LA SALLE COLLEGE ANTIPOLO

PERFORMANCE REPORT

LIBRARY and AUDIO-VISUAL RESOURCES

RECOMMENDATIONS	ACTIONS TAKEN
The 2018 PAASCU Survey Team recommends: 1. a separate acquisition and collection development plans for the grade school and high school and Audio-Visual libraries based on inventory records and needs of the different subject areas and levels.	**IMPLEMENTED** Library acquisitions are an invaluable part of library management and the curation of library materials. Acquisitions are responsible for acquiring materials and ensuring books, digital materials, and other resources are available to library users. Acquisitions also help to ensure that library collections stay updated with the latest materials while being cost-effective and appropriate to the library's mission and goals. Moreover, acquisition is a process that involves many different steps and details. This includes researching, evaluating, and selecting books, periodicals, images, audio-visual materials, and other resources. All these must be appropriate to the library's collection needs and mission. Acquisitions also include

	budgeting for the materials and determining appropriate formats, including print, bound, and digital versions. Considering acquisitions are a vital part of library management, La Salle College Antipolo's librarians and staff work hard to select suitable materials and ensure they are available for grade school and junior high school students. Keeping in mind that separate acquisitions and collection development plans should be made for grade school, junior high school, and audio-visual resources, a development plan and an allocation budget for the acquisitions are in place. By carefully managing library acquisitions, LSCA librarians can ensure that library collections stay up-to-date and relevant for all intended users. Collection development, on the other hand, for any type of library is an ongoing improvement process. School libraries led by certified professionals collect and curate resources used to meet the learning and teaching needs of the school community. Resources include, but are not limited to, print and digital formats, devices, artifacts, and tools. To reflect on the school's mission – vision and goals, a collection development plan is formulated and reviewed yearly

	because it is essential as it informs purchase decisions, ensuring the school library has the best resources for students, faculty, and staff. The collection development considers surveys, face-to-face class visits, and presentations at department meetings to gather information. However, collection development is more than just what you put into the collection, it is also what is taken out. Weeding out unused, dated, and damaged resources gives more shelf space for new purchases, ensuring students have access to quality materials. With all these considerations and with the assistance of the Library Committee, composed of representatives from all sectors of the school community as well as academic coordinators who participate in book fairs where a variety of books are on display and on sale, books chosen and recommended by them are added to the school's yearly acquisitions. Acquisitions of Audio-Visual Resources, too, are carefully considered to meet the needs and interests of the community. **Supporting Documents:** LA.1 Selection and Collection Development Plan LA.2 5-Year Development Plan

	LA.3 Delivery Invoices/Book Selection Pictures LA.4 Inventory Records
2. the formulation and regular implementation of a skills-based library instruction program.	**IMPLEMENTED** Library instruction is designed as a collaborative effort between librarians and teaching faculty who create meaningful learning experiences aligned with learning outcomes and course goals and are connected to coursework or a specific assignment to enhance student learning. The Library Instruction Program empowers students to develop skills and habits of mind, such as critical inquiry, that will transfer across courses and contexts. The Grade 1 Library Instruction Program (LIP) was conducted on September 19, 2023, and the schedule has been plotted to cover the rest of the grade school classes, while the program for the junior high school started on March 21, 2024. Currently, the library instruction program is still on-going on a regular schedule during the English period. These programs are tailored to the needs of specific student groups. For example, a librarian might develop a skills-based library

	instruction program for Grade 10 students that focuses on teaching them how to paraphrase and write proper quotations. Enumerated below is the complete list of topics for each grade level: Grade 1 Children's Books You Have Read Grade 2:Proper Care of Books Grade 3:ABC in the Library Grade 4:Reference Sources Grade 5:Information Skills: Let's Dewy It! Grade 6:Serials as Reference Materials Grade 7: Parts of the Newspaper Grade 8 : Broadcast Media Grade 9: Literary Types and Terms Grade 10 : Quotations and Paraphrasing Assessing the outcomes of the library instruction program will provide a comprehensive understanding of its effectiveness and lay the groundwork for potential improvements and future development. **Supporting Documents:** LA.5 The Library Instruction Programs LA.6 LIP Evaluation/Sample Activity Sheet LA.7 Results of LIP Evaluation LA.8 Pictures of LIP in Classrooms

3. the planning and implementation of the following AV needs:	
a. possibility of centrally relocating the AV area	**IMPLEMENTED** The Multi-Media Resource Center (MMRC) caters to the instructional materials and equipment needs of students, teachers, and staff. After the transfer of the Tertiary Education Unit (TEU) in 2015, the MMRC has started the exclusive use of Grades 1-10 students. However, the non-print collection was still being shared with the TEU teachers of San Jose Campus, particularly the DVD and CD that the TEU teachers used up to the end of SY 2017-2018. As a result of the merger of TEU with De La Salle College of St. Benilde, which started in SY 2018-2019, the existing Audio Visual Center has exclusively served Kindergarten, Grades 1-6, and Junior High School. The Audio -Visual area is located beside the JHS library on the ground floor of the Arnould Reche building. The distance of the AV area from the classroom is a major concern because students will have to travel from their classrooms and climb up the stairs in order to reach the AV room, which can take time.

	Moreover, students who have difficulty walking or using the stairs may find it difficult to access the AV room. Considering this, little by little, over the years, all our classrooms have been equipped with fully functioning televisions or multimedia projectors, and thus, each classroom is now functioning as an Audio-Visual Room on its own. Television in every classroom is a great help for the learners, and it can be a great tool for teaching. It also enhances the learning experience for students and teachers. With the use of TV sets, teachers can incorporate visual aids, educational videos, and multimedia presentations into their lessons, making the learning process more interactive and engaging. With more recent development, however, the AV room is now converted into the school's Music Studio. For a larger audience, alternative venues like Br. Crisanto Moreno Hall is used. **Supporting Documents:** LA.9 Pictures of Classrooms with TV Sets
b. the hiring of an Audio-Visual librarian to plan and implement the curriculum acquisition,	**IMPLEMENTED** During SY 2020-2021 up to SY 2022-2023, LSCA did not hire an

organization and services of the AV area vis-à-vis the various needs in the K-12	Audio-Visual (AV) Librarian because of the very limited use of the school libraries during the time of the pandemic. The Grade School librarian was hired in School Year 2023-2024 when the school opened its doors to full face-to-face classes after the pandemic. The Grade School librarian also acts as the Audio-Visual Librarian. The Junior High School librarian, meanwhile, was hired before the start of School Year 2024-2025 due to the increased demand in the utilization of AV Equipment in the JHS Cluster. **Supporting Documents:** LA.10 Recommendation for Hiring/Job Description and CV of the Grade School Librarian
c. the development and implementation of a training module for teacher's effective integration of media application in the classroom.	**IMPLEMENTED** A training module is simply any piece of information that someone can use to learn something new. This may be a video or even just some really good articles on one's company's website. In LSCA, these modules are developed and implemented to help teachers set up gadgets in the classrooms to aid in teaching. In the process of finalizing the module, the LRC Team conducted the following:

	• a session on Basic Troubleshooting of the AV Equipment on June 30, 2023. • training sessions with the faculty to address certain issues and difficulties with the use of different AV equipment and materials, especially new media applications for instruction. • MMRC personnel, in coordination with the Information Technology Services Center (ITSC), conducted a series of sessions on new media applications for instruction. • The ITSC conducted the following topics: New Trends in Technology; Photoshop; Google Applications for Education; Blended Learning; and the Learning Management System (LMS). Likewise, the AVR technician created a tutorial video on *How to Connect HDMI to a Smart TV.* These training materials designed by the LRC have been compiled, put together, and now made into a training module. When the pandemic hit in the latter parts of SY 2019-2020, the school was forced to shift to an online distance learning modality, and the traditional classroom was transformed to a virtual one. This change in

	modality prompted the school to train all the stakeholders how to meaningfully utilize and integrate different media and platforms in the conduct of instruction. Central to LSCA's online delivery of instruction are the Learning Management System (LMS) and the Google Workspace Applications. As such, several training sessions were conducted to ensure that teachers, students, parents, and even the non-teaching staff possess the necessary skills to utilize these platforms effectively. Since SY 2020-2021, the LMS orientation and the Google Workspace training have been a staple part of LSCA's start-of-the-school year activities. The LMS Coordinator was able to create a number of instructional videos on how to navigate and maximiZe the LMS, and these are all easily accessible to members of the community. Meanwhile, LSCA has partnered with Kollab, a Google Workspace provider, for the yearly training of teachers in using the different Google Apps. In addition, through the partnership with Microsoft and RAKSO-CT, LSCA now provides Microsoft Office Powerpoint and Excel Training and Certification to partners. This three-day training and

	assessment program equips the partners the skills to effectively utilize Microsoft Powerpoint and Microsoft Excel. At the end of the program, all trainees will take a practical assessment, and those who pass will receive a certificate that is recognized worldwide. **Supporting Documents:** LA.11 Teacher's Training Module LA.12 Instructional Materials Module/Instructional Kit
4. the promotion of the increased utilization of the libraries and AV Resources through more innovative and creative services and activities for the school community.	**IMPLEMENTED** Closer coordination between the LRC Team and the Academic/Strand Coordinators is regularly done to plan out specific activities integrated into the monthly celebrations. This led to the continuous administration of library programs to entice more students, faculty, and staff to visit and use the libraries, such as: ● Bookabularyo ● TriviArithmetic ● Work in Any Language ● Stop, Look and Spell ● Anagram ● Geo Challenge ● Reading Bee: ● Periodical Edition ● FBI: Faith Bible Investigation

	• Amazing Verse • Borrow a Book, Get a • Bookmark • Blind Date with a Book • Teen Read Week with • Different Activities • Booklatan at Kapihan sa Silid-Aklatan In addition, the formulation of library-based activities based on the weekly chunking of activities is also considered. Recognition of students and personnel who frequently use the library is done during assemblies or individually in the Learning Resource Center. **Supporting Documents:** LA.13 Pictures, Certificates, Video of Library Programs and Activities
5. the full implementation of the previous team's recommendations on the following: a. formulation of an audio-visual Five Year Development Plan to include among others:	
1. acquisition, organization and utilization plan of the non-print (projected and non-projected) materials	**IMPLEMENTED** The collection of the MMRC consists of different audio-visual materials like CDs, VCDs, DVDs, audio and video tapes, pictures, charts,

	etc. that satisfy the instructional material needs of students, teachers, and staff. Part of the Five-Year Development Program of the MMRC is to continuously acquire different AV materials in different formats for different subject categories. An acquisition plan is created to serve as a guide as to what will be acquired and how many will be purchased per subject area. The Library and AV Committee, composed of the different members of the school, are asked to identify their instructional material needs per subject area and per grade level. They also take part in book fairs and publishing house visits to further strengthen the collection of the MMRC. To properly inform and highlight the new acquisitions of the MMRC, a list of newly acquired non-print materials is being disseminated through the daily bulletin. Copies of this listing are also provided to concerned offices and posted on the MMRC's bulletin board. **Supporting Documents:** LA.14 Pictures of Non-print Materials and LRC Collection Development Plan LA.15 MMRC Five-Year Development Plan

2. new media and more up-to-date equipment needed to support the academic and co-curricular programs of the BEU	**IMPLEMENTED** With the ever-changing needs of the clients and innovations in technology, more up-to-date equipment like splitters and the installation of TV sets in each classroom is adopted. A splitter is a device used to divide a video signal so that it can be sent or projected to multiple displays. The splitter came in very handy, especially when there are programs or activities at the gym. TV sets are also installed in every classroom so that lessons and lectures may be presented in fun and entertaining ways that learners can take delight in. The use of audio-visual aids helps in maintaining discipline in the class since all the students' attention is focused on learning. Interactive and varied audio-visual media can be used to stimulate students to think critically and actively. The Public Announcement System (PA System) of the school is regularly maintained for use during morning ceremonies and when special announcements for all will be made, like in the conduct of school programs and parades of all sorts: Buwan ng Wika Parada ng Kasuotan of Filipino subjects; House Parade of Music, Art, PE and Health (MAPEH); Saintly Treat of Christian Living (CL); and Costume Parade of English, among others.

	In addition, Phase 1 of the Control Room, situated in St. Benilde Gymnasium, has been completed, enabling assemblies of students, programs of the school, and other school gatherings with an audible and reliable sound system to be more engaging. The control room is where the audio mixer, equalizer, LED Par light control, and other devices are installed. To complete the list are the following: • Laptops or tablets for students to access digital resources and complete online assignments. • Multimedia projectors for displaying presentations and videos. • Quality cameras and video recording equipment for media production classes and extracurricular activities. • Audio recording equipment for music classes and performances. • Graphic design software for art and design classes. • Programming tools and software for computer science and coding classes.

	• Stable internet connectivity throughout the campus for online research and collaboration. • Popular applications such as Gmail, Google Drive, Google Calendar, Google Docs, Google Sheets, Google Slides, Google Meet, and more. These new media and up-to-date equipment are essential for enhancing the quality of education and providing students with the necessary skills and knowledge to succeed in a rapidly evolving digital world. **Supporting Documents** LA.16 Pictures of Newly Acquired AV Equipment LA.17 Documents on the Use of New Media LA.18 MMRC List of Equipment
b.a BEU library-AV committee composed of the various members of the academic community to help in the development of the library and AV collection in all subject areas, review policies and guidelines to maximize utilization and services, and act as a liaison between and among the different levels and subject	**IMPLEMENTED** The Library-AV Committee of the school is composed and represented primarily by all the sectors or members of the community. It consists of the different academic coordinators, librarians, one non-teaching staff member, and student representatives (from senior high school, junior high school, and night high school). The committee is responsible for overseeing and managing the

areas.	library operations. Its other responsibilities include: a. Developing and reviewing library policies and procedures; b. Advising on the library's budget and staffing; c. Overseeing the library's collection development and management; d. Planning and implementing library programs and services; e. Serving as a liaison between the library and its users. The committee had its first online meeting on September 27, 2023, at 8:30 a.m.. The Academic Support Services Unit, of which the Library is part, ensures that the committee will have its meetings scheduled regularly. **Supporting Documents:** LA.19 Library Committee Composition, Notice of Meetings and Minutes of Meeting
c. the conduct of a yearly survey on the effectiveness of the library and AV's services to the students, teachers, and staff.	**IMPLEMENTED** A survey is a powerful instrument for determining the strengths and weaknesses of the action taken. An annual survey is conducted by the GS and JHS libraries and the MMRC to look over and examine the

	effectiveness of the library and AV services given to students, teachers, and staff. The survey or evaluation instrument given is composed of the different library services, resources, and facilities. It emphasized the professional and personal knowledge and skills of the library personnel. The results of the evaluation are considered in planning for the improvement of library services and resources. **Supporting Documents:** LA.20 Evaluation Tool and Comparative Results of 22-23