LIBRARY SERVICES
Non-Instructional Program Review

Spring 2009

Prepared by

Kate Halcrow   Technical Services Librarian
Barbara Rugeley   Public Services Librarian
John Thompson   Dean of Library Services

Library Program Review Committee Members

Name	Title
John Thompson	Dean of Library Services
Barbara Rugeley	Public Services Librarian
Kate Halcrow	Technical Services / Systems Librarian
Karen Praeger	Library Technician, Reference; part-time Librarian
April Thompson	Library Technician, Acquisitions
Tina Gutierrez	Library Technician, Audiovisual
Lorry Williams	Library Technician, Circulation
Shirley Porch	Library Technician, Cataloging
Judy Kemp	Library Administrative Secretary

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LIBRARY STAFF

ADMINISTRATOR:
John Thompson, MLS, PhD

FULL-TIME FACULTY:
Katherine Halcrow, MLIS
Barbara Rugeley, MLS

ADJUNCT FACULTY:
Usha Chhabra, MLS
Anne Dillibe, MLS
Barbara Durian, MLS
Karen Praeger, MLIS
Jacquelyn Swinney, MLS
Christine Gerloff Walker, MLIS

CLASSIFIED STAFF:
Rita Amacher, LT Cert, AA, AS
Vera Caselles, LT Cert, AA
Joyce Cohn, LT Cert, BS, LVN
Moses Crowder, BA
Maryann Cuevas, LT Cert
Tina Gutierrez, AS
Judi Kemp,
Carmen Mexia, AA
Karen Mosher, LT Cert, AA
Shirley Porch, LT Cert, AS, BA, MA
Teresa Pounds, LT Cert.
Karen Praeger, LT Cert, AS, BA, MLIS
April Thompson, LT Cert, AS
Lorry Williams, LT Cert, AS

Summary

Introduction - Program Overview

The library offers technological services and support for students, faculty and staff by providing a facility furnished for individual and group study and equipped with a broad range of print, electronic and multimedia resources. The library advances cultural and personal enrichment for the college and community members by providing broad and in-depth resources and research services, beyond those required to support the curriculum. The library program provides training, assistance, resources and space to students, faculty and the local community for study and research. The library is committed to providing quality services and resources for Citrus College's diverse community, the residents of the Citrus Community College District, and other users of the Library.

The Library has 2 fulltime librarians, 6 part-time librarians and a staff of 7 fulltime and 8 part-time library technicians, a Departmental Secretary; and a Dean/Director

The Citrus College Library provides a welcoming, attractive and safe atmosphere for the students, staff and faculty of the college. There are comfortable surroundings for group or individual study. Open access computers are located near the Reference Desk and near the Audiovisual desk. Anyone on the Citrus campus may use the library during its regular hours of operation. Students, faculty and staff also have 24/7 access to the library website where more than 41% of its collections are online.

The library's collection consists of approximately 53,000 print volumes, 6,000 multimedia items, 25,000 electronic books and over 40 Internet-based full text database subscriptions. The library's home page and catalog can be accessed online at http://www.citruscollege.edu/library . The home page includes links to electronic databases, archival collections, and research guides. Its electronic databases and e-books are accessible by students and staff, on and off-campus, with passwords or by remote authentication.

The Library's website is a portal to library collections and services 24 hours per day 7 days per week for onsite and offsite users, including distance education students. The website provides searchable access to the online catalog of the library's print, audiovisual, and Internet based resources, as well as access by topic to the Internet databases of books, journal articles and reference work full text databases, as well as links to freely available reference works, government sites and other resources.

Self-Evaluation

The hours of operation are sufficient to meet the needs of the College at this time. Off campus users now have access to a greatly expanded collection of online resources 24 hours a day, seven days a week, via the Internet. Based on surveys, Citrus College students have a high level of satisfaction with the Library facility and its resources.

Library program SLOs have been established. Assessment of SLOs began in 2008 with the use of surveys.

Librarians provide Reference/Information assistance for approximately 10,000 questions per year. They also do over 260 library instruction sessions per year. In a year the library

circulates over 30,000 reserve items, 25,000 book titles and 8000 multimedia titles. Audiovisual handles over 1000 equipment services calls to classrooms each year.

Compared to similar programs at other institutions the library has 30% fewer librarians, a collection that is 30% smaller and handles 36% fewer reference assistance interactions. The library does record a higher than average use of the facility and provides more than twice the number of library instruction sessions.

Library's expenditure on resources is equivalent with that of other California community colleges with equivalent FTEs.

The library program has contributed to a green environment by energy savings, recycling and supporting a paperless society through such things as decreasing print journal subscriptions in favor of electronic databases.

For the most part the library's current technology needs are the same as the other departments of the college. Ageing computers and other technological equipment must be upgraded or replaced in a regular manner.

Effective Practices

The Library facility is popular, heavily used, and safe. The library maintains access via the Internet to the Library's collections and services. The Library now has a wireless network, which partially coverers the library, to allow students who have laptops to connect to the Internet.

The Library has greatly increased outreach to students through an energetic program of library instruction sessions scheduled every semester. The Library has offered instruction sections to Glendora High School English classes.

The Library has accepted collections purchased by other departments and has made them available and accessible to the campus.

Audiovisual staff delivers equipment and media needed by faculty and staff for classrooms and campus events. AV staff also provides training to faculty and staff on the use of high tech classrooms and conference rooms.

The Library regularly accommodates people with a wide range of disabilities, both with the equipment and resources.

The library faculty and staff have regularly taken advantage of workshops and other training opportunities to update their skills.

Librarians offer more than double the number of library instruction sessions to Citrus classes than are offered at California community colleges of comparable size.

The Library has shifted the format of its resources so that more than 40% of the collections are digital, and accessible to students connected to the Internet. The Library continues to develop its extensive website in response to the changing needs of Citrus students and faculty.

Opportunities for Improvement, Recommendations and Needs Identification

The most important need that the library has is to replace the position of Technical Services / Systems Librarian which will become vacant in June of 2009. Following in a close second is the replacement of the Head Librarian who will be retiring the end of July 2009. Other staffing needs include at least one more full-time, eleven month librarian and a 49% library technician.

In the area of technology the library should complete the installation of their wireless network. The library should also: Work toward campus-wide electronic services, such as online tutorials, rather than facility-based services; provide remote authentication for online access to current information resources; provide a one-search portal to the library's materials; collaborate with faculty from other departments to provide digital access to materials; seek funding to digitize the student newspaper archive, for possible virtual publication via Content DM or Content Plus; add a library link to all Blackboard courses; develop methods to insure that library computers are shared equally, and are available for those who are working on Citrus assignments, or legitimate research.

The library should continue to develop written procedures for maintaining security in the building and for emergencies and make all staff aware of them. The training of all library faculty and staff members as well as student aides in the procedures should also continue.

Looking toward a time of increased financial support, the library should: create plans to revitalize the aging collection to meet the current needs of campus programs; plan to update video editing equipment system and software; replace VHS video collection with DVD format titles; plan for funding of media streaming subscriptions over the next five years; plan for funding necessary closed captioning of AV materials; plan for funding maintenance and replacement of aging audiovisual equipment, student and staff computers, and the next library system upgrade over three to five year cycles; provide laptop computers for circulation to students and staff; install a scanning station for student use; install a color copier for student use; reassess costs associated with use of RFID technology in the Library for such technologies as self check out stations.

Library Non-Instructional Program Review – Spring 2009

l. INTRODUCTION – PROGRAM OVERVIEW

A. Relationship to College Mission

The services provided by the library affirm the following objectives in the Citrus College Mission Statement:

1. **Offer technological services and support for students, faculty, and staff.** The library supports this objective by providing a facility furnished for individual and group study, equipped with a broad range of print, electronic and multimedia resources as well as computer commons, wireless networking, and listening/viewing rooms.

2. **Advance cultural and personal enrichment programs for the college and community members**. The library supports this objective by providing broad and in-depth library resources and research support services, beyond those required to support the curriculum, for the intellectual and personal development of all Citrus College students, faculty and staff, and members of the local community.

B. Library Services Program Description, Purpose, Goals, Objectives

PROGRAM DESCRIPTION

The library program provides training, assistance, resources and space to students, faculty and the local community for study and research. The Hayden Memorial Library is located north of the Ross L. Handy Campus Center and east of the Administration Building. This 33,000-square-foot facility contains the library's collection as well as individual seating, listening rooms, group study rooms, conference rooms, a student orientation room, an archives/special collections room, an art gallery, a self serve copy room and an open computer lab (currently being used as a classroom).

The reference faculty and staff offer group instruction to classes and one-on-one instruction in the library, by telephone, via online chat, and by e-mail. Library faculty also teach a one unit course in Information Literacy. The library's faculty and staff assist students and others with finding information for research papers, speeches and other academic or personal information needs. The Library website includes "research tips," which is a brief guide to library research, as well as a specialized resource guide for English 101, library instruction slides.

INSTITUTIONAL COMPETENCIES (Approved by program)

The Library Services program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (http://www.citruscollege.edu/sloa/Documents/Core%20Competencies/GE_slos_core_competencies.pdf) are as follows: 1. Communication (personal expression and information acquisition); 2. Computation; 3. Creative, critical, and analytical thinking; 4. Community/global consciousness and responsibility; 5. Technology/information competency; 6. Discipline/subject area specific content material.

PROGRAM MISSION STATEMENT

The Citrus College Library is committed to providing quality library services and resources for Citrus College's diverse community, the residents of the Citrus Community College District, and other users of the Library.

PROGRAM GOALS:

- Affirm the vision and mission of Citrus College.

- Support the curriculum and meet the information needs of the Citrus community by acquiring, maintaining and providing access to a comprehensive library collection.

- Promote the Citrus College Library as the focal point of quality information resources, regardless of format, for the college community;

- Provide prompt, unbiased, and knowledgeable responses to requests for assistance, focusing on student and faculty information needs above other library, campus, and community responsibilities;

- Provide professionally qualified librarians and skilled technical staff who support the use of information in learning;

- Administer fair and objective service policies to all populations, including those with special needs;

- Provide assistance and access to collections and services for persons with special needs;

- Protect each individual's right to privacy with respect to information requested and materials consulted;

- Encourage and facilitate information competency, critical thinking, intellectual independence, and lifelong learning skills in all students, regardless of their educational goals (transfer, vocational and occupational, basic skills, noncredit education, or personal interest);

- Provide quality instructional services and programs in the use of information resources and in support of the college's curriculum;

- Provide a safe, clean, well-maintained library with enough space and resources (including books, periodicals, electronic databases, audiovisual materials, wireless network, networked computers, copiers, printers, audiovisual equipment, furniture, and individual and group study areas) so that library users can pursue their academic or personal goals.

C. Library Faculty and Staff

The Library has 2 fulltime librarians, 6 part-time librarians and a staff of 7 fulltime and 8 part-time library technicians, in Audiovisual, Circulation, Acquisitions/Serials, Cataloging, and Reference; a Departmental Secretary; and a Dean/Director. There are also student aides who work on a limited basis. There is one open library technician position, which has remained unfilled due to budget restrictions.

Librarians regularly participate in workshops, seminars, online classes, and professional conferences to maintain and update their knowledge and skills. These

are sponsored by, among others, California Community College Libraries, Metropolitan Cooperative Library System (MCLS), California Library Association, American Library Association, Medical Library Association, Special Library Association, Southern California Technical Processing Group, Innovative Users Group, Southern California Innovative Users Group, and California Academic and Research Libraries. Library technical staff are also supported in taking classes and attending workshops and seminars. Training and retraining at all levels of Library staff has very high participation. AV Media Technicians are trained on newly acquired equipment to be able to maintain all AV equipment and troubleshoot any technical problems.

D. Students Served Annually

In an academic year, [See Appendix 1: Cumulative Library Data]

- More than 400,000 persons enter the Library. [Gate count]

- Approximately 10,000 reference questions are answered.

- More than 560,000 database searches are performed by users.

- More than 60,000 items are checked out.

- Approximately 6,000 students attend nearly 270 library research instruction sessions.

- Audiovisual staff provide equipment and audiovisual resources to nearly 1,000 classrooms as well as community and campus events.

E. Library Facility and Collections

LIBRARY FACILITY

The Citrus College Library, renovated in 2002, provides a welcoming, attractive and safe atmosphere for the students, staff and faculty of the college. There are comfortable surroundings for group or individual study. Eleven group study rooms are very popular and in constant use. The six media rooms in Audiovisual are available for viewing and listening assignments. Service desks are located on both levels of the library. Open access computers are located near the Reference Desk and near the Audiovisual desk. The light and spacious surroundings provide an atmosphere that is conducive to learning and study, as well as a place to come for quiet relaxation. Security cameras monitor areas of the library at all times.

Campus Access

Anyone on the Citrus campus may use the library during its regular hours of operation: During the Fall 2008 semester the library was open 68 hours per week over 6 days; (Monday – Thursday 7:30 a.m. – 9:00 p.m., Friday 7:30 a.m. – 4:00 p.m. and Saturdays 9:30 a.m. – 3:00 p.m.). Because of budget cuts the library's hours during the Spring 2009 semester will be 60 hours per week over 5 days (Monday – Thursday 8:00 a.m. – 9:00 p.m. and Friday 8:00 a.m. – 4 p.m. During the Winter session the library is also closed on Saturday and will close at 8:00 p.m. Monday through Thursday. In the Summer the library is closed both Friday and Saturday.

Off Campus Access

Students, faculty and staff have 24/7 access to the library website where more than 41% of its collections are online.

In addition, students have access to the collections of other libraries through the Inland Empire Academic Library Consortium. This is a reciprocal lending agreement among several academic libraries to share resources which enables students to travel to other campuses to borrow materials. Links are provided on the Library website to nearby university and public library catalogs, which allow students to efficiently locate resources nearby.

Equipment

The Library has 52 public access computers, 22 in the Reference area, 30 on the second floor in the Audiovisual area, as well as 46 computers in the Library's classroom and computer Lab. A wireless network is now installed covering part of the Library, which improves access for students to the Library's digital resources for those who have laptop computers. The computers in the classroom and the computer lab are reserved for classes in those rooms Library personal computers are maintained by TecS Department as part of a campus wide planning schedule, as recommended in the last review. Prior to Fall and Spring Semesters, the Library assesses the software needed for staff, classroom and open access computers, and submits a detailed load set request to TecS staff.

The Library Audiovisual department supports all classrooms with equipment needs. Classroom equipment is scheduled and delivered to rooms daily. Equipment is maintained and repaired as needed. Annual inventory of equipment is performed for location and status of condition. The Audiovisual department includes several Media rooms which are equipped with a 13" monitor and DVD/VCR unit(s). Tape recorders & CD players are checked out to patrons as needed.

All of the Library's functions are managed via its library automation system software, which runs on a library server. This server is maintained by a contract with the software vendor, and replaced on a regular schedule.

Provisions for Special Needs

The Library has made provisions for special needs of Library users via the following:

- Wheelchair accessible public computers

- Wheelchair accessible elevator; library collection stacks; restrooms

- Videophone for users with hearing impairment

- Zoom Text on all public computers for enhanced visibility

- Kurzweil equipment for converting digital text to audiotape for the visually impaired

- Extensive supplementation of texts directly related to courses with videotapes, CD ROMs, and DVDs for users with various learning challenges

- AV has 6 rooms with equipment for viewing VHS or DVD. 5 rooms have the ability to view closed caption materials

- Some VHS/DVD available with closed captioning

- Some transcripts available with some media

Privacy Protections

The library staff follows the tenets of the American Library Association Code of Ethics; this document is part of the Collection Development Policy. Items II and III of the Code of Ethics are as follows: *"II. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted. III. We recognize and respect intellectual property rights. "*

In order to preserve privacy, the Library's automation system does not keep a history of materials borrowed by individuals beyond the immediate borrower of an item, and last borrower who checked it out.

LIBRARY COLLECTIONS

Overview

The library's collection consists of approximately 53,000 print volumes, 6,000 multimedia items, 25,000 electronic books and over 40 internet-based full text database subscriptions. The library's home page and catalog can be accessed online at http://www.citruscollege.edu/library, and include links to electronic databases, archival collections, and research guides. Its electronic databases and e-books are accessible by students and staff, on and off-campus, with passwords or by remote authentication. The collection, while covering a broad range of disciplines, emphasizes areas that support specific curriculum for both academic and vocational programs. Some areas such as literature, social sciences, and the arts have larger collections because of demonstrated need. The health science collection is composed of current core materials. The Library has several special collections including the Hayden and Schlesinger collections, the Citrus History Collection, the Humphrey Folklore collection and the Solheim Oral History Collection. The latter two collections were developed and made available to the library by Citrus faculty.

Collection Development

Librarians consult directly with faculty in academic areas regarding the collection, new acquisitions, and needs that arise for materials to support classes. The Collection Development Policy states, *"Since the primary function of the library is to serve instruction, the library encourages Citrus faculty to participate actively in support of the library and in policy making."* A librarian serves on the Curriculum Committee which provides the opportunity to assess Library collections for proposed courses. The Library provides a Library resource profile to each academic program for periodic program review. The Library also accepts donations after careful review. The librarians review possible additions to the collection, giving priority according to the work's relevance to the instructional programs of the college. The Library has accessioned and cataloged collections purchased by departments, such as the aforementioned folklore collection from a Language arts instructor; art history slides from the Art Department; and films from the Child Development Center and makes them available and accessible to the campus. California Community College Libraries Consortium has provided the means, through system- wide agreements, to obtain subscriptions at a substantial discount for electronic books and databases of journal articles and reference works in full text.

Acquisitions & Cataloging

The librarians forward recommended purchases to Acquisitions staff, who place the orders and keep track of budget considerations. Audiovisual materials are recommended by instructors and previewed for their value and content prior to purchase. All newly purchased videotapes and DVDs are closed captioned.

Cataloging staff process materials received for the collections, adding records to the catalog, which provides keyword, author, title, subject, and often table of contents access to the records, as well as authority control for all headings so that all materials by a given author, for example, are displayed for that author. The staff adds call numbers and affixes a security strip to the materials.

Access to Collections

Onsite Access

The Library is open to any patron during its regular hours of operation.

The recently renovated Library is ADA compliant. Special technology and collections in alternative formats (print, multimedia, electronic) make the Library collections accessible for people with special needs. The Library works with DSPS to provide equipment and software for special needs students. DSPS has installed a specially equipped computer as well as a videophone in the Library. In addition all multimedia purchased by the Library is closed captioned to meet the needs of hearing impaired patrons. Closed captioning also assists ESL students.

Library computers for use by students are in high demand. The Library has no replacement computers so that when a computer needs servicing, there are even fewer available. The new wireless network has helped to mitigate this problem, which, however, persists as many students do not have laptops to access the wireless network, although the network only partially covers the Library and should be expanded to cover all areas of the Library.

Online Access

The Library's website is a portal to library collections and services 24 hours per day 7 days per week for onsite and offsite users, including distance education students. The website allows patrons to check their library record and renew books; email librarians with questions or requests; obtain online live reference assistance; recommend new acquisitions for the Library; and request materials from other libraries via interlibrary loan.

The website provides searchable access to the online catalog of the library's print, audiovisual, and internet based resources, as well as access by topic to the internet databases of books, journal article and reference work fulltext databases, as well as links to freely available reference works, government sites and other resources. The Library catalog and website provide different search paths to locating information online in the Library's many online resources. (Append. IIC-8)

The Library's digital resources (ebooks, electronic databases of journal articles and reference works) are available to students via the campus network connection to the internet. When students are off campus, access to these electronic resources is accomplished via a list of logons and passwords for each resource or via the Campus' proxy server.

As digital resources available to users become more diverse and extensive, many libraries are implementing search portal software which enables users to search numerous resources with a single search. The Library has loaded records for a large percentage of its electronic resources, including individual books, journals and reference works into the catalog, and thus provides searchable access to them as well as to print resources. In addition, a limited single search portal is available to Citrus users via EBSCO, which enables a single search of all its databases as well as of LexisNexus, which together comprise the majority of our online subscriptions.

F. **Progress on 2005 program review recommendations:**

1. Install a wireless network in the Library to provide Internet access to students who have notebook computers; acquire the AirPac module for the library system

   - DONE: wireless network installed, though provides only partial coverage to public areas of Library; AirPac not implemented

2. Purchase one or more pda's for reference librarians to use.

   - NOT DONE

3. Fill the two open Library technician positions so that there will be sufficient staff to convert the Library computer lab to open access use.

   - ONE HIRED

4. Collaborate with faculty from other departments to provide digital access to materials submitted digitally to the library for Electronic Reserves for classes.

   - DONE

5. Library instruction is relevant to all programs because it seeks to enable students to successfully find and evaluate information resources. Programs that are not currently making use of library instruction sessions could be encouraged to develop assignments appropriate to the use of library research instruction.

   - DONE

6. The Library has developed some alternate methods of information instruction, in the form of online research tips and English 101 library instruction slides, as well as subject guides, and should seek to develop interactive online materials, such as tutorials and games, for use by the increasingly savvy computer-using students on campus and for off-campus students.

   - DONE

7. Information should be provided to Distance Education instructors to promote awareness of library resources available electronically that could be linked to their course pages.

   - DONE

8. Library faculty should continue to liaise with faculty in other departments through participation in Curriculum and other Committees, faculty Senate, through special workshops and tutorials on flex days, as well as through arranging and providing library research orientations for individual classes, and on a drop-in basis.

   - DONE

9. Library faculty and staff should continue to participate in classes, workshops and other training opportunities to maintain and update their skills.

- DONE

10. Develop written procedures for maintaining security in the building and make all staff aware of them. Train all faculty and staff members as well as student assistants in the procedures.

- DONE

11. Maintain open access computers in the Reference area. Maintain current library privacy protections.

- DONE

12. Apply for FSAs for two fulltime librarians. Instruction in finding and evaluating relevant information resources is an important library service. The instruction load could be shared by librarians if more librarian positions were filled. Two more full-time, eleven-month librarians could provide increased on-line services, reference services, library research instruction, and multimedia services.

- NOT DONE

13. Implement either Web Access Management (WAM) through the Millenium Library automation software or by other software/hardware provided by the campus information technology staff to replace the current inefficient login/password list or proxy methods of access.

- NOT DONE

14. Assess the Library's archival collection for possible publication via the Millenium system.

- DONE, PARTIALLY IMPLEMENTED

15. Investigate costs and values associated with use of RFID technology in the Library vis a vis such technologies as self check out stations.

- NOT IMPLEMENTED

16. Investigate the feasibility of joining the direct lending agreement, Link Plus (Link+), which is a consortium of 32 universities, colleges, community colleges and public libraries to allow patrons at participating libraries to electronically request an item not available in their own library, and to have the item delivered to their library for their use, most of the nearby academic libraries belong, including Azusa Pacific and Claremont. This cooperative system would serve our students well by vastly increasing the resources available to them, precluding the necessity of traveling to other libraries or waiting several weeks for interlibrary loan. Books are usually delivered within 3 days. Participating libraries, and their patrons, are very pleased with the service

- DONE; NOT IMPLEMENTED

17. Acquire a self-checkout station for the Library circulation desk.

- NOT IMPLEMENTED. Cost greater than benefit

18. Investigate Serials Solutions' Federated Search and Article Linker services as well as in-house software for federated searching, such as the WebBridge and MetaFind

modules of the Millenium library software to provide a one-search portal to the library's materials.

- DONE; NOT IMPLEMENTED

II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

A. Instruction

The library staff works closely with the Office of Instruction and the different instructional divisions and programs to insure that the library will be able to support the information needs of the students and faculty. Many methods are used to facilitate this coordination:

Deans and Directors: The head librarian is an instructional dean and as such works closely with the other deans and participates in meetings and planning sessions.

Curriculum Committee: A librarian serves on the Curriculum Committee to ensure that adequate library resources are available for all courses.

Department Program Reviews: Librarians prepare profiles of the Library's holdings, circulation, library instruction sessions, and other related materials for each of the College's departmental programs as part of the Department's program review. This provides the opportunity for faculty in each departmental program to interact with the librarians and discuss and make recommendations regarding the Library's holdings and services for the Department's program.

Collection Development: Librarians consult directly with faculty in program areas regarding the collection, new acquisitions, and needs that arise for materials to support classes. A librarian serves on the Curriculum Committee to ensure that adequate library resources are available for all courses.

Audiovisual: AV items and equipment are provided for the entire campus, including scheduling, delivery, maintenance, and other help, to classes and campus events directly Audiovisual materials are recommended by instructors and previewed for their value and content prior to purchase.

Art Gallery in the Library – Art exhibitions are managed by the Art Department. The Library maintains an online exhibition and archive of show "catalogs".

Bibliographic Instruction: Library instruction is taught by the librarians to individuals and to classes with an emphasis on the information competency skills needed for research projects and papers assigned in classes. By learning how to evaluate information for authority, comprehensiveness, reliability, and accuracy, students develop information competency skills, which develop critical thinking. Students also learn how to find and use the complex array of resources available in an academic library. Librarians do not produce the answer for the student; they teach the student to find the answer so that the student develops information-seeking skills and can function as an independent learner. This instruction occurs in one-to-one sessions at the reference desk, as well as in library instruction sessions arranged by faculty for their classes. The Reference librarians also offer half hour research appointments. The Library website also has "research tips" which is a brief guide to doing research, and a specialized resource guide for English 101 which provides a detailed guide to doing the research paper for English 101and includes library instruction slides.

Staff Development: Instruction in the use of information resources is available to faculty and staff individually and in workshops. Instruction sessions open to all staff and faculty have been provided at flex day workshops. The Audiovisual staff provides training for instructors individually or through staff development activity on the use of new technology in the high tech classrooms.

Online Assistance: The library continues to develop and improve its online instructional resources on a continuing basis, and during the last two years has added the following features: new user's guide; research tips (a brief guide to doing research);faculty and distance education guides; library tour; online library orientation; subject guide to databases; and database access passwords available for download via the catalog. Subscription databases are regularly reconfigured to improve interactivity for students, adding such items as links to contact librarians, etc. The Library website provides both asynchronous email-a-librarian assistance to users and synchronous online chat with librarians. The website also has resource guides and tutorial assistance for users.

Distance Education: Librarians contact Distance Education faculty each semester regarding the library's services and resources and instructions for creating a direct link to the Library on their Blackboard course site. There is also a guide for distance education faculty on the Library website. Library faculty and staff participate in Flex day tutorials/workshops/Open House/tours.

B. Student Services

Security – The Library coordinates with Campus Security and Facilities to maintain a safe and secure environment, on emergency assistance and for lost and found services.

Job Placement – The hiring of the Library's student workers is coordinated with the Job Placement office.

DSP&S -- The Library works with DSPS to provide equipment needed by special needs students. DSPS has installed a specially equipped computer in the Library; as well as a videophone. In addition all multimedia purchased by the Library is closed captioned to meet the needs of hearing impaired patrons. Closed captioning also assists ESL students.

Bookstore – The Bookstore provides the Library with lists of textbooks in use each semester.

Admissions and Records – The Library Circulation department coordinates with Admissions and Records by reporting penalties and fines which students have incurred. Photo ID is also coordinated with Admissions and Records.

Counseling – Librarians provide instruction sessions for Counseling classes.

Campus Outreach – The Library coordinates with Campus Outreach to provide the Library portion of campus tours for prospective students.

C. Other

Institutional Research

The Research Office does not collect statistics on the Library Services program since the program does not include regularly scheduled classes. However, the Library Services program already collects detailed data on its operations and services for reporting to several government agencies, and that data is incorporated herein.

Tec Services

Committee participation: Library faculty and staff serve on campus technology committees such as CITC.

Library Network: TecS provides support for the Library network, including the new wireless network, as well as the computer commons for students and other users on the 1st and 2nd floors of the library, the library classroom and the computer lab, as well as staff computers. The Library Audiovisual department supports all campus classrooms with equipment needs. Audiovisual equipment is purchased and installed by the TecS Department. Classroom equipment is scheduled and delivered to rooms daily by Audiovisual staff. Equipment is maintained by Audiovisual staff, who also perform an annual inventory for location and status of condition

III. SELF-EVALUATION

A. Data Reporting:

The library collects data on its collections, library usage, material circulation, budget expenditures, staff and services. This data is used to complete various statistical reports for governmental and professional organizations. Regarding accuracy of data, one problem is that the data being requested is sometimes not specified in a precise enough manner. The Dean of Library Services reviews all such reports before they are submitted. Organizations requesting reports are: California Community Colleges, California State Library, Federal Government, and the Association of College and Research Libraries.

B. Access

How accessible is the program?

1. The recently renovated Library is ADA compliant. Special technology and collections in alternative formats (print, multimedia, electronic) make the Library collections accessible for people with special needs.

2. The Library is available and accessible to everyone in the Citrus College community as well as members of the public. The hours of operation are sufficient to meet the needs of the College at this time.

3. Off campus and distance education users now have access to a greatly expanded collection of online resources, including reference works, ebooks, and periodical databases, 24 hours seven days a week via the internet. Access is made less efficient and more unfriendly because we are not employing the remote authentication module in our library system. We currently use the less efficient method of providing a database list of user logins and passwords to users as a handout or downloadable from our website, and get frequent calls and emails from students asking how to get the logins and passwords. The use of logins and passwords has caused problems with database vendors on occasion; For example, when an instructor posted the passwords on an open website, in violation of our contract with the vendors. Alternatively users can login through the campus proxy server maintained by TecS and use the databases, but to do so requires the user to configure and reconfigure their software, and many seem not to be able to manage this. In addition the TecS proxy server is often offline.

4. A small portion of the audiovisual collection has not yet been closed captioned. As funds permit, the remaining titles should be closed captioned or replaced.

5. The wireless network is currently accessible only in parts of the Library and should be expanded to cover the entire Library.

6. As digital resources available to users become more diverse and extensive, many libraries are implementing search portal software which enables users to search numerous resources with a single search. The Library has loaded records for a large percentage of its electronic resources, including individual books, journals and reference works into the catalog, and thus provides searchable access to them as well as to print resources. In addition, limited single search portal is available to Citrus users via EBSCO, which enables a single search of all its databases as well as of LexisNexus. The Library has investigated the feasibility of purchasing the search portal module available for the Library's automation system software or some other portal software, but it is not feasible cost-wise at this point.

7. The Library has an archive of the Clarion student newspaper which could be digitized and made available online to the Citrus community as well as alumni and others, as many other colleges and universities are doing, but so far funding has not been found for this.

8. RFID technology increases the efficiency of library operations, as it allows automatic and more complete tracking of library materials. Costs have decreased for implementing RFID but there has not yet been the opportunity budgetarily to implement it.

C. Success

Based on our surveys and data we have collected, Citrus College students have a high level of satisfaction with the Library facility and its resources, the level of services that they have received, and the Library's website and online resources and services. [See Appendix 3].

D. Student Learning Outcomes

1. Development and implementation of Program SLOs

   In the process of developing the Library's student learning outcomes, the Library program review committee reviewed American Library Association standards and learning outcomes, and obtained student learning outcomes used by other community college libraries to compare with those proposed for the Library Services program. Library program SLOs have been Established as:

   a. Communication (personal expression and information acquisition)
      - Library users will be able to identify and describe their information needs through a reference interview, to promote lifelong learning.

   b. Creative, Critical, and Analytical Thinking [see Appendix 2]
      - Library users will develop a productive research strategy to complete a research assignment by utilizing library collections and search tools to facilitate research.
      - Library users will demonstrate knowledge of services available in the library (reserve desk, interlibrary loan, borrowing materials, and reference assistance) in order to facilitate student learning.
      - Library users will utilize the library's virtual and physical resources such as computers, study areas, group study rooms, website, catalog, and other electronic, print and AV sources, to facilitate study and research.

- Library users will demonstrate information literacy through classroom library instruction sessions, one-on-one direct encounters at the reference desk, or by taking the Library Technology 100 Information Literacy course so that, as they progress through their college courses and through life, they will be able to enjoy an informed, computer-literate life.

c. Community/Global Consciousness and Responsibility

- Library users will demonstrate courteous behavior, use library materials in a responsible manner, and distinguish between ethical and unethical uses of information.

d. Technology/information competency

- Students will demonstrate that they can use the Online Public Access Catalog (OPAC) to locate library materials, after instruction at the reference desk or in class sessions, in order to promote lifelong effective use of libraries.

e. Discipline/subject Area Specific Content Material

- Library users will be able to find books in the Dewey Decimal arrangement, after instruction at the reference desk or in class sessions, and retrieve them from the shelves accurately, in order to promote lifelong effective use of libraries.

2. Assessment of Outcomes

Outcomes are assessed by the use of surveys [see Appendix 3]:

a. 2008 Student post-library instruction feedback survey (477 students achieved an average 60% achievement on library skills).

b. 2007/08 Student library instruction evaluation survey (1321 students responded. 88% felt the instruction helped them select databases; 78% felt it helped them improve their search strategy; 55% agreed that it helped them to find criticism for a literary criticism assignment; overall 94% felt more comfortable about the library and staff.)

c. 2008 Instructor feedback to library on library instruction survey (6 instructors responded; 100% felt the instruction assisted students in selecting and searching in article databases).

d. 2008 Library survey (202 responses; 58% of students felt the library staff treats them well; 57% say the library helps them with their schoolwork)

e. Online 2008 Library computer usage survey (342 responses; 56% say they are in the library to use the computers; 44% say they are searching library databases; 66% are doing email as well; and by a large percentage nearly all users claim to be using internet resources (both library and non-library) to find information related to their class work and assignments. Most expressed general satisfaction with the library's website.)

3. Improvement of Services

Survey/assessment information helps to identify areas where SLOs are not being fully met, and what measures can be taken to meet them such as to restructure library instruction sessions, improve the library website, and improve communication with faculty and students. Students evaluate instruction sessions via an online survey, and faculty also provide feedback via an online form regarding the instruction sessions.

The online student survey has been amended to include questions testing the students' ability to find information resources based on their library instruction session, to assess information competency skills. The Library has performed two other random surveys to assess general levels of satisfaction and determine areas that need improvement. (See Appendix 3)

When the student library instruction evaluation was changed to include test questions based on the instruction, fewer students were retaining the instruction than expected, which resulted in revision of the library instruction session to improve retention. The library instruction student feedback survey should be expanded to include questions which test critical thinking skills and problem solving to evaluate information resources in order to determine reliability, validity, authority, and point of view.

The Library provides academic and student services programs with profiles of library resources and services relevant to their programs for program review, which provides the opportunity for evaluative feedback from the programs to the Library. Librarians serve on the Curriculum Committee and Faculty Senate, which also provides opportunities for feedback.

E. **Compliance**

Library services should be evaluated to be certain they comply with all state and federal regulations, district policies and the mission statement.

- Library mission statement addresses College mission.

- The recently renovated library facility is ADA compliant.

- The Library complies with copyright law in its operations and posts requirements of the law in the copier room.

- Library statistical profiles are submitted annually to U.S. Department of Education, California State Library, California Community Colleges Chancellor's Office, Association of College and Research Libraries.

- Library meets building and fire standards prescribed by the State of California and the Glendora Fire Department.

- The Audiovisual Department has been bringing the multimedia collection into compliance with the State's requirement that all visual materials be closed captioned.

F. **Student Eligibility - NA**

G. **Program services**

1. **Describe Services**

REFERENCE/INFORMATION ASSISTANCE: approximately 10,000 reference questions/ year

The Library Reference desk is staffed by librarians and senior library technicians during all the Library's open hours. The reference librarians and staff are highly qualified and able to promptly assist students, faculty and staff with professional research advice. Librarians' role in information service is to enable users to retrieve

the most relevant and reliable materials for their needs.   Friendly, unbiased and competent assistance is provided to all patrons, regardless of their academic status. In addition, librarians receive and respond to email requests via the Library's webpage, and provide online chat assistance during open hours.

LIBRARY INSTRUCTION SESSIONS: 269 sessions / year

Librarians encourage instruction sessions by emailing all faculty each semester describing services available, in addition to the Library website, which has a library instruction request form; reservations are also taken at the Reference Desk and by phone. Further, announcements are placed in the Campus Newsletter. The Library staff offer tours and raffles and other activities to make the entire college community aware of its services and collections.

AUDIOVISUAL SERVICES: 8000 multimedia titles; and 1000 equipment service calls to classrooms

AV desk is staffed with library media technicians and assistants. This is a public service desk always staffed during library open hours. Staff help students find relevant materials, retrieve and check out materials needed for viewing in AV media rooms or for classroom instruction, and assist students in operating AV media room equipment. Staff assist students with computer access in the computer commons; including acquiring logon passwords, as well as printing and answering simple questions regarding format or access to specific programs. AV staff supply faculty with equipment needed for classes, monitor equipment status, and arrange for maintenance and repair.   Audiovisual staff do not currently participate in the evaluation and purchase decisions for new equipment. As a result, equipment is purchased which may be expensive to maintain, difficult to handle or inefficient for classroom use.

CIRCULATION / RESERVE BOOKROOM: Items checked out annually: 25,000; Reserve checkouts 30,000

Circulation staff check out materials, answer the telephone and provide directional assistance and redirect calls to other departments. The circulation reserve bookroom enables instructors to make materials such as sample term papers or tests available for the students for in-library use only. The reserve bookroom also has current text books for two hour in-house loan for students. The photo ID desk prints student ID cards and enables students to create a pin number for obtaining their pre 2006 grades online.

2. **Compare to similar programs**

Based on data obtained from NCES [see Appendix 4] for 2006, our Library's expenditure on resources is equivalent with, and even slightly higher than, that of other California community colleges with equivalent FTEs.

PATRONS:

Based on the same NCES 2006 data, the Library has twice the average use by patrons [gatecount] on a daily basis compared to other community colleges in California with equivalent FTEs.

COLLECTIONS:

NCES data further shows that the Library's print collection is roughly 50% that of the average community college based on FTE nationwide. However, in comparison to California community colleges with equivalent FTEs, our print collection is 30%

smaller. Our audiovisual collection is average for other community college libraries in California with equivalent FTEs, although the percentage drops to 75% compared nationally with other schools. The Library has expended 30% less on digital resources and computers than the average nationally for community colleges, although we compare favorably with other California community colleges.

SERVICES:

NCES 2006 data also indicates that the Library, with a smaller number of professional library faculty than other California community colleges of equivalent size (.39 per FTE as opposed to .55 per FTE), is providing more than twice the number of library instruction sessions than the average (281 compared to an average of 115). However, compared to California community colleges of equivalent size the Library has 36% of the average for reference assistance interactions. In a nationwide comparison with community colleges of similar size, our reference assistance shrinks to 25% of the average at other libraries. These numbers should be viewed with caution however, as it is not certain whether libraries are reporting both directional assistance and reference assistance interactions as a combined number, or separating them (as Citrus has done). Most library instruction sessions are provided for a few academic programs, with other academic programs not participating. In addition, due to limited staffing, librarians have only been able to develop limited liaison with many of the academic programs on campus. This problem been recognized previously, and the recommendation was made to apply for another librarian position, which has not yet been approved.

H. Funding, Expenditure & Accountability

This program covers three cost centers: Library, Library Media and Telecommunications Technology – Library. Program needs are identified and prioritized by the program faculty and staff. These recommendations are then sent to the office of Instruction were they are included with other budget requests used to compile the college's budget. Once money is available the library faculty and staff recommend expenditures to the Dean of Library Services. Approved requests are forwarded to the office of Instruction and eventually to Purchasing.

The library maintains records of encumbrances and expenditures and monitors the amount of budget funds remaining. The business office prepares the overall college budget and verifies that there is sufficient money budgeted for the library's requests. The business office pays invoices once the library verifies that ordered items have been received.

I. **Advancement of green environment**

   The library program has contributed to a green environment by;

   - Energy savings – Remodeled library has a number of features which save energy, including windows and window coverings which use less energy; a campus wide centralized computer-monitored HVAC system; landscaping to minimize heat.

   - Recycling – Paper, toner cartridges, bottles and cans are recycled campus-wide and in the Staff Room. Book sales and recycling, reusing books, recycling cell phones and outdated paper and supplies are on-going.

   - Photocopying – Students are charged for printing and photocopying which discourages abuse

   - Paperless – Library has converted more than 40% of its collections to digital format.

J. **Technology needs**

   1. **Current needs**

   For the most part the library's current technology needs are the same as the other departments of the college. Aging computers and other technological equipment must be upgraded or replaced in a regular manner.

   High on the library's list of current needs is the completion of the wireless network so that it covers the entire building. The first part of this project was funded by TeCS but they do not have the funds to complete the process.

   Another pressing technology need is for a more efficient means of authenticating remote users on the network so that online databases can be easily accessed. The library should improve online access to current information resources by implementing either Web Access Management (WAM) (which the Library has this software though it is not being used) through the Millennium Library automation software or by other software/hardware provided by the campus TecS staff to replace the current inefficient login/password list or proxy methods of access.

   Other needs are for a method to insure that library computers are shared equally, improvement of building security and developing a process for creating virtual publications.

   The audiovisual staff is responsible for the basic support for classroom audiovisual equipment. In addition to delivery of media and movable equipment they maintain permanently mounted equipment such as LCD projectors and screens. Because of their responsibilities to keep the equipment operating the audiovisual staff need more input into the evaluation and selection to the audiovisual equipment purchased for classroom use.

   The library receives many requests from classroom faculty for a room with computers for their students to use during one or two classes. The library has been unable to fill these requests since its computer lab was taken as a regular classroom. While some of these requests can be accommodated by using the Distance Education lab and the library's orientation room these spaces are needed to support their primary functions. What the campus really needs is a computer lab that can be reserved for one-time events.

2. **Future technology needs**

Future technology needs include: continuing to upgrade and replace aging audiovisual equipment and computers, completion of the closed captioning project, a self circulation system, laptops that circulate, replacing VHS videos with DVDs, a student scanning station, streaming multimedia in classrooms and a color copier for student use.

lV. EFFECTIVE PRACTICES

A. Describe what is working well

The Library facility is popular, heavily used, and safe.

The library maintains access via the Internet to the Library's collections and services to promote the skillful independence of College users in finding and using information resources. In general this means continued investment in digital resources and computers. The library is shifting from the old paradigm of books and audiovisual materials to a collection that is 41% digital.

The Library now has a wireless network to allow students who have laptops to connect to the Internet.

The public services librarians provide more than 250 library instruction sessions per academic year and the program has been steadily increasing. The Library has greatly increased outreach to students through an energetic program of library instruction sessions scheduled every semester, especially in core English and social sciences classes, while also providing workshops for faculty and staff on new library services. The Library has coordinated to offer instruction sections to Glendora High School English classes. The Library staff prepares individualized handouts for each instruction section. The Library has initiated a survey following the orientations for students and for faculty to evaluate the presentation.

Library faculty have also promoted the library via workshops, online tutorials and research assistance. The library continues to evolve the use of online methods to guide users to relevant databases, books, journals and websites, with the goal of reducing the incredibly complex stream of information to 'clear and useful choices among a few relevant options. The Library has explored new technologies and means of communication, such as Meebo chat, virtual guides, etc.

The Library has accepted collections purchased by departments, such as art history slides from the Art Department; films from the Child Development Center, etc. These have been added to the collection, cataloged, and made available and accessible to the campus.

The Library's 46 computers are heavily used for registration, word processing, researching, and recreational use.

The Library's Reserve Book Room provides access to copies of textbooks for students.

Audiovisual deliveries for equipment and media needed by faculty and staff for classroom and campus events. AV staff also provide training for high tech classrooms and conference rooms for faculty and staff.

The Library regularly accommodates people with a wide range of disabilities, both with the equipment and resources noted above, and by personal interaction with staff. The library provides one work station with Kurzweil, Zoomtext 9.1

The library faculty and staff have taken advantage of workshops and other training opportunities to update their skills.

B. Exemplary Practices and Services

Librarians offer more than double the number of library instruction sessions to Citrus classes than are offered at California community colleges of comparable size.

The Library has shifted the format of its resources so that more than 40% of our collections are digital, and accessible to students connected to the internet anywhere on or off campus at any time of day.

The Library continues to develop its extensive website in response to the changing needs of Citrus students and faculty, recently adding online introductory information for faculty and students, downloadable password lists for databases, online exhibitions of student art exhibitions and public art on campus, and historical photographs of Citrus and its surrounding community.

The Library provides jobs and training to many students over the academic year.

C. Pilot Projects

None

D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?

- Academic departmental program reviews;

- Library instruction session feedback (feedback form is provided for faculty, as well as students;

- Library surveys; online feedback forms;

- Library Services program review meetings

V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATIONS AND NEEDS IDENTIFICATION

- Fill the vacant Head Librarian position caused by the retirement of John Thompson.

- Fill the vacant Technical Services / Systems Librarian position caused by the retirement of Katherine Halcrow.

- Continue to evolve online methods for guiding users to find relevant materials in databases, books, journals and websites, with the goal of reducing the incredibly complex stream of information to 'clear and useful choices among a few relevant options'. The library should continue to work toward campus-wide electronic services, such as online tutorials, rather than facility-based services. The Library website currently has a brief overview for researching, "research tips," as well as English 101 "library orientation" slides.

- Work with the Distance Education faculty and administration to insure that the library is linked to all DE classes and within BlackBoard.

- Replace old UPS from previous server.

- Expand wireless network coverage to entire Library.

- Include Audiovisual staff in TecS equipment evaluation and purchase process.

- Work with the Facilities department to have the emergency doors alarmed during open hours of the library.

- Library faculty should continue to liaise with faculty in other departments through participation in Curriculum and other Committees, faculty Senate, through occasional attendance at departmental meetings, through special workshops and tutorials on flex days, as well as through arranging and providing library research orientations for individual classes, and on a drop-in basis.

- The faculty needs a reserveable computer lab with overhead projection for occasional use. The Library opened with just such a lab, but that room has been subsumed for use a classroom, leaving no reserveable lab on campus. If no other such lab is created on campus, the library should regain the use of the computer lab in LI 120A and return to offering reservations for occasional use. Between reservations the room could be open for student use, if there were adequate budget for staff.

- The library should provide remote authentication for online access to current information resources. Implement either Web Access Management through the Millennium Library automation software or by other software/hardware provided by the campus information technology staff to replace the current inefficient login/password list or proxy methods of access. [See Appendix 5]

- The library should add at least one more full-time, eleven month librarian to increase liaison with the departmental programs, to expand online resources for off campus students, and to expand library instruction classes. Library instruction is relevant to all programs because it seeks to enable students to successfully find and evaluate information resources. With another librarian helping to increase liaison with departmental programs not currently scheduling library instruction or giving research assignments which necessitate the use of the library, a greater percentage of students would acquire skills in information competency and becoming independent lifelong learners.

- Collaborate with faculty from other departments to provide digital access to materials submitted digitally to the library for Electronic Reserves for classes, within the limits of copyright laws.

- Fill a 49% library technician position that became vacant in January 2008 to provide staff coverage during all open hours.

- A major issue for the Library is the currency and adequacy of the collections for program areas. Despite the boost given the collections by electronic resources, the collection as a whole is minimal vis-a-vis the size of the student body. The library faculty should create a plan to revitalize the aging collection to meet the current needs of campus programs. Including our digital collections, which are extensive due to our ability to jointly purchase access with other California community colleges, 53% of our collection has been published since 1989.

- Investigate Serials Solutions' Federated Search and Article Linker services as well as in-house software for federated searching, such as the WebBridge and MetaFind modules of the Millennium library software to provide a one-search portal to the library's materials.

- Seek funding to digitize the student newspaper archive, for possible virtual publication via Content DM or Content Plus.

- When budgets improve, reassess costs associated with use of RFID technology in the Library vis a vis such technologies as self check out stations.

- Blackboard based courses only link to the library if the instructor adds such a link. Currently library faculty provide D.E. instructors with instructions for creating a library link in their classes. It would be helpful if college D.E. staff would add the link for all courses, as it is a basic shared resource for the entire college.

- Investigate methods to insure that library computers are shared equally, and are available for those who are working on Citrus assignments, or legitimate research.

- Continue to develop written procedures for maintaining security in the building and for emergencies and make all staff aware of them. Train all library faculty and staff members as well as student assistants in the procedures.

- Library faculty and staff should continue to participate in classes, workshops and other training opportunities to maintain and update their skills.

- Plan for funding for media streaming subscriptions over the next five years.

- Plan for funding needed for closed captioning AV materials.

- Plan for funding for maintenance and replacement of aging audiovisual equipment, student and staff computers, and the next library system upgrade over three to five year cycles.

- Plan for funding to update video editing equipment system and software.

- Replace VHS video collection with DVD format titles.

- Express Lane software for self checkout.

- Laptop computers for checkout.

- Scanning station for student use.

- Color copier for student use.

VI. Technical Assistance / Training Needs

None

VII. Supplemental information

APPENDIX 1 CUMULATIVE LIBRARY DATA

DISTRICT	CITRUS DISTRICT
COLLEGE	CITRUS COLLEGE
SUPERINTENDENT/	Geraldine M. Perri
TITLE	SUPERINTENDENT/PRESIDENT
LIBRARY & LR DIR	John Thompson
TITLE	Dean, Library & Info Svcs
EMAIL	jthompson@citruscollege.edu

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
DISTRICT CODE	820	820	820	820	820	820
COLLEGE CODE	821	821	821	821	821	821
STUDENT ENROLLMENT FALL					10666	
CREDIT ATTENDANCE FTES					4176	
FACULTY FALL SEMESTER						
# FULLTIME					890	
# PARTTIME				na		
COLLEGE OPERATING EXPENDITURES						
COLLEGE GENERAL FUND						
RESTRICTED FUNDS						
TOTAL COLLEGE OPERATING EXPENDITURES						

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
GENERAL LIBRARY & LEARNING RES. PROGRAM INFORMATION:						
1. COMPONENTS						
LIBRARY	X					
MEDIA/GRAPHICS/AV	X					
LEARNING ASSIST/TUTORIAL SVC						
MICROCOMPUTER LAB						
CAREER GUID/PLANNING						
REPROGRAPHICS/PUBS						
OTHER						
2. PHYSICAL PLANT						
LIBRARY						
Net assignable area (sq ft)	27400	27400	27400	27400	27400	* 27400
Seating capacity	337	337	337	337	337	337
# of branch libraries	0	0	0	0	0	0
Net assignable area for all branches						
Seating capacity for all branches						
Study rooms	11	11	11	11	11	11
PUB ACCESS COMPUTERS						
ORIENTATION RM COMPUTERS						
WIRELESS NETWORK	0	0	0	0	1	1
MEDIA/GRAPHICS/AV SVCS						
Net assignable area (sq ft)	5600	5600	5600	5600	5600	5600
Seating capacity	85	85	85	85	85	85
# of branch libraries						
Net assignable area for all branches						
Seating capacity for all branches	135	135	135	135	135	135
Media rooms	6	6	6	6	6	6
PUB ACCESS COMPUTERS	30	30	30	30	30	30
WIRELESS NETWORK	0	0	0	0	1	1

3. COMMUNICATIONS AND NETWORKS

a. Telephone and fax numbers for:

Library   626 914 8640   626 963 2531
Media   626 914 8576   626 963 2531
Learning A: 626 914 8570
Tutorial   626 914 8570

b. Electronic

Indiate web pages:
http://www.citruscollege.edu/library

c. Indicate the bibliographic services used by the college:

OCLC   X
RLIN
Other

d. Indicate the cooperatives, contract affiliations, consortia or networks in which you participate (do not include bi

e. Do you have a written interlibrary loan policy?

Yes   x
No

f. What is the loan period for the following:

Books   5 weeks
Periodicals   Photocopy only
Films & Videos   not loaned
Computer software   not loaned

g. What is the charge/fee for interlibrary loan? E.g. Free, charge per page.
.10 per page over 20   2006-7   .10 per page over 10

h. Do you have a Friends Group?

No   x
Yes

OPERATING EXPENDITURES:			2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
1. SALARIES & BENEFITS								
a. Library employees				686,298	629,174	672,862	741,549	726,526
b. Media Svcs employees				75,039	79,911	82,342	77,022	84,682
c. Learning Resources employees				189,000	266,765	342,041	376,385	350,007
d. Fringe benefits				262,769	254,761	277,933	269,131	365,607
e. SUBTOTAL				1,213,106	1,230,611	1,375,178	1,464,087	1,526,822
2. COLLECTION								
a. Print Materials								
(1) Books/Serials	Print			40,600	44,431	41,294	44,411	42,376
	e-books					3,800	4,100	
	total			40,600	44,431	45,094	48,511	42,376
(2) Periodicals/Newspapers				12,576	16,300	14,610	14,516	15,249
(3) Pamphlets				0	0	0	0	0
(4) Microforms				0	0	0	0	0
(5) Other				0	0	0	0	0
(6) SUBTOTAL				53,176	60,731	59,704	63,027	57,625
b. Audio/Visuals								
(1) Audio recordings, tapes, etc				12,059	731	771	891	1,726
(2) Films and video				8,997	11,100	11,157	11,593	10,492
(3) Other (specify)				0	0	0	0	0
(4) SUBTOTAL				21,056	11,831	11,928	12,484	12,218
c. Machine-readable Materials								
(1) Computer software				1,125	0	0	0	0
(2) CD-ROM				0	0	0	0	0
(3) Other (specify)				0	0	0	0	0
(4) SUBTOTAL				1,125	0	0	0	0

OPERATING EXPENDITURES:			2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
d. Equipment								
(1) Library				0	6,276	205,005	0	24,085
(2) Media Svc				5,503	5,448	5,361	5,587	5,235
(3) Learning Resources				3,000	3,550	1,309	0	3,150
(4) SUBTOTAL				8,503	15,274	211,675	5,587	32,470
3. Other Operating Expenditures				75,671	113,443	112,785	150,441	130,967
4. TOTAL (Operating Expenditures)				1,372,637	1,431,890	1,771,270	1,695,626	1,760,102
5. Selected Special Expenditures								
a. Bibliographic utilities (contracted computer svcs)			6,243	4,786	4,806	4,455	5,510
b. On-line databases (EBSCO, Lexis, etc)			71,235	72,278	55,420	84,945	73,346
c. Automated Library & LRP systems			10,436	20,100	26,578	27,279	28,047
d. Capital Outlay				0	0	198,622	0	0
e. Binding/Rebinding				600	1,420	1,500	1,039	900
f. TOTAL				88,514	98,584	286,926	117,718	107,803

Personnel	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
1. Number of Certificated Management positions						
a. Library		1	1	1	1	1
b. Media Svcs		0	0	0	0	0
c. Learning Resources Program		0	0	0	0	0
d. SUBTOTAL		1	1	1	1	1
2. Number of Certificated Supervisory Positions (FTE)						
a. Library		0	0	0	0	0
b. Media Svcs		0	0	0	0	0
c. Learning Resources Program		1	1	1	1	1
		1	1	1	1	1
3. Number of Certificated Faculty Positions (FTE)						
a. Library		3	3	3	3	3
b. Media Svcs		0	0	0	0	0
c. Learning Resources Program (if not a or b)		0	0	0	0	0
d. SUBTOTAL		3	3	3	3	3
4. Number of Classified Positions (FTE)						
a. Library		8.43	8.43			
b. Media Svcs		2	2			
c. Learning Resources Program		2.4	3.2			
d. SUBTOTAL		12.83	13.63		13.34	
5. Student Assistant Hours (FTE)						
a. Library						
(1) College funded		2.3	2.3			
(2) Work study, EOPS, etc.		1.5	1.4			
(3)SUBTOTAL		3.8	3.7		(5800 hrs ann)	
b. Media Svcs						
(1) College funded		0.5	0.5			
(2) Work study, EOPS, etc.		0.2	0.1			
(3)SUBTOTAL		0.7	0.6			
TOTAL (Student Assistant Hours)		4.5	4.3			
6. TOTAL FTE Positions (excluding students)						
a. Library		12.43	12.43		12.19	
b. Media Services		2	2		2	
c. Learning Resources Program		17.83	18.63			

SERVICES	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
blue bands added in by kh for completeness						
1. Reference assistance (annual)						
a. Reference questions		11904	12891	7789	7117	8050
b. Directional questions (annual)		1398	1500	1394	1377	1668
c. On-line database searches (annual)		2745	3100	NA	NA	NA
Searches by users				597898	578166	557882
2. Circulation						
a. Library						
(1) Items checked out						
(a) Books		15027	18249	15224	13886	13154
(b) Reserves		16587	28933	26146	26328	29489
(c) Other		2305	1835	1733	1573	1509
(d) SUBTOTAL		33919	49017	43103	41787	44152
(2) In-house use		9300	10000	10000	10000	10000
(3) TOTAL		43219	59017	53103	51787	54152
b. Media Services						
(1) A/V Software		6167	10915	8646	8417	7236
(2) Microcomputer						
software		62	0	28	0	0
(3) Equipment		3904	1689	393	840	986
(4) TOTAL		10133	12604	9067	9257	8222
3. Interlibrary Lending and Borrowing						
a. How many ILL requests did you make?		90	150	102	195	121
b. How many were filled?		87	127	89	177	88
c. How many were filled by:						
(1) Cal Community						
Colleges		19	2	2	12	3
(2) Cal State University		27	24	16	43	21
(3) Public/Other		41	101	71	122	74

SERVICES	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
d. How many were:						
(1) Monographs		56	85	62	121	65
(2) Periodicals		31	41	27	52	23
(3) Gov't documents		0	0	0	0	0
(4) Other		0	1	0	4	10
e. How many requestrs for ILL did you receive frm others		167	196	136	179	147
f. How many were filled		87	95	52	68	57
g. How many were filled for:						
(1) Cal Community Colleges		9	5	3	5	2
(2) Cal State University		6	5	2	3	0
(3) Univ of California		2	2	2	4	2
(4) Public/Other		70	83			53
h. How many were						
(1) Monographs		86	93	46	65	55
(2) Periodicals		1	0	6	1	2
(3) Gov documents		0	0	0	0	0
(4) Other		0	2	0	2	0
4. Lectures/Orientations						
a. I						
Number of orientation tours or lectures						
(1) Library		188	281	281	262	269
(2) Media Services		0	0	0	0	0
b. Number of persons participating in lectures/orientations						
(1) Library		4363	6277	6291	5715	5890
(2) Media Services		0	0	0	0	0

SERVICES		2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
c. Bibligraphic Instruction (Information Competency)							
(1) Credit courses (LLRP)							
(a) Courses			1	0	0	0	1
(b) Sections			0	0	0	0	1
(c) # of students who completed courses & sections			22	0	0	0	11
(d) ADA attributed to LLRP? No							
5. Hours Open (Weekly) Academic Year			68	68	68	68	68
a. Library							
(1) Number of hours open			68	68	68	68	68
(2) List hours for each day							
Sunday	NA						
Monday	7:30-9:00	x	x	x	x	x	
Tuesday	7:30-9:00	x	x	x	x	x	
Wednesday	7:30-9:00	x	x	x	x	x	
Thursday	7:30-9:00	x	x	x	x	x	
Friday	7:30-4:00	x	x	x	x	x	
Saturday	9:30-3:00	x	x	x	x	x	
b. Media Services							
(2) List hours for each day							
Sunday	NA						
Monday	7:30-9:00	x	x	x	x	x	
Tuesday	7:30-9:00	x	x	x	x	x	

SERVICES		2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
Wednesday	7:30-9:00		x	x	x	x	x
Thursday	7:30-9:00		x	x	x	x	x
Friday	7:30-4:00		x	x	x	x	x
Saturday	9:30-3:00		x	x	x	x	x
c. Reference Desk Services (total hours available annually)			2996	2996	2996	2996	2996
6. Summer Hours - different from Academic Year	If						
a. Library							
(1) Number of hours open			52	52	52	52	52
(2) List hours for each day							
Sunday	NA						
Monday	8:00-9:00		x	x	x	x	x
Tuesday	8:00-9:00		x	x	x	x	x
Wednesday	8:00-9:00		x	x	x	x	x
Thursday	8:00-9:00		x	x	x	x	x
Friday	NA		x	x	x	x	x
Saturday	NA		x	x	x	x	x
b. Media Services							
(1) Number of hours open			52	52	52	52	52
(2) List hours for each day							
Sunday	NA						
Monday	8:00-9:00		x	x	x	x	x
Tuesday	8:00-9:00		x	x	x	x	x

SERVICES		2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
Wednesday	8:00-9:00		x	x	x	x	x
Thursday	8:00-9:00		x	x	x	x	x
Friday	NA		x	x	x	x	x
Saturday	NA		x	x	x	x	x
7. Number of Persons Using Facility (annual)							
(a) Library			312177	381534	438764	416826	466645
(b) Media Svcs			24631	37321	42919	40773	36124
(c) TOTAL			336808	418855	481683	457599	502769
8. Number of Community Borrowers Registered							
a. Library			86	53	0	10	31
b. Media Services			0	0	0	0	0
c. TOTAL			86	53	0	10	31
SERVICES		2002-3	2003-4	2004-5	2005-6	2006-7	2007-8

GROWTH AND HOLDING OF THE COLLECTION	2003-4	2004-5	2005-6	2006-7	2007-8
LIBRARY ADDITIONS IN THE FISCAL YEAR:					
1. Books/Serials					
a. Books added (cataloged by purchase (# titles)	789	1071	1223	1581	1574
Ebooks added	3014	2717	3465	3592	2979
b. Books added (# volumes/items)	1001	1837	1401	1889	1943
c. Books added by gifts (items)	41	722	474	706	114
d. Bnd periodicals added by (volumes/items)	29	38	50	43	28
e. Volumes withdrawn (books and bound periodicals)	103	239	222*	109	137
2. Periodicals/Newspapers					
a. Periodical/Newspaper subscriptions added	2	2	1	0	0
b. Total microform subscriptions and s.o. added	0	0	0	0	0
3. Microforms					
a. Microfilm added (# of reels)	0	0	0	0	0
b. Microfilm (# titles)	0	0	0	0	0
c. Microforms (# pieces)	0	0	0	0	0
d. Microforms (# titles)	0	0	0	0	0
4. Other Print Items					
a. Juvenile works added (vols)	35	78	43	79	36
b. Textbooks added (vols)	273	171	138	219	210
c. Total pamphlets (# pieces)	0	0	75	0	0
d. Other printed works	0	0	22	0	14
5. A/V titles					
a. Audio recording added, (# titles)	9	25	307	19	27
b. Audio recording added (# items)	11	40	391	90	75
c. Film and video added (# titles)	61	97	97	128	118
d. Film and video added (# items)	127	514	485	402	366
c. Other a/v (items)	0	0	1007	15	36
d. TOTAL withdrawls of a/v items	42	151	405	670	540

GROWTH AND HOLDING OF THE COLLECTION	2003-4	2004-5	2005-6	2006-7	2007-8
6. Computer Items					
a. Microcomputer software added (# programs)	8	4	0	73	3
b. Microcomputer sw added (# copies)	57	12	0	1	7
c. Compact disc read-only databases	0	0	0	0	0
7. Equipment					
a. Audio equipment added, total number	1	2	11	0	3
b. Film and video equipment added, total number	31	24	23	22	41
c. Microcomputer equipment aded, total number	1	4	1		0
d. Other a/v equipment added total number	1	2	1	30	0
LIBRARY HOLDINGS:					
8. Books and periodicals					
a. Books and serials (# titles)	41855	42943	40272*	40431	41868
titles total with ebooks		57432	54464	59582	66755
b. Books and serials (# items)	48087	54810	48770*	51112	52885
c. Current periodicals/newspaper subscriptions	113	115	122	121	116
Electronic journals (Serials Solutions)		15325	17776	17776	18483
d. Bound periodicals (# volumes)	2393	2439	2,476	2531	2574
e. Microforms titles	0	0	0	0	0
f. Microforms items	0	0	0	0	0
g. Other (docs, pamphlets, tech reports)				888	
9. A/V Resources					
a. Audio recordings, tapes, etc (# titles)	1698	1717	1086	1124	1130
b. Audio records, tapes etc (# volumes)	2197	2231	1859	1957	2036
c. Film and video (# titles)	1402	1473	860	977	1095
d. Film and video (# items)	2864	3233	2922	3328	3705
e. Other a/v software (# titles)	8	0	2	2	8
f. Other a/v software (# items)	8	0	19	19	25
10. Computer resources					

GROWTH AND HOLDING OF THE COLLECTION	2003-4	2004-5	2005-6	2006-7	2007-8
a. Microcomputer software (# titles)	26	30	30	31	34
b. Microcomputer software (# items)	80	92	92	93	100
11. Equipment					
a. Total audio equipment (# pieces)	56	57	57	62	72
b. Total film and video equipment (# pieces)	358	373	577	891	821
c. Total microcomputer software equipment	120	121	3	3	13
d. Total other equipment for a/v	295	295	141	558	421

DATABASE USAGE

SUMMARY USAGE	2004/2005	2005/06	2006/07	2007/08
ANNALS AM HIST		633	620	434
BIOL JRNLS		407	717	974
BOOKS IN PRINT		2050	2494	1814
BRITANNICA		5167	4353	3443
CQ RESEARCHER		1268	1682	1327
Countrywatch				
EBSCO DATABASES (all databases)	336190	359162	333601	335043
GALE DATABASES		210660	189746	170832
GROVE ART		73	263	240
GROVE MUSIC		480	575	141
ISSUES&CONTR			2137	1801
NETLIBRARY		1178	2053	1483
NEWSPAPERS; HIST. NEWSPAPERS		599	4924	5613
OED		1123	1378	283
SIRS		12979	30116	32157
WEBSTERS		0	35	37
TOTALS		595779	574694	555622
TOTAL W/OUT EBSCO		236617	241093	220579

APPENDIX 2 **WASC Accreditation Reference Handbook**

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically
assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.1
Accreditation Standards-Standard IIB and Standard IIC
24 Accreditation Standards-Standard IIC

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. 1
d. The institution provides effective maintenance and security for its library and other learning support services.
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

APPENDIX 3: SUMMARY OF SURVEYS

Survey: Citrus College Library Survey - Spring 2008.

Survey was administered in the Campus Quad. 202 respondents took this survey.

Question Summary
http://www.quia.com/servlets/quia.activities.sv.summary.SummarySV?report=Session&
activity_id=5713324 - q0

Question #	Question	% of Respondents Submitting
Question 1	Respondent is student	94.55%
Question 2	Purpose for library visit: Use library computers (68.84%); study(68.84%); do homework (64.82%); group study (27.14%); use textbooks (46.23%); make copies (42.21%)	98.51%
Question 3	Rating treatment by staff: 58% excellent; 26% good; 10% ok	99.01%
Question 4	Library helps with school work: 56% strongly agree; 26.42% agree; 12.44% moderately agree.	95.54%
Question 5	Library should have: more books; computers; copiers; study rooms; otherwise ok.	46.53%

Survey: 2008 Citrus Library Computer Usage Survey -

302 respondents took this survey.

Question Summary

Question #	Question Type	% of Respondents Submitting
Question 1	Respndent is: student	91.03%
Question 2	Site of survey response: library	91%
Question 3	Purpose for using library computers: internet (56%); email (66%); writing papers (76%); homework (64%); Distance ed (21%)	99.34%
Question 4	Purpose for visiting library website: Library catalog (25%); databases (44%); info on books, movies, or music (25%); library site's links to other sites (20%); submit question to library (1%); renew materials (4%)	98.34%
Question 5	Most valuable sections of website: Library catalog (50%);databases (59%); course reserves (18%); new users guide (6%); guided tour (4%); English 101 (28%); email librarian (6%); links by subject (17%); citation guides (17%); hours open (21%); Meebo (4%)	92.05%
Question 6	Free response	32.78%
Question 7	Free response	29.14%

2007/2008 Student library instruction evaluation survey

1321 respondents took this survey.

Select the course you are enrolled in: Engl (63%); Bus (5%); Coun (4%); Comm (1%); Psy (4%); Read (12%); Soc (3%; Other (7%)

Instructor: Rugeley (80%); Praeger (18%), Other (2%)
What did you learn: finding appropriate databases (88%); search strategies (79%); finding a story (47%); finding criticisms (55%); finding books (63%); evaluating info (41%); differentiating between popular and scholarly (26%); handouts (43%); using MLA formats (35%)

2008Student Post-Library Instruction Feedback Form
477 = Number of students participated in survey

Question

Find a book in the library   35% (chose catalog)

Find a scholarly article   51% (chose databases)

Check if Barnes and Noble has a particular novel   78% (chose internet)

Get an article from the Oct.4,2005 Time Magazine   51% (chose databases)

Get a current weather report   85% (chose internet)

I learned new techniques and ideas that will assist me   86%

The information I received was clear and concise   85%

The handouts contained info I can use in the future   89%

Survey: 2007/2008 FACULTY FEEDBACK FORM: LIBRARY INSTRUCTION SESSION

6 respondents took this survey. Course (e.g. English 101) : Bus (17%); Eng (17%); Read (66%)

Librarian : Rugeley (66%); Praeger (34%)

Librarian :

   Seems knowledgeable about the material and resources   100% strongly agree

   Connected the session to the course when possible,   100% strongly agree

   Encouraged questions and comments.   100% strongly agree

   Answered questions clearly   100% strongly agree

Overall effectiveness of the instructor   100% excellent

Information Presented/Handouts

   reflected what I had requested be covered.   100% strongly agree

   was relevant to the assignment.   100% strongly agree
   was appropriate for the level of my students' needs.   100% strongly agree

Time for hands-on work was   Just right 100%

How did you learn about the Library's instruction program?   Past user; another faculty; website; dept meeting

APPENDIX 4: NCES COMPARISON DATA (2006)

National Center for Education Statistics

Data from Academic Libraries Survey Fiscal Year: 2006
The file contains (21) records based on your search.
http://nces.ed.gov/surveys/libraries/compare/ReportTopic.asp

CALIFORNIA AA DEGREE COLLEGES WITH FTE WIN 20% Library Name	Expenditures: Books, Serial Back Files, Other Materials	Expenditures: Electronic Materials	Expenditures: Current Serial Subscriptions	Expenditures: Electronic Serials	Expenditures: Audiovisual Materials	Expenditures: Document Delivery/ Interlibrary Loan	Expenditures: Preservation	Expenditures: Computer Hardware and Software	Expenditures: Bibliographic Utilities, Network, Consortia
Comparison Group Average	$55,252	$1,379	$54,096	$34,474	$5,858	$313	$1,442	$10,184	$4,338
State Average (CA)	$174,844	$13,487	$301,217	$115,420	$5,209	$5,809	$9,758	$42,776	$17,349
National Average	$171,823	$22,152	$370,486	$167,820	$8,914	$6,523	$10,108	$37,026	$25,739
Comparison Group Median	$53,170	$0	$61,398	$38,609	$500	$0	$0	$10,583	$1,200
State Median (CA)	$19,604	$0	$21,192	$1,000	$0	$0	$0	$540	$0
National Median	$35,000	$0	$32,381	$6,648	$1,520	$10	$0	$2,000	$3,791
Citrus College, CA (Library of Interest)	$44,696	$4,306	$81,732	$55,401	$11,896	$0	$1,329	$26,579	$4,806
San Bernardino Valley College, CA	$0	$0	$0	$0	$0	$0	$0	$0	$0
Antelope Valley College, CA	$0	$0	$0	$0	$0	$0	$0	$0	$0
Cabrillo College, CA	$0	$0	$0	$0	$0	$0	$0	$0	$0
Golden West College, CA	$0	$0	$0	$0	$0	$0	$0	$0	$0
Ventura College, CA	$39,000	$0	$87,314	$58,811	$3,800	$0	$500	$23,381	$0
Yuba College, CA	$44,000	$0	$38,000	$9,100	$500	$3,300	$1,800	$15,000	$0
Reedley College, CA	$79,722	$5,500	$80,000	$75,000	$5	$0	$0	$26,000	$0
Victor Valley College, CA	$64,530	$0	$75,585	$45,621	$2,830	$0	$0	$16,121	$1,500

Moorpark College, CA	$73,715	$0	$141,443	$59,641	$9,587	$0	$636	$23,547	$1,656
College of the Canyons, CA	$34,853	$0	$31,129	$18,190	$3,549	$0	$0	$10,622	$3,152
Mt. San Jacinto Community College District, CA	$49,505	$8,046	$61,398	$40,303	$4,907	$0	$0	$10,583	$3,146
Solano Community College, CA	$70,000	$0	$50,000	$16,974	$30,000	$0	$2,000	$0	$50,000
Los Angeles Trade Technical College, CA	$27,015	$0	$38,609	$38,609	$0	$0	$0	$0	$507
Cosumnes River College, CA	$99,191	$4,500	$53,372	$37,500	$26,543	$0	$1,500	$0	$5,400
Bakersfield College, CA	$37,800	$0	$62,477	$36,200	$0	$0	$1,350	$19,068	$0
Cypress College, CA	$128,108	$0	$77,184	$62,934	$0	$0	$0	$0	$4,397
San Diego City College, CA	$72,031	$10,913	$70,000	$50,000	$11,118	$0	$0	$33,000	$1,200
Chabot College, CA	$116,600	$0	$68,173	$42,697	$26,885	$0	$0	$20,333	$2,062
Los Angeles City College, CA	$103,375	$0	$75,050	$55,933	$0	$0	$22,502	$0	$928
Cuesta College, CA	$53,170	$0	$47,273	$24,450	$0	$3,167	$0	$415	$14,276
Rio Hondo College, CA	$67,676	$0	$79,000	$52,000	$3,301	$100	$0	$15,791	$2,874

NOTE:
--"N/A" means the data are not available
--"D/S" means data were suppressed.

Data from Academic Libraries Survey Fiscal Year: 2006
The file contains (21) records based on your search.
http://nces.ed.gov/surveys/libraries/compare/ReportTopic.asp

CALIFORNIA AA DEGREE COLLEGES WITH FTE W/IN 20% Library Name	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	Total Staff Per 1,000 Enrolled (FTE)	Student Assistants	Total Staff
Comparison Group Average	0.55	1.53	3	12
State Average (CA)	3.58	8.78	5	23
National Average	7.36	14.88	6	23
Comparison Group Median	0.54	1.75	1	15
State Median (CA)	0.91	2.81	1	7
National Median	1.79	4.97	1	8
Citrus College, CA (Library of Interest)	0.39	2.55	4	20
San Bernardino Valley College, CA	0	0	0	0
Antelope Valley College, CA	0	0	0	0
Cabrillo College, CA	0	0	0	0
Golden West College, CA	0	0	0	0
Reedley College, CA	0.23	1.75	6	15
Yuba College, CA	0.26	1.99	3	16
Ventura College, CA	0.3	1.31	1	9
College of the Canyons, CA	0.35	1.74	5	15
Moorpark College, CA	0.43	0.93	0	9
Victor Valley College, CA	0.45	1.63	1	11
Los Angeles Trade Technical College, CA	0.54	1.97	6	15
Bakersfield College, CA	0.57	1.3	2	11
Cypress College, CA	0.63	1.59	1	13
Los Angeles City College, CA	0.64	2.54	9	24
Chabot College, CA	0.69	2.13	3	15
Cosumnes River College, CA	0.77	2.33	4	15
Solano Community College, CA	0.86	2.12	8	15
Rio Hondo College, CA	0.9	1.99	0	18
Mt. San Jacinto Community College District, CA	0.91	2.04	1	14
San Diego City College, CA	0.94	2.41	2	18
Cuesta College, CA	2.08	2.42	1	16

National Center for Education Statistics

Data from Academic Libraries Survey Fiscal Year: 2006
The file contains (21) records based on your search.
http://nces.ed.gov/surveys/libraries/compare/ReportTopic.asp

CALIFORNIA ASSOC DEGREE COLLEGES WITH FTE WIN 10% Library Name	Hours Open In a Typical Week	Gate Count In a Typical Week	Circulation Transactions (Including Reserves) Per Person Enrolled (FTE)	Circulation Transactions (General)	Reserve Circulation Transactions	Total Interlibrary Loans Provided	Total Interlibrary Loans Received	LIBRARY INSTRUCTION: # of Presentations	Reference Transactions in a Typical Week
Comparison Group Average	50	4,992	3	14,022	9,061	294	253	115	459
State Average (CA)	50	5,334	1	38,028	16,682	1,630	1,608	105	286
National Average	63	4,336	14	34,860	10,190	2,629	2,470	112	263
Comparison Group Median	60	4,700	3	14,187	7,756	15	38	121	302
State Median (CA)	60	800	3	3,982	282	0	0	17	67
National Median	69	1,274	5	6,559	581	147	143	43	95
Citrus College, CA (Library of Interest)	68	11,981	7	24,317	28,183	52	89	281	129
Antelope Valley College, CA	0	0	0	0	0	0	0	0	0
Cabrillo College, CA	0	0	0	0	0	0	0	0	0
Golden West College, CA	0	0	0	0	0	0	0	0	0
San Bernardino Valley College, CA	0	0	0	0	0	0	0	0	0
Solano Community College, CA	55	2,145	2	4,697	7,748	3,843	1,622	193	260
Los Angeles Trade Technical College, CA	49	2,700	1	5,814	914	7	38	65	302
San Diego City College, CA	62	1,353	2	5,919	9,543	150	407	98	570
Moorpark College, CA	65	1,350	1	6,173	2,635	1	14	189	335
Reedley College, CA	60	4,500	3	8,354	15,440	0	5	50	136
Ventura College, CA	68	6,068	3	12,940	7,756	5	2	178	148
Cuesta College, CA	60	7,507	2	14,187	1,651	60	167	61	325
Chabot College, CA	57	5,219	5	15,300	17,146	0	9	163	224
Cypress College, CA	65	2,797	4	15,751	13,433	192	26	121	200
Victor Valley College, CA	65	4,700	4	16,295	8,041	53	40	137	287
Yuba College, CA	63	7,050	3	16,902	9,119	97	293	29	2,424
Mt. San Jacinto Community College District, CA	65	5,452	4	17,778	5,518	0	255	228	622
Cosumnes River College, CA	69	17,517	4	19,176	9,488	1,115	2,243	152	1,151
Bakersfield College, CA	58	11,000	3	21,445	5,610	15	0	350	660
College of the Canyons, CA	65	6,682	4	24,587	8,125	37	91	130	490
Los Angeles City College, CA	58	12,000	11	42,338	58,051	494	60	121	1,078
Rio Hondo College, CA	63	6,789	6	46,809	10,058	97	39	149	427

National Center for Education Statistics

Data from Academic Libraries Survey Fiscal Year: 2006
The file contains (21) records based on your search.
http://nces.ed.gov/surveys/libraries/compare/ReportTopic.asp

CALIFORNIA ASSOC DEGREE COLLEGES WITH FTE W/IN 20% Library Name	Books, Serial Back Files, Other Paper Materials	Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)	Current Serial Subscriptions	Audiovisual Materials
Comparison Group Average	58,716	7.61	187	4,284
State Average (CA)	224,816	58	3,159	28,022
National Average	246,429	86.23	4,048	22,337
Comparison Group Median	65,855	8.4	205	2,305
State Median (CA)	20,587	9.21	105	502
National Median	45,000	22.22	222	1,730
Citrus College, CA (Library of Interest)	40,272	5.18	17,152	4,185
San Bernardino Valley College, CA	0	0	0	0
Antelope Valley College, CA	0	0	0	0
Cabrillo College, CA	0	0	0	0
Golden West College, CA	0	0	0	0
Reedley College, CA	42,154	4.82	119	2,282
Solano Community College, CA	49,642	7.12	193	3,106
Victor Valley College, CA	54,856	8.28	346	9,210
College of the Canyons, CA	55,559	6.44	160	9,205
Cypress College, CA	60,395	7.6	32	2,395
Chabot College, CA	64,697	8.98	157	13,772
San Diego City College, CA	65,855	8.83	225	200
Cosumnes River College, CA	67,421	10.35	325	3,308
Bakersfield College, CA	73,432	8.4	250	300
Yuba College, CA	73,575	9.43	250	30,600
Mt. San Jacinto Community College District, CA	74,108	11.18	205	4,774
Moorpark College, CA	75,561	8.13	284	3,121
Ventura College, CA	77,522	11.44	403	2,014
Cuesta College, CA	79,324	11.79	337	2,305
Los Angeles Trade Technical College, CA	82,956	11.25	239	665
Rio Hondo College, CA	84,159	9.42	193	2,716
Los Angeles City College, CA	151,810	16.31	214	0

APPENDIX 5 NEED FOR WEB ACCESS MANAGEMENT (WAM)
2008 SAMPLE EMAILS FROM STUDENTS HAVING DIFFICULTY ACCESSING
JOURNAL DATABASES BY CURRENT METHODS.

_____
From: Citrus College [info@citruscollege.edu]
Sent: Tuesday, May 27, 2008 2:59 PM
To: Library
Subject: Email a Librarian

_____
Name: Angela Coyle
Email: acoyle@ulv.edu
Phone: 541-390-6429
Are you: student
Citrus ID: A00011596
Building:
Comments: I would like to use the computers in the computer lab today but I forgot the password that I need to use. Is there a way that you could look it up using my student ID and call me and let me now what it is. I would really appreciate it. My phone number is 541-390-6429.

_____
From: Citrus College [info@citruscollege.edu]
Sent: Tuesday, June 24, 2008 1:05 PM
To: Library
Subject: Email a Librarian

_____
Name: Karen
Email: calcasieu2005@yahoo.com
Phone: 626-617-5095
Are you: student
Citrus ID: A00014018
Building:
Comments: Hi! I am currently working on a distance ed. research paper, and I was about to use the EBSCO database to work on it, unfortunately I don't have the usernames and passwords for the databases. I could not go to the library, because I am out-of-state. Is it possible if you could please email it to me? Thank you!

_____
From: Citrus College [info@citruscollege.edu]
Sent: Sunday, July 13, 2008 8:40 PM
To: Library
Subject: Email a Librarian

_____
Name: Oscar Garcia
Email: mucleoid@att.net
Phone:
Are you: student
Citrus ID: A00012570
Building:
Comments: I am currently searching for a specific article by a specific author but am having trouble accessing it online (having to purchase the article). I was wondering if it was accessible through one of the school affiliated databases and, if so, I was wondering how I could access them from off campus.

_____
From: Citrus College [info@citruscollege.edu]
Sent: Monday, July 21, 2008 6:11 AM
To: Library
Subject: Email a Librarian

_____

Name: angie potucek
Email: ampotucek@yahoo.com
Phone:
Are you: student
Citrus ID: CCO412341
Building:
Comments: When doing a search, I came across a book which was available online and wondering how to get the ID and password to sign in? My blackboard/wingspan didnt work.
Thanks
Angie Potucek

_____

From: Citrus College [info@citruscollege.edu]
Sent: Monday, September 15, 2008 2:31 PM
To: Library
Subject: Email a Librarian

_____

Name: ebony wright
Email: ebonydwright@yahoo.com
Phone: 626-359-0532
Are you: student
Citrus ID: CC0102647
Building:
Comments: how can i log onto ebsco from home?? or how can i obtain a password to log into ebsco from home?

_____

From: Citrus College [info@citruscollege.edu]
Sent: Wednesday, September 24, 2008 5:57 PM
To: Library
Subject: Email a Librarian

_____

Name: Acacia
Email: acaciae@aol.com
Phone: 909 767-0260
Are you: student
Citrus ID: A00034074
Building:
Comments: How do I use netlibrary or ebooks

_____

From: Cherrie Auxier [imwildfire7642000@hotmail.com]
Sent: Tuesday, October 07, 2008 10:37 AM
To: Library
Subject:

Good Morning
I am a student at Citrus College and I am trying to access the online library and database and it says I do not have a correct password and access code. Citrus ID is A00040251 Cherrie Auxier.
Any assistance you can give me would be helpful.

Cherrie

_____
From: Citrus College [info@citruscollege.edu]
Sent: Tuesday, October 14, 2008 4:02 PM
To: Library
Subject: Email a Librarian

_____

Name: Ivory

Email: Camacho
Phone:
Are you: student
Citrus ID: A00034489
Building:
Comments: I was trying to use the ebooks but it said I needed to log in onto NetLibrary, and to ask a librarian for information on my log in information.

What is my log in information?

_____
From: Citrus College [info@citruscollege.edu]
Sent: Saturday, October 18, 2008 4:56 PM
To: Library
Subject: Email a Librarian

_____
Name: Joshua Johnson
Email: peanuthead91710@yahoo.com
Phone:
Are you: student
Citrus ID: A00029615
Building:
Comments: EBSCO Host is asking for a login and password how would i go about getting one?

APPENDIX 6 2008
Survey: IUG survey on use of WAM

115 respondents took this survey.

Question 1 (Yes-no)
114 of 115 respondents answered this question.

Do you use Web Access Management to authenticate users to connect to remote databases?

		Number of Respondents	Percent
Yes		102	89.47%
No		12	10.53%
Total		114	100.00%

Question 2 (Multiple select)
113 of 115 respondents answered this question.

Type of institution:

		Number of Respondents	Percent
University		61	53.98%
College		15	13.27%
Community College		5	4.42%
Public Library		27	23.89%
Special Library		5	4.42%

APA Editorial Style
Citrus College Library
www.citruscollege.edu/library
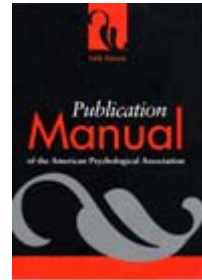
ELECTRONIC SOURCES

Basic format for an online document:
> Author, A. A. (2000, Month day). *Title of work.* Retrieved month day,
> year, from source.

An article from EBSCOhost, 3-6 authors: (APA, 2001, sec. 4.16, no.88; sec. 4.16, no. 3.)
> **Stroebe, M, Van Vliet, T, Hewstone, M, & Willis, H. (2002). Homesickness among students in two cultures: Antecedents and consequences. *British Journal of Psychology, 93,* 147-167. Retrieved June 1, 2006, from EBSCOhost Academic Search Premier database.**

Internet articles based on a print source, break in URL after a slash: (APA, 2001, section 4.16, no.71)
> Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist, 50*, 750-765. Retrieved January 25, 2003, from http://www.apa.org/journals/jacobson.html

Multipage document created by private organization, no date (APA, 2001, section 4.16, no.75)
> Greater New Milford (CT) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.) *Who has time for a family meal? You do!* Retrieved October 5, 2002, from http://www.familymealtime.org

> Parenthetical citation: (Greater New Milford, 2000).

Stand-alone document, no author identified, break in URL before a period (APA, 2001, section 4.16, no.76-77)
> *GVU's 8th WWW user survey.* (2002, March 23). Retrieved August 8, 2002, from http://www.cc. gatech.edu/gvu/ user_surveys/survey-1997-10/

Chapter or section in an Internet document (APA, 2001, section 4.16, no.76)
> Benton Foundation. (1998, July 7). Barriers to closing the gap. In *Losing ground bit by bit: Low-income communities.* (chap.2) Retrieved from http://www.benton.org/Library/Low-Income/two.html

PRINT PERIODICALS

Journal article, one author (APA, 2001, section 4.16, no. 1)

>Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 126,* 910-924.

>>Parenthetical citation: (Mellers, 2000).

Journal article, two authors, journal paginated by issue (APA, 2001, section 4.16, no.2)

>Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research, 45* (2), 10-36.

Journal article, more than 6 authors (APA, 2001, section 4.16, no.4)

>Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., et al. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology, 68,* 843-856.

>>Parenthetical citation: (Wolchik et al., 2000).

Citation of a work discussed in a secondary source (APA, 2001, section 4.16, no.22)

>Coltheart, M., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review, 100,* 589-608.

>>Text citation:
>>>Seidenberg and McClelland's study (as cited in Coltheart & Haller, 1993) ….

Magazine article (APA, 2001, section 4.16, no.6)

>Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science, 290,* 1113-1120.

Periodical/Newspaper article, no author (APA, 2001, section 4.16, no.9)

>Drug may aid war on 2 diseases. (2003, January 2). *Los Angeles Times,* p. A12.

>>Parenthetical citation: ("Drug may aid," 2003).

BOOKS

APA, 2001, section 4.16, nos. 23-40)

Basic format for books:

>Author, A. A. (2003). *Title of work.* City (and state, if necessary) of publication: Publisher.

Book, single author, revised edition (APA, 2001, section 4.16, no.27)
> Rosenthal, R. (1987). *Meta-analytic procedures for social research* (Rev. ed.).
> Newbury Park, CA: Sage.

> Parenthetical citation: (Rosenthal, 1987) or "In Rosenthal's study (1987) ..."

Two authors (APA, 2001, section 4.16, no. 23)
> Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish:*
> *Psychology and related fields.* Washington, DC: American Psychological
> Association.

> Parenthetical citation: (Cone & Foster, 1993).

Edited book; edition statement (section 4.16, nos. 23 and 25)
> Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological*
> *interventions with minority youth.* (2nd ed.). San Francisco: Jossey-Bass.

Article or chapter in an edited book; two editors (APA, 2001, section 4.16, no. 34)
> Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human
> memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory &*
> *consciousness* (pp. 309 - 330). Hillsdale, NJ: Erlbaum.

> Parenthetical citation: (Bjork, 1989, pp. 309-310).

Diagnostic and Statistical Manual of Mental Disorders (APA, 2001, section 4.16, no. 29)
> American Psychiatric Association. (1994). *Diagnostic and statistical manual of*
> *mental disorders.* (4th ed.). Washington, DC: Author.

> After first citing the author and title in full, use the parenthetical citation: (DSM-IV) in the text.

Reference book, no author or editor (APA, 2001, section 4.16, no.26)
> *Merriam-Webster's collegiate dictionary* (10th ed.). (1993). Springfield, MA:
> Merriam-Webster.

NONPRINT MEDIA

Cassette recording (APA, 2001, section 4.16, no.70)
> Costa, P. T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult*
> *life* [Cassette Recording] (No. 207-433-88A-B). Washington, DC:
> American Psychological Association.

Motion picture or videotape (APA, 2001, section 4.16, no.65)
> Harrison, J. (Producer), & Schmiechen, R. (Director). (1992). *Changing our*
> *minds: The story of Evelyn Hooker* [Motion picture]. (Available from

Changing Our Minds, Inc., 170 West End Avenue, Suite 25R, New York, NY 10023).

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Videotape]. United States: Paramount Pictures.

SOURCE

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (5th ed.) Washington, D.C.: Author. (Redi-Ref & 808.02 P976 2001)

REFERENCE CITATIONS IN TEXT (APA, 2001, sections 3.07 & 3.94-3.103)

Document your study throughout the text by citing by author and date the works you researched, whether paraphrased or quoted directly. The author's surname and publication year are placed in parentheses within the body of the text. For example: (Jacobson, 1990/1991). If the author's name is not available, cite the first two or three words of an article's title in quotes: ("Holding back," 2002), or, if it is a book, use italics: (*College Bound Seniors,* 2000).

COUNSELING ORIENTATION
Citrus College Library
www.citruscollege.edu/library

FULL TEXT MAGAZINES & NEWSPAPERS: Selected
SIRS: Social Issues Resource Series
Characteristics: Selected articles on social issues. Search by keyword, subject headings, & leading issues.

1. From the library's Home Page, www.citruscollege.edu/library
2. Click on **SIRS** (under **Quick Links**).
3. From home: User Name: **cclc**; Password: **citrus**.
4. **Enter your search terms in the search window.**

5. **Click on the up triangle to sort by reading level.**
6. **Click on the links to read the full text**
7. **OR click on the preferred format: newspapers, magazines, etc**

Find 1 article and send an e-mail it to yourself & your instructor.

Assignment #1

FULL TEXT MAGAZINE & JOURNAL ARTICLES
http://search.epnet.com/login.asp?profile=web

Academic Search Premier and MasterFILE Premier

Together, these 2 databases offer over 4600 full text **magazines** (some from 1985),

plus over a 1000 more that are indexed only.

1. From the library's Home Page, www.citruscollege.edu/library
2. Click on **EBSCO** (under **Quick Links**).
3. From home: User Name: **citruscc**; Password: **library**.
4. Scroll down to add other databases, as needed.
5. Click **Continue**, at the bottom or top of the screen, or press **Enter** on the keyboard.
6. Use the following examples to design the search strategy.
7. To e-mail an article, select the article's full text form, and then click the e-mail button at the top or bottom of the article.

Search Strategies

1. **Use "or" between synonyms in the same search window (female or wom?n).**
2. **Use singular nouns; EBSCO will search for both singular and plural forms.**
3. **Use an asterisk * for all forms of a word.**
        (child* = child, children, childhood, childbirth...)
4. **Use ? to replace one letter, e.g., wom?n**
5. **Click the arrow and use "TX All Text" to get more hits.**

Name _____

CITRUS BOOKS
www.citruscollege.edu/library
- To narrow the search, connect keywords with **and**.
- To broaden a search, connect keywords with **or**

Assignment #2
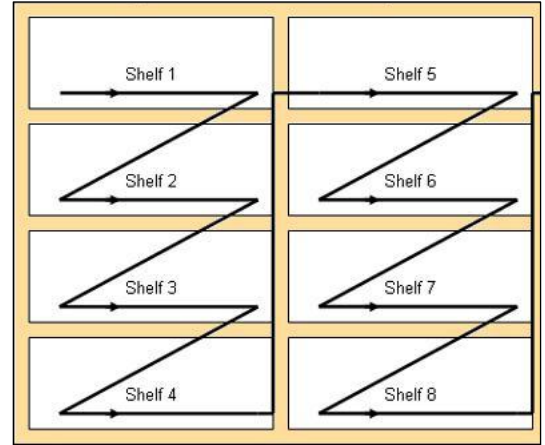
Find a book located on the 2nd floor, and write the title & call number below.

Correct shelf order

	Shelf 1		Shelf 5
	Shelf 2		Shelf 6
	Shelf 3		Shelf 7
	Shelf 4		Shelf 8

TITLE:

LOCATION	CALL NUMBER	STATUS
2nd Floor/Books		AVAILABLE

WEB SEARCHES in GOOGLE
http://google.com

- "Put phrases in quotations."
- No need to use "and."

Evaluating Websites
Are there errors in grammar or spelling?
Who wrote the pages and is the author an expert?
What does the author say is the purpose of the site?
When was the site created and last updated?
Where does the information come from?
Why is the information useful for my purpose?

Web Images Maps News Shopping Gmail more ▼

Google "doping in sports" Search

RECOMMENDED WEBSITES
http://ipl.org

ipl The Internet Public Library

Search the IPL
election 2008 Search
Advanced Search & Help

About the IPL
Subject Collections
Arts & Humanities
Business
Computers
Education
Leisure
Health
Law & Government

Your search for election 2008 produced the following results:

Federal Election Commission
http://www.fec.gov/
"The duties of the FEC, which is an independent regulatory agency, are to disclose campaign finance information, to provisions of the law such as the limits and prohibitions on contributions, and to oversee the public funding of Presidential Site users may view reports on individual or party violations, or learn how to submit a complaint.

This item appears in the following categories:
- Law, Government & Political Science > Political Science > Politics > Political Parties
- Law, Government & Political Science > Political Science > Politics > Political

Title of Website:

Web Address:
http://

EBSCO EXAMPLE

**Library
Orientation Assignment**

Purpose:
- To learn to locate a magazine article to read, found in a database.
- To learn to read the parts of a citation in order to write the information in a bibliography.

SIRS EXAMPLE

1	**Title:**	the new generation gap.
2	**Authors:**	Spencer, Paula
3	**Source:**	Woman's Day, 7/10/2007, Vol. 70 Issue 12, p38-40, 2p 4
	Document Type:	Article
	Subject Terms:	*CHILD rearing *INTERNET & children *PARENT & child *PARENTING *INTERNET & teenagers *FILTERING software *CONTENT filters (Computer science)
	Abstract:	The article advises parents on how to deal with their Inte know what sites their children are visiting. Parents need

USA TODAY
Nov. 23, 2006, n.p.   4

© 2006, McClatchy-Tribune Information Services.

1
2

Inmates Go to Court to Seek Right to Use the Internet

By Kevin Johnson

1 **Title of Article**:

_____

2 **Author(s)** (If available):
_____

3 **Title of Magazine or Newspaper**:

_____

4 **Date** _____

Volume (If available) _____

Issue (If available) ____

Pages (If available) _____

GALE VIRTUAL REFERENCE LIBRARY
218 Electronic Encyclopedias

- From the Library Home Page
    www.citruscollege.edu/library
- Click **Gale** under **Quick Links**
- From home, password: **citrus**.
- Click on **Gale Virtual Reference Library**
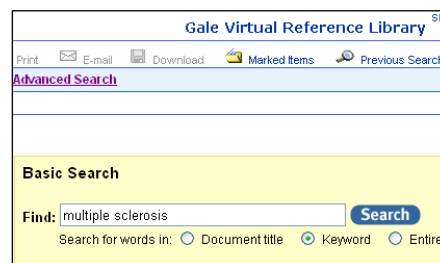
MEDICAL ENCYCLOPEDIAS ON THE WEB
1. From the library home page, www.citruscollege.edu/library
2. Click on **Links by Subjects** under **Guides**
3. Click on **Health, Nursing**
4. Scroll down to **Online Reference Books**
5. Click on the *Medical Dictionary*. It is part of **Medline Plus** from the National Institutes of Health. Within that site, click on **Encyclopedia**. Click on a letter of the alphabet for your disease. Also click on **HealthTopics**.
6. Click **e-mail a Friend** at the top of the page.
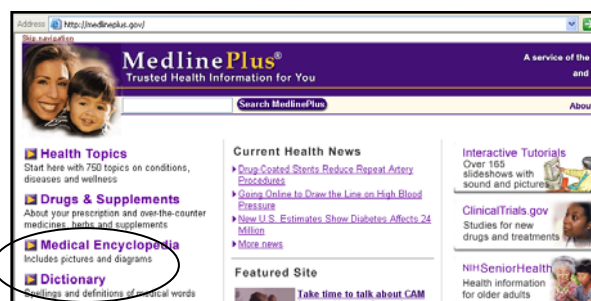
7. Try the *Merck Manual* (**Home Ed**.)
   http://www.merck.com/mmhe/index.html

   Type your search term in the Search Window, in left panel, or click on the appropriate letter.

8. **Citrus Books & AV**
http://lib.citruscollege.edu
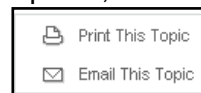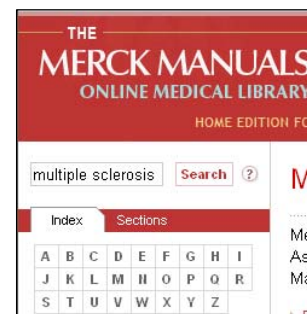
Magazine and Journal Articles: Full Text

EBSCO HOST Research Databases
Basic Search | Advanced Search | Choose Databases
Sign In to My EBSCOhost
Keyword | Library Holdings | Images

http://search.epnet.com/login.asp?profile=web

MasterFILE Premier and **Academic Search Premier**.

Together, these 2 databases offer over 4600 full text periodicals (some from 1980), plus over 1000 more that are indexed only.
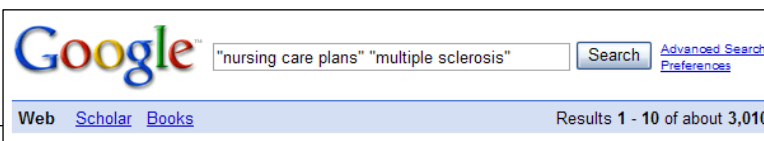
8. From the library's Home Page, www.citruscollege.edu/library
9. Click on **EBSCO** under **Quick Links**.
10. From home: User Name: **citruscc**; Password: **library**.
11. Scroll down & check the boxes to add other databases, such as
    *   **Alt Health Source**
    *   **Health Source**
    *   **CINAHL**
12. Click **Continue**, at the bottom or top of the screen, or press **Enter**.
13. Use the following examples to design the search strategy.
14. To e-mail an article, select the article's full text form, and then click the e-mail button at the top or bottom of the article.
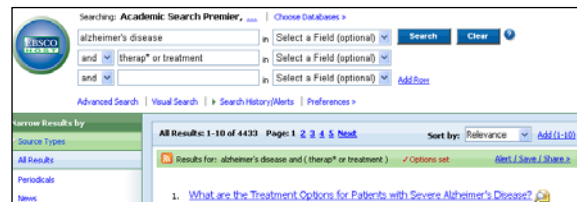
1. Use singular nouns; EBSCO will search for both singular and plural.
2. Use "or" between synonyms in the same search window.
3. Use Library of Congress or CINAHL subject headings. To find them, pick a good article, and then look in the list of subject headings for that article.
4. Use * for all forms of a word. For example: therap* = therapy, therapeutic, therapist,…
5. Use ? to replace one letter. (wom?n)
6. Use TX All Text to get more hits.

        Web Searching

Google "nursing care plans" "multiple sclerosis" Search | Advanced Search | Preferences
Web   Scholar   Books   Results **1 - 10** of about **3,010**

Evaluating Websites
*   Are there errors in grammar or spelling?
*   Who wrote the pages and is the author an expert?
*   What does the author say is the purpose of the site?
*   When was the site created and last updated?
*   Where does the information come from?
*   Why is the information useful for my purpose?

Learning Express Test Prep

www.learningexpresslibrary.com/?HR=http://lib.citruscollege.edu

Practice before taking your Board exams.

*   From the Library Home Page www.citruscollege.edu/library
*   Click **Databases / Articles** under **Search**
*   Click on Learning Express #28.
*   Create your personal username & password on campus, & then use it at home.

Please Sign In
New User
Returning User

CINAHL:
CUMULATIVE INDEX TO NURSING
& ALLIED HEALTH LITERATURE

1. From the library's Home Page, www.citruscollege.edu/library
2. Click on **EBSCO** under **Quick Links**.
3. From home: User Name: **citruscc**; Password: **library**.
   - Scroll down & click on **CINAHL**
4. Use the following examples to design a search strategy.
5. To e-mail an article, select the article's full text form, and then click the e-mail button at the top or bottom of the article.

Strategies:
   - To increase the results, click the down arrow and select TX All Text
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