Assessment Report for

Garfield Campus Library Collection and Services

by Zohara G Kaye

Fall 2010; updated Fall 2011.

Summary

This report summarizes the library resources and services extended to the students, staff and faculty of Garfield Campus. Funding for this project was provided by Basic Skills Grants between the years of 2006 and 2011. Library collections and services are analyzed using quantitative and qualitative data. The purpose of this report is to describe methodology, successes and failures, and to make recommendations for the future of the Garfield library based on assessment data.

Table of Content

Introduction

The library was funded $25,000 in 2006-2007 and $20,000 in 2008-2009 to start a small collection of library materials for the Garfield Campus, and to provide limited librarian services to the campus community. An additional $3500 was funded in 2009-2010 and $4500 in 2010-11 for stack maintenance and limited librarian services only. With these funds, we have selected, ordered, cataloged, and processed 1,460 volumes (978 unique titles). These funds have also paid for specialized research guides and handouts for students, and librarian services including group workshops, library tours, orientations and reference consultations.

With the move of Developmental Skills lab (now Student Success Center) to the new building in Fall 2011, the Garfield library was given an allocated space in TR 201. Basic Skills and Adult Basic Education grants funded 18 open hours per week for Fall 2011 and 15 open hours per week for Spring 2012. Data reported here is as of end of Fall 2011.

 The following sections describe the evolution of the Garfield Library resources and services in chronological order. Data reported elsewhere is referenced but is not repeated in this report. The chart below traces the timeline and provides a summary of the development of resources and services at Garfield Campus.

	Total Grant Awarded	Collection Development	Instruction	Instructors	Data used for assessment of instruction
Fall 2006	$20,000	$12,000	Workshops – 7 Students – 82 43 unique students	Zo	Post-Quiz at end of each workshop Garfield students compared to main campus students taking the same workshops.
Spring 2007		490 titles ;592 volumes	Workshops – 6?	Zo	Qualitative observations
Fall 2007	0		Workshops-6	Iberia	Qualitative observations
Spring 2008	– hourly librarians paid by CE dept.		Workshops-6	Iberia/Pat	Qualitative observations
Fall 2008	$25,000	$8,000	Modified Workshops "Research Workshop Series" N=19	Iberia+Pat	Pre and post test before the first workshop and after the final workshop .
Spring 2009		978 titles; 1460 volumes	Librarian consultations 47 students	Zo	Citations emailed to librarian by students
Fall 2009	$4,500		Librarian consultations 33 students	Iberia/Meghan / Peggy	Citations emailed to librarian by students
Spring 2010			Librarian consultations 38 students	Iberia/Meghan / Peggy	Works Cited turned in with paper
Fall 2010		Classroom Sets donation (608+ volumes)	Librarian consultations 28 students	Iberian/Andrea /Jeff	Works Cited turned in with paper
Spring 2011			Librarian consultations 40 students	Iberian/Andrea /Jeff	Works Cited turned in with paper
Fall 2011	$9,162		Library TR 201 open hours=18/wk 24 Tours/Orientations total N=605	Brenda, Zo, Nancy, Susie, Iberia, Peggy, Meghan, Jeff	Patron count=1350 Circulation stats=779 Reference stats=869 Library Cards = 640

Resources

Library Materials

The library acquired about 490 titles (592 volumes) with the funds granted in2006-2007, and an additional 488 titles (868 volumes) with the funds granted in 2008-2009. Additionally, Garfield faculty and staff donated over 300 volumes to the library collection. As of December 2011, the Garfield collection includes 1204 titles (2164) volumes, 2030 of which are circulating and 134 are reference.

Collection Development in the first year included many titles on topics used in the High School English Program. Furthermore, a core reference collection was established, and a special collection of graded readers geared for the non-credit ESL students. All books in the Garfield collection, with the exception of the graded readers, are classified using the Dewey Classification system with slight variations. Because most of the titles selected during the first year were English language workbooks

and readers, Dewey classification would place them in 428.24-428.64. In order to make browsing of shelves more user-friendly to the students and to prevent bunching up of 90% of the collection within a .44 decimal point range, the Garfield collection is given Dewey classification according to the subject content rather than its format. For example, the title "America Across the U.S. : state-by-state reading and language activities" is classified under 973 (United States History) because of its subject content, rather than the suggested 428.64 (based on format).

The graded readers are classified using a local classification system that corresponds to the college's noncredit ESL level structure. This was accomplished through collaboration with faculty in the Noncredit ESL Department, who reviewed and assigned levels to all the publishers' series. The first batch of books was received, cataloged, processed, and delivered to the Garfield campus in December 2007. Staff at the Developmental Skills lab (now Student Success Center) received training on the use of the Circulation module of the integrated library system (Voyager) used on the main campus. The collection was open for circulation starting Winter 2008. Circulation policy and staff training is documented in "GarfieldPolicy" (Kaye, Winter 2008).

With the funds received in 2008-2009, we were able to further develop the collection to meet the needs of the diverse user groups at Garfield Campus. This time, we analyzed the classes and programs offered in the Continuing Education Business Department and selected titles appropriate to serve as supplemental materials to what's being taught in the classroom. We purchased more titles for the graded readers ESL collection, and for the GED program students who also use the Developmental Skills lab. While we tried limiting the titles selected for the reference collection, since space is an issue at the Developmental Skills lab, nevertheless, the reference collection outgrew its allocated space and books began piling on their sides above the bookshelf.

In 2010-11, the Noncredit ESL Division donated over 70 titles (3000 volumes) of juvenile literature to the library to be used by faculty in the classrooms. This donation was cataloged as "Classroom Sets" and is available for faculty checkout in sets of 5. A complete list of titles and corresponding noncredit ESL levels can be found on the Garfield Library website.

Circulating items that have had ten or more checkouts include dictionaries, GED books, and ESL graded readers. Items having between 5-10 checkouts include language learning materials, in addition to the items listed above. Many of the novels and subject specific books have had between 2-6 checkouts. In all, 926 of total 1418 circulating books have been checked out at least once. Students checked out books a total of 3252 times, and faculty and staff checked out books a total of 40 times. These statistics are impressive provided that the campus did not have a librarian helping students conduct searches in the catalog and locate items on the shelves. Furthermore, due to limited space in the Developmental Skills Lab (in addition to the fact that we had no library staff working there and relied on lab technicians for circulation of materials), instructors were discouraged from bringing their class to the library as a group.

Handouts and Research Guides

The library provides access to all handouts and research guides on the library web site. In particular, Garfield faculty find our citing sources handouts useful. The library maintains brief guides to the MLA and APA citation styles, and links to many more on its "Citing Sources" webpage.

In addition, we began creating special handouts for the High School Program students starting with the Modified Workshop Series discussed in the Services section of this report. When we began offering librarian consultation services at Garfield (also discussed in the Services section of this report), we developed specialized research guides for each class (a total of 5), and modified them every semester to make sure the content were current. Master copies of the research guides can be found in the library S drive> Instruction> Garfield>Current folder.

With the launch of the standalone Garfield Library in Fall 2011, a special "Garfield Library" website was created using the CampusGuides application. The Garfield Library campus guide includes direct links to Garfield library print resources, such as Graded readers by noncredit levels and GED Collection, and recommended databases selected to meet the needs of Garfield students.

Services: Workshops | Modified workshops | Librarian Consultations | Reference

Workshops

In Fall 2006, GCC Library began offering workshops at the Garfield Campus to students enrolled in the High School English program. These students are not assigned a classroom and a teacher, but instead are enrolled in an "independent studies" class and meet with Instructors in the Developmental Skills Lab upon completion of each unit of their contract. One of the units is a research paper assignment, and instructors felt that there was lack of understanding of critical information competency principles by students citing web resources for their paper. Based on requests from Garfield faculty, two workshops were taught the first semester: Internet Essentials, and Critical Evaluation of the Web. Each workshop was repeated 3-4 times to assure that all students had the opportunity to attend. Assessment methods included a short quiz administered at the end of each workshop. Results of the quiz, and recommendations based on assessment are reported in the document entitled "Information Competency Workshops at Garfield Campus" (Kaye, Fall 2006). One of the recommendations from this report suggested the replacement of Internet Essentials with the Locating Journals and Newspapers workshop, which introduces student to library resources (subscription databases) rather than relying on the Internet for all of their research needs. In Spring 2007, the two workshops taught were: Locating Journals and Newspapers and Critical Evaluation of the Web. Again, we offered several sessions of each workshop to assure maximum attendance. In Fall 2007, we added a new workshop "Citing Sources" to the two already taught in response to concerns from faculty members that there was a lack of understanding about plagiarism and citations. We taught the same three workshops in Spring 2008, but determined that we could do a better job serving this user group. Hence, in Fall 2008, four Instructional Librarians met to discuss how workshops could be modified from how they are taught on the main campus to better fit the needs of the Garfield students. Because the Garfield students were taking the three workshops in a series, we decided to create a "Research Workshop Series" that provided

continuity from one workshop to the next, including in-class and homework assignments based on their own research topic. Full report and summary of changes made can be found in the document entitled "Garfield Modified Workshops" (Kaye, Fall 2008). Assessment methods included a pre and post test administered before the workshops began and at the end of the final workshop, respectively.   Analysis of data from pre/post tests, as well as qualitative observations from librarians suggested that the modified series of workshops was not the optimal form of instruction for this user group "GarfieldPrePostTestsFall2008" (Sullivan, Fall 2008). As it turned out, trying to teach the workshop in a consecutive *series* to a group of independent studies students was extremely difficult.

The team of librarians met again to discuss how to improve services provided at the Garfield Campus, and it was decided then to try one-on-one consultations with the students geared toward finding credible sources for their research papers.

Librarian consultations

In Spring 2009, group instruction via library workshops was replaced with individualized, one-on-one instruction. Students were scheduled for 30 minute appointments with a librarian in Garfield's Developmental Skills Lab. The idea was to make the research process more transparent by using the students' selected research topic as the example for demonstrating different search strategies, techniques and tools. The assessment method used to evaluate this service was analysis of sources selected after meeting with a librarian. In addition, students were given the option of emailing their source in MLA style to the librarian if they wanted feedback on their citation format. Of the 47 students I met with in Spring 2009, 19 students emailed me with their citations. Of the 19 students, 13 sent them in MLA style. For those 13 students, I was able to provide feedback on proper MLA citations by using the "Review" feature in Microsoft Word to comment on citation style and sources selected, and make recommendations when necessary. A total of 95 citations were reviewed for their relevance to the topic selected, and credibility (in cases of web citations). Web resources (N=40) were used more than print books (N=29) and Library Databases (N=16). However, when counting books and databases together (N=45), non-web resources account for 53% of total resources used. Given the alternative (if these students were not exposed to library resources), this is a 53% increase in use of library resources by this user group.

GCC Librarians continued to provide librarian consultations in the 2009-2010 school year. The assessment method used to evaluate the success of librarian consultations was analysis of sources selected, much like in the previous academic year, except this time we used the Works Cited lists turned in by students to the Developmental Skill Lab with their paper. As such, we have more complete data for Spring 2010 than we do in all previous semesters. Results from this semester confirm that students who have had information competency instruction with a librarian cite non-web resources more than web resources. In total, 156 citations were used in 28 works cited sheets. This time, database use (N=73) was higher than web resources (N=68), and total non-web resources (databases and books) accounted for 56% of total sources selected.

The evolution of information competency instruction at Garfield Campus began with the same workshops that were being taught on the main campus. This evolved into modified workshops using students' own research topic, taught in a series of three. While this was a great idea in theory that may have worked under different circumstances, it didn't prove to fit the unpredictable schedule of the high-school students. After trying librarian consultations for three semesters now, all instructional librarians agree that one-on-one consultations are better suited for this user group than workshops. That said, 30 minutes of instruction time to cover even the most basic information competency principles, introduce the students to the library catalog, databases, evaluation of web resources, AND cover plagiarism and citation styles is challenging.

Reference

The independent Garfield Library began operation in Fall 2011, extending library services to all Garfield students, faculty and staff. The library was open for 18 hours per week for the middle 14 weeks of the semester. Unlike prior years, where only collection and circulation transactions are recorded, Fall 2011 assessment includes additional data we were unable to gather previously. In Fall 2011:

- Over 1350 patrons visited the library
- Librarians helped with 869 inquiries at the reference desk
- 24 library tours and orientation were provided to 605 students
- Over 640 students applied for library cards
- Books were circulated 779 times (already equaling 82% of total checkouts in 2010-11)

Recommendations

In an optimal environment, the Garfield Campus library needs a full-time librarian overseeing the library operations, planning and implementing library services and serving as a liaison to the division faculty as well as library support staff to oversee circulation and stack maintenance. The request for additional faculty and classified staff is documented in numerous Library Program Review documents beginning in 2007. It is only due to funding from the Basic Skills Grant that GCC Library was able to start a small library collection and offer limited library services at the Garfield Campus. Financial support for the Garfield Library and its services (including faculty, staff, materials, instruction, technology, and equipment) must be institutionalized if the Garfield Library is to become a permanent fixture on the Garfield Campus. Operating the library only 18 hours per week for 14 weeks (Fall 2012) on grant funding does not provide the level of library service necessary to support the students and staff at the Garfield Campus. Adjunct librarian Pat Sullivan conducted a study on other Center Libraries, and has made recommendations for the future of the Garfield Library in her report "A Library for Garfield Center" (Spring 2010).

References

All referenced documents are unpublished papers and can be found on the library's S drive>Instruction>Garfield folder. Please contact Zohara Kaye for copies.