

Assessment Report for
Garfield Campus Library Collection and Services
Funded by the Basic Skills Grant
by Zohara G Kaye
Fall 2010

Summary

This report summarizes the library resources and services extended to the students, staff, and faculty of the Garfield Campus. Funding for this project was provided by Basic Skills Grants between the years of 2006 and 2010. Furthermore, this report analyzes the library collection and services provided using quantitative and qualitative data. The purpose of this report is to describe methodology, successes and failures, and to make recommendations for the future of the Garfield Library based on assessment of past trials.

Table of Contents

- [Introduction](#)
- [Resources](#)
 - [Library Materials](#)
 - [Handouts and Research Guides](#)
- [Services](#)
 - [Workshops/Modified Workshops](#)
 - [Librarian Consultations](#)
- [Recommendations](#)
- [Conclusion](#)
- [References](#)

Introduction

The GCC Library received Basic Skills Grant funding of \$25,000 in 2006-2007 and \$20,000 in 2008-2009 to start a small collection of library materials for the Garfield Campus and to provide limited librarian services to the campus community. An additional \$4,500 was funded in 2009-2010 for collection maintenance and librarian consultations only. With these funds, we have selected, ordered, cataloged, and processed 1,460 volumes (978 unique titles) for the Garfield Library collection. These funds have also paid for specialized research guides and handouts for students and librarian services, including group workshops and reference consultations. The following sections of this report describe the evolution of the Garfield Library resources and services in chronological order. Data reported

elsewhere is referenced, but is not repeated in this report. The chart below provides a useful timeline and a summary of the development of library resources and services at the Garfield Campus.

	Total Grant Awarded	Collection Development	Instruction	Instructors	Data used for assessment of instruction
Fall 2006	\$20,000	\$12,000	Workshops	Zohara Kaye	Post-quiz at end of each workshop
Spring 2007		490 titles; 592 vols.	Workshops	Zohara Kaye	Qualitative observations
Fall 2007	\$0		Workshops	Iberia Brogmus	Qualitative observations
Spring 2008			Workshops	Iberia Brogmus & Pat Sullivan	Qualitative observations
Fall 2008	\$25,000	\$8,000	Modified Workshops "Research Workshop Series"	Iberia Brogmus & Pat Sullivan	Pre-test before the first workshop and post-test after the final workshop
Spring 2009		978 titles; 1,460 vols.	Librarian Consultations	Zohara Kaye	Citations e-mailed to librarian by students
Fall 2009	\$4,500		Librarian Consultations	Iberia Brogmus, Meghan Gaynor, & Peggy Cribbs	Citations e-mailed to librarian by students
Spring 2010			Librarian Consultations	Iberia Brogmus, Meghan Gaynor, & Peggy Cribbs	Works Cited turned in with paper

Resources

Library Materials

The library was able to acquire about 490 titles (592 volumes) out of the funds granted in 2006-2007, and an additional 488 titles (868 volumes) out of the funds granted in 2008-2009. Additionally, Garfield faculty and staff donated over 300 volumes to the library collection. The Garfield collection now includes 1,047 titles (1,554 volumes), 1,418 of which are circulating and 136 of which are reference.

Collection Development in the first year included many titles on topics used in the High School English Program. In addition, a core reference collection was established, and a special collection of graded readers geared for the non-credit ESL students was purchased. All books in the Garfield Library collection, with the exception of the graded readers, are classified using the Dewey Decimal Classification system, with a little bit of variation. Because most of the titles selected during the first year were English language workbooks and readers, Dewey classification would place them in the 428.24-428.64 call number range. In order to make browsing for books more user-friendly to the students and prevent bunching of 90% of the collection within .44 of a decimal point range, the Garfield collection is assigned Dewey classification according to subject content. For example, the title *America Across the U.S. : State-by-State Reading and Language Activities* is classified under 973 (United States

History) because of its subject content, rather than the suggested 428.64. The graded readers are classified using a local classification system that corresponds to the college's non-credit ESL level structure. This was accomplished through collaboration with faculty in the Non-Credit ESL Division, who reviewed and assigned levels to all publishers' series in the collection. The first batch of books was received, cataloged, processed, and delivered to the Garfield Library in December 2007. Staff at the Developmental Skills Lab (where the library is housed) received training on the use of the circulation module of the Voyager integrated library system used at the main campus library. The collection was open for circulation beginning in Winter 2008. Circulation policies and staff training are documented in the file titled *Garfield Policy* (Kaye).

With the funds received in 2008-2009, we were able to further develop the collection to meet the needs of the diverse user groups at Garfield Campus. This time, we analyzed the classes and programs offered in the Continuing Education Business Department and selected titles appropriate to serve as supplemental materials to what is being taught in the classroom. We purchased more titles for the graded readers ESL collection and for the GED Program students who also use the Developmental Skills Lab. A limited number of titles were selected for the reference collection since space is an issue in the Developmental Skills Lab; nevertheless, the reference collection outgrew its allocated space and books had to be stacked on their sides on top of the bookshelf.

Items that have ten or more checkouts include dictionaries, GED books, and ESL graded readers. Items between 5-10 checkouts include language learning materials, as well as more GED books and ESL graded readers. Many of the novels and subject specific books have between 2-6 checkouts. In all, 926 of the total 1,418 circulating books have been checked out at least once. Students checked out books a total of 3,252 times, and faculty and staff checked out books a total of 40 times. These statistics are impressive considering the campus did not have a librarian available to help students conduct searches in the catalog and locate items on the shelves. Furthermore, due to limited space in the Developmental Skills Lab (in addition to the fact that we have no library staff working there and rely on lab technicians for circulation of materials), instructors were discouraged from bringing their classes to the library as a group.

Handouts and Research Guides

The Garfield Library has access to all GCC Library handouts and research guides via the library's website. In particular, Garfield faculty find the citing sources handouts useful. The library maintains brief guides to the MLA and APA citation styles and links to many more on its "Citing Sources" web page.

In addition, specialized handouts were created for the High School English Program students starting with the Modified Workshop Series discussed in the Services section of this report. When we began offering librarian consultation services at the Garfield Library (also discussed in the Services section of this report), we developed specialized research guides for each class (a total of 5) and have been modifying them every semester to make sure the content is current. Master copies of the research guides may be found on the library's homepage, linked to "Garfield Resources" under the Research column: <http://www.glendale.edu/library/research/garfieldresearchguides.html>.

Services

Workshops/Modified Workshops

In Fall 2006, the GCC Library began offering workshops at the Garfield Campus to students enrolled in the High School English Program. These students are not assigned a classroom and a teacher, but instead are enrolled in an “independent studies” class and meet with instructors in the Developmental Skills Lab upon completion of each unit of their contract. One of the contract units is a research paper assignment and instructors felt that there was lack of understanding of critical information competency principles by students citing web resources for their paper. Based on requests from Garfield faculty, two workshops were taught the first semester, “Internet Essentials” and “Critical Evaluation of Web Resources.” Each workshop was repeated 3-4 times to ensure that all students had the opportunity to attend. Assessment methods included a short quiz administered at the end of each workshop. Results of the quiz and recommendations based on the assessment are reported in the document entitled *Information Competency Workshops at Garfield Campus Fall 2006* (Kaye). One of the recommendations from this report suggested replacing “Internet Essentials” with the “Locating Journal & Newspaper Articles” workshop, which introduces students to library resources (subscription databases) rather than relying on the Internet for all of their research needs. This change was implemented in Spring 2007 when the two workshops taught were “Locating Journal & Newspaper Articles” and “Critical Evaluation of Web Resources.” Again, several sessions of each workshop were offered to assure maximum attendance. In Fall 2007, a new workshop “Citing Sources” was added to the two already taught in response to concerns from faculty members that there was a lack of understanding about plagiarism and citations.

The same three workshops were taught in Spring 2008, but there was a sense that we could do a better job serving this user group. Hence, in Fall 2008, four Instruction Librarians met to discuss how workshops could be modified from the main campus model to better fit the needs of the Garfield students. Because the Garfield students were taking the three workshops in a series, we decided to create a “Research Workshop Series” that provided continuity from one workshop to the next, including in-class and homework assignments based on their own research topic. A full report and summary of changes made can be found in the document entitled *Garfield Modified Workshops* (Kaye). Assessment methods included a pre- and post-test administered before the workshops began and at the end of the final workshop, respectively. Analysis of data from pre- and post-tests, as well as qualitative observations from librarians, suggested that the modified series of workshops was not the optimal form of instruction for this user group. (See the document, *Garfield Pre Post Tests Fall 2008* (Sullivan)). As it turned out, trying to teach the workshops in a consecutive *series* to a group of independent studies students was extremely difficult.

The team of Instruction Librarians met again to discuss how to improve services provided at the Garfield Campus and it was decided at that time to try one-on-one librarian consultations, geared toward finding credible sources for the High School English Program students’ research papers.

Librarian Consultations

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

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

Recommendations

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

In Spring 2009, I made myself available to the students at Garfield campus by staying beyond my scheduled times. I also sometimes extended my consultation sessions with students when necessary

(provided that the next appointment was open or the next scheduled student wasn't pressed on time). Because I was a familiar face, several students came back to me days or weeks after their consultations with questions about research, their sources, and/or citation styles. I took the time to explain authority and citations and not only the students, but the faculty appreciated this level of detail they often did not have time to address. While I was there, I also had the opportunity to help several "drop-in" students from other programs on campus, particularly ESL and GED students. Hence, having a permanent librarian at the Garfield Campus Library would also ensure that other users on campus have access to library services.

In an optimal environment, the Garfield Campus Library would have a librarian on duty during all open hours, which would allow all Garfield students the opportunity to come back to see a librarian if they get stuck during their research process or have a question about citation format. At the minimum, library services should be available for a few hours every day of the week. With this minimalist scenario, the hours should alternate between morning and evening to assure both morning and evening students have equal access to library services.

Conclusion

Thanks to funding from the Basic Skills Grant, the GCC Library was able to start a small library collection and offer limited library services at the Garfield Campus. Circulation statistics for the Garfield Library indicate that there is general interest by the Garfield Campus community in having a library collection. This collection, carefully selected to meet the needs of Garfield students will be unavailable starting Fall 2011, when the Developmental Skills Lab is scheduled to move into the new Garfield building, unless sufficient space is allocated for the Garfield Library and a Librarian and Library Technician are assigned to work at the Garfield Library to oversee library services, the circulation of books, and collection maintenance. The continuation of information competency instruction without Basic Skills Grant funding will also depend on whether there are other funds to cover the cost, or if the GCC Library budget is augmented to include resources and services for the Garfield Campus. Librarian Pat Sullivan conducted a study on other Educational Center Libraries and has made recommendations for the future of Garfield Library in her report *A Library for Garfield Campus* (Spring 2010).

References

Kaye, Zohara. *Garfield Modified Workshops*. Fall 2008. *Microsoft Word* file.

---. *Garfield Policy*. Winter 2008. *Microsoft Word* file.

---. *Information Competency Workshops at Garfield Campus Fall 2006*. Fall 2006. *Microsoft Word* file.

Sullivan, Patricia. *Garfield Pre Post Tests Fall 2008*. Fall 2008. *Microsoft Excel* file.

---. *A Library for Garfield Campus*. Spring 2010. *Microsoft Word* file.

All referenced documents are unpublished papers and can be found on the library's S drive, in the S:\Instruction\Garfield folder.