York College Library

Academic Program Review

Report of External Evaluators

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1. **Background Materials.**

Prior to our visit to the York College Library on October 30th, 1997, we requested and received the following materials: York College, The City University of New York, Bulletin, 97/99; York College Fact Book 1996; York College Library Academic Program Planning Report (Fall 1996); York College Library Academic Program Planning Report (Spring 1994); Five Year Plan (N.d.); York College Library Annual Report, 1996-1997; 1995-1996; New York State Education Department Higher Education Data System College and University Libraries (Fall 1996); HEDS Report for 1995/96; Task Force on Outcomes: The Academic Program. The Library: Summary points (May 1997); Supplement to Outcomes Report on the Library (N.d.); Program Review and College Review Committee for Information Technology (N.d.); York College Library Acquisitions (Summer 1994; Summer 1993); Info.*: Newsletter of the York College Library (Fall 1997; Fall 1996; Spring 1996); and Curriculum Vitae of Library Faculty. We also reviewed the College's web site, paying particular attention to the pages on the academic departments and on educational technology.

During the visit, we requested and received the following materials: In the Library ... Getting Started on Research: A Multimedia Interactive Videodisc (1994); How to: Search Cuny Plus Online Catalog, Parts 1 and 2 (April, May 1997); How to: Prepare Bibliographic Citations. Source: American
Psychological Association (APA) Publication Manual (May 1997); Excerpt on Technological Literacy and Information Literacy from York College Outcomes Assessment Program, Working Paper No. 2, Shared Academic Outcomes (November 1996); York College Center for Academic Computing and Educational Technology, Policies for Using York College Web Pages and Other Computer Resources (May 1997), and Layout of York College LAN (October 1997).

After the visit, and in response to our request, we received the following materials: Excerpts from the section on learning resources in the self-study in preparation for the Nursing Program accreditation visit (N.d.); Council on Social Work Education Commission on Accreditation Librarian's Services Report (December 1996); Official Report of the Accreditation Council for Occupational Therapy Education (1994); Memos from American Occupational Therapy Association, Inc. to Josephine Davis (January 9th, 1995; April 27th, 1995; Excerpt from the Plan of Correction/Progress Report of the Occupational Therapy Program (1994), and Memo from S. Winchester (Library) to W. Edwards re AOTA book titles (February 13th, 1995).

In addition, we received memos from Dr. Emanuel P. Manche, Chair, Natural Sciences Library Committee to Robert Machalow (October 31st, 1997) and to us as the external library evaluators (October 31st, 1997).
2. **Site Visit** (October 30th, 1997).

Our visit to the York College Library included a tour of the Library and a meeting with the Chief Librarian (Professor Robert Machalow); a meeting with Dr. Che-Tsao Huang, Coordinator of Educational Technology/Academic Computing; a meeting with members of the Library faculty (J. Kevin Barry; John Drobnicki, Njoki-wa Kinyatti; and Hope Young); meetings with faculty (Wimberley Edwards, Chair, Health Sciences; Dr. Beth Rosenthal; Social Work; Dr. Michael G. Southwell, English; with students (Idayat Osho (Chemistry); Cherryann Depeiza (Accounting); Marisasue Chatoor (Psychology); and Sunday Olatunbosun (Mathematics); a meeting with Dr. Diatra A. Jones, Executive Director for Presidential Affairs and Affirmative Action Officer, and Dr. Theodore J. Hanley, Associate Dean for Academic Affairs; and a closing meeting with Robert Machalow. Regrettably, we were not able to meet with Provost W. Hubert Keen, who had made the original arrangements for the program evaluation.

From our perspective, the site visit went extremely well, and we are grateful to Professor Robert Machalow and Mrs. Marilyn Phillips for so graciously and efficiently attending to our requests and concerns and to the students, faculty, librarians, and administrators at York who took the time from their busy schedules to meet with us.
3. **Overall Strengths and Concerns.**

The York College Library has many strengths. They are in the Academic Program Planning Report and the Annual Reports and the way they make effective use of data analysis, in the congruence of the Library's goals with the goals of the College, and in the deep service commitment of the librarians and staff toward the attainment of these goals. These strengths are also in the many substantive advances that have been made, in conjunction with the other City University libraries and the central system, in the provision of access to important electronic information, in the creative and effective use of information technologies, in the availability of a high level of reference services for students, and in the good working relationship with the Center for Academic Computing and Educational Technology that has led, among other projects, to the development of a multimedia interactive videodisc for learning library skills.

These strengths are also in the use of the collections and services, in the organization and availability of the materials, in the spaciousness and attractiveness of the facility, and in the consortial relations that have been developed with other libraries within the City University and with the other major libraries, both public and academic located nearby.
There are, however, a number of areas of concern that need to be addressed if the Library is to move forward as a vital center for learning, including technologically-based and information skills learning, at the College. These issues focus on the expectations and requirements for collections in all formats based on the perspectives of the faculty in the various academic programs, the critical nature of the Library's materials/information technologies budget, the lack of a curriculum-based information literacy program, the less than efficient use of two reference desks in terms of the allocation of staffing resources, and the diminished Library staffing in general. There are also some benefits that could result from some new emphases and partnerships and the construction of a gateway to selected online library catalogs, which we also wish to suggest.

Following are our comments and recommendations on these and related issues on the York College Library based on the materials reviewed, the interviews conducted, and our observations on our tour of the facility:


The two Academic Program Planning Reports for the Library (Fall 1996 and Spring 1994), combined with the Library's Annual Reports for the last few years, provide a clear picture of the way the Library views itself as a provider of
collections and services to the York College community vis a vis the library professions' standards. Although there are some difficulties presented by the reliance on the Association of College and Research Libraries (ACRL) Standards for College Libraries as the primary framework for the Library's self-study - particularly in anticipation of the Middle States accreditation process and the evaluation criteria used by that association that are based not so much on formulae and quantitative standards but on program support, library usage, and preparation for student self-directed learning - it is clear that a great deal of thought and work and analysis were put into the development of these Program Planning documents.

The Program Planning Reports, i.e., the two Academic Program Plans and the recent annual reports, highlight the budgetary situation that the Library faces - the marked decline in the materials budget over a multi-year period and the decreases in staffing, the ongoing increases in the prices of journals and other materials, and the critical need to provide and keep up with the new information technologies that are now so integral to libraries. The reports also document the steps the Library has taken to adjust to the budgetary reductions - the periodical cancellations, the reduced monograph acquisitions, and the curtailing of key components of the Library's bibliographic instruction program, among other measures.
The Library is to be commended for the high level of collection analysis and the effective use of data and graphics in the documents. The series of tables that detail the extent of the collections and the current acquisitions in the various academic programs, and the circulation of books by academic area, and the like, and the accompanying interpretations of these data reflect a skillful management of the collections. This is a library that appears to have a fairly good handle on what it is acquiring and the way that its titles relate to and support the College's various programs.

Though essentially a good self-study, the Program Planning Reports could be further strengthened by the inclusion of more information provided by the York faculty and students about their perceptions of the effectiveness of the Library's collections and services in terms of responsiveness to their needs. The faculty survey conducted in Spring 1993 reflects an earlier initiative to acquire some of this kind of information, but it was completed by a very small number of York faculty, and, because of this, was not as helpful as it could have been.

It would be useful if the Library extended its efforts to assess the views of its primary constituencies, both faculty and students, on an ongoing basis over the next few years as a way of insuring that its knowledge base about the
collections and services is as comprehensive and reality-based as possible. Again, although budgetary decisions during the many years of difficulty appear to have been made based on a familiarity with and understanding of the needs of the academic programs, the availability of more information from faculty and students about what they see as the needs should, presumably, increase the possibilities that the acquisition and service decisions to be made are the best possible ones.

The small group of students that we spoke with during our site visit were thoughtful and articulate about their experiences with the Library and what they thought the Library should provide, such as the need for more materials and for more multiple copies of some of the titles. Ways should be found, through focus groups or open forums or surveys or other means, to integrate student perspectives into the Library's future planning and evaluation activities.


The Library's mission appears to be congruent with the College's mission of teaching, research, and public service responsive to its urban constituency in Queens and the metropolitan area as a student-centered institution. In support of this mission, the Library's mission focuses on
providing resources in support of the liberal arts and career programs, on an openess and welcoming to the diversity of the student body and others in the College's community, and on the provision of assistance in the development of information competencies.

The specification of envisioned outcomes for students at York in the College's Bulletin for 1997-1999 includes a statement about technological literacy and skill that could possibly be reflected in a future iteration of the Library's mission as the Library continues to expand its functionality in an increasingly electronic information environment.

It might be useful for the Library if it set a series of goals and objectives each year as a frame for its programs of collections and services. The review of the extent to which the goals and objectives were achieved should be a component of the Library's annual reports and a part of an ongoing evaluation of activities.

6. **Information Technology.**
York College Library has made excellent use of information technology both for academic purposes and for administrative, back office functions. One striking accomplishment was the development, with the aid of a United States Department of Education Title III grant of a library instruction video. This video was produced in collaboration
with the Department of Academic Computing. We found it to be professional in its design and content, as well as being user-friendly.

Another example of making good use of technology is York's subscription to IAC's Infotrac Search Bank, a full-text web product offering access to both periodical indexes and full-text articles from nearly 5000 journals. This is evidence of using technology to improve access to resources for students. Early installation of networked workstations offering access to the World Wide Web placed York College Library ahead of many of its CUNY peers.

York College Library has also fully exploited information technology that has been offered through the CUNY Office of Library Services. The card catalog has been totally converted to machine-readable form and is available on CUNY+, the University's on-line public access catalog. York College has also completely converted its serials holdings so that these too are available on-line. The Library took very early advantage of CUNY's telecommunications link to OCLC, saving the College thousands of dollars on its OCLC bills.
7. The Collections.

The Library's collections reflect the academic programs offered by the College in the liberal arts and the career areas, the latter including accounting and business, the health professions, and education, among other areas. Despite the limited funding available for purchases and subscriptions, the Library appears to have done a good job in allocating its resources in support of the various programs, including the support of the core curriculum areas. As noted above, the collection analyses presented in the Academic Program Planning Reports evidence the Library's interest in knowing where the majors are and in which areas York students take courses, and in attempting to allocate its resources accordingly.

Despite the attempt to build the collections in support of the programs, including the online availability of many important bibliographical databases, the many years of budgetary reductions have made it increasingly difficult to do this for some areas. The Chair of the Natural Sciences Department has noted (memo of October 31st, 1997) the inadequacy of the collections in the sciences, an area that has experienced dramatic increases in the prices of journals and other materials.

It may be useful to review the Academic Planning Reports in the various academic areas that were recently or are
currently being developed to see the extent to which the adequacy of library resources is an issue in other areas. The accreditation reviews for the programs in nursing, occupational therapy, teacher education, and social work should provide additional useful information, although in most cases the collections in these areas have, presumably, been strengthened as part of the accreditation process.

It may, of course, not be possible to address some of the programmatic needs that may emerge from further studies of the departmental Academic Program Planning Reports or the concerns voiced by faculty members, but it important to have this information. The Library's materials budget has declined from expenditures of $80.17 per FTE ten years ago to $29.00 per FTE in 1997. The HEDS Report for 1995/96 shows York as having the lowest expenditures per student among the senior colleges in the City University, with two community colleges having higher expenditures per student. The HEDS data also show the York Library adding only 1,301 volumes to its collections that year, a figure far lower than any of the other senior colleges and less than two of the community colleges.

At the close of 1996/97, the Library was able to receive some fairly substantial end-of-the-year monies from the College, which should make the situation somewhat better for the current year. Given this situation, it will be important for the College to continue to try to provide
additional monies in this way, as well as in other ways, insofar as this is possible so that some of the more important or high priority needs that may be identified through the program review and faculty consultation process can be addressed.

The continued participation with the other CUNY libraries in the accessing of electronic resources, including selected full-text journals, over the next few years should yield some budgetary savings for York and, hopefully, address some of the collection needs expressed by the Natural Sciences faculty. The development of a gateway to the on-line catalogs of the libraries at neighboring or other relevant libraries, as noted below, should facilitate the improved access to the collections at these libraries.

**Recommendation:** Assess the programmatic needs for collections, both print and electronic, by reviewing the departmental Academic Program Planning Reports and the accreditation reports. Decide which subject areas should be strengthened over a multi-year period and which areas will rely largely on resources elsewhere. Facilitate and monitor the nature of access to collections not housed at York on an ongoing basis.

**Recommendation:** The College needs to find ways to enhance the Library's materials/information technologies budget so that student learning and faculty teaching can be
facilitated. End-of-the-year funds for the Library should continue to be one of the College's strategies, toward the strengthening of the Library's resources.

8. Public Services/Information Literacy.

The Library provides an array of services to the students and faculty at the College. These include reference assistance, circulation and reserve, interlibrary loan, and computing services, including easy access to web resources. It is clear that the Library places a strong emphasis on assisting students in their use of information through the reference program. The librarians take pride in their work with students, and throughout our visit we heard nothing but praise for this service. Students and faculty at York are well aware of the kind and level of help that they receive from the Library. This is a real plus for the College.

Despite this very real strength, we have a concern about the use of two reference desks - one in each of the facility wings - in a library that is seriously understaffed. We realize that there are reasons that underlie the use of the two desks, i.e., the physical layout of the reference and other collections in a facility with widely spread out spaces, and, perhaps, the desire to have a professional librarian located adjacent to the major service counters staffed by others who provide assistance with circulation
and periodicals. There may well be other reasons for the existence of the dual reference desks.

However, we think that the spatial and related factors identified to us during our visit as being important should be examined and thought through and addressed in other ways, and we comment on this later in our section on facilities and space. Our interest in this section is in our sense of the need for the Library to maximize its resources and to use them as effectively as possible and, with respect to this particular issue, to free up a librarian line from this dual desk staffing for other activities. If it is possible to do this, attention can more easily be directed at another public service activity that we do not think has received sufficient attention in recent years at York - the provision of bibliographic instruction and information literacy teaching in a planned and systematic way.

Since the College is readying itself for an accreditation visit this coming Spring by the Middle States Association of Colleges and Schools, it will be important to think about the meaning of information literacy for York students - the ability to locate, evaluate, and use information - and to plan for its attainment so that York students can become independent and lifelong learners. York's mission includes at least three statements that reflect its commitment to developing these skills - "Develop technological literacy and skill," "Think, speak and write clearly, critically and
effectively," and "Esteem research and scholarship for life-
long learning." What is not clear is who at the College is
responsible for the development of information literacy
skills and competencies, and where in the curriculum this
should occur.

There has been some initial and very commendable
consideration of these issues by members of the York
community, as evidenced in the Working Paper prepared for
the York College Outcomes Assessment Program ("Shared
academic outcomes"; November 1996). The excerpt that we saw
from this Working Paper included both technological literacy
and information literacy, specifying lower division and
upper division expectations for students. This appears to
be an excellent study.

It would be useful to see the further identification of
courses in which these skills would be taught, such as, in
the case of information literacy, English 125 and Writing
301 or 302 or 303. Perhaps, this has already been done or
is in the planning process. However, the Library's role in
this teaching/assisting students in the information learning
process was not brought to our attention. In fact, it is
our understanding that the Library, owing to staffing
cutbacks, eliminated or greatly reduced its bibliographic
instruction program, turning orientations and tours over to
the faculty members who brought their classes into the
Library.
It is our very strong suggestion that the College conversations on information literacy continue, that the Library be a part of this dialog, and that the Library be both proactive and responsive toward the development of a program for the teaching of these skills. This program or plan should include, but not be limited to, staffing resource allocations and needs, teaching spaces within the Library for an electronic/multimedia classroom, the required computing and related equipment, the role for the interactive videodisc in teaching and the extent to which it needs to be supplemented and updated, the kind of documentation (including guides to web sites) that will be required on an ongoing basis, and the like.

The Library has the expertise to assume a leadership role in information literacy teaching, in partnership with the Center for Academic Computing and Educational Technology and with the faculty. The few library guides and "how to's" that are available and the web information presented in the Library's newsletter are on a high level, and the Library is encouraged to continue this work as part of its contributions to an effective information literacy program. Perhaps, pertinent guides can be obtained from some of the other CUNY libraries to supplement the work that can be done by the York librarians.

The College needs to find a way to provide the resources that will make this happen so that the York students can
truly become independent learners who are able to deal effectively with electronic and print information in this new information age.

Apart from the information literacy needs, we noted that there has been some criticism of the reserve operation and of the limitations in hours that the Library is open for full services. This should be reviewed. The hours issue is one that may require conversations with students, perhaps through the Library Committee so that there is a better understanding of the nature of the need. Since resources are, presumably, an issue, the College may have to consider enlarging the Library's budget for hourly staffing to effect the expanded evening or weekend hourly coverage.

Usage of the Library over the past few years has increased in some areas and decreased in others. Circulation of books has increased, but the recent change in the way that these statistics are reported make it difficult to make comparisons with earlier years. Periodical usage increased for a nine-year period, but then decreased over the past three years. Interlibrary loan, a service directed at faculty but also open to students, increased over a multi-year period and then showed a one-year decline. The Academic Planning Report suggests some reasons for these changes that appear to make sense. We think, however, that the development of an information literacy program should
lead to a greater use of information resources in all formats.

**Recommendation:** Plan for the initiation of a curriculum-based information literacy program in partnership with the faculty and the Center for Academic Computing and Educational Technology. This planning should consider the meaning of information literacy for the York College community, the kinds of information management and related skills to be developed, the particular courses in which they will be addressed, the roles of the Library and of the Center for Academic Computing in assisting with this process, and the kinds of teaching spaces, computing and related equipment, staffing, and documentation, and the like. The College needs to be able to find a way to address this need in a coordinated and phased way.

**Recommendation:** Discontinue the staffing of one of the two reference desks and assign the professional line freed up to the teaching of information literacy skills.

9. **Technical Services.**

"Technical Services" is usually defined as all work associated with acquiring, cataloging, and preserving library collections. At York, technical services is a very small operation. Only one clerk is assigned to this division. One professional devotes some hours per week to acquisitions and receipt of material in addition to his
collection development and reference duties. Despite these constraints (or, perhaps, because of them) the Library has proven to be adaptable to change and quick to take advantage of services offered by CUNY's Office of Library Services.

In 1996 the CUNY University libraries agreed to use a common book fulfillment agent in order to realize the best discount possible. Although the vendor selected by the CUNY librarians was not York's vendor of choice, the staff quickly adapted to the change in order to take advantage of the larger discount offered (from 11% to 16%). In addition, York is now taking advantage of the centrally subsidized cataloging and processing so that books ordered from the common vendor come fully cataloged and ready for the shelf. York Library staff still must place the orders, receive the materials, process the invoices, and check-in the periodical issues.

**Recommendation:** The Library should continue to take advantage of all services offered through consortial arrangements with vendors for CUNY Libraries. We also recommend that the Library reconsider the amount of space devoted to technical services which is far beyond the space needed for such a small operation.
10. **Staff.**

The College can be proud of the commitment and dedication of the librarians to the York students. They reflect and carry out the College's mission of being a student-centered institution. Their hard work and helpfulness are recognized by the students and faculty with whom we met. The librarians have excellent scholarly records that reflect their understanding of the scholarly endeavor.

The chief librarian is particularly knowledgeable about information technologies, with a long history of publishing useful papers in *Computers in Libraries* and other journals. This expertise is evident in the way the Library has integrated computer and information technologies into the Library's programs and into the work that he has done with the Center for Academic Computing, including the development of the interactive videodisc. The chief librarian is also to be commended for the high level of his professional and managerial skills.

The librarians at York are active participants in the college community and this contributes to and reflects their concern for students and teaching.

The loss of professional staff lines - from 10 librarians ten years ago to six librarians in 1997 - has taken its toll. A comparison with the other CUNY senior colleges
shows York as having the lowest number of positions. It will be important to try to address some of the basic staffing needs, whether through new lines or changed responsibilities or the use of new kinds of partnerships in Academic Computing or a combination of these and other possibilities. This will be particularly important as the information environment becomes more digital and the need to assist students and faculty and others with mastering the skills becomes even more critical.

Recommen(dation: The College needs to find ways to address some of the basic staffing needs so that the Library can play a more active role in fostering and facilitating learning and teaching in the new digital environment.

11. Space/Facilities.
The use of space in the Library should be rethought. The main floor is broad, extensive, and attractive and is a good place for studying. The space is well maintained. There is clearly pride in the Library as evidenced by the condition of the public spaces and stacks.

At least two problems have been noted. The primary problem is the location of periodicals and reference, distributed in such a way that librarians, with the exception of the chief librarian, remain wedded to the notion of maintaining two reference desks. For a library the size of York's, this is
highly unusual and should be dropped. By rearranging so that both reference and periodical indexes are accessible from a central reference desk, York would free up valuable staff time to devote to other projects, including, as noted earlier, the development of a much needed bibliographic instruction/information literacy program. The second area to be examined is the use of space for technical services and the fact that this space is not easily accessible from the rest of the library.

**Recommendation:** A space consultant with extensive experience in library design should be brought in to help the College redesign its library space.

12. Linkages to College Community.

The Library's linkages to the College community are variegated and good, but could be stronger. It is our understanding that there is a Library Committee that is made up of representatives of the faculty from the various academic departments, as well as students. One of our student interviewees, a member of this Committee, requested that the Committee be more active as a forum for communication and, we would add, for the undertaking of shared initiatives and projects, such as collection evaluation or planning for an information literacy program, or developing web-based teaching modules, or preparing for the use of electronic journals, and the like. A revitalized
Library Committee could play a role in seeing that the faculty are able to work as effectively as possible in the new information environment and, as a result, lead to a greater use of the Library and the array of information resources available through it.

It was also brought to our attention that the chief librarian at York is not a member or an ex officio member of this Committee, a practice that differs from other colleges. We think that it is important that the committee be revitalized, that the rules that underlie its operation be reviewed so that the chief librarian be included in it, and that it serve as an important forum for discussions about information and technology in service of teaching and learning.

The Library has a good relationship with the Center for Academic Computing and Educational Technology, a unit that, in our judgment, has made a major and most significant impact on the campus environment. This program is a very real strength for the College. As the information technologies proliferate and as the College begins to re-think the ways that it applies technologies to teaching and learning, we believe that a closer relationship between the two units whose boundaries will undoubtedly blur could bring even greater learning benefits to the York community.
We think that there is much that the Library and the Center for Academic Computing and Educational Technology can learn from each other, and suggest that the joint thinking through and undertaking, with the faculty, of a series of information-based projects be part of the College's strategic or long-range planning initiatives.

**Recommendation:** The Library Committee needs to be strengthened as an active forum for communication and project initiation about information in service of teaching and learning at the College. The chief librarian needs to be a member or an ex officio member of this Committee.

**Recommendation:** Given the rapidly changing information environment, the College could benefit from a strengthened relationship between the Library and the Center for Academic Computing and Educational Technology, with the two units contributing in a more coordinated way to the College's strategic or long-range planning process.

13. **Consortial Relationships.**

York College Library has many good consortial relationships with other libraries that increase its ability to serve students and faculty. The first of these is its relationship with other libraries within the City University. All York College students and faculty have access to all University libraries, including full borrowing...
privileges. All materials borrowed from any CUNY library may be returned to any CUNY library.

York's library is a member of METRO, a multi-type library cooperative agency with over 230 library members in the New York metropolitan area. This membership gives York's students and faculty access through library referrals to over 30 million volumes held by these libraries. The York students with whom we spoke told us how important the Queens Borough Public Library is to them in their work. York takes full advantage of these relationships by offering interlibrary loan to its undergraduates, a service very few other CUNY libraries offer at this time.

These relationships could be better exploited if students had access to the on-line catalogs of libraries frequently used. CUNY+ gives the students access to the collections of all the CUNY libraries. However, it would be very helpful if York College used its expertise with information technology to make the on-line catalogs of the public libraries, especially the Queens Borough Public Library, as well as other Queens and Long Island academic libraries, available through a York Library home page or other gateway.

Recommendation: Create a gateway to the on-line catalogs of nearby libraries, such as the Queens Borough Public Library and the libraries at St. John's University and the State
University of New York at Stony Brook, among others, as a way of facilitating student and faculty access to information.

14. **Summary of Recommendations.**

1) Assess the programmatic needs for collections, both print and electronic, by reviewing the departmental Academic Program Planning Reports and the accreditation reports. Decide, with the assistance of the Library Committee, which subject areas should be strengthened over a multi-year period and which areas will rely largely on resources elsewhere. Facilitate and monitor the nature of access to collections not housed at York on an ongoing basis.

2) The College needs to find ways to enhance the Library's materials/information technologies budget so that student learning and faculty teaching can be facilitated. End-of-the-year funds for the Library should continue to be one of the College's strategies, toward the strengthening of the Library's resources.

3) Plan for the initiation of a curriculum-based information literacy program in partnership with the faculty and the Center for Academic Computing and Educational Technology. This planning should consider the meaning of information literacy for the York College community, the kinds of information management and related skills to be developed,
the particular courses in which they will be addressed, the roles of the Library and of the Center for Academic Computing in assisting with this process, and the kinds of teaching spaces, computing and related equipment, staffing, and documentation, and the like. The College needs to be able to find a way to address this need in a coordinated and phased way.

4) Discontinue the staffing of one of the two reference desks and assign the professional line freed up to teaching information literacy skills.

5) The Library should continue to take advantage of all services offered through consortial arrangements with vendors for CUNY libraries. We also recommend that the Library reconsider the amount of space devoted to technical services which is far beyond the space needed for such a small operation.

6) The College needs to find ways to address some of the basic staffing needs so that the Library can play a more active role in fostering and facilitating learning and teaching in the new digital environment.

7) A space consultant with extensive experience in library design should be brought in to help the College redesign its library space.
8) The Library Committee needs to be strengthened as an active forum for communication and project initiation about information in service of teaching and learning at the College. The chief librarian needs to be a member or an ex officio member of this Committee.

9) Given the rapidly changing information environment, the College could benefit from a strengthened relationship between the Library and the Center for Academic Computing and Educational Technology, with the two units contributing in a more coordinated way to the College's strategic or long-range planning process.

10) Create a gateway to the on-line catalogs of nearby libraries, such as the Queens Borough Public Library and the libraries at St. John's University and the State University of New York at Stony Brook, among others, as a way of facilitating student and faculty access to information.