Unit Review

For

San Antonio College Library

Submitted by
Unit Review Committee

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Fall 2002 – Summer 2007
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I. Chair’s Response

This report attempts to “tell the story” of the Library Department. It is my hope that readers of this report will come away with the impression that the Department is an integral component of this college and that the Department consistently and constantly monitors its operations and seeks improvement in all aspects.

The department faculty has historically met weekly to discuss and address changes in the use patterns and expectations of our users and our operating environment. Our meetings are now held twice-monthly, instead of weekly. Proceedings of these meetings are electronically communicated to all in the Department. Paper copies are available in the department office to anyone who cares to read them. Through these open and lively discussions the Department constantly seeks to evaluate and improve delivery of our materials and services and remain attuned to the needs and expectations of our students and faculty, while operating within our financial, personnel and space limitations.

The Library actively seeks to stretch our materials purchasing power by entering into appropriate purchasing agreements for electronic resources with our sister libraries within the Alamo Community College District.

The Department seeks to participate fully in campus activities and governance at all levels, with members serving on such bodies as the Faculty Senate, Academic Council and Wellness Committee, attending various division and department meetings, and volunteering for the Book Fair, Stock Show and Rodeo, Academic Decathlon and like activities. We also seek appropriate ways that we may provide service to the community at large.
The Library Instruction Program makes both students and faculty aware of the myriad resources available to them and how to access these materials from both on- and off-campus.
II. Unit History

The San Antonio College Library began in 1925 when the original campus opened at the German School on Alamo Street in downtown San Antonio. In 1954 the Library occupied space in the first flagship building of San Antonio College, McCreless Hall. The Library moved to the Moody Learning Center (MLC) in 1967 and occupied approximately three and one half floors of the then new seven story building. The Library currently occupies only portions of the second, third, and fourth floors of MLC. In 2006 Library and Media Services, which formerly comprised one department, separated. Media Services retained their fourth floor space and the Library incorporated the audiovisual materials formerly housed in Media Services into the Library’s circulating collection.

The Library was an early adopter of automated functions, and has continually updated automation in the areas of cataloging, processing, circulation, acquisitions, and data collection. During the Library’s 40 years in MLC, the collection has grown to more than 235,733 titles and 269,260 items including books, electronic books, DVDs, and periodicals in paper, microform and electronic format. Library instruction classes, tailored to the specific needs of students’ research assignments, have grown over the years. Currently librarians teach over 300 classes per semester. The Library continues to update and expand all services, collections, and classroom instruction for SAC students, faculty and staff.

Major events throughout the Library’s history include:

- 1971: Library becomes a federal government documents depository
- 1978: Donation of McAllister Collection to the Library
- 1992: Conversion from the Dewey Decimal System to the Library of Congress Classification System
- 1992: Conversion from a print card catalog to an online catalog
- Beginning 1996: Providing of informational resources, such as databases, through the internet
• Beginning 1997: Offering of electronic reference services, including email, chat, and most recently, instant messaging  
• 1998: Implementation of an automated acquisition system, Baker & Taylor Title Source 2  
• 1998: Addition of a proxy server which enables the SAC community to access subscription databases from off-campus via the internet  
• 1998: Installation of two electronic classrooms for library instruction  
• 1999: Implementation of a new integrated library system  
• 2002: Addition of notebook computers for circulation within the Library  
• 2004: Distance education library instruction offered through the virtual classroom software, Elluminate  
• 2005 to date: Weeding, reclassification, and transfer of periodicals and government documents from closed to open stacks  
• 2006: Library and Media Services separates into two departments  

Mission Statement

The Library will be a vital, technologically advanced center of learning and exploration for students, staff, faculty, and the community. A competent and creative staff, who are respected and supported by the community which they serve, will facilitate users’ access to appropriate resources and services. The staff, while being challenged by evolving technology, changing curriculum, and an increasingly diverse population, will be encouraged by visionary leadership and motivated by inner satisfaction. The Library collection, commensurate in size and appropriate to the needs of the population it serves, will offer both traditional and newly developing formats, and will be augmented by other resources through networking and cooperative agreements. The staff effectively works with these resources to provide timely client-based services which are a strong base for learning and personal growth in a multicultural environment.
Goals and Objectives

Goal: Provide instruction to students, staff and faculty, enabling them to develop life-long learning skills.

Objectives:
- Teach students, staff, and faculty to access and evaluate information effectively and efficiently through formal instruction, reference assistance, and print and online resources
- Assist faculty in the design of effective library assignments
- Serve as liaisons to academic departments
- Identify curriculum and program requirements to ensure the purchase of appropriate library resources
- Deliver library services and resources to Distance Education students

Goal: Provide materials and staff to assist users in finding information and materials for research assignments and personal needs.

Objectives:
- Provide access to the Library’s facilities, resources, and services for the maximum hours that are reasonable and possible, currently 82 hours per week
- Develop and maintain a current and balanced collection of print, audiovisual and electronic resources that support San Antonio College curricula
- Purchase, process, and catalog materials for inclusion in the collection
- Repair and withdraw materials as needed

Goal: Provide equipment, furniture and an environment that promotes learning.

Objectives:
- Provide ADA approved furniture, equipment and software to disabled users
- Provide and maintain library and office furniture and equipment
- Offer exhibits and displays that visually enhance the Library
- Acquire and renovate additional space
Goal: Participate in college, district and community outreach.

Objectives:
- Participate in college and district committees
- Participate in professional organizations
- Serve the community through outreach activities

III. Previous 5-year Unit Review Assessments

See Appendix E-1.

IV. Actions Over the Past 5 Years Addressing Previous Recommendations

Issues of space, grouping of service functions, poor traffic flow, and loss of materials cannot be solved without addressing the need for a new LRC building.

Not Accomplished. In 1995 the Southern Association of Colleges and Schools noted that, "The current [library] space available in the Moody Learning Center is not adequate for the services offered.” Since then the San Antonio College (SAC) community has known the need for a new library building. A need that has been confirmed and reiterated by the SAC Program Review Committee in 1998, the Texas Higher Education Coordinating Board in 1999, the SAC Master Plan Committee in 1999, a SAC committee chaired by President Vern Loland in 2001, a presentation by Dr. Loland to the ACCD Blue Ribbon Commission in 2002, and the SAC Program Review Committee in 2002. A general obligations bond issue contemplated by ACCD from 2002 to 2004 may have included a new library building since it was considered the number one priority need at SAC but it was never finalized and presented to ACCD voters. The bond issue presented and approved by voters in 2005 included instead remodeling and expansion of the Library in MLC.

While waiting for the College and District to make a decision concerning the need for a new building the Library took action and continues to take action to address the issue of
space in its current location. To create shelf space for new library materials, government documents, and bound periodicals, and to maintain the currency of the Library’s collection, librarians conducted in 2005-2007 a weeding project to withdraw outdated and little used items. An inventory of the collection to identify missing items followed the weeding project. These two projects allowed the Library to garner some shelf space until they are full again.

To make room for more study space the Library has two ongoing projects. The first project involves the closed-stack government documents collection on the fourth floor of MLC. It is being weeded, inventoried, classified in the Library of Congress Classification system, and integrated into the Library’s circulating and reference collections. This project is about half completed. The second project involves the closed stack periodicals collection. It is being currently weeded and inventoried. Upon completion of the weeding and inventorying, periodicals left in the collection will be bound, if not already bound, classified in the Library of Congress Classification system, and integrated into the Library’s circulating collection on the third floor. A small collection of current periodicals will remain on the fourth floor. As of now, the government documents project has allowed the Library to add five tables with seating for thirty users. Additional seating will become available on the fourth floor as documents and periodicals are weeded or classified and shelved.

Regardless of how many tables, carrels, and chairs are added, the seating to meet the study and research needs of SAC students will not be accomplished until the Library is remodeled and expanded. The Library currently has 337 chairs at tables, sixteen study carrels, 64 computer work stations, six microform viewing stations, four video/DVD viewing stations, three lounge chairs, and one work station for the seeing impaired, for a total of 431 seats. This is seating for only two percent of the 21,510 students enrolled for the Fall 2007 semester. The Library would like to have seating for five percent of the student population, which would be approximately 1076 seats for studying and researching.
Another dire need is group study rooms of which the Library has none. Students are begging for rooms where they can spread out their notes, books, and computers, and work collaboratively in groups. Twenty group study rooms are planned in the remodeled and expanded Library, but until then the Library cannot meet this student need.

In addition to a space shortage the Library is in a poorly designed building built in the late 1960s. Because it is located on the parts of three floors in the seven floor MLC the Library continues to have a lack of identity on campus, poor traffic flow and inefficient grouping of functions for users and Library faculty and staff, inadequate lighting and security, noise infiltration, and a less than pleasing atmosphere for study and research. If the remodeling and expansion of the Library in MLC proceeds the Library may be able to remedy some of these issues identified in the 2002 Program Review. The Library will be the lone occupant of the second, third, and fourth floors and occupy approximately half of the fifth floor. The Library will gain approximately 27,000 square feet.

Plan should be devised to replace or repair furniture and furnishings that are not conducive to learning.

Accomplished. The San Antonio College (SAC) Library 2000-2001 plan included this action step: Replace ten percent of library furniture that is over thirty years old by August 2001. This action step was not funded in 2000-2001 so it was rolled over to the Library’s 2001-2002 plan. When part of the college’s FY03 budget included money for department initiatives the SAC Office of Planning and Budget identified the Library’s initiative to replace furniture that was over thirty years old and damaged, mismatched, dirty beyond cleaning, and unsuitable for a learning environment. The college allocated $50,705 to the Library for the purchase of new furniture.

With this allocation the Library’s plan was to replace all the 1960s furniture in the reference area on the second floor of MLC and use any money left over to purchase as many new chairs as possible for the third floor. In the Fall 2003 semester the Library purchased for the second floor new study tables, computer work station tables, table
stands, computer stands, atlas stands, chairs, stools, and post legs to reinforce some earlier purchased computer work station tables. All 1960s furniture on the second floor was replaced and 165 chairs on the third floor were replaced.

In the Spring 2004 semester the college allocated an additional $33,000 to the Library for the purchase of more new furniture. With this allocation the Library’s plan was to replace all the 1960s furniture on the third floor and use any money left over to replace as much as possible the 1960s furniture on the fourth floor. Fortunately, the $33,000 allocation was enough for the Library to replace all furniture on the third and fourth floors. For these floors the Library purchased study tables, computer/microform work station tables, table stands, carrels, chairs, dictionary stands, and a display bookcase. Thus, by planning properly, and documenting its plan, the Library was able by early 2004 to replace furniture that was not conducive to learning.

**Suggest committee be formed to evaluate loss of books and recommend improvements.**

**In-Progress.** A committee to evaluate loss of library materials and recommend improvements was not deemed necessary by the Department. The Library continues to use mail and the telephone to notify students who have not returned books, DVDs, videotapes, etc. The Library added e-mail as a third way of notification when PALS was instituted by ACCD. Holds that prevent students from receiving transcripts until they return overdue items or pay for lost items are still done by the Library. These tactics are successful in retrieving most overdue items but still, not all books are returned by students.

In an attempt to further reduce loss the Library’s Circulation Librarian initiated conversation with SAC Admissions and Records about the possibility of placing stops on registration and the distribution of grades for those students that have overdue library items. Admissions and Records determined that these practices would negatively affect student registration numbers and chose not to place those stops.
A procedure worked out recently between the Library and the SAC Business Office may help reduce the loss of library items. The Business Office will not issue financial aid checks to students with library holds on their records until the students return overdue items or pay for the items should they be lost. If students have lost the items and do not have money to pay for the lost items the money will be subtracted from their checks and deposited in the Library’s Library Fines account. This account is used to purchase replacements for lost books.

**Hire a departmental secretary.**

**Accomplished.** The Department received approval in January 2002 to hire a temporary employee (19 hours/week) to work as the department secretary. An individual was employed in this status from February 2002 to April 2003. During the Spring 2003 the Department received the position of Senior Secretary and employed in May 2003 an individual in this position to be the Department’s secretary.

**Improve Lighting.**

**Not accomplished.** In 2000-2001, and probably before then, the Library’s Unit Plan included the following objective: Locate additional lighting fixtures in selected areas to provide a minimum of twenty foot candles of illumination by August 2001. The objective was not accomplished due to lack of funding. The inclusion of the objective in the Library’s Unit Plan and its lack of funding was repeated in 2001-2002, 2002-2003, 2003-2004, and 2005-2006.

In the 2006-2007 Unit Plan the Library scaled down the objective in attempt to receive at least $4000 to improve lighting. The 2006-2007 Unit Plan objective was: Install twenty additional fluorescent lighting fixtures in selected areas between bookstacks to upgrade to the recommended minimum standard of twenty foot candles of illumination by May
2007. The objective was again not funded and rolled over to the Library’s 2007-2008 Unit Plan.

The bond issue presented and approved by voters in 2005 included remodeling and expansion of the Library in MLC. If the remodeling and expansion proceed then the Library may be able to improve lighting as identified in the 2002 Program Review.

V. College Emphasis Items

A. Analysis of Trends in Data

Reference
The number of librarians available for reference duty has decreased. Although one full time librarian who retired was replaced, two adjunct librarians who left were not replaced due to budgetary constraints, resulting in a loss of 38 man-hours of reference service. Fifteen of those lost hours were recovered by reducing the number of librarians on reference duty. Librarians had to add reference duty hours to their schedules to cover the remaining 23 hours.

Because of the increased popularity of 7:00 a.m. classes as well as requests by faculty and students, reference service was made available beginning at 7:00 a.m. rather than 7:30 a.m. on weekdays, an increase of 2 ½ hours per week. During each fall and spring semester, the Library provides on-site reference service seven days per week for 82 hours each week.

Statistics for the numbers of reference questions answered during the past five academic years were based on two to three week samplings each semester (App A-1, A-2). The highest numbers of reference questions asked (44,408 in-person and 2,352 by telephone) occurred in the 2002-2003 academic year. The statistics for the next four years were more consistent, averaging 30,208 questions in-person and 1,555 questions by telephone each year. The apparent 31 percent decline from the 2002-2003 peak is likely influenced by
two factors, variability in the statistical sampling and the decline of on-campus enrollment of up to 20 percent. Although the official San Antonio College enrollment has remained fairly constant over the last five years, approximately 4,800 attend off-campus sites; 2,000 at Northeast Campus, 2,000 dual credit students at local high schools, and 800 at other sites.

In response to the increased popularity of distance education and distance research, the Library has provided email reference as well as “real time” online reference via chat and instant messaging. Reference assistance via email has averaged 157 transactions per academic year for the past four years (App A-3). Chat reference was offered beginning in 2004 for a few hours per week. Response was positive from students, but the limited availability yielded an average of 33 transactions per year from 2004 to 2006 (App A-4). The Library has since decided (Fall 2007) to switch from chat to online assistance via instant messaging during the 82 regular reference hours per week. Statistics are not yet available.

Online tools that evaluate both the librarians and library services are prominently displayed on the screen of a computer near the entrance to the Reference Area. In addition, there are paper evaluations on the reference desk as well as on a table by the entrance, both with signs asking students to “Please Evaluate Us.” Yet we averaged only 52 evaluations per year over the past five years (App A-5).

Students who evaluate reference service tend to be either those who are very pleased or very displeased. Fortunately, those who are pleased with the librarian who helps them average well over 90 percent, and those who find the library adequate to their needs average well over 80 percent. Unfortunately, we can do very little about most of the complaints and/or suggestions that we receive. Some of the common complaints, such as excessive noise, poor lighting, and lack of group study rooms, can be corrected or at least improved if the library receives the promised renovation.
Instruction

Library faculty promote information literacy by teaching library instruction (LI) sessions tailored to the subject, topics, and assignment identified by the classroom instructor. From Fall 2002-Summer 2007, Library faculty taught 66,724 students in 3,213 sessions (App B-1, B-2). The numbers of sessions and students for the fall and spring semesters have remained relatively constant, with fall showing higher demand for LI. The number of classes taught in the summer is not as consistent because fewer classes are offered in the summer. Faculty may also choose to not assign research projects during the summer due to time limitations during the shorter semesters.

Statistics on the various departments that request LI has been kept from 2005 to the present. While the English Department is still the primary requester of LI at 45 percent, there have been increases in requests from other departments over the last two years (App B-3). The 2006-2007 academic year marked a new record for LI with a total of 698 sessions taught. From Fall 2002 to Spring 2005 library faculty traveled to the Northeast Campus to teach a total of 41 LI sessions. After Spring 2005 NLC librarians assumed LI responsibility.

The Library Instruction program has maintained a high value and importance for classroom faculty in helping them meet their student learning outcomes for course research projects. Evaluation forms were emailed to faculty whose classes received LI. More than 97 percent of faculty agreed or strongly agreed that LI helped their students understand how to identify and locate relevant library resources. More than 92 percent of faculty agreed or strongly agreed that LI covered the subjects related to their students' needs. More than 90 percent of faculty agreed or strongly agreed that LI helped their students to successfully complete research assignments for the course. More than 91 percent of faculty agreed or strongly agreed that after LI their students appeared more confident about using the library (App B-4).

The Library Instruction program has maintained a high degree of satisfaction among students. More than 92 percent agreed or strongly agreed that library faculty provide a
good overview of using library tools. More than 92 percent agreed or strongly agreed that library faculty do a good job presenting the subject matter. More than 93 percent agreed or strongly agreed that library faculty encouraged questions and class participation. More than 93 percent agreed or strongly agreed that the librarian was helpful and showed interest in their research needs. More than 87 percent agreed or strongly agreed that they gained a better understanding of library resources. More than 92 percent rated LI as good or excellent (App B-5). In Spring 2007, library faculty developed a new, more student centered evaluation instrument for use starting in Fall 2007 (App B-6). This new evaluation more closely reflects the student learning outcomes from the ACRL Information Literacy Standards. LI faculty agreed on outcomes that can be successfully addressed in a one-shot 50 or 75 minute course-related session.

In an effort to provide similar levels of LI excellence to the growing numbers of distance education faculty and their students, library faculty began using the Elluminate virtual classroom in Spring 2004 to teach LI sessions. This addition to the LI program has shown tremendous growth from just 9 sessions taught in 2004 to 29 sessions taught in 2006 (App B-7, B-8). All of these sessions are recorded and available for online playback by faculty and students.

In Spring 2003, library faculty administered a pre-survey and a post survey (App B-9) to selected classes in order to determine what impact LI has on specific learning outcomes addressed in the ACRL Information Literacy Standards. The survey addressed 12 total outcomes (App B-10, B-11). The pre-survey was administered during the week before the scheduled LI. The post survey was administered directly after the LI session. After LI, students who got 7 or more correct answers increased by 14 percent, students who got 9 or more answers correct increased by 8 percent, and students getting all 12 answers correct increased by 4 percent (App B-12).
Circulation
There are numerous trends from 2002-2003 through 2006-2007 for library circulation. There has been a decrease in library attendance and circulation of on-shelf library materials - books, periodicals, DVDs, videotapes, CDs, and government documents.

- Library attendance is down 14.6 percent from its highest attendance of 431,216 users in 2003-2004 to its lowest attendance of 368,289 users in 2006-2007 (App C-1).

- Circulation of on-shelf library materials is down 12 percent from its highest circulation of 108,308 items in 2002-2003 to its lowest circulation of 95,262 items in 2006-2007 (App C-2). This overall drop of 12 percent is mainly due to the fact that in-house circulation is down 21.25 percent (App C-2), including periodicals circulation which is down 49.8 percent (App C-3).

Many factors contributed to the decrease in library attendance and circulation of on-shelf library materials.

- There were fewer students on campus in 2006-2007 then in 2002-2003. The Fall 2006 SAC enrollment of 21,800 students included 1,739 registered SAC students who were actually taking their classes at Northeast Lakeview College (NLC). Those 1,739 SAC students were 72.7 percent of the 2,391 students taking classes at NLC (Northeast Lakeview College FY 2008 Budget Overview, July 17, 2007). Applying the same percentage of 72.7 percent to the Spring 2007 NLC enrollment of 3,029 students (Alamo Community Colleges Enrollment Reaches Record High, www.accd.edu/main/html/news/2007/020807.htm) means that 2,202 registered SAC students were actually taking their classes at NLC. There has been growth in enrollment from 2002-2003 to 2006-2007 at the Northeast Campus/NLC with an increase of SAC students taking their classes at NLC rather than at SAC.

- The Fall 2002 SAC enrollment of 21,537 students included 6,901 students (32 percent) taking distance education courses - online, video, off-campus, and dual-credit courses. The Fall 2006 SAC enrollment of 21,800 students included 10,376 students (47.6 percent) taking distance education courses. The 33.5 percent growth in distance education from 2002 to 2006 illustrates that almost half of
SAC students are taking one, more, and maybe all their classes without coming to the SAC campus to attend class.

- The Library lacks appropriate and comfortable space. The Library has a total of 431 seats for studying and researching, seating for approximately two percent of the students enrolled each Fall and Spring semester from 2002-2003 through 2006-2007. In addition, today’s students want places where they can spread out their notes, books, and notebook computers, and work collaboratively in groups. The Library has no group study rooms to accommodate this important trend. At a time when the College is advocating collaborative learning in Learning Communities and Problem-based Learning it is imperative that the Library have appropriate and comfortable space that facilitates this learning style.

- The Library lacks an identity and a sense of place among students. The Library is in a poorly designed building built in the late 1960s. It is located on three floors in the seven floor MLC and shares space on these floors with three other departments. Because of the poor design and the location of the other departments on the three floors there is poor traffic flow and inefficient grouping of functions for users and Library faculty and staff. In addition, inadequate lighting, a very small number of poorly placed electrical outlets, and noise infiltration creates a less than pleasing atmosphere for study and research.

Despite the decrease in attendance and circulation of on-shelf library materials there are numerous initiatives occurring in the area of Library circulation offsetting those two trends.

- The Library is increasing the number of databases with full-text items available online 24/7 through the Library’s website. There are currently 143 databases, most of which include full-text items, available for SAC students, faculty, and staff. Two databases include full-text books, approximately 40 databases include full-text book chapters and periodical articles, and most of the other 101 databases include full-text periodical articles.
The two databases with full-text books are:

<table>
<thead>
<tr>
<th>Database</th>
<th>Titles/Volumes</th>
<th>Usage (Circulation), 2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>NetLibrary</td>
<td>28,281</td>
<td>4,363</td>
</tr>
<tr>
<td>Safari Books Online</td>
<td>1,896</td>
<td>102</td>
</tr>
</tbody>
</table>

Examples of the approximately 40 databases with full-text book chapters and periodical articles are:

<table>
<thead>
<tr>
<th>Database</th>
<th>Usage (Circulation), 2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Resource Center</td>
<td>7,961</td>
</tr>
<tr>
<td>Opposing Viewpoints Resource Center</td>
<td>7,119</td>
</tr>
</tbody>
</table>

Examples of the other 101 databases that include full-text periodical articles are:

<table>
<thead>
<tr>
<th>Database</th>
<th>Usage (Circulation), 2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Complete</td>
<td>25,052</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>7,098</td>
</tr>
</tbody>
</table>

The 24/7 availability of the databases and the average use (i.e., circulation) of the databases, 165,318 per year (*App C-4*), greatly offsets the decrease in library attendance and the drop in circulation of on-shelf library materials.

- The circulation of Library Reserve items is up 30 percent from 8,977 checkouts in 2002-2003 to 12,838 checkouts in 2006-2007 (*App C-5*)

  Two factors contributed to the increase in Reserve circulation. First, the Library’s effort with the academic departments to increase the number of textbooks on Reserve has been appreciated by students. Second, the implementation of Electronic Reserve (i.e., Ereserve) in 2003-2004 made articles, book chapters, instructors’ notes, etc. available for checkout 24/7 through the library catalog.

- Interlibrary loan (ILL) use is up 28.5 percent from 4,123 items in 2002-2003 to 5,764 items in 2006-2007 (*App C-6*). The SAC Library is considered a net lender because it provides a greater number of materials on interlibrary loan than it borrows. For example, in 2006-2007, 4,400 items (76.34 percent) were loaned to libraries and 1,364 items (23.66 percent) were borrowed from libraries (*App C-6*). The fact that the
SAC Library is a net lender is an indicator of the quality and comprehensiveness of the Library’s collection. Most items are loaned to other ACCD libraries, while most items are borrowed from libraries other than the ACCD libraries.

- In 2002 the Library and Media Services Department received a Telecommunications Infrastructure Fund (TIF) grant that allowed the Library to purchase 24 notebook computers that could be checked out for two hour use in the Library on the 3rd floor of MLC. The notebook computers have wireless access to the internet and include Microsoft Office (Word, Excel, Access, and PowerPoint) and Acrobat Reader. The notebooks are very popular with the students and are heavily used. In 2006 the Library replaced the original 24 notebook computers with 12 new notebook computers. Funding was not available to replace the other 12 notebook computers.

**Collection Development**

In general, acquisition trends for overall items added to the collection have remained stable in recent years. One trend of interest is the change in the types of materials purchased. For example, greater emphasis has been placed on purchasing materials in electronic format rather than print, and items such as government documents that are freely available online are also superseding the paper copies (*App D-2*). In addition, subscriptions to print periodicals have declined dramatically, replaced with subscriptions to online full-text journal databases. Electronic formats offer 24/7 access to on and off campus patrons, can in many cases be accessed by multiple users at once, and cannot be lost or stolen.

Reflecting these trends, the Acquisitions section has become completely electronic, from checking for duplication, to ordering materials and catalog records, to invoice management. Paper copies of invoices are still used to check for completion of an order, but the use of paper has become relatively rare. Online review materials have recently been purchased so librarians no longer have to search out paper review journals. The librarians can send recommendations directly from these online journals or can use Baker & Taylor’s Title Source 3, another online utility. This has also resulted in streamlining the recommendation process.
Cataloging

Over the last five years, the amount of materials acquired and processed by the Department has fluctuated, but when averaged, the numbers are fairly stable (App D-1). This makes sense in light of the fact that the budget has remained steady for this time period. The fluctuations are likely due to uncontrollable factors related to how and when the materials budget can be spent, and other outside influences such as vendor (supplier) turnaround time. There has been a marked increase in the processing of audiovisual materials such as DVDs, videocassettes, compact discs, CD-ROMs, and electronic resources such as ebook collections and individual online resources. (App D-2). This reflects an interest in providing more resources that can be accessed remotely, and a response to faculty and student requests for more multimedia tools. Technical Services reprocessed the entire audiovisual collection in 2005-2006, and continued work on numerous ongoing projects including the reclassification of special collections. Each of these activities was initiated with the idea of making the collection easier for students and employees to use.

Cataloging consists of one tenure-track faculty member and two full-time staff employees, and an additional part-time employee performs tasks related to both cataloging and collection development. There were minimal staff changes during the five year cycle, but a retirement in Summer 2007 created a vacancy that has yet to be filled, despite the obvious need for this position, given an ongoing influx of library materials which is not anticipated to change perceptibly in the next few years. Although we have not identified areas that need improvement in terms of workflow or personnel, we are hopeful that several ongoing projects will be completed, and technological innovations can be implemented to enhance acquisitions and cataloging processes. Regarding facilities, it is anticipated that the remodeling project will allow Collection Development and Cataloging to move into a more appropriate space, with greater security for in-process materials, and less exposure to the elements such as water from repeated leaks.
**Automation**

The Library has been partially automated since the early 1970s when an application was developed for its acquisitions needs. Since then the Library has continued automating, including other areas of the Library such as circulation and the public catalog. The Library has also transitioned from providing access to subscription databases through a CD-ROM network to access over the internet.

Over the past five years the Library has continued with upgrades and other improvements to its automation efforts such as installing many more workstations for public use, adding more subscription databases and reference works, adding microfilm printers to the in-house printing system, and improving remote access to the subscription databases. As the number of subscription databases (14 in December 1998, 114 in October 2002, to 143 in November 2007) has increased so has the usage.

With the installation of the ACCD wireless network we are now able to provide access to the Library's holdings and to the subscription databases with portable computers and hand-held devices.

**B. Student Success and Engagement**

**Reference**

The Library contributes to student success by providing professional, friendly instruction, easily accessible resources and services, extended hours, and multiple means of access. It is not uncommon for students to report back to us that our research assistance enabled them to get good grades on their papers and pass their courses.

Reference’s ongoing major activities include delivering individualized instruction on accessing and interpreting research materials, and developing in students life-long learning skills that enable them to effectively identify, access and evaluate information.
A key word in these activities is “instruction.” To achieve success in college a student needs to learn research skills. That is why only library faculty provide research assistance and instruction. Librarians teach students how to do research rather than just retrieve the information for them.

Librarians strive to provide a patient, friendly environment. There are librarians available at the Reference desk seven days a week for 82 hours per week. Many of our students have difficulty coming to campus, so librarians provide assistance and instruction via telephone, email and instant messaging as well as in person. The Library provides 52 computers with internet access in the Reference Area.

**Instruction**

Library instruction largely consists of one-shot, course-related sessions either 50 or 75 minutes in length. Librarians promote information literacy tailored to the subject, topics, and assignment identified by the course instructor. Student learning outcomes for each one-shot session include developing a questioning approach to identify an information need, creating a flexible research strategy for an assignment, and locating a variety of quality sources relevant to a topic.

Librarians partner with classroom faculty to develop relevant assignments that demonstrate information literacy. This partnering is a relatively new development in the LI program. This collaboration not only ensures that the assignment and accompanying LI is suited for the class, but makes information literacy part of the curriculum for that course. Librarians have partnered with faculty to develop multi-session, course-integrated LI in English, Psychology, Reading, and Student Development. This trend is expected to continue. Projects created to help students gain a deeper understanding of basic information literacy concepts and to help them gradually improve their research skill level include the READ 0301 project with Mary Jane Howe, the HIST 1301 Problem-based learning sessions with Dr. Carol Keller, and the PSYC 2301 Psychology Research Toolkit with Dr. Pam Hill.
As part of the *Achieving the Dream* initiative, SAC is increasing its efforts to retain students through First Time in College (FTIC) programs. Library faculty are increasing their efforts, too. LI saw a 4 percent increase in instruction for classes targeting FTIC students from 2005-06 to 2006-07 *(App B-13)*. These classes include English 0300s, Reading 0300s, and Student Development 0170, 0171 and 0370. Increasing demand for instruction in these classes is expected to continue.

The library faculty also partner with classroom faculty involved in the Learning Communities initiative to create and coordinate research assignments across linked courses.

**Circulation/Collection Development/Cataloging/Automation**

Circulation, Collection Development, Cataloging and Automation activities promote student success through purchasing and making accessible materials which support the college curriculum as well as meet recreational needs of library patrons. New materials are marketed through display of new books, CDs, DVDs, and periodicals on each floor and in exhibit cases that highlight topical materials. They are also promoted through the New Titles List available on the Library’s website, and through the New Titles Notification Service, a customized monthly listing of new items in subject areas of the subscriber’s choosing. The website includes a Purchase Request Form which allows any user to recommend items for purchase.

The indirect impact of these services on student success lies in making sure students receive access to current materials in a timely manner. Providing access to more online resources greatly increases their ability to access research materials at any time, from any place.

During the last five years the Library has worked on improving the library catalog user interface by adding functionalities such as the ability to do online renewals and the ability to receive notification of new materials that satisfy a user’s subject criteria. In addition, a
new user interface for the library website is under development that will enhance the user experience in using the Library's resources.

The Library has added notebook computers for student use in the Library. These computers allow students to do word processing and create presentations, spreadsheets, and databases, as well as access the internet through the wireless network.

C. Curriculum Quality

Instruction

Library faculty incorporate learning outcomes from the ACRL Information Literacy Standards in LI teaching and evaluation. The results from the Spring 2003 Information Literacy Survey and student evaluations of individual LI sessions show a positive impact on student learning \((App\ B-5,\ B-12)\).

An online Library Instruction evaluation form has been implemented. It allows easy analysis of evaluation submissions to improve the quality of instruction for individual librarians.

Reference and Circulation

An online point-of-service evaluation form in the Reference area has been implemented. Print evaluation forms are also available at the four service counters in the Library – Reference (2\textsuperscript{nd} floor), Circulation (3\textsuperscript{rd} floor), Reserve (3\textsuperscript{rd} floor) and Periodicals (4\textsuperscript{th} floor). The evaluations completed by students, faculty, and staff consistently rate the four service areas excellent and good.

Collection Development

Curriculum changes throughout the college are monitored by a library faculty representative on the Curriculum Review Committee. Appropriate changes are made in selection criteria based on curriculum changes. Newly created courses may require new materials, such as when Mandarin Chinese was added to Foreign Languages, and discontinuation of courses may require deselection of obsolete or underused materials.
D. External Linkages and Distance Education

Instruction
Online research resources are available to all currently enrolled students, faculty, and staff of San Antonio College via the Library’s website at:
http://www.accd.edu/sac/library/

The Library’s online catalog contains records for all the items owned by the library including books, periodicals, CDs, videos, etc. Students may come to campus to check out materials or may request these items via interlibrary loan through their local library.

The Library subscribes to over 140 online databases that include thousands of full-text journal, magazine, and newspaper titles, quality image databases, online music files, and full-text reference material for all subjects. SAC online students can access these databases from any internet location with a username and password.

The Library’s Journal Locator provides a searchable listing of all journal, magazine, and newspaper titles, directing students to those online database that contain the periodical they need. The Journal Locator also lets students browse by broad subject area for periodicals in their field of study.

The Library offers access to ebooks through NetLibrary and other databases. Students can create a free account within NetLibrary to add books to their electronic bookshelf, add margin notes, highlight online text, and more.

San Antonio College Library faculty have compiled the top websites for a variety of subject areas and organized them into web guides. These sites are good starting points for doing research on the web at large. These guides are available from the Library’s website at: http://www.accd.edu/sac/library/links/default.htm
SAC Online instructors can request live, online research workshops and resource guides for their students. The virtual classroom software, Elluminate, allows librarians, students, and instructors to meet online from any internet location. With audio, chat, video, and whiteboard capability, Elluminate makes online instruction just as interactive as teaching in the traditional face-to-face classroom. Application sharing allows the librarian to show real time searches in the various databases, and also lets students take control of the database to try their own searches. A Quick Start Guide to prepare students for an Elluminate research workshop is available at:

http://www.accd.edu/sac/library/faculty/dearmond/distance/quick.htm

Course research guides list specific resources and search examples for a course assignment or subject area. Instructors can easily link to these guides from their WebCT or website to help students find quality sources and get help with their search strategies. Course research guides are available at:

http://www.accd.edu/sac/library/faculty/dearmond/distance/guides.htm

**Collection Development**

District colleges at times join forces to purchase expensive databases at consortium prices if the specific database meets curriculum needs at each college. When the Library purchases an electronic resource, multiple simultaneous logins are usually requested in order to meet on-campus and distance education needs.

**Cataloging and Automation**

ACCD’s shared library catalog allows students to peruse the collections of all five libraries from any location. Also, books from one campus can be delivered to another, providing further remote service to students outside the individual college community. Participation in cooperative cataloging using OCLC means that SAC’s library holdings are visible to anyone using the WorldCat database. In addition to the library catalog, other automation activities include the installation and maintenance of applications for Flash-based tutorials, instant messaging, library blogs, and the library wiki.
G. Professional Development

Christina Petimezas – Professor
B.A.: Our Lady of the Lake University, San Antonio, Texas (1967)
   Majors: Library Science & English Literature

Karen Balcom – Professor
Ph.D.: University of Texas at Austin, Austin, Texas (2005)
M.L.S.: University of Texas at Austin, Austin, Texas (1972)
B.A.: University of Texas at Austin, Austin, Texas (1971)
   Major: History

Thomas Kuykendall - Associate Professor
M.L.S.: University of Texas at Austin, Austin, Texas (1974)
   Major: English
B.A.: Lamar University, Beaumont, Texas (1967)
   Major: English

Bob Singh - Professor
M.S.: Indiana University, Bloomington, Indiana (1975)
   Major: Education
M.L.S: Indiana University, Bloomington, Indiana (1974)
M.S.: University of Georgia, Athens, Georgia (1965)
   Major: Counseling
B.S.: Loyola University, Chicago, Illinois (1963)
   Major: Education
**Ralph Domas** - Professor
  M.L.S.: The University of Texas at Austin, Austin, Texas (1976)
  B.A.: St. Mary’s University, San Antonio, Texas (1972)
  Majors: History and Political Science

**Candace Peterson** – Professor (Chairperson)
  M.L.I.S.: University of Texas at Austin, Austin, Texas (1980)
  Major: Library Technology
  B.A.: Trinity University, San Antonio, Texas (1969)
  Major: History

**John Deosdade** - Instructor
  Major: Political Science

**Stephen Dingman** - Assistant Professor
  B.S.: Boston University, Boston, Massachusetts (1980)
  Major: Public Relations

**Susan Myers** - Assistant Professor
  M.A.: University of Denver, Denver, Colorado (1978)
  Major: Library Science
  B.A.: Pennsylvania State University, State College, Pennsylvania (1968)
  Major: Anthropology
**Joan Alcott** - Associate Professor  
M.L.S.: Western Michigan University, Kalamazoo, Michigan (1966)  
B.A.: Clarke College, Dubuque, Iowa (1965)  
Major: History

**John Hammer** - Instructor  
M.L.I.S.: University of Texas at Austin, Austin, Texas (1990)  
M.M. (Master of Music): University of Texas at Austin, Austin, Texas (1977)  
B.A.: Pan American University, Edinburgh, Texas (1972)  
Major: Music

**Thomas Bahlinger** - Assistant Professor  
M.L.I.S.: University of Texas at Austin, Austin, Texas (1998)  
B. A.: Louisiana State University, Baton Rouge, Louisiana (1989)  
Major: History

**Eileen Oliver** - Assistant Professor  
Major: Modern European History  
M.S.: Florida International University, Miami, Florida (1988)  
Major: Foreign Language Education  
Major: Spanish

**Celita DeArmond** - Instructor  
B.M.: Baylor University, Waco, Texas (1994)  
Major: Music History and Literature
Tracey DeLillo - Instructor


Major: Sociology

Professional Organization Memberships

- American Association of University Professors
- American Library Association
- Association of College and Research Libraries
- Beta Phi Mu
- Bexar Library Association
- Council of Research and Academic Libraries
- Texas Community College Teachers Association
- Texas Council of Academic Libraries
- Texas Junior and Community College Association
- Texas Library Association

Faculty and Staff Professional Development Activities

San Antonio College librarians and staff continually participate in numerous professional development activities ranging from classes taught on campus to national conferences. Within the last five years, library faculty have attended conferences and meetings sponsored by the Texas Library Association, American Library Association, Bexar Library Association, and the Council of Research and Academic Libraries among others. Librarians’ activities often involve more than attending conferences. Presentations by library faculty were made at recent TCCTA, NISOD, TLA, and LOEX (Library Orientation Exchange) conferences. SAC librarians helped organize the 2007 TLA Conference by co-chairing and serving on the Conference Program Committee.

Library faculty attend numerous workshops, and take graduate level classes throughout the year. A sampling of the topics covered in these workshops and classes include copyright issues, distance learning, plagiarism, teambuilding and leadership, government
intrusion and individual liberty, electronic reserves, instructional design, and creating web pages.

Library staff members also take classes and participate in workshops and teleconferences to improve their skills and services. Employee Development Day, SAC’s Webmaster Certification classes, SAC’s Customer Service classes, and the teleconferences produced by the College of DuPage Library Learning Network are examples of the professional development activities attended by Library staff in recent years.

**Research and Other Scholarly Projects**


**Grants**

- Spring 2005 ACCD Instructional Innovation Grant: *Let the Light In: Using Elluminate to Introduce Information Literacy to Online Students*
- Title V Mini Grant for Alternative Learning Techniques: *Active Learning for Information Literacy*

**Professional Honors**

- NISOD Excellence Awards
- 2007 Exemplary Service award from the SAC Online Program

**F. Outreach Activities**

The Library has created several programs and services as well as participating in college and district events that connect SAC, ACCD, and the San Antonio community to the
Library. Additionally, individual librarians volunteer their time and expertise at the college, district, community and state level, in library-related activities.

The Library has in place a well established program in which librarians are assigned as liaisons to SAC academic departments that correspond to each librarian’s collection development subject areas. Each liaison is encouraged to contact their assigned departments at least once a semester, and a yearly report is submitted to the Collection Manager reflecting the activities in this area. Some Librarians send monthly news to their department, notify them when a New Titles List has been released, and/or forward brochures and catalogs from publishers. The librarians keep faculty members within the academic departments up-to-date on library services and materials, especially new databases, which may be of interest to the faculty and students within a given department. Liaisons also conduct library-related training for faculty in their departments.

Reserve staff contact chairpersons and faculty each semester requesting that they put copies of their textbooks on Reserve. The number of textbooks placed on Reserve has increased and so has the circulation of those textbooks (App C-5). This very popular service is appreciated by students who are unable to purchase textbooks for their classes. Reserve implemented another popular outreach service, Electronic Reserve (Ereserve) in 2003-2004. This service makes articles, book chapters and instructors’ notes available for use 24/7 through the library catalog.

Librarians regularly provide one-on-one reference assistance to community members on-site as well as via telephone, email and instant messaging. In addition, library materials, including the online databases, are available for use on-site for all community members. Anyone with internet access can search the library catalog.

Since Fall 2003 library faculty have taught a variety of courses to faculty and staff from over 30 departments. The eLibrary course introduces faculty and staff to basic search techniques and a variety of online sources and counts towards certification for faculty who wish to teach online. Twenty-nine sessions have been taught with 78 attendees (App
The Elluminate course introduces faculty and staff to live online student/instructor engagement using a virtual classroom. Twenty-three sessions have been taught with 60 attendees. Elluminate will soon be an integrated teaching tool within the Blackboard Vista course management system. Library faculty have also served as workshop presenters for the Murguia Learning Institute and continue to consult with MLI director Dr. Johnnie Rosenauer about library instruction workshops built around specific departmental needs.

A Library Art Committee, established in 2005, identifies and selects artists and art work for the Library’s biannual art exhibits. Artists have included San Antonio College students, faculty, and staff, as well as local and nationally renowned artists. A reception is held at the beginning of each fall and spring semester to which the entire SAC community is invited. The artists’ works remain in the Library throughout the semester.

Library Soup, the Library’s online, biannual newsletter, debuted in 2002 and provides a venue for the Library to introduce new staff members, announce accomplishments and advertise new services. The Library blog, Spotlight, initiated in 2005, is another new feature on the website. It allows librarians to promote services and products such as databases, reference sources, and library hours. A new Spotlight entry appears every week. Readers of Spotlight have the opportunity to respond to entries with comments, questions, and suggestions.

Library faculty consistently publicize programs, services, and new acquisitions through The Ranger. Approximately 15 to 20 articles have been published about the Library each year since 2002, and in 2004 there were seven articles on the Library in one issue alone.

The Library participates in annual district events including Employee Development Day and the Technology Expo. At both events the Library promotes its programs and services and offers live demonstrations of the catalog and databases. In Spring 2007, the Library along with the other departments in the Learning Resources division hosted its first Division Coffee. Employees and activities were highlighted in a slide show, and
librarians distributed literature, provided demonstrations, and promoted the Library Liaison Program.

The Library and individual librarians are members of several organizations that promote outreach activities and facilitate learning about important community and State initiatives, programs, and legislation. The Dean of Learning Resources and the Library Chairperson are members of the Texas Council of Academic Libraries (TCAL), an association that promotes cooperation, communication and resource sharing among its members. At the annual meeting, library representatives learn of initiatives, updates, and legislative issues from TexShare speakers, the Texas Library Association legislative representative and members from the Texas Higher Education Coordinating Board. Attendance at these meetings provides a venue for the heads of ACCD Libraries to meet, discuss and take action on library-related issues.

The Library is a member of the Council of Research and Academic Libraries (CORAL). CORAL’s mission is to strengthen area resources and services through circulation and interlibrary loan agreements, grant proposals, workshops, and cooperative acquisitions programs. Library faculty and staff attend CORAL meetings and participate in CORAL initiatives.

The Library is also a member of TexShare, a statewide consortium of academic, public, and medical libraries. TexShare libraries share staff expertise and library resources, pursue joint purchasing agreements and encourage cooperative development of information resources. In the past five years SAC librarians have served on three distinct TexShare committees. These committees include the TexShare Education Working Group, which reviews and recommends training programs for TexShare services and seeks and provides input regarding training from member libraries, the Texas Heritage Digitization Initiative Standard Committee, which seeks to create online access to cultural heritage resources located at Texas institutions, and which has developed a collection of standards for digitization projects, and the TexShare Communications Working Group, which plans and engages in activities that promote awareness of the
mission, programs, activities, and needs of TexShare. Library faculty on these committees have attended meetings, participated in and contributed to their programs, and presented committee projects at Texas Library Association meetings.

Traditionally, the Library has taken the initiative in providing educational resources and opportunities to librarians from other ACCD libraries and the surrounding community. Between 1999 and 2006 Library and Media Services served as a host and downlink site for the library-themed teleconferences produced by the College of DuPage and sponsored by the Texas State Library and Archives Commission (TSLAC). Since 2006, the Library has taken on this responsibility. The intended audience for these programs is library staff, library professionals and administrators. Hosting responsibilities include arranging for the venue, advertising the event, distributing handouts, recording attendees and forwarding that information to TSLAC. Members of the library community of San Antonio and surrounding areas are invited to attend these free events. This is especially important for school librarians who are required to accumulate continuing education hours to maintain their certification. Hosting these events on the SAC campus also provides specialized continuing education opportunities for the library employees of the Alamo Community College District.

The Library is also responsible for researching, initiating, and negotiating cooperative purchases of database subscriptions shared among participating ACCD libraries. This results in the acquisition of important library resources that individual ACCD libraries might otherwise not be able to afford. The Library hosts training sessions for databases, and invites interested individuals from SAC departments and all ACCD libraries to attend. In 2006, the library Chairperson arranged for district employees to participate in the TexShare program, thereby allowing them the same access to all TexShare databases that ACCD students, faculty, and staff currently have.

Individual librarians participate in SAC, ACCD, and community events and programs including serving as mentors for the SAC Staff Leadership Certification Program and volunteering at the annual San Antonio College Book Fair, Texas Academic Decathlon
and National Education Association’s Read Across America program. In this last program, Library faculty and staff volunteer their time to read in local elementary schools in order to encourage reading among San Antonio school children.

During the previous years under review, the Library offered a Basic Research Skills program that was discontinued in 2003 due to low or non-existent attendance. One reason for the drop in attendance was that Student Development instructors chose to discontinue giving extra-credit to their students for attending these classes. The Basic Research Skills sessions were generalized and not attached to any particular research assignment. Library instruction efforts are much better served through one-shot course-related and multi-session course-integrated instruction.

G. Unit Processes

Reference
Reference provides research assistance and individualized instruction seven days per week for a total of 82 hours per week. A reference desk schedule is created every semester. One librarian is assigned to the reference desk from 7:00 a.m. to 8:00 a.m. Two librarians are assigned to the reference desk from 8:00 a.m. through 10:00 p.m. An “on-call” librarian is assigned for each shift in the event that regularly scheduled librarians are unable to work their assigned hours. Reference librarians assist patrons in person, via the telephone, and through instant messaging. Reference librarians also participate in a separate reference schedule for Ask a Librarian email with each librarian responding to questions on an assigned day of the week. Reference provides 25,000 reference books, 52 computers for accessing the internet, four photocopiers, and three networked printers including a color printer.

Instruction
Library faculty receive LI requests from classroom faculty via an online form, direct email, in person, or by telephone. The library instruction scheduler assigns LI requests to library faculty based on availability, subject matter, and classroom faculty preference.
Library faculty assigned to a specific LI session then contact classroom faculty to review student learning outcomes, topics for research, and potential information sources that are available from the Library. Library faculty then prepare paper handouts and/or online course research guides with specific research strategies, helpful keywords, and a listing of potential information sources to help students find what they need for their topics and learn basic transferable skills.

Depending upon classroom faculty demand, library faculty can each teach between 20 and 60 sessions during a semester. These sessions involve individual preparation and planning since each LI session is tailored to the specific assignment and learning outcomes created by classroom faculty.

Circulation

- **Circulation (MLC 325)**
  Circulation provides service at the Circulation counter to SAC students, faculty, and staff, and others who use the Library. Circulation uses the integrated library system, Millennium, to check out and in library materials and produce overdue notices and bills. Passport is used to place transcript holds on student records. Circulation is also responsible for shelving items and maintaining order of the 3rd floor shelves and study areas. As necessary, Circulation inventories the Library’s collections, except Reserve and Periodicals.

- **Reserve (MLC 315)**
  Reserve provides service at the Reserve counter to SAC students, faculty, and staff, and others who use the Library. Reserve uses the integrated library system, Millennium, to add and remove items to the Reserve collection and to check out and in Reserve materials. Reserve is responsible for shelving and maintenance of the Reserve collection, collecting library fines and bill payments, and inventorying the collection at least annually.

- **Interlibrary Loan (ILL) (MLC 315)**
  ILL lends materials to other libraries and borrows other libraries’ materials for SAC students, faculty, and staff. ILL uses the telephone, FAX, and the Online Computer
Library Center’s (OCLC) WorldCat Resource Sharing system to send and receive ILL requests; and uses FAX, the US Postal Service, TexShare’s TExpress Courier Service, and Ariel, an internet transmission service, to send and receive ILL items.

- **Periodicals (MLC 410)** Periodicals provides service at the Periodicals counter to SAC students, faculty, and staff, and others who use the Library. Many vendors are utilized to acquire periodicals, microforms, and databases. For example, most periodicals are acquired through Ebsco, microforms are acquired through UMI/Proquest, and databases are acquired or subscribed to from a variety of vendors such as Gale, Ebsco, Proquest, and Oxford University Press. Periodicals uses the integrated library system, Millennium, to record the receipt and addition of periodicals to the collection. Periodicals is also responsible for shelving and maintenance of the 4th floor collection, and maintaining study areas. As necessary, Periodicals inventories the collection.

**Collection Development**
Collection Development/Acquisitions functions include facilitating the selection, ordering, and receipt of materials for the Library. These processes are made more efficient through cooperation with Baker & Taylor, the Library’s preferred book vendor, and by utilizing a number of online products such as Title Source 3, *Choice* and *Booklist Online*. All of these online tools were acquired in the last five years.

**Cataloging**
Cataloging is responsible for adding and maintaining bibliographic, item, and holdings information in the library system, Millennium, and processing new materials. The department utilizes an outside vendor, Baker & Taylor, for the acquisition and processing of 80-90 percent of new materials. Baker & Taylor identifies appropriate catalog records and makes them available for batch loading, and provides and/or affixes call number labels and barcodes to items. There have been minimal changes to workflow over the last five years, with the exception of special projects such as the audiovisual materials migration and the reclassification of special collections. One improvement has been the purchase of a DVD player for the department, since it is often necessary to screen a video...
when cataloging it. The Collection Development and Cataloging areas continue to struggle with ceiling leaks, odor and sewage issues from adjacent bathrooms, rodents, and intrusions by lost students; all issues that make for a less-than-ideal setting for housing and processing library materials. This situation will hopefully be remedied by the remodel.

**Automation**

Automation is principally responsible for creating and maintaining access to electronic products for both college and remote access. This involves working with various vendors in the initial phase of creating access, and in any troubleshooting processes. It also involves the installation and maintenance of a proxy application for user authentication in the remote access of subscription databases.

Other areas of responsibility include maintaining a library server that allows the use of locally-developed applications for various needs of the Library. These are typically database type applications such as the Journal Locator, usage statistics, and student evaluations. The Library’s server is also used to create reports on two Faculty Senate evaluation instruments.

Automation is also responsible for hosting and maintaining the authentication service (proxy) for all ACCD libraries except for the Palo Alto College LRC. The librarian in this position acts as a consultant to Palo Alto College LRC in its automation processes. Automation also hosts and maintains the integrated library system that is used by all the ACCD libraries, including scheduled backups and upgrades.

Automation works closely with other areas of the Library in automation-related activities, especially the Network Coordinator for networking and hardware issues. A major project initiated in March 2005 is scanning *The Ranger*, the San Antonio College newspaper. This necessitated the purchase of a Bookeye Planetary Scanner, a desktop computer, and Batch Scan Wizard software, acquired with $23,000 transferred from the Assessment Center.
VI. Unanticipated Unit Changes

During the last five years, the Library has experienced two major unanticipated changes, reorganization of Library and Media Services into two departments and the inability to fill three positions within the Library. The reorganization expedited the weeding, reclassification and integration of media materials into the Library’s collection. It also necessitated the purchase of equipment for viewing and storing these materials, and it required the training of support personnel in circulation and operating procedures for media materials. Finally, the reorganization required relocating departmental records, and the relabeling and rebranding of printed materials and websites to reflect the new department name. The reorganization of Library and Media Services into two departments was due to both internal and external factors, but in the end it was the decision of the College President.

The second unanticipated change involved staffing. The Library has one full time classified position that has been vacant since last summer, due to retirement. This is a cataloging position that needs to be filled. This staffing shortage is due to external hiring decisions made at the District. Additional staffing shortages involve the Library’s inability to fill two part-time adjunct positions that were vacated in December 2005 and December 2006. Funding for these positions was removed from the department budget. As a result, full-time tenured faculty have had to fill the morning and evening hours that these adjuncts worked. Additionally, the collection development duties performed by these adjuncts has had to be assumed by other librarians. The extra hours and duties that the librarians have assumed take away from time that would be spent on departmental projects beneficial to students and faculty. The Library has repeatedly requested that these positions be filled, with no success.

Several large-item library budget requests have been met. New servers for library automation needs were purchased. These servers run the automation system for all ACCD libraries and allow remote access to the library catalog 24/7. The Library also purchased microform digitizers and software for the viewing and printing of microfilmed materials, and large-format and book scanners for preserving and making available
electronically at-risk materials including the *Ranger*. Two Nomad multimedia carts were purchased for use in the Library’s classrooms, providing additional multimedia capabilities during classes. Finally, the Library purchased new tables, carrels and seating for public areas. This replacement of 1960s era worn-out furniture has made the Library somewhat more attractive and comfortable for students, faculty and staff.

Large-item budget requests that have not been met include funding for a new library building, requests for adequate lighting, and funding for the scheduled replacement of instructional and public-access workstations and notebook computers. The Library has been denied requests for a new building and instead the College will remodel the existing library facility. The Department has been working with the architects to address deficiencies in the current configuration of the facility.

VII. Current Unit Assessment

Current Unit Strengths

Reference

- In-person services available 82 hours per week
- Reference desk always staffed by library faculty
- Reference service also available through phone, email, and instant messaging
- 52 computers available in the Reference Area for research
- 25,000 reference volumes that support course curricula
- Reference assistance consistently evaluated highly by students

Instruction

- Classes offered anytime from 6:30 a.m. to 10:00 p.m. and on weekends
- Library classes always taught by library faculty
- Classes promote information literacy skills and concepts based on ACRL standards
- Library classes are tailored to specific research assignments
- Class materials available online via course research guides
• Librarians work with core groups such as SDEV, FTIC and Learning Communities
• Librarians provide Elluminate classes for online instructors and students
• Library instruction consistently evaluated highly by students and faculty

Circulation/Collection Development/Cataloging/Automation

• Library maintains a robust, current collection of print, audiovisual, and electronic materials
• Constantly acquires new databases with full-text items, available 24/7
• Library processes materials in a timely manner
• Strong liaison program with departmental faculty
• Library leads automation initiatives in collaboration with other ACCD libraries
• Embraced new automation trends such as blogs and wikis
• Library catalog and website allow online book renewal, access to Ereserves, ILL request forms, the New Titles list, Journal Locator, and the Purchase Request Form
• Library is an interlibrary loan net lender
• Increased holdings of reserve and Ereserve materials
• Outstanding customer service at circulation, reserve/ILL, and periodical counters

Current Unit Limitations

• Inability to fill faculty and staff vacancies
• Insufficient space for expansion of collection
• Seating for only two percent of the student population
• No group study areas
• Poor traffic flow and inefficient grouping of service functions
• Insufficient lighting and noise infiltration
• Inadequate security due to numerous entrances and exits
• Inability to replace equipment according to Unit Plan
• Lack of financial support for professional development activities
The Library has taken several initiatives over the last five years in an attempt to alleviate space and staffing limitations. To create shelf space for new library materials, government documents, and bound periodicals, librarians conducted in 2005-2007 a weeding project to withdraw outdated and little used items. An inventory of the collection to identify missing items followed the weeding project. These two projects allowed the Library to temporarily gain shelf space. To make room for more study space the Library has two ongoing projects. The first project involves the closed stack government documents collection on the fourth floor of MLC. It is being weeded, inventoried, classified in the Library of Congress Classification system, and integrated into the Library’s circulating and reference collections. This project is about half completed. The second project involves the closed-stack periodicals collection. It is being currently weeded and inventoried. A small collection of current periodicals will remain on the fourth floor. As of now, the government documents project has allowed the Library to add five tables with seating for thirty users. Additional seating will become available on the fourth floor as documents and periodicals are weeded or classified and shelved.

The number of librarians available for reference duty has decreased due to the loss of two adjunct positions. Librarians have had to add reference duty hours to their schedules to compensate. This has negatively affected the implementation or completion of projects that benefit students and faculty. These projects include redesigning the library homepage, creating online tutorials, and creating a wiki for frequently asked reference questions. The vacancy in cataloging has also caused remaining staff to reprioritize their duties, but a backlog of materials is still anticipated. The number of items received by the Library has not changed, while the number of staff dedicated to cataloging them has been cut in half.

Insufficient space for expansion of collection, seating and group study areas, as well as inadequate lighting and noise infiltration can be remedied by a new or remodeled Library. The Library Capital Improvement Planning Committee is working with architects to address the above issues. Unfortunately, poor traffic flow, inefficient grouping of service
functions and inadequate security due to numerous entrances and exits can ultimately be remedied only with a new library building.

Decreased staffing within the Library is another external limitation that the College or District could alleviate. Allowing the Library to advertise for and fill one full time staff position in cataloging and two part time adjunct positions in reference would help solve current Library staffing vacancies.

**Opportunities for improvement in the next five years**

- CIP Library remodeling project
- Expand library instruction to SAC Online students and faculty
- Upgrade library catalog with new Millennium interface
- Redesign library homepage to improve aesthetics and usability
- Add more online course research guides
- Make the digitized *Ranger* keyword searchable
- Update Baker & Taylor PromptCat service to provide full catalog records and more streamlined processing of all materials
In-person Reference Statistics

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Chat Reference Statistics

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Appendix A-4
### Librarians' Evaluation

#### 2003

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### Library Evaluation

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Appendix A-5
### Librarians' Evaluation

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### Library Evaluation

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Appendix A-5
## Librarians' Evaluation

### 2005

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## Library Evaluation

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## Librarians' Evaluation

### 2006

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## Library Evaluation

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Appendix A-5
## Librarians' Evaluation

### 2007

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## Library Evaluation

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Appendix A-5
Library Instruction 2005

- **English - 1301, 1302 & Literature**: 304, 47%
- **Student Development 0170 & 0370**: 113, 17%
- **Strategies for Success 0171**: 40, 6%
- **Misc: Child Dev., ACCT, Sociology, Crim. Justice, Anthropology, Biology, Psychology & COSC**: 34, 5%
- **History, Government, & IDST**: 39, 6%
- **ESL**: 10, 2%
- **Education**: 11, 2%
- **Reading**: 53, 8%
- **Art**: 25, 4%
- **Elluminate & Elibrary**: 12, 2%
- **ESL**: 10, 2%
- **Education**: 11, 2%
- **Reading**: 53, 8%
- **Art**: 25, 4%
- **Elluminate & Elibrary**: 12, 2%

Appendix B-3
2006 - 2007 Library Instruction

- **English**: 278 (45%)
- **Student Dev. 0170 & 0370**: 148 (19%)
- **Strategies for Success 0171**: 26 (4%)
- **Misc**: 40 (8%)
- **Elluminate/eLibrary**: 26 (3%)
- **Art**: 25 (4%)
- **History/Government/IDST**: 43 (7%)
- **Reading & Education**: 10 (2%)
- **Developmental English**: 39 (6%)

Appendix B-3
LI Faculty Evaluation

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San Antonio College Library
Student Evaluation Form

Thank you for taking some time to give us your feedback about your Library Instruction class. Your responses will help us provide better classes in the future.

<table>
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<tr>
<th>Name of Librarian:</th>
<th>--Select Librarian--</th>
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<tbody>
<tr>
<td>Course Number and Section:</td>
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</tr>
<tr>
<td>Course Instructor:</td>
<td></td>
</tr>
</tbody>
</table>

Please evaluate this library instruction session by selecting your response to the following statements:

| I now have a better understanding of how to organize my search for a topic. | No opinion |
| I now have a better understanding of where to look for academic sources on a topic. | No opinion |
| I had the opportunity to ask questions and participate in hands-on practice. | No opinion |
| I was able to locate at least one relevant source on a topic. | No opinion |
| The concepts, skills, and resources I learned about today will help me complete my research assignment. | No opinion |

The one thing I learned today that will be most useful for my research is:

I still have questions about:

Other comments or suggestions:

Submit Form  Clear Form
LI Illuminate Sessions

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<td>2007</td>
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Appendix B-7
LI Elluminate Students

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San Antonio College Library
Information Literacy Survey

Mark the response that best completes each statement or answers each question.

1. How confident do you feel about finding, evaluating, and using library resources for your research assignment?
   - very confident
   - confident
   - somewhat confident
   - not confident

2. How important is learning how to find, evaluate, and use library resources to you?
   - very important
   - important
   - somewhat important
   - not important

3. How often do you use the Internet and/or email?
   - very often
   - often
   - sometimes
   - I’ve never used the Internet

4. You need to find information on “civil rights.” If your research strategy is to start by defining your topic using general works, and then move on to more specific works, in which order would you look at the sources below?
   - encyclopedias, books, journal articles
   - books, encyclopedias, journal articles
   - journal articles, books, encyclopedias
   - not sure

5. Your research topic is: “Smoking in restaurants should be outlawed because of the health risks associated with secondhand smoke.” Which combination of keywords do you think would provide the most relevant search results?
   - secondhand smoke and restaurants and health risks
   - smoking and restaurants
   - smoking and health risks and outlawed
   - not sure

6. If your combination of keywords for the search in question 5 above did not find enough search results, how could you best revise your search?
   - smoking or ban or health risks
   - (smoking or restaurant) and ban
   - smoking and (restaurant or cafe) and health
   - not sure

7. In most online databases, the search restaurant* and smoking will find items:
   - where the word “restaurant” is considered more important
   - that contain the words “restaurant” or “restaurants” and “smoking”
   - where the word “restaurant” is in the title
   - not sure
8. Why does a keyword search sometimes find items that are not relevant to your research topic?
   o those items were the only ones available at the time of the search
   o a keyword search is not very specific
   o a keyword search finds all items that contain the words you type in
   o not sure

9. In an online database, how is a subject search different from a keyword search?
   o a subject search finds items that are organized by topic
   o a subject search lets you type in your whole research question
   o there is no difference between a subject search and a keyword search
   o not sure

10. Of the following, which source would give the most current information on “the effectiveness of marijuana in the treatment of glaucoma?”
   o a recent book
   o a recent magazine or journal article
   o a recent encyclopedia
   o not sure

11. If a keyword search resulted in 53 citations to magazine or journal articles, how would you choose the best three articles for your topic?
   o look through the first 10 search results, because those are the most relevant
   o look for articles that are short and to the point
   o first skim the titles of the articles, and then read the summaries of those that seem relevant
   o not sure

    The above citation refers to:
    o a chapter from a book
    o an article from a journal
    o an excerpt from an encyclopedia
    o not sure

13. Use a library online catalog to find:
    o all materials owned by a library
    o all books published in the U.S.
    o full-text magazine or journal articles
    o not sure

14. Why are some magazine or journal articles not available full-text in online databases?
    o not enough students paid their tuition
    o the librarians censored the articles that weren’t good for research
    o the database companies didn’t get permission from the publishers or authors who hold the copyright
    o not sure

15. What do you need in order to log in to SAC Library databases from off-campus?
    o email address and personal password
    o SSN and PIN
    o last name and SSN
    o not sure
Assessment of Selected ACRL Information Literacy Competency Standards

OVERVIEW

Introduction

In Fall 2002, the SAC library instruction committee decided to revise the assessment instrument that was used in Fall 2001 to measure student learning of selected library research knowledge and skills. The Fall 2001 instrument was distributed to large groups of orientation classes as a pre-test, then the post-test was administered to specific classes who received group instruction in the library. The groups of students who received the pre- and post-test were not necessarily the same students, and library faculty were concerned that the statistical comparisons between the pre- and post-tests did not accurately reflect any change in student knowledge. Also, the library instruction committee wanted to create an assessment tool that reflected currently accepted knowledge and skills standards.

Revising the Assessment Instrument

The SAC library instruction team decided to base the new pre- and post-survey questions on outcomes listed in the ACRL Information Literacy Competency Standards. 20 outcomes were identified as addressing research knowledge and skills that library faculty usually incorporate into a 50 or 75-minute group instruction session:

<table>
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<td>1.b*</td>
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<td>2.c*</td>
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<tr>
<td>2.d*</td>
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<td>3.a*</td>
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<td>3.b*</td>
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<tr>
<td>3.c*</td>
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<tr>
<td>4.c*</td>
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</table>

Questions that addressed these outcomes were collected from the SAC Library Spring 2001 pre- and post-test and assessment instruments from other 2 and 4-year educational institutions. The library instruction team compared these collected questions and selected 16 outcomes (*) to focus on.
Some of these outcomes could be combined together into a single question, while others seemed to cover approximately the same knowledge and/or skill. All in all, 12 outcome-based questions were created, along with 3 demographic questions, for a total of 15 pre- and post-survey questions.

**Administering the Assessment Instrument**

*Which courses? How many students?*

Courses that will be the focus of assessment are those that require assignments which incorporate an AND/OR search strategy for a topic and the overall research process. This could include ENGL1301 or other types of 1300 level courses. The number of students is not necessarily statistically significant, due to the change in methodology from “blanket survey” to “targeted focus group.” Participating library faculty should administer at least 2 sets of surveys. 75-minute classes would offer more time for the post-survey.

*When and how to administer?*

The blank pre-surveys (white color) and post-surveys (cream color) will be available in two separately marked envelopes in Celita’s mailbox.

Sample intro: “Information literacy includes important lifelong skills such as finding, evaluating, and using information effectively. Library faculty created this survey to help identify the key areas where our students need the most help. The results of the survey also play an important role in SAC’s accreditation by the Southern Association of Colleges and Schools. Please read each question carefully and answer them to the best of your ability.”

1. Pre-survey - Library faculty will coordinate with course instructors to administer the pre-survey (white color) at the beginning or end of the course meeting day/time that is directly prior to the group instruction session in the library. A *minimum* of 10-15 minutes should be given for students to complete the survey.

2. Post-survey - Library faculty will administer the post-survey (cream color) at the end of the group instruction session in the library, or at the beginning or end of the course meeting day/time that is directly after the group instruction session in the library. A *minimum* of 10-15 minutes should be given for students to complete the survey.

3. Turn them in - Library faculty will record the dates and times of the pre- and post-surveys, the course titles, and course instructor names and email addresses on the “Information Literacy Survey Participants” form. One form should be filled out for and attached to each set of completed pre- and post-surveys. Please place each set of completed surveys in Celita’s mailbox.

Each librarian has the opportunity to run their pre- and post-survey results with SAC Institutional Research to see individual class scores. All completed surveys will be anonymously batch processed at the end of the semester.
Information Literacy Learning Outcomes

Below are the learning outcomes (what students should know or be able to do) for each of the content-based questions that are the focus of the Spring 2003 Information Literacy Survey. The documented learning outcomes are from the ACRL InfoLit Competency Standards.

**Question 4** – (outcomes 1.1.c, 2.2.a)

Students should know that encyclopedias help you define a topic and understand their difference in scope in comparison to books and articles. Also, students should be able to identify different types of resources for the progressive stages in the research process: broad $\rightarrow$ narrow.

**Question 5** – (outcomes 2.2.b, 2.2.d)

Students should be able to identify the key concepts / key words of a fully developed research topic and construct a basic “AND” search using those key words. Which key words are the MOST important to use in order to express the concept of the topic?

**Question 6** – (outcomes 2.2.b, 2.2.d, 2.4.c, 3.7.b)

Students should be able to revise / expand their search strategy to include synonyms for their initial key words and should be able to construct a basic “OR” search. Even if students don’t actually type in the OR with ( ), they should understand the “idea” of the OR for substituting synonyms for initial key words.

**Question 7** – (outcomes 2.2.d, 2.4.c)

Students should be able to revise / expand their search strategy to include truncation and to understand what truncation does. Use the stem of the word, or as much of the word so that any variation will have approximately the same meaning. For example, typing something like CAT* would be a bad example if you only wanted to find “catatonic” or “catatonia.”

**Question 8** – (outcome 2.2.c)

Students should understand how a keyword search works. Keyword searching finds items that simply contain the words you type in. This is why keyword searching can bring back hits list that seem highly irrelevant = frustration in searching. Students should learn that they could start out with a keyword search to find at least one relevant item and then look at and then use the subject headings listed in that item’s description.
Question 9 – (outcome 2.2.c)

Students should understand how a subject search differs from a keyword search. A subject search finds items that are organized by and about a specific topic. Library databases such as catalogs and article indexes all have this “yellow pages” approach to organizing items by subject. Students can use subject searching to improve the relevance of their search results.

Question 10 – (outcomes 1.2.d, 3.2.a)

Students should be able to select and evaluate which type of resource (book, article, encyclopedia) is likely to contain the MOST current information about a specific aspect of a topic. In this case, the broad topic is glaucoma and the specific aspect is the effectiveness of marijuana in treating this disease.

Question 11 – (outcomes 2.1.c, 3.2.a)

Students should be able to evaluate their search results and select items by first understanding how a database displays results (the top 10 are not necessarily the most relevant) and by skimming/reading the abstracts that are included in the item’s description. Students should be warned against selecting whichever item shows up first.

Question 12 – (outcome 2.3.b)

Students should be able to recognize how an article citation is notated. Point out the two big clues: the volume(number) combo and no place of publication. For comparison, you could show students the bibliography from a full-text or full-image article from one of our databases.

Question 13 – (outcome 2.1.c)

Students should understand the scope and content of a library catalog. The catalog contains records of all materials (not specific articles) owned by a library, or sometimes several libraries. Our catalog can search for materials owned by all ACCD libraries.

Question 14 – (outcome 5.1.b)

Students should understand that the library subscribes to databases, and that copyright prevents free universal access to a LOT of content unless publishers and/or authors give permission for databases to include it. You can expand on this by sharing that the library still subscribes to individual print titles, if it’s not in one database it might be in another, that’s why the Journal Locator exists, etc.

Question 15 – (outcome 5.2.b)

Students should understand that they have off-campus access to databases only if they are a registered student and know that they need their SSN and PIN. Paying that library fee gives them the privilege of searching from home!
LI Pre/Post Survey Spring 2003

<table>
<thead>
<tr>
<th></th>
<th>7 or more</th>
<th>9 or more</th>
<th>all 12</th>
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<tr>
<td>Pre</td>
<td>63%</td>
<td>11%</td>
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<tr>
<td>Post</td>
<td>77%</td>
<td>18%</td>
<td>6%</td>
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</table>
2005 - 2006 Library Instruction

- Gatekeeper & Other Classes: 68%
- Reading: 5%
- Developmental English: 3%
- Strategies for Success: 15%
- Student Development: 19%

Appendix B-13
2006 - 2007 Library Instruction

- Gatekeeper & Other Classes: 64%
- Student Development: 23%
- Developmental English: 6%
- Strategies for Success: 5%
- Reading: 3%

Appendix B-13
### LI eLibrary for ITC - Sessions

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LI eLibrary for ITC - Faculty/Staff

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Appendix B-15
LI Elluminate for ITC - Faculty/Staff

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**Total Circulation**


Appendix C-2
Periodicals Circulation

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Database Use Statistics

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Appendix C-4
### Interlibrary Loan


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Appendix C-6
Total New Items

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Appendix D-1
New Materials, by Item Type

New Items 2002-2003

- Monograph: 42%
- Serial: 29%
- DVD/VHS: 5%
- Sound Recording: 1%
- Computer File: 1%
- EBOOK: 2%
- Government Docs: 0%
- Other: 1%

New Items 2003-2004

- Monograph: 40%
- Serial: 37%
- DVD/VHS: 18%
- Sound Recording: 10%
- Computer File: 1%
- EBOOK: 2%
- Government Docs: 1%
- Other: 0%

New Items 2004-2005

- Monograph: 55%
- Serial: 18%
- DVD/VHS: 18%
- Sound Recording: 0%
- Computer File: 4%
- EBOOK: 0%
- Government Docs: 2%
- Other: 3%

New Items 2005-2006

- Monograph: 50%
- Serial: 31%
- DVD/VHS: 6%
- Sound Recording: 3%
- Computer File: 1%
- EBOOK: 3%
- Government Docs: 0%
- Other: 1%

New Items 2006-2007

- Monograph: 44%
- Serial: 33%
- DVD/VHS: 7%
- Sound Recording: 1%
- Computer File: 4%
- EBOOK: 9%
- Government Docs: 0%
- Other: 2%

Appendix D-2