubrics to measure students' success. Having crafted systematic measuring tools that quantify how learning is taking place in the classroom, the next goal will be to establish a high level of communication and dialogue with faculty across disciplines to bring the Library to the classroom and the

classroom to the Library.

Despite employing various strategies to reach out to faculty members and students in an effort to keep them informed about Library services, the number of orientations and amount of attendance in workshops fall short of our goals. The librarians are exploring innovative methods to market library services to the community of users. Recent efforts include the formation of the Library Club, re-organization of workshops, and development of subject-specific orientations. The librarians will continue to advertise library services in The Viking and In the Loop; participate in new-faculty orientations, Flex Day workshops, ITDC workshops, WRC workshops; send e-mails to the faculty; personally communicate with the faculty in the Schools with which we liaise; and strategically position flyers and posters around campus.

A positive development in recent times is the institutionalization of information competency as a requirement for the attainment of an AA degree. Since the College instituted this requirement, enrollment in Lib 1 and Lib 3 courses has risen sharply. This enrollment, however, is jeopardized by the College's decision to allow English 1 classes to satisfy the information-competency requirement. The Library faculty is concerned that students who opt to take English 1 in lieu of Lib 1 or 3 come away with a less comprehensive understanding of information-competency skills.

Budget

The current budget crisis has greatly impacted the Library program in general, and library resources and services in particular. For the past nine years, the book, print periodicals, online databases, and instructional media accounts have not been funded, severely restricting the Library's ability to update its aging and increasingly obsolete collection and to acquire or subscribe to new titles that would support the evolving curriculum. However, the situation improved in the Spring of 2010 when the Library was funded approximately \$75,000 in capital outlay funds to update the book collection.

Staffing

In order to provide quality service to our community of customers, the Library is in need of the following human resources:

Full-time faculty

One full-time faculty position is required to coordinate the Library Technician Program.

Part-time faculty

Additional adjunct librarians are needed to cover the Reference Desk, provide outreach, orientations and workshops, and assist, as needed.

Support staff

- A full-time library Technician II to catalog print and non-print materials.
- A full-time Library Tech I to order Library materials and cover the Acquisitions area
- One part time Administrative support staff at the PCC Library
- Three part time staff members are needed to cover the LAC reserve desk, LAC research center and PCC research center.

Resources

As more content is published in an electronic format, the Library continues to expand its collection of digital resources, such as journal databases, eBooks, electronic newspapers, and electronic reference materials. Lacking a budget to purchase books for the last nine years, the print collection has languished, but was revived by approximately \$75,000 of capital-out funds last year. Budget for this year, however has much less allocation in all categories and thus adversely impacting the services that the library provides:

- Print books for LAC and PCC is approximately \$75,000
- Print Periodicals for LAC and PCC is approximately \$69,000
- Online Databases: \$106,000
- Instructional videos and DVDs: \$10,000 estimate
- Electronic books: \$12,000 estimate
- Supplies for three Microfiche/film machines: approximately \$3,000 per year
- Toners for two new printers acquired for student use: (approx. \$200/per toner) - \$1,200/year

Facilities

As mentioned under 'Summary of Program Access' above, the remodeled Library with its open interior design is very noisy. Students frequently complain about the level of noise and the insufficient space available for quiet study. The Library staff is doing its best to come up with solutions to allay these complaints, such as a more efficient utilization of the group-study rooms. During the summer, the library staff shifted books in the LAC circulating stacks to create space for a quiet study area furnished with tables and chairs. The staff urges the College to look into noise-abatement solutions "for example, paneling the walls with noise-absorbing material"

and funding the relocation of the shelves.

Though these improvements figure to provide some mitigation, an underlying cause of this problem will remain the tension between the students and faculty who come to the library as a place to study and conduct research and those who treat the library as a de facto hallway in and out of a classroom. While students and faculty working collaboratively together in the library will inevitably create some degree of noise, this is a minor concern as compared the disruption caused by students (and, to a lesser extent, faculty) entering and exiting the building conversing, eating, listening to loud music, talking into their cellular phones, etc, heedless, if not openly contemptuous, of the environment around them. Absent either a dedicated passageway to and from the classrooms that does not lead through the heart of this library or a systematic program to reorient student attitudes regarding their shared surroundings, this tension is likely to endure.

There is a problem of non-Library staff misappropriating furniture designated for student use in the Library. For example, numerous chairs and tables were removed from student study areas without notification or explanation to the Library staff; the dozen or so chairs just vanished. In the past, a table disappeared into the office of a non-Library faculty member and was subsequently recovered. The Library staff must come to an understanding with other personnel occupying the building, so that furniture purchased for student use is not inappropriately commandeered for other purposes.

With the skyrocketing cost of textbooks, more students find the cost prohibitively expensive, and they rely on the Library's reserve collection of textbooks to complete their assignments. Unfortunately, the increased demand for reserve items was not factored into the design of the remodeling of Building L, which allocated minimal space for this function. Students are often lined up to check out textbooks. There is a need for additional space to house the reserve collection and staff members who serve the students.

As has been the case for decades, a public-address system is needed at both campus libraries to communicate with patrons during emergencies and make it easier to clear the building at closing.

Technology

Acquire software to control students' computers when demonstration is provided on the big screen so that students in the last few rows can see the demonstration clearly on their personal computer screens. The technology also allows for better concentration of students on the lesson plan unfolding in class.

A microphone is needed in L103 to facilitate webinars conducted by third parties including vendors of library subscription databases, academic conferences, and professional organizations.

Faculty and staff participation in these events is a cost-effective way to maintain professional currency and to extract the most value out of the resources to which we subscribe. These also present significant opportunities for outreach to other departments and students, giving the entire campus community tools to increase their familiarity with and utilization of library resources.

External Condition- N/A **Regulatory/Legislative** **Changes:**

External Condition- Grants Available: The LBCC Foundation has generously funded grants to the Library. These grants have been invaluable sources of funding to purchase books and other resources that other community college libraries are able to purchase from their base budget. In Spring 2010, the Library received \$75,000 from capital outlay to purchase new books for LAC and PCC circulating and reference collections.

External Condition- Accreditation Recommendations: The team strongly recommends, as did the visiting team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the course, degree, program, and institutional levels; assess the student attainment of SLOs; include SLOs in course syllabi; include the attainment of these SLOs in faculty evaluation; and integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that the college establish student learning outcomes for general education and align those outcomes with its general education philosophy (IA, IB1, IB3, IB5, IIA1a, IIA1c, IIA2, IIA2a, IIA2b, IIA2e, IIA2f, IIA2h, IIA2i, IIA3, IIA3a, IIA3b, IIA3c, IIA5, IIA6, IIB1, IIB4, IIC2, IIIA6, IIIC2, IVA1, IVA2). The library is in the forefront in implementing students' learning outcomes as well as service unit outcomes at the course, program and institutional levels, and as the attached detailed "SLO narrative" attests to the leadership role we have played in the College to fulfill this Accreditation requirement. Besides fulfilling Accreditation requirements, librarians and library staff are sensitive to and aware of the huge benefits that the implementation of SLOs and SUOs have done to the overall tenor and depth of our Library Program and the benefits that both students and library instructors have reaped in assessing the quality of our teaching and students' capacity to demonstrate concrete and measurable learning in a tangible fashion.

External Condition- N/A **Advisory Committee Input:**

External Condition- LBCC Library participates in the Community College League (CCL) consortia. Through this partnership, the **Community Library** is able to subscribe to online resources at a reduced price taking advantage of economies of scale.

Outreach/Partnership:

External Condition- Industry & Labor Market Trends: The growth of the Internet and World Wide Web has transformed libraries. Many of the services the Library offers are mediated through the Internet. This trend will continue, as the Library explores additional ways of applying Web 2.0 technologies to enhance service to students.

External Conditions- Other : N/A

Faculty & Staff : The Library program, encompassing the LAC and PCC campuses, is staffed by six full-time librarians (including the department head): five full-time librarians at LAC and one full-time librarian at PCC. One tenure-track position vacated by a full-time tenured faculty has been approved, and the incumbent will start in January 2012.

Besides providing reference and other instructional activities such as orientations, librarians also teach a wide range of Library courses, including a sequence of courses designed to qualify students for Library Technician Certification as a Library Technician. In addition, each full-time faculty librarian is responsible for monitoring the activities of a functional area within the department, including

- access services (circulation, reserves, shelf maintenance, periodicals, Interlibrary loan (ILL), and online databases)
- acquisitions and collection management
- bibliographic instruction
- cataloging
- instructional library media
- management of the library operations at the PCC Library
- systems, database management, and research centers

There are currently thirteen part-time librarians who

- provide reference service
- conduct library orientations and workshops
- write and publish subject guides and Library Updates
- participate in department planning
- weed the collections
- perform various other related professional duties.

Staff

The Library Program is supported by seven full-time, and seven part time, classified staff members (five part-time classified with two classified staff working two 45% positions).

Names & Titles of Program Full-time Library Faculty:

Review Participants: Kim Barclay

Nenita Buenaventura
Dr. Ramchandran Sethuraman
Dele Ukwu
Monica White
Adjunct library faculty:
Ruben Amador
Gabriel Beeler
Edward Kane
NhaAnh Pham
Kolap Samel
Shamika Simpson
Judith Toebe
Robert Wiegand

Classified staff:

Ruben Amador
Fabiola Archilla
Randy Harveston
NhaAnh Pham
Kolap Samel
Shamika Simpson
Sonja Voskanian

2009-2010 Major Accomplishments of the Library Department

Accomplishments: Academic/Fiscal Year 2009/2010

Background

Although challenged by unprecedented budget cuts and reductions in staff, the Library Department continued to provide quality service to students, staff, faculty, administrators, and other library patrons. The growth, documented in highly detailed statistical reports on file in the department, is indicative of the commitment and hard work the Library faculty and staff have devoted to student success. However, numbers alone cannot convey the care and professionalism with which the Library faculty and staff have delivered services, be it orientations that are carefully designed to support course assignments, consultations at the reference desk, or circulation transactions.

The Library seamlessly adapted to a new organizational structure, transitioning out of the School of Learning Resources, Teaching and Technologies, reporting to Academic Services for greater efficiency, effective July 1, 2009.

Both LAC and PCC Libraries relocated to their new and remodeled buildings with minimal interruption of service to students. Since the relocation, statistics reveal a steep incline in library services by users.

Instructional Program

- Identified, completed, and submitted student learning outcomes (SLOs) for all Library courses. Implemented pre- and post- library orientation assessments.

- Pioneered SLOs and Service Unit Outcomes (SUOs) for the Library's hybrid program at the course and program levels and submitted them ahead of schedule and shared our expertise with faculty in other departments to help them to complete their SLOs.

- Designed and implemented rubrics and other assessment tools for SLOs at the both the course and program levels, including service-unit outcomes for reference, library collections, and overall efficacy of library services.

- Applied a pedagogical tool, iClickers, as a revealing means of measuring SLOs.

- Developed and facilitated a series of over 60 discipline-oriented workshops, daily drop-in research assistance hours, and personal one-on-one half hour consultation with a librarian in Room L103. Conducted an increased number of orientations.

Systems

- Upgraded Voyager, the Web-based online catalog, to the latest version, Oct 2009.

Collections (electronic, print, and non-print)

Electronic resources (Online Databases):

- Increased online database usage from previous year (App. 5)

- Acquired subscriptions to five additional databases: CINAHL full-text databases to expand and improve access to scientifically-based, original research in the broad curricula of nursing and health science; and JSTOR, full-text access to scholarly journal articles published prior to the 1980s, and ArtStor, Gale Business Company Resource Center, and Current Issues: Environment.

Print circulating collection (books):

- Updated the collections at LAC and PCC applying capital-outlay funds to support the evolving collection, especially in the areas of green technologies, health, career development, and trade/vocational studies.

- Established a display of leisure reading materials to encourage library use and reading, which has quickly become a highly used and popular collection.

- Completed inventories of LAC's paperback, juvenile, and play collections.

Non-print (videos, DVDs, CDs, etc.):

- Transferred 75 instructional VHS format to DVD format for back-up purposes

- Rearranged media room to allow ease of access and browsing for instructors

- Created title list that is searchable by subject, title, and or series (50% complete)

- Created a wish list spreadsheet of new media that will enhance and update the instructional media collection

Periodicals:

- LAC and PCC libraries received capital-outlay funds to update collection: \$56,310.89 for LAC and \$1,977.48 for PCC.

- Re-organized the periodicals, microfilm and microfiche collection for easy access.

Reserve collection:

- Awarded a \$10,000.00 grant from the Auxiliary Board of Directors/Pepsi to purchase textbooks for both LAC and

PCC Libraries. The LBCC Auxiliary Finance Office will be the administrator of the grant funds and circulated a staggering amount of reserve items.

- Awarded two grants of \$1,500.00 each from ASB to purchase reserve textbooks for the fall 2009 and spring 2010 semesters.
- Reorganized and relabeled items in the LAC reserve collection for easy access.
- Increased the PCC reserve collection by adding 81 new titles/items
- Launched a massive and systematic project to weed the LAC outdated and obsolete book collection.

Human Resources

- hired a Library Media Technician to manage the Library instructional-media area, a position vacated through retirement.
- re-organized personnel in technical and public services for greater efficiency.
- recruited and hired part-time librarians.

Resource-sharing:

Interlibrary Loan (App.1)

- Increased the loan of LBCC library materials to other libraries from 2008/09 Fiscal Year from 10 to 63 in 2009/10.
- Received a greater number of requests from LBCC faculty/staff and students this 2009/10 Fiscal Year (189 requests) compared to 2008/09 Fiscal Year (154 requests).
- usage of LAC study rooms from 163 (2008/09) to 4,463 (2009/10)
- Increased patron count using the PCC Library from 59,423 (2008/2009 academic year) to 71,407 (2009/2010 academic year)
- Increased patron count at LAC by 44.8% (381,535 for 2009/2010 academic year)

Outreach and Marketing

The Library faculty and staff actively engage in promoting library resources and services through rigorous advertising and marketing to the students, staff, faculty, and the LBCC community.

- Participated and advocated library services and resources at the Resource Fair and Caminata.
- Facilitated the LBCC nursing accreditation processes by engaging the nursing faculty's participation in selecting books and online database resources
- Library Department collaborated with the Art department to subscribe to ArtStor database
- Library faculty and staff participated in the Library Technology Fair Panel hosted by the LBCC Career Center to promote the Library Tech program
- Flex workshops: Library faculty hosted various online database vendors for the workshop "Vendor Day" on Flex Day, March 24, 2010.
- Learning Associates:
- Hosted an exhibit of artwork and a presentation on African American inventors.

Equipment and supplies

Equipment:

- Purchased a new Konica Bh421 Copier (Dean's Acct) to replaced copier at LAC
- Transferred copier for staff use from LAC to PCC
- Purchased one new MSP2000 Microform Machine w. MSP3000 printer (Dean's Acct)

Purchased:

- One new HP P4014n Printer (Network printer LAC)
- One Laminator (LAC)
- Two HP P2055DN printers (LAC/PCC Ref)
- Three new book trucks for LAC
- Software (Adobe Academic CLP and Adobe CLP Media)
- Purchased earphones and multi-prong jacks to enable single and multiple student viewing of instructional media materials.

2010-2011 Library- Major Accomplishments of the Library Program

Accomplishments: Academic Year 2010/2011

Fiscal Year 2010/2011

Background

Last year, the Library program faced daunting challenges, which were exacerbated by a reduction in resources. The loss of two vital technical positions diminished the Library's human resources, and the cuts to the Library's budget limited its services. However, despite these adversities, the Library faculty and staff pulled together to seek out creative solutions to maintain services to students and meet their needs. The unwavering support of Dean Meena Singhal was indispensable in this effort. Through a combination of teamwork, flexibility, and sheer

determination, the Library is proud to have accomplished the items listed below.

Before identifying the top accomplishments for the year, though, it is fitting to recognize and congratulate those colleagues who have reached milestones in their professional lives, as follows:

- Dena Laney, who received her tenure as full-time faculty member;
- Kolap Samel, who received a Masters degree in Education Technology; and,
- Shamika Simpson, who received a Masters degree in Library and Information Science.

Accomplishments

- The ASLO Committee recognized the Library for its design of outstanding, manageable, measurable, and meaningful student-learning outcomes, as well as service-unit outcomes, at the course, program, and institutional levels. Library rubrics continue to serve as templates for other departments.
- The ASB awarded the Library two grants in the amounts of \$1,000 and \$1,500 respectively. These funds were used to purchase textbooks, which circulate at an astonishingly high rate, providing students with affordable access to textbooks. The exorbitant cost of textbooks would otherwise be beyond the means of many students.
- In order to create much needed quiet study areas for students, the Library staff successfully undertook a massive project to shift collections at LAC and rearrange furniture.
- Following a rigorous process, the Library received approval to recruit one full-time librarian at PCC. The new librarian will commence employment in the

Spring of 2012.

- To improve the functionality of the PCC Library's layout and accommodate the incoming librarian, the staff reconfigured space and furniture to create a viable office area.
- The District approved the Library's request to modify the schedule of fines and fees charged at both libraries. The revised policy will allow the Library to recoup costs and replace missing items.
- LibGuides, a dynamic and interactive web-based research resource, was implemented to support students' research activities and foster their success.
- In light of budget cuts and staff shortages, the workflow was re-organized and staff members were re-assigned, to promote uninterrupted service to students.
- To collect data used in the analysis of student-learning outcomes at PCC Library, an i-Clicker base was installed. This pedagogical technology is already in place at the LAC Library.

Please see the attached appendices, which document an overall increase in usage at both libraries.

- Increased usage of and access to library resources' including online databases, inter-library loan (ILL) services, and circulation of library materials.
- Increased attendance of library orientations and workshops.
- Increased number of students using library facilities at the LAC and PCC Libraries, including the Research Centers, study rooms, and study areas.
- Increased number of reference and directional transactions.
- The patron count at PCC Library increased from 58,029 in 2008-2009 to 71,990 in 2010-2011,
- The circulation activities at PCC Library increased from 54% in 2009-2010 to 66% in 2010-2011, an increase of 12%
- The study room usage at PCC Library increase from 36% in 2009-2010 to 55% in 2010-2011, an increase of 19%
- Circulation questions asked at PCC Library increased from 24,345 to 29,565, an increase of 10%
- The study room usage at LAC increased from 4479 in 2009-2010 to 5805 in 2010-2011, an increase of 29.60%
- The usage of online databases increased by a whopping 141.6%

Functioning at the heart of the College in support of the entire organism, the Library plays a vital role. In recognition of the importance of this role, the Library faculty and staff go to great lengths to market library services and resources to the LBCC community and to liaise with other departments and programs in order to promote student success. Towards this end, the librarians and staff, working as a team, engage in the following activities:

- collaborating with other LBCC departments and programs to promote and support student success
- finding ways to work with faculty to infuse information literacy into the course curriculum
- establishing a Library Club, comprised of LBCC students, to work as a team with other departments and programs on campus to promote outreach
- increasing the number of workshops offered at both campuses and diversifying the topics to include those that are of interest to the LBCC community
- participating in professional-development activities in a constant effort to stay abreast of latest developments in the exciting and ever-changing world of libraries
- forging strategies to render library instruction more interactive and stimulating, and exploring methods to further engage student enrolled in library classes

Goal: Targeting Underprepared Students, Conducting Subject-specific Workshops and Library Orientations

The goal is to promote student success by facilitating subject-specific library orientations and workshops that target under-prepared students. The orientations consolidate students' knowledge in subject areas cross discipline and are customized to meet students' information needs. The three-tier survey and assessment tools and processes, which are part and parcel of every orientation offered to students, are designed to achieve the twin purposes of empowering students to broaden their knowledge base by making them realize the gaps in their information sources and to understand the appropriate steps to be taken to remedy these informational gaps; second, through the deployment of systematic rubrics, assess students' skills in using the Library's resources and services effectively, which is ultimately determined by how well they incorporate and synthesize the information into the research assignment.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 08/14/2009

Goal Status: In Progress

Goal Priority: High

Rationale: Orientations until now have been done on an ad hoc basis. Over the years, the sheer volume of general and subject-specific library orientations, from two-year colleges to institutions of higher learning, has resulted in one-shot fifty-minute library orientations with predictable results. Each librarian, in consultation with the instructor, decides what material to cover for each individual class, and rarely, if ever, shares this information with any of his/her colleagues. The chance encounter with the teaching faculty days after the orientation evokes such anecdotal remarks as the "library orientation was very helpful to students to find appropriate resources, and I will definitely request another library orientation next semester." While such words of encouragement vindicate the role of the librarian in academic success of students, it is merely anecdotal and does not provide a clear picture of how student-centered learning is actually taking place and what verifiable data is available to validate and authenticate such claims, true as they may be.

Instead of the library faculty and other faculty operating in separate and disconnected spheres, the rationale for a more integrated and collaborative approach between teaching faculty and librarians in order to facilitate students' learning is never more compelling and urgent than now. As Thomas H. Benton points out, "Professors and librarians are socialized into different professions with different values that can make us mutually incomprehensible: One emphasizes individual scholarly productivity; the other looks to provide the context in which that work can take place "We can design assignments in consultation with librarians so it becomes impossible for students to pass through college without learning how to write a research paper, produce an educational video podcast, or accomplish any other goal that requires the critical evaluation of sources. If we can re-conceptualize our teaching as collaborative research with students and librarians, then the library could become analogous to the laboratory in the sciences, and it would become impossible to imagine the future of any college without it." (Benton, Chronicle of Higher Education, August 7, 2009).

Subject-specific library orientations that clearly incorporate the goals of specific coursework offer students the highest level of relevancy and applicability in the attainment of library skills and sharpen their incentive to learning.

Strategies: Facilitating subject-specific library orientations, workshops, and courses for all entry-level students using foundational courses such as Learn 11, Counseling 1, and Eng. 105, in the first phase for assessment purposes.

Apply the i-Clickers pedagogical tool in library orientation sessions in order to provide hands-on, problem-solving, and critical-thinking exercises, thus developing the information-seeking and evaluative skills of students.

Evaluate data from i-Clickers to generate instant feedback on all multiple-choice queries to assess how well learning is taking place in the classroom in the student-centered learning context.

Orientations will be targeted directly towards a particular subject area with direct collaboration between librarians and instructional faculty. Specific assignments may be addressed during these orientations, ensuring relevancy and usefulness to the students.

Our teaching strategy is to replace the age-old dichotomy between learning and teaching that anoints the professor as 'gatekeeper' of knowledge, doling out pearls of wisdom in small doses with a collaborative learning space where faculty and students embark on a collaborative exploration of knowledge, sharing in the joy of discovery and the satisfaction of using new skills and ideas. This new paradigm will open up limitless possibilities for lifelong learning and experimentation. Our objective is to facilitate student learning, not mechanically cover a certain block of material. McKeachie describes succinctly this process and how we need to reconfigure what we do in the classroom: "In most courses, we are concerned about helping our students in a lifelong learning process; that is, we want to develop interest in further learning and provide a base of concepts and skills that will facilitate further learning and thinking" (McKeachie, W. J. (1986). Teaching Tips, p. 10).

The clarion call of McKeachie and Benton should frame our strategies for teaching library orientations. The subject-specific orientations that librarians and teaching faculty will collaboratively design have three integrated and sequential phases. In Phase I the students will answer, prior to their visit to the library for an orientation, a set of questions designed to test their familiarity with library resources and when and how to seek information to expand their knowledge base. A close examination of students' responses will give the teaching faculty and librarian a better understanding of the level of knowledge and information-seeking skills the students possess. This information can then be used to tailor the subject-specific orientations, in the second phase, to especially address the areas of concern where students encounter the greatest conceptual difficulties and hurdles. ('See attachment: Phase I Assignment.')

The subject-specific orientation is followed by a set of self-assessment questions (Phase II) that students must respond to in order to gauge the extent to which they have learned new skills and expanded their knowledge base. The students will also provide a research log that monitors their own progress in gathering, critically examining and integrating information from various formats and sources into their research assignment. The research log should include the joys and frustrations of finding information. The areas of frustration can provide a golden opportunity for students and librarians to conduct face-to-face workshops that specifically target these problem areas. These workshops will close the gaps in their knowledge base and make the knowledge-seeking endeavor ultimately more holistic and complete. (See Phase II assignment attached)

In the third phase the teaching faculty is asked to respond to specific questions that assesses student learning outcomes. Using constructed rubrics to assess student learning outcomes (Phase III) as evidenced in the research assignment and research logs submitted by students, the comparison can then be made between students' response in the second phase and the actuality of their learning process as reflected in term papers. This will provide the best litmus test to measure student learning outcomes. (See Phase III assignment attached)

An overall systematic assessment of this three-phased program involving teaching faculty and librarians will provide the needed data to redesign the program, if necessary. This continual improvement through assessment of our orientation program will make the programmatic sequence of library orientations more meaningful and pertinent to students' learning outcomes and lifelong learning.

Lessons Learned from First two-year Academic-Year Assessment Cycle (2009-2011):

While the data we collected from our first Academic-Year assessment of subject-specific orientations were useful and informative, the primary lesson we learned was that the assessment was cut cross-discipline and, being sporadic, lacked a systematic structure for meaningful assessment. For the second year of our assessment cycle, we attempted with modest success to target the foundational courses to provide under-prepared students with the wherewithal to succeed in college and thereby achieve a robust retention among entry-level students. Foundational courses, such as Learn 11, Counseling 1, and English 105, are our staple catchment area where we targeted the most vulnerable students and empowered them with the critical-thinking and problem-solving skills to succeed in college. Proven by numerous scholarly articles, information competency is one way to prepare under-prepared students. By honing skills in critical-thinking, problem-solving, and building their vocabulary and knowledge base in basic-skills courses, information literacy provides the stepping stone to collegiate success. In the Academic-year 2010-2011 we analyzed the data collected over the year and our analysis of the results and differences in our students' learning assessment is as follows:

Scope of the investigation and assessment:

The number of students who took the questionnaire before the library orientation: 1981 students

- The percentage of students who responded that they were comfortable with accessing LBCC Library's information resources was a paltry 11% or 222 students.
- The percentage of students responding that they were highly skilled in locating high-quality information resources in the library was 15% or 299 students
- The percentage of students who had used online catalog before the library orientation was just 25% or 493 students
- The percentage of students who had accessed online databases before the library orientation was 54% or 1073 students
- The percentage of students who had accessed online full-text articles before the library orientation was 47% or 926 students
- The post library orientation questionnaire produced the following results:
 - The percentage of students who found the library orientation extremely valuable was 77% or 1417 students
 - The percentage of students able to demonstrate their ability to cite selected articles using MLA/APA styles was 91% or 1664 students
 - The percentage of students able to save full-text articles on their flash drive was 80%
 - At the end of the library orientation, the percentage of students who could access and search Proquest successfully was 92%; Sirs was 40%; CQ Researcher 61%; JSTOR 35%; facts.com 30%

The analysis revealed that while the majority of students benefited immensely from the library orientations, the percentage of students able to successfully access SIRS, Facts.com and JSTOR were below our desired benchmark and left a lot to be desired. These deficiencies were addressed with multiple workshops targeting these areas, and the response of students signing up for these workshops were very impressive. (See attached statistics for workshops conducted in 2010-2011)

Responsible Parties: Librarians and instructional faculty

Campus supported by this goal: Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Other Area(s) impacted by this goal: No other area impacted by this goal.

this goal:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Acquire library resources including part-time librarians

Resources Needed Full-time faculty

Description: One full-time faculty position is required to coordinate the Library Technician Program.

Increase the part time budget to provide twenty additional hours per week to meet the needs in the following areas:

- provide reference service
 - conduct library orientations and workshops
 - write and publish subject guides and Library Updates
 - participate in department planning
 - weed the collections
 - perform various other related professional duties
 - gather and analyze Student Learning Outcomes data
 - gather and analyze Service Unit Outcomes data
- Purchase two bulletin boards, one for each campus libraries.

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2010 - 2011

Duration: On-going

Estimated Cost: 118400.0000

Type of Resource Personnel - Faculty

Requested:

Justification for Resource Additional librarians are needed to conduct orientations and workshops, cover the reference desk, write and

Request: update Lib guides and Library Updates and perform other related professional duties.

With the switch to the 16-week calendar, the libraries will be open 12 months of the year and the part time librarians will be working throughout the year.

Two part time librarians at \$46.17/hr each * 10 hours/week = \$461.70/week * 18 weeks = \$8,310.60/each*2= \$16,621.20*2 semesters (i.e. 2-16 week semesters plus Winter intercession), not including summer= est. \$33,242.20/per Academic Year

In order to disseminate information to the Academic community at large about our workshops, library orientations, library courses, display of students' excellent work, faculty publications and other miscellaneous library services, we need two large bulletin boards, preferably with an enclosed glass-case at both of our campus libraries.

Estimated costs: \$13,000 for two bulletin boards, one on each campus.

Department Code: 612000 Library

Requested Funding Source: General Fund

Related Goals

Board of Trustees' Goals 2009 - 2011

* Measure and improve student success.

Educational Master Plan 2005 - 2010

* Learning

Superintendent-President Agenda 2009 - 2011

* Student Success

Goal: Assessing Student Learning Outcomes in all Library Courses

Information literacy is one of the primary institutional goals of Long Beach City College and the LBCC Library. We value and aggressively promote its pivotal role, especially in the context of our students' need to compete and flourish in an information-based global economy. Library courses are designed to meet the information competency requirements of students, now a mandated graduation requirement to matriculate with AA/AS degree. Librarians teach Library classes in both the online and face-to-face format, and we have now instituted and embedded a pre- and post-test within these courses to assess how well students learn and to demonstrate student competency in information skills. By adding this new dimension of assessment with the pre- and post-test that is embedded within the Library courses, we gathered a rich amount of data through multiple layers of assessment that truly reflect students' information competency skills in a reliable and scientific way. Continual analyses of the data gathered from students' performances will enable librarians to determine how effective they are in achieving this goal. The gathering of the data is accomplished by using web-based technology, and/or i-Clickers, a classroom-response system that enables the instantaneous capture of data.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 08/14/2009

Goal Status: Complete

Goal Priority: High

Rationale: The pre- and post-testing of information competency in Library classes is designed to help librarians equip students with the necessary tools to compete in an information-based global economy and instill in them the skills to be lifelong learners, capable of solving problems in academic, professional, social, and cultural settings. Long Beach City College is one of the few institutions in Southern California to mandate information competency as a graduation requirement. Our goal is to promote information competency in order to meet high standards of excellence in critical thinking and problem-solving, which are also the cornerstones of the core competencies at the general-education and institutional levels

Strategies: The pre-test is carefully designed to solicit immediate response from students about their level of competence in information seeking and critical thinking. To facilitate rapid response from students in real-time to a wide range of problem-solving questions, librarians gathered a mine of information through the "personal response system," using I-clickers as hardware. The immediacy of this rapid-response system gave instructors and students a kaleidoscopic view of the learning process and enabled them to remedy the fault lines and slippages in students' thinking and comprehension. This constituted Phase 1 of the exploration of students' learning endeavors. (See attachment for assessing pre-test information competency skills using web-based technology, and/or i-Clickers.)

In Phase II the instructor targeted the areas of concern and student learning difficulties by designing and making necessary adjustments to Library courses, customized for individual or group learning, in order to remove the cobwebs in students' thinking processes and improve their problem-solving skills. Library courses, although varied in degrees of cognitive skills and problem-solving challenges, touched upon all aspects of students' information-gathering and synthesizing skills in all formats and information types. Online catalog searching, online database searching, and Internet searching were covered to consolidate the knowledge base of students. These courses were as well tailored to the individual learning needs of students.

In bolstering the confidence of students to be self-starters and empowering them to think critically on their own, librarians harnessed the valuable resources and tutorial skills available at the Student Success Centers.

After a satisfactory and timely intervention through Library courses, workshops and Success Center tutorials that strengthened students' critical-thinking skills, the students in Phase III demonstrated their information-competency skills by taking the post-test. By this time, the students were able to take the post-test in information competency with a high level of confidence and assurance. The results of the post-test gave both students and instructors a basis on which to decide whether further instruction and tutorials were necessary to bring students up-to-speed with the rigors of collegiate-level education.

Third-Year Assessment Plans:

For the third year in the assessment cycle we intend to compare and contrast the data gathered from students taking a range of Library courses, including those designated for the Library technician Program, that will give us valuable information on students' competency skills for success in the global market, and more importantly, answer the larger question whether Library courses can adequately meet the higher levels of cognitive skills that the rigors of Library courses demand.

Lessons Learned from First Two Academic-Year assessment cycle (2009-2011):

Unlike the first goal of targeting under prepared students by facilitating subject-specific orientations and workshops that required the re-engineering of our approach and program to yield better results, our success with assessing student learning outcomes at the course level has been more heartening and provided encouraging data to quantify students' learning process. Being more structured, because we instituted information-competency as an AA/AS graduation requirement two years ago, in both of our approaches and assessment of students' success, we have had concrete data which are more meaningful, manageable, and informative in terms of analysis that, in turn, facilitated improvements needed to further refine the program. Please see the attached narrative elaborating the data collected and the follow-up analysis with future course of corrective measures to be taken to further improve student success

Responsible Parties: Librarians

Campus supported by this goal: Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Recently acquired a second base to facilitate the use of i-Clickers for library courses and orientat

Resources Needed In order to collect systematic data on students' learning outcomes, the Library has purchased i-clickers, an

Description: interactive classroom response system that facilitates instantaneous gathering of such essential data as students' response to multiple-choice questions, as well as discussion points for interactive learning. Instructors can monitor and make transparent to students their academic progress in class, pose questions, record results including grading and class roster, and display these results graphically in class.

Inter-Level/ VP Level Group Approved & Funded

Decision:

Fiscal Year: 2010 - 2011

Duration: One-time

Estimated Cost: 2800.0000

Type of Resource Equipment

Requested:

Justification for Resource I-clickers will facilitate immediate gathering of data of how students interact and learn new skills in a classroom

Request: setting.

Department Code: 612000 Library

Requested Funding Source: Foundation

Related Goals

Board of Trustees' Goals 2009 - 2011

* Measure and improve student success.

Educational Master Plan 2005 - 2010

* Learning

Superintendent-President Agenda 2009 - 2011

* Student Success

Goal: Improving the functionality and interactivity of the Library Web site

Enhance the functionality and interactivity of the Library's Web site as a means of promoting student success and supporting the growing community of distant learners.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 08/14/2009

Goal Status: In Progress

Goal Priority: High

Rationale: The Library will take advantage of current web technologies to enhance our online services and access to valuable electronic resources to which the library subscribes. In order to make the search strategy for students intuitive and user-friendly--and, more importantly, promote student success, it is crucial that we incorporate federated search feature on the homepage, enabling students to seamlessly search different facets of the library resources (such as Voyager online catalog, databases, journal titles, and LibGuides).

Strategies: The Systems staff will implement the improvements and redesign the Library website utilizing HTML, CSS, XML, and ColdFusion programming. Assistance from all librarians and staff is needed to create or update Libguides

content, pathfinders, tutorial creation, and overall maintenance of consistent and accurate information presented on the Library website. Input and usability testing from library faculty, staff, and students is also necessary to ensure that we are meeting the goal of making the website more functional and interactive for all library patrons.

- Share knowledge and information, and promote library resources to the community.
- Import existing subject guides/pathfinders and create new LibGuides to support the curriculum. Encourage Library faculty to update and manage their subject guides within LibGuides.
- Enable patrons, through LibGuides, to work with librarians via the Web site 24/7 by reviewing librarian recommendations on databases, search strategies, Web sites, and journals for specific topics.
- Update the existing online, interactive tutorials and create additional online, interactive video tutorials, instructing students on Library resources.
- Update existing and create new subject guides and pathfinders.
- Resume instant-messaging reference service.
- Produce an audio podcast orientation to the Libraries.
- Migrate to the College's latest template, which provides a visually more appealing design.
- Add a "quick article find" search box as a starting point for students who are not yet familiar with database use.
- Upload floor maps of the newly remodeled Libraries.
- Explore the possibility of adding a live-alerts feed somewhere on the homepage to display important information, such as database downtime or other timely notices.
- Form a Library Technology Taskforce to constantly review the Library web site for compliance and Voyager online database for functionality and accessibility
- Apply recommendations of the Library Technology Taskforce to improve the functionality of the Voyager online catalog.
- Acquire federated search software.
- Expand FAQ
- Continue to run the Library's Web pages through online accessibility checkers and validation services to ensure that the pages comply with Section 508 requirements and that the code is well formed and valid.

Responsible Parties: Librarians and instructional faculty

Campus supported by this Both
goal:

Specify if goal is for Department/ Program
department or sub-area:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Software & Equipment for functionality and interactivity of Library Web site

Resources Needed - Software to control students' computers while instruction is in process \$1,200 for two instructional labs at LAC
Description: and PCC (Faronics Insight software)
- Audio Microphone for podcasting and making video tutorials - \$100
- LibGuides \$2,999 per year (Implemented)
- Serials Solution Federated search engine - \$8,147 per year
- Serial Solution 360 MARC Updates - \$8,920 per year

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2010 - 2011

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 21366.0000

Type of Resource Software

Requested:

Justification for Resource Kit needed to make high quality podcasts and online tutorials. LibGuides is needed to help organize subject

Request: guides in a Web 2.0 content management system, increase librarian-student interaction, and facilitate instruction.

Department Code: 612000 Library

Requested Funding Source: General Fund

Related Goals

Board of Trustees' Goals 2009 - 2011

* Measure and improve student success.

Educational Master Plan 2005 - 2010

* Learning

* Equity

Superintendent-President Agenda 2009 - 2011

* Student Success

Goal: Assess Student Success (Assessing Library Services, Resources, and Facilities to promote Student Success)

To foster an environment in the Library that is conducive to student learning and success.

Year: 2009 - 2010

2010 - 2011

2011 - 2012

Start Date: 08/14/2009

Goal Status: In Progress

Goal Priority: High

Rationale: The Library's hybrid program has two vital and interrelated components: instruction and services. Although the assessment of the instructional and service components of our Library program take on different trajectories, with the valences heavier on student learning outcomes in relation to instruction, and Service unit outcomes (SUOs) with the latter, the assessment taken in its totality constitute our Library Program and its divergent but coherent assessment measures. The success of the Library instructional program is intimately connected to and determined by the effectiveness of the services and resources that the Library provides, and this segment focuses on the strength and weaknesses, if any, of the range of services we provide students, faculty and administrators. In other words, library instruction and library services must be in sync and work in harmony and rhythm like the different notes and sounds of a symphony in order to assure students' success. Under the larger and comprehensive umbrella of Public Services, the key elements that constitute library services include library collections, circulation, reference, and the general ambiance and space of the library that is either conducive to student learning or detracts from it.

By taking a close, critical look at the elements of public services' circulation, media services, reference, reserve room and research centers--our goal was to examine which library services work in promoting students' instructional endeavors and what needs to be improved in order to remove all obstacles and pitfalls in our students' quest to learn and flourish. With the twin goals of assessment and analysis of gathered data in mind, we have constructed a carefully crafted survey instrument for each of the three vital components of services that solicit indirect assessment of Service Unit Outcomes (SUOs). By having these surveys easily accessible to students, faculty and administrators on the Library homepage through Google docs, we have collected a mine of information on the effectiveness of our services and how well they facilitate students' learning outcomes on the one hand, and on the other hand, provide a candid appraisal of areas that need improvement.

Strategies: Just as student-centered learning empowers students to assume responsibility for their own learning, the librarians at Long Beach City College have made a concerted effort to rewrite the old paradigm that informs traditional library services. This involved an attempt to shift the traditional focus from the librarians to a more "client-centered" library service which aggressively promotes the voice, concerns and innovative ideas of students and faculty. In order to improve our services, students and faculty deserve 'out-of-the-box' thinking where ideas assume center-stage, and we spared no efforts to immediately implement such ideas. Be it Library collections, circulation or reference services, our singular goal and purpose are to provide excellent service by constantly revising and improving our delivery methods. To do this we incorporated all the creative ideas and concerns of faculty, students, and administrators. In other words the organizational structure of our library services gathers its impetus from and is galvanized by ideas that move from the bottom up rather than the archaic organizational structure where ideas traditionally move from top to bottom.

In other words, the dual tracking method of assessment, comprising both the survey instrument and meticulous logs of library usage by students and faculty at the reference, circulation desk, and other points of students contact in the library, provided us a vantage point to look at our library services both from the inside out and outside in, and thus threw our processes into sharp relief. These assessment methods allowed us to construct and de-construct our processes so that we were able to further streamline our access and service points and serve our students, faculty, and administrators more efficiently.

Library Collections Assessment:
Strategies & Rationale:

"Library collections," Sever Bordeianu reminds us, "are not collected in a vacuum. Librarians need to build collections which serve the individual library's clientele. For academic libraries, the primary clientele consists of faculty members and students. An open dialogue between librarians and faculty is necessary in order to assure that appropriate materials are bought by the library." (Bordeianu, "Faculty Liaison Models: One Alternative," Issues In Collection Management, p115). Maintaining an "open dialogue" is the hallmark of building our

collections under the leadership of Monica White, the librarian who directs collection development. More importantly, while adhering to the conspectus approach that tests the versatility of the actual holdings of a library either by a standard manual search for each subject category, defined by classification range and subject descriptors, or a quicker search which correlates our holdings with a large number of bibliographic databases, Monica, in collaboration with other Library faculty, has initiated a paradigm shift that focuses equally on the perspectives of the very clientele, faculty and students, who build, nurture, and extensively use its materials. The input of faculty and students is vital to our plans to carefully build our collections so that they will reflect and meet the curriculum needs of our College in the 21st century. Moreover, such a paradigm shift views the collection policy of our College not as an enshrined, static text but more as an evolving, dynamic text, which informs the careful planning, building and successful execution of our College Library's total collection efforts.

Once again the Service Unit Outcomes (SUOs) for library collection is assessed by two different but integrated assessment methods: First, a detailed survey instrument to assess the currency and usefulness of our collection in all formats to meet students' curriculum needs and academic success. Second, by collecting data by means of a daily statistical record of the volume of usage of various library resources, we will have the information necessary to update and make changes to our proprietary databases and periodicals to meet student needs.

The purpose of this survey is to solicit faculty input in assessing the depth and scope of our library collections and to ascertain the quality of our resources in meeting the needs of our ever-evolving and changing curriculum in the 21st century. Our goal is to assure student success by providing the best library resources within our fiscal constraints. Since students approach their scholastic goals with different learning styles, the effort of the LBCC libraries has been to collect materials in all formats (print, videos, DVD, electronic). This gives students the freedom to approach their discipline from diverse global perspectives in a multimedia environment.

Assessment of Circulation Services:

Strategies & Rationale:

The purpose of assessing Circulation Department operations is to continually improve our library services in order to serve our students, faculty and staff better.

The Circulation departments of the Libraries at the Liberal Arts and Pacific Coast campuses perform myriad tasks related to student services. From providing prohibitively expensive text books on reserve for student access to access to periodicals and newspapers in the library to study rooms for group and individual study, the concerted effort of librarians is to provide multiple access points of resources to students. Once again the Service Unit Outcomes (SUOs) is assessed by two different but integrated assessment methods: First, a detailed survey instrument to assess student satisfaction; second, by collecting data from maintaining a daily statistical record of the volume of usage of various library resources and facilities. This data is input into an Excel spreadsheet which provided a quick indication as well as a deeper analysis of how the Department is performing and what needs to be improved.

Assessment of Reference Services:

Strategies & Rationale:

The reference transaction between librarians and students provides a unique discursive space where the instructional and service components of the Library program overlap and intertwine. In other words, the reference dialogue with students provides valuable "teachable moments" where the student learning outcomes can be assessed by students themselves after the reference mediation by the librarian. Conversely, the librarians can monitor the Service unit outcomes by assessing the nature, type, and volume of questions asked and answered by maintaining statistics of all such transactions. Once again the analyses of the SLOs and SUOs data collected through survey instruments and statistical data provided further avenues to refine reference interview techniques as well as plan for better availability of resources for our students.

Pulling together the strains from all three service components, the overarching Library survey instrument crafted by the librarians is designed to provide a bird's eye view of how effective our library services are as a whole, and what measures we need to have in place to further refine and fine-tune the services we provide to students and faculty. Furthermore, the purpose of this survey is two-fold. First, to encourage students to increase their use of the Library's services more, and second, to encourage them to seek numerous learning opportunities in the Library to broaden and hone their skills in information competency, critical thinking, civic engagement, collaborative team work and effective communications. For the Library faculty and staff, the feedback from the surveys by faculty, students and staff affords an opportunity to continually improve our Library services in order to serve our students, faculty and staff better.

We articulated two overarching service unit outcomes to cover the wide range of services we provide in the

library and measured its effectiveness. The two service unit outcomes we assessed were:

SUO # 1:

The library will provide satisfactory service for each request throughout the public services areas.

SUO # 2:

The library will provide a variety of up-to-date resources in multiple non-electronic formats.

Assessment Criteria:

The assessment for all points of library services were conducted through a survey instrument that library patrons took from the 4th through 7th weeks of the semester and we set the benchmark or expected level of achievement at 70% of patrons expressing satisfactory or exemplary service.

The results from the survey demonstrated that our students, faculty, staff and administrators were extraordinarily pleased with the professionalism and efficiency of our library services and the input of our patrons speaks for themselves:

Circulation had a 100% exemplary response from patrons

Media Services had a 100% exemplary response from our patrons

Reference services had a 100% exemplary response from our patrons

Reserve room services had a 95% exemplary response from our patrons

Research center had a 97% exemplary response from our patrons

The overall satisfaction rate for the Library department was an overwhelming positive and exemplary response of 98%. (see attached survey charts and figures)

Responsible Parties: Librarians

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: Library Collection

Resources Needed - Print books for LAC and PCC is approximately \$75,000

Description: - Print Periodicals for LAC and PCC is approximately \$73,400

- Online Databases: \$141,000 estimate to include:

- LexisNexis: 13,178

- Life Sciences (JSTOR) - \$1,500

- Art & Sciences Collection (JSTOR) - \$5,300

- Gale Virtual Reference Center Academic - \$18,400

- Serial Solutions 360 MARC updates -\$8,920

- Instructional videos and DVDs: \$10,000 estimate

- Electronic books: \$12,000 estimate

- E-reserve to accommodate the research needs of distant learners- \$40,000 for the first year (Note: cost reduces after the first year to approximately \$20,000 since we no longer need to purchase equipment and software)

Inter-Level/ VP Level Group Pending (Approved but not funded)

Decision:

Fiscal Year: 2010 - 2011

Duration: On-going

Estimated Cost: 364400.0000

Type of Resource Other

Requested:

Justification for Resource In spite of the crippling recession and the limitations it brings in its wake to beef up our collections, we want to

Request: hear from faculty in all disciplines to find out first-hand from them how effectively our collection in their area(s) of teaching and expertise meets their student academic needs. We hope to collect from this endeavor an exhaustive list of potential library materials and next explore different and creative avenues to generate the funds to purchase these indispensable library materials.

Department Code: 160100 Library (Instructional)

Requested Funding Source: General Fund