

Comprehensive Review for Library Services 2012-2013

Curriculum Update

There are currently three Library Studies credit courses listed in the college catalog. As of Spring 2013 no Library Studies courses are being offered because of budget and staffing limitations. Listed below are the catalog descriptions and learning outcomes for each course:

Library Studies 14 (LIBST 14) - Library Research and Information Literacy Skills

This course teaches the research strategies and skills for successfully locating, retrieving, evaluating, synthesizing and using information in various formats. It combines library skills, research methods and information technology literacy. Coursework includes the ethical and legal aspects of information use and the critical thinking skills necessary for successful college research.

A student completing LIBST 14 will be able to:

- Determine the nature and extent of information needed and construct and implement an effective search strategy to locate relevant information.
- Employ and effectively use a variety of information research tools to locate and retrieve information in print, electronic, media formats etc.
- Select, evaluate and synthesize relevant information to meet a research need.
- Apply principles of scholarly and ethical research, such as proper citation formats and respect for intellectual property.

Library Studies 17 (LIBST 17) -Introduction to Internet Information Resources

This introductory short term course is designed for individuals with little or no experience using the Internet. The course will provide the basic knowledge and skills needed to make effective use of information resources available via the Internet. The topics covered in course will include the nature and organization of Internet resources, options for obtaining Internet access, basic tools and strategies for locating internet information resources, as well as evaluation criteria and documentation of Internet information. The course will be of particular value to students needing to do Internet research for course assignments.

A student completing LIBST 17 will be able to:

- Explain basic facts and concepts about the Internet that relate to its use as a research tool.
- Access and navigate the Internet efficiently and effectively.
- Use search tools to locate information on the Internet.
- Develop and implement an appropriate search strategy when doing academic Internet research.
- Evaluate the quality and usefulness of information found on the Internet.

Library Studies 18 (LIBST 18) - Internet Information Resources – Advanced Search Techniques and Strategies

This short-term course is designed for individuals who may already have some experience using the Internet. The course will cover more advanced search techniques and strategies for locating

information resources available on the Internet. Among the topics covered will be the use of various features of Internet web browsers, an in-depth comparison of Internet search engines and an exploration of sites which provide subject and discipline based information resources. This course will also cover evaluation criteria and proper documentation of Internet information sources. Students interested in learning how to more effectively and efficiently search the Internet for class assignments or topics of personal interest will find this course of particular value.

A student completing LIBST 17 will be able to:

- Use advanced features of Internet web browsers and search engines.
- Choose an appropriate discipline or subject specific Internet information resource.
- Evaluate the credibility of information found using Internet search tools.
- Explain the purpose and importance of documenting sources in academic research.

Course Offering Analysis

Only Library Studies 14 has been offered in the last 5 years and is currently not being offered due to staffing and budget shortages. While LIBST 14 has been used by students at DVC and CCC to meet the information competency graduation requirement, no such requirement was in place at LMC. With the recent reduction to the general education and competency requirements being implemented in the summer of 2013, it is unlikely a new graduation requirement would be approved by the faculty. With directives to reduce offering courses that are not related to or fill requirements for degree or certificate programs, the library faculty have decided to redesign their credit curriculum. A new objective and activity timeline had been developed and is included in this year's program review annual update.

Customer Satisfaction

The most recent customer satisfaction survey was done in 2006. Library staff are planning on conducting a new survey in Spring 2013.

Assessment Summary

The library has addressed the assessment of its program level student learning outcomes in projects within the library an in partnership with the English Department. Additional assessment and evaluation of library services and resources is done through various planning projects.

Print Periodical review project:

The library maintains subscriptions to print editions of magazines, journals, newspapers and trade publications. The print collection is reviewed annually by library faculty for cost effectiveness and possible duplication with electronically offered titles. A patron use project was done during the 2009-2010 to monitor which titles were being used and to give insight into how the print collection was most beneficial to students and community users. The library ultimately decided to continue to provide access to daily print newspapers, weekly news magazines, non-duplicated trade publications and scholarly journals, and monthly popular magazines that are low cost to the college but of interest to students.

Group Study Room review project:

This project was intended to track the usage of the library's 5 group study rooms to identify how often they were in use and if any patterns were observable.

Library Orientation assessment project:

Piloted in 2008, this project involves collecting bibliographies from final research papers of students in English 100 for examination to track the use of library provided resources and database content. The pilot looked only at courses which had included library orientations, but the last group of papers collected included sections that did not receive a library orientation. Analysis of these papers is being done this semester.

Circulating collection review project:

The LMC library is in the midst of a multi-year weeding project. The circulating collection had not been comprehensively weeded since 2000. This project ensures that our collection is relevant, of high quality and has sufficient depth and variety to allow students to fulfill their student learning objectives. As the librarians weed, they are also purchase more relevant materials to the collection to replace materials that were removed. Librarians choose the new materials based on the LMC library's collection development policy.

Research Consultation assessment project:

Research Consultations are interactions between a reference librarian and a student or group of students and involve a deeper level of instruction than what is normally found in a reference desk exchange. Typically lasting 30 minutes or more, consultations are one of the best methods of providing targeted one on one teaching. This project is scheduled for Fall 2013.

As a result of assessment and evaluation, the library decided to update their program level student learning outcomes to better reflect what was felt to be a more attainable and realistic skillset for most library users. More specific skills related to information competency will be addressed in areas of library instruction: library orientations, reference desk consultations, and for credit course offering.

Existing PSLOs for Library Services:

All students who successfully utilize library resources and services will be able to:

- use information resources available through the library in support of class assignments and course instructional objectives.
- demonstrate a knowledge and utilization of the broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, Ask a Librarian etc.).
- utilize the library as a resource center for independent study and lifelong learning.
- acquire needed Information Competency skills. These skills entail demonstrating a proficiency in locating, retrieving, organizing, critically evaluating, analyzing, synthesizing, and communicating information in all its various formats.

2013 update of PSLOs for Library Services:

Students who use the library will be able to:

- access appropriate information resources available through the library in support of class assignments and course instructional objectives.
- utilize a broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, Ask a Librarian etc.).
- identify and appreciate libraries and library services as a valuable source of information for future academic pursuits, independent study and lifelong learning.

Staffing Structure

The library has 3 full time faculty librarians, .1 FTE adjunct librarian hours, 1 full time Senior Library Assistant, 1 .7 Library Assistant II, and a .5 Senior Administrative Assistant (shared with IT). The department reports directly to the Vice President with day to day oversight of library operations the responsibility of the Library Director.

Detailed in the paper “Standards of Practice for California Community College Library Faculty and Programs” adopted by the Academic Senate for California Community College in Fall 2010 are the minimum staffing levels set by the California Community College Board of Governors for a college of this size (3,703 FTES Fall 2011), as described in Table 58724 of the California Code of Regulations, Title 5. , (The full report can be found here: <http://asccc.org/sites/default/files/Library-paper-fall2011.pdf>)

College Size FTES	Types of Staff	
	Faculty Librarian	Support Staff
< 1,000	2.0	3.0
1,001-3,000	3.0	4.5
3001-5,000	4.0	6.5
5001-7,000	5.0	9.0
Each additional 1K	0.5	1.0

Our current faculty FTE of 3.1 and classified FTE of 2.2 does not meet those minimums and is also well below other community colleges of our size (as reported to the Council of Chief Librarians):

College	College size FTES	Faculty Librarian FTE	Support Staff FTE
Contra Costa College	3009	3.23	2.5
San Jose City College	3331	3.5	4.6
Skyline College	3445	3.91	3.8
College of San Mateo	3559	4.1	6.28
Los Medanos	3703	3.1	2.2

Ohlone	3835	5	3
Laney	3888	6	8
Solano	4029	4	2
Foothill	4194	7	8.5

Budget Analysis

The library budget has remained relatively consistent over the last three years and efforts have been made to evaluate department practices and reduce all non-essential spending. Examples of voluntary cuts include reductions in maintenance contracts for low use self-check out terminals, cancellation of low use but high cost academic journals, purchasing through district approved and discounted vendors wherever appropriate and reductions to copying costs.

In addition to cost saving efforts, the library staff has overhauled how its budgets are tracked and monitored. The department was audited in Spring 2011 and all suggested improvements have been implemented.

Facilities

The Library Department is housed in the Library building and the department's use of college facilities is generally limited to that building. Future facilities plans include restoring the availability of what used to be the Professional Reading Room (L215) into what will be known as the Library Learning Lab. The plan is to offer a space for training and tutoring that can be utilized by college staff and faculty.

Equipment and Technology

All Library technology and equipment is provided and maintained by the college IT Department. Beginning Spring 2013, both Library computer labs are being used by the Business Department and house computers that are supported by their own lab coordinators. All Library student computers are now located on the first level. All student and staff computers were bought new when the building opened in 2007 and should be replaced according to the campus technology plan/timeline.

Professional Development

Professional development is an integral component in the growth and success of the library team. All members are encouraged to pursue available opportunities to gain knowledge and expertise that will benefit themselves and the department. In addition to college and district sponsored FLEX events, the professional development activities of the library staff and faculty involve participation in in-person and virtual events sponsored by a variety of professional organizations. Examples of the types of professional development activities attended by team members in the past few years are listed below:

- California Research and Academic Libraries Association (conference and meetings)
- Association of College and Research Libraries (conference and webinars)
- American Library Association (webinars)
- California Conference in Library Instruction (workshops)

Northern California Innovative Users Group (conference)
Council of Chief Librarians, California Community Colleges (workshops and meetings)
OCLC (Western Members Meeting and webinars)
Digital Bridge Academy: The Faculty Experiential Learning Institute
Community College Library Consortium (web conference)
3CSN Basic Skills Initiative Leadership Institute (BSILI)
RP Group Leading from the Middle Academy
AVID (Advancement Via Individual Determination) National Conference
Habits of Mind
Strengthening Student Success Conference (presenter and attendee)
Bay Honors Consortium Faculty Roundtable (presenter)

Future professional development needs involve continued attendance and participate in on and off site conferences with the hopes that the entire library team could attend a large, national conference together to increase collaboration and shared experience. The library team is also dedicated to creating professional development activities to help educate college and community members about the available resources and services that can benefit them. The library sponsors FLEX workshops in Pittsburg and Brentwood each semester and are always looking for ways to expand outreach efforts. In the spirit of providing professional development opportunities for people newly entering the library science field, the library has hosted interns from the graduate programs of San Jose State University and Wayne State University and is available for interns from DVC's library technician program.

Collaboration

The library department collaborates with a variety of programs and services on campus as well as with the libraries of DVC and CCC. Most of the collaboration on campus involves the creation and delivery of information competency instruction within content courses. This instruction includes presentations for a variety of instructional departments including English, Speech, Biology, Counseling, Academic and Career Success (ACS) and Journalism. In addition to course specific instruction partnerships have been formed with the following learning communities and campus initiatives:

Transfer Academy
HSI Exito Grant
Honors Program
Puente
ACE

The library team members are also active participants in many campus committees including:

Academic Senate
Curriculum Committee
Curriculum Content Review
Career and Technical Education Committee
Teaching and Learning Committee
Desire2Learn Training Team
PDAC Technology subcommittee

Accreditation Substantive Change Committee – Distance Education
Accreditation Standard 2B and 2C Committee (co-chair)

District collaboration has become a greater priority over the last couple of years as the need for improved communication and collaboration has grown in surrounding the libraries' shared integrated library system (ILS). Last year, LMC's Electronic Resources Librarian lead a district team in the redesign of the online catalog. This year, LMC's Technical Services Librarian is leading a district team in the identification and evaluation of possible new ILS providers.

Annual Review Update Analysis

The annual review updates from the last four years illustrate the library's efforts to continue delivering excellent service, provide access to a growing collection of relevant, scholarly material, and create a robust instructional program in the midst of an uncertain management structure and with a bare minimum of staff. The last few years have dealt almost exclusively with staffing issues, most notable with the need for a sustainable management structure. Feedback from last year's peer review mentioned the lack of timelines for stated objectives. It has been difficult to plan and implement any timeline as much of our objectives were tied to decisions that were made outside of the library.

In light of this analysis and review, the new objectives for this year's program review include goals and activities that are more attainable by the department and do not rely on additional of outside funding.

Strategic Priorities

Library services, including the emphasis on information competency instruction, can greatly impact the success of all students and serve to support both college and district efforts. All programs, services and resources are designed specifically to support students reach whatever goal they have set for themselves. Examples of efforts made by the library that directly support college and district priorities:

- Reserve Textbook Collection
- Group Study Rooms
- Research Instruction Sessions (in class)
- Research Consultations (individual or group)
- Computer availability and assistance
- Continuous collection evaluation and development
- Faculty and staff participation with college committees and initiatives
- Outreach efforts to instructional faculty and student services
- Support and mentoring of Library Student Workers
- Online academic and scholarly resources accessible from anywhere

The LMC Strategic Priorities best supported by the library's programs, services and information resources.

Priority 1: Increase and Accelerate Student Program Completion

Priority 3: Increase and Accelerate Student Completion of Basic Skills Sequences

Priority 4: Improve the Academic Success of our African American Students

The District's strategic goals best supported by the library's programs, services and resources are:

Goal 1: STUDENT LEARNING AND SUCCESS:

Significantly improve the success of our diverse student body in pursuit of their educational and career goals, with special emphasis on closing the student achievement gap.

Goal 2: COLLEGE AWARENESS AND ACCESS

Increase awareness of and equitable access to Contra Costa Community College District for a changing and diverse population.

Long Term Goals

The library team revised our mission statement this year to better reflect our belief that our reason for being here is to impact the success of our college community:

The LMC Library strives to impact the success of all LMC students by teaching information literacy skills and offering the guidance and encouragement to support students in their quest towards graduation or transfer as well as providing the entire LMC community with access to a place and information resources designed to support academic inquiry.

Our long term goals address the areas we see as the role of a college library as a place, a service, and a resource:

Goal 1: The Library maintains and celebrates an environment where all users are welcomed, informed and supported.

Goal 2: The Library delivers consistent, excellent service to all members of the college community regardless of location or mode of delivery.

Goal 3: The Library provides access to relevant, appropriate and scholarly collection of materials in a variety of formats.