

2015/2016 Full Program Review

Discipline: Library

Program Overview

**I. Program Definition** – describe the unique qualities that define the importance of your program. \*Data available on the Data Dashboard.

The library is unique among College of Marin’s programs in that it serves not only students, but also faculty, staff, administrators, and the greater community. As information professionals, the library faculty have taken the lead in promoting information literacy as a college-wide student learning outcome. The following are some examples of how we champion information literacy:

- Course-integrated instruction
- Reference instruction
- Telephone, email, and online instruction (via subject and course research guides)
- Collaborate with discipline faculty to incorporate information literacy across a variety of disciplines

In addition to the Library’s primary role providing instruction, faculty librarians maintain the print and online collections, consortial relationships with other libraries, as well as the physical space of the Libraries at the Kentfield and Indian Valley Campuses.

Our holistic approach to these responsibilities is guided by the principle that the entire Library is our classroom; our goal is to create a welcoming environment that fully supports the College’s Mission of fostering success for all members of our diverse community.

**II. Program Purpose**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Basic Skills                 | <input checked="" type="checkbox"/> Associates Degree   |
| <input checked="" type="checkbox"/> English as a Second Language | <input checked="" type="checkbox"/> Transfer            |
| <input checked="" type="checkbox"/> Career/Technical Education   | <input checked="" type="checkbox"/> Cultural Enrichment |
|  | <input checked="" type="checkbox"/> Lifelong Learning   |

Briefly describe how your program fits into the pathways you have chosen.

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The library supports all seven of the pathways list above. Students on all pathways use the library to access information, get help with research, and study. Many students use the library's technology to complete assignments, print documents, and access MyCOM and Moodle. Faculty teaching in all of these pathways depend on library resources and services. Specific ways we support teaching and learning in these pathways:

#### Basic Skills

- Our new leisure reading area allows students to hone their reading skills
- We introduce many of these students to basic research skills
- Students in Math 103 A and B receive free textbooks

#### ESL

- Our ESL levelled readers allow students to read books appropriate to their ability
- Some ESL students come with their classes for a tour of the library, receive a library card and get a gentle introduction to library services

#### Career/Technical Education

- CTE Textbooks are on reserve at both IVC and KTD
- We have resource guides for a number of CTE disciplines, such as dental assisting

#### Associates Degree

- General Ed courses often involve finding, evaluating, and using information for research projects

#### Transfer

- Transfer courses often involve sophisticated research work that requires careful help from librarians

#### Cultural Enrichment

- The library provides the classics, the latest best sellers, poetry, drama, novels, and non-fiction
- Our new DVD and CD collections are popular with students, faculty, staff, and community members
- Events in the William Keith Room enrich the entire college and community

#### Lifelong Learning

- The librarians often help returning students with issues involving technology and research
- Older students and community members, including Emeritus College students, use libraries resources to explore topics in depth

### **III. Students Served** – *briefly describe what students are served in your program.*

*\*Data available on the Data Dashboard.*

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All students at both campuses and via Distance Education are served by our program. For example in Fall 2015 our gate counter recorded at Kentfield recorded over 52,000 visits. Although this number includes faculty, staff, and community members, it is mainly composed of students, including students from all of the college's seven pathways and every demographic group. We have made a special effort to reach out to ESL students, basic skills students, students in learning communities (such as First Year Experience, Umoja, and Puentes), and students who are at the beginning of their college career, but we also provide information literacy instruction across the disciplines. For example, in Fall 2015, we provided approximately 70 course-integrated information literacy instruction sessions to approximately 1500 students (note that some students attended more than one session.) in these disciplines:

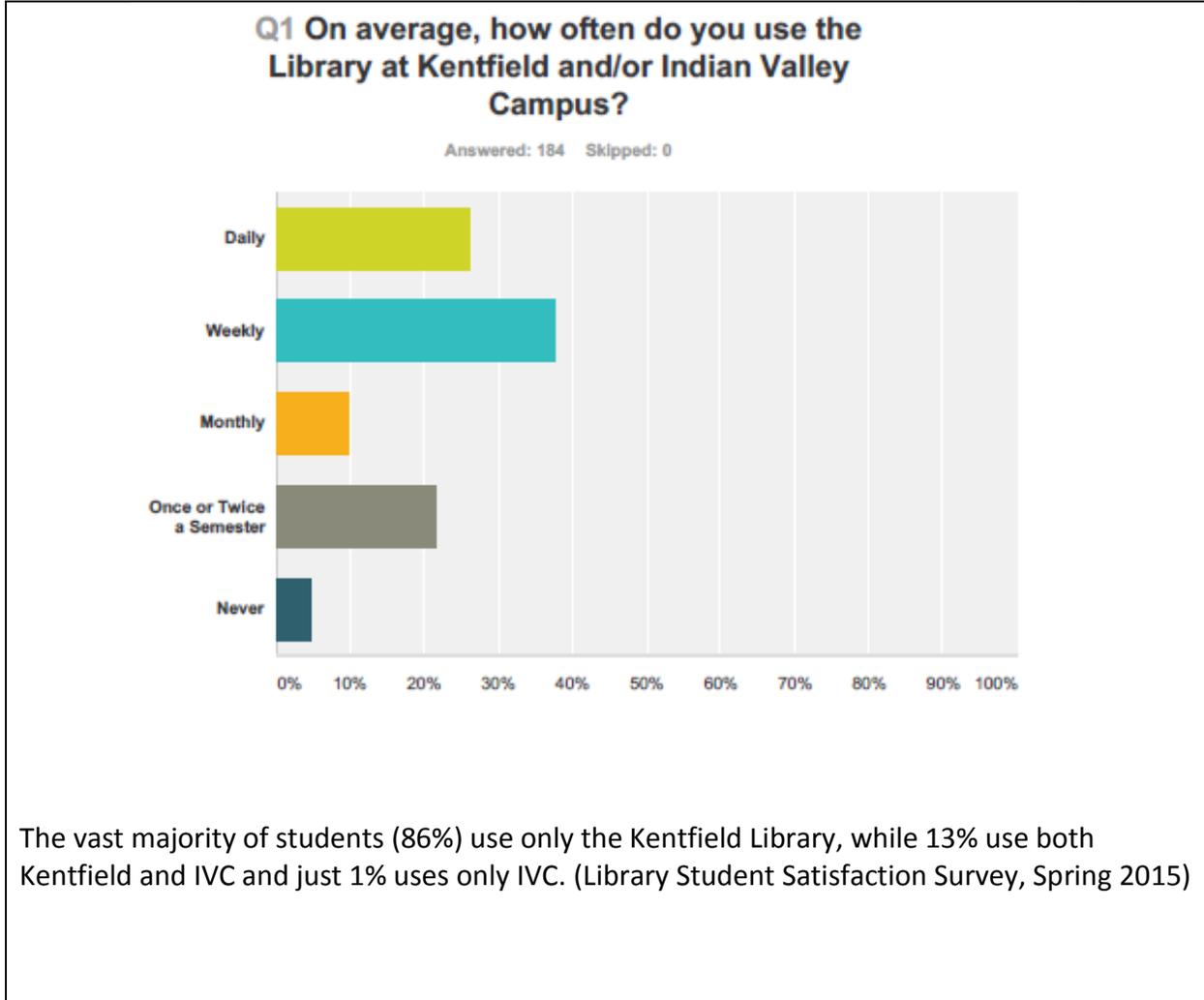
| <b>Fall 2015 Information Literacy Instruction Session by Discipline</b> |                           |
|---|---------------------------|
| <b>Discipline</b>   | <b>Number of Sessions</b> |
| English 150 and above   | 20                        |
| English below 150   | 11                        |
| Speech  | 9                         |
| ESL credit and non-credit   | 7                         |
| Counseling (including some learning communities)                        | 6                         |
| Political Science   | 4                         |
| Psychology  | 3                         |
| Anthropology  | 1                         |
| Biology/Geology   | 2                         |
| High School tours and sessions  | 3                         |
| Intensive English Program   | 1                         |
| Nursing   | 1                         |
| Physics   | 1                         |

As this table shows, we instruct students in English courses much more frequently than students in other disciplines, probably because basic research skills – of crucial importance to students in all majors and pathways -- are integral to curriculum in many English courses.

As the graph below shows, almost two-thirds (64%) of students surveyed use the library daily (26%) or weekly (38%).

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#### **IV. Program History – briefly describe the recent history of your program.**

The history of the library reaches back to the early days of the college. A recent period of significant change began in 2011 with the full-time hiring of John Erdmann, who accomplished a number of important goals, including:

- Designed and implemented a new IVC library
- Created library SLOs and assessments
- Improved the library's access to databases
- Facilitated COM's entry into MARINet.

Two long-time library faculty retired in 2012. The College hired two new faculty librarians,

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Sarah Frye and David Patterson, in 2013. In fall 2015, the College hired Karen McSween and Joey Della Santina to provide leadership for the Library's circulation and technical services departments. With four full-time staff and three full-time faculty, the Library has accomplished the following:

- Continued to add databases
- Created dozens of online research guides using the LibGuides platform.
- Updated the Library website
- Increased gate count
- Offered more instructional sessions
- Relocated the reference collection
- Created the William Keith Room, a recreation/events space that has hosted a number of well-attended presentations
- Began implementing a comprehensive, long-time deselection process of physical materials, to include:
  - The reference collection
  - The general collection
  - The assessment and removal of over 10,000 items from the previous IVC Library
- Enhanced the physical space of the main library designing better signage
- Awarded funding from ASCOM to update furniture
- Collaborated with administration to re-envision the Library within the LRC and beyond
- Increased access to technology through acquiring more computers in the main area, opening the Information Literacy Classroom for student use, implemented GoPrint print management system which allows for scanning and color printing
- A Mac computer multimedia lab in Room 109
- Entry into LINK+, which is an interlibrary loan service involving libraries throughout California and Nevada
- New multimedia collections: DVDs, audio books, and CDs
- Other new collections: New Arrivals, Very Short Introductions, Career, and Leisure Reading
- Developed a free textbook program to support student success in MATH 103
- Increased numbers of student workers and improved training and support for them
- Developed a more robust reserve textbook collection, which directly addresses student equity issues

Looking forward, we are eager to support President Coon and the Board of Trustees as they consider a potential bond measure to fund a completely new library. The current structure, built in 1973, has significant limitations, described later.

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Faculty and Staff

1. Full Time Faculty Members *(Please add rows as needed)*

| Name            | Courses Taught   |
|-----------------|--|
| John Erdmann    | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| Sarah Frye      | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| David Patterson | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |

2. Part Time Faculty Members *(Please add rows as needed)*

| Name                         | Courses Taught   |
|------------------------------|--|
| Loretta Esparza              | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| Alison Finch                 | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| Kelly Meadow                 | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| David Grossman (Spring 2016) | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |
| Bonnie Groshong (Fall 2015)  | Information literacy instruction provided in a variety of formats, including course-integrated, reference, and online (via LibGuides). |

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**3. Non-Instructional Support Staff** *(Please add rows as needed)*

| <b>Name</b>                   | <b>% FTE</b> | <b>Areas of Responsibility</b>                  |
|-------------------------------|--------------|---|
| Karen McSween                 | 100          | Library Technician III, Circulation Lead        |
| Joey Della Santina            | 100          | Library Technician III, Technical Services Lead |
| Lan-Ling Long                 | 100          | Library Technician I                            |
| Trang Nguyen                  | 100          | Library Technician I                            |
| To be determined, Spring 2016 | 100          | Library Technician II, Lead for IVC Library     |

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### Facilities

**What are the existing facilities issues that impact student access and success in your program? Focus on how existing facilities meet your program needs (or not).**

*(Note: Please use school work orders to solve routine maintenance issues, such as, temperature control, lighting repair, etc. as well as health and safety concerns).*

The library is grateful for the following facilities improvements made over the last several years:

- The William Keith Room, with professionally mounted paintings, removal of book shelves, new flooring, fresh paint, custom-made soft-seating, attractive signage, and refurbished display cases, this space has hosted a number of well-attended events and has provided students with a welcoming environment for reading, studying, collaborating and relaxing
- New tables, chairs, and study carrels donated by Los Positas College in Livermore
- More computers and improved technology
- Improved Wi-Fi throughout the library
- New carpeting for two faculty offices
- Better lighting throughout library

The current library at Kentfield, built in 1973, fails to meet the needs of College of Marin in the following areas:

**Instruction.** Lacking a proper information literacy classroom, the library currently uses an instructional area that does not have walls, is short 15 computers (there are only 25 computers, but we frequently teach course sessions with 35-40 students), and is poorly configured for collaborative learning. The lack of walls disturbs students studying nearby.

**Technology.** The main library is limited in terms of technology, with 25 computers available in the front area of the library, instead of the approximately 50-100 seats that a twenty-first century college library requires. There are very few outlets for student laptops and tablets. The current furniture is not designed for computers, and the exposed cords and cables have been determined by the Kentfield Fire Department to be out-of-compliance with safety regulations. A year ago, an SAS student got his foot caught in the cables and fell down. In addition to creating an unsafe learning environment, the exposed cords and cables result in students inadvertently disconnecting power, and they look unattractive.

**Other facility problems:**

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- No staging area for technical services (former staging area was deemed unsafe by Kentfield Fire Department)
- Leaky roof in magazine area and leaky windows which causes a puddle on the new flooring in the Keith Room
- No ability for collaborative, quiet, and silent zones
- Not enough group study rooms
- Faculty librarian offices are noisy (due to their proximity to group study rooms)

The library at IVC is an inviting, well-lit environment with plenty of computers. It could benefit from more space for books and some way to create zoning for collaboration. For example glass walls could be used to reduce noise generated at the reference desk.

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**Student Access and Success**

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**I. Access** – Based on the enrollment numbers and demographic breakdown for your courses (available through the Data Dashboard), what significant factors or barriers are influencing student **access** to your courses or program? Factors could relate to issues at COM, outside of COM, or to the students' lives.

The Library previously offered two courses:

LIBR 110 - Introduction to Library Resources: A Self-Directed Approach

LIBR 115 - Library Research Methods

These courses have been deactivated due to being out of date. The library does not currently have sufficient staffing to develop and offer new courses.

To measure access in the library, we look at usage of our services, including gate count, circulation, number of instructional hours delivered, usage of online services, and hours.

**Gate count.** Gate count refers to the number on the counting mechanism on the security gate at the library's only entrance. We record this number every day before the library opens. This number gives us a rough sense of how many individuals visit the library each fiscal year. We have begun gathering gate count statistics for IVC. Here are the statistics for Kentfield.

| Gate Count, Kentfield<br>by Fiscal Year |         |
|---|---------|
| 2015-2016 to date                       | 56,805  |
| 2014-2015                               | 111,266 |
| 2013-2014                               | 111,368 |

**Circulation.** Access to our books and other items can be measured by number of check outs. We only have a small amount of data due to migrating to a new integrated library system in 2014. If our projections are accurate, we will see an uptick in check outs:

| Fiscal Year           | Kentfield | Indian Valley | Total  |
|-----------------------|-----------|---------------|--------|
| 2014-2015             | 21,206    | 610           | 21,816 |
| 2015-2016 (projected) | 24,684    | 948           | 25,632 |

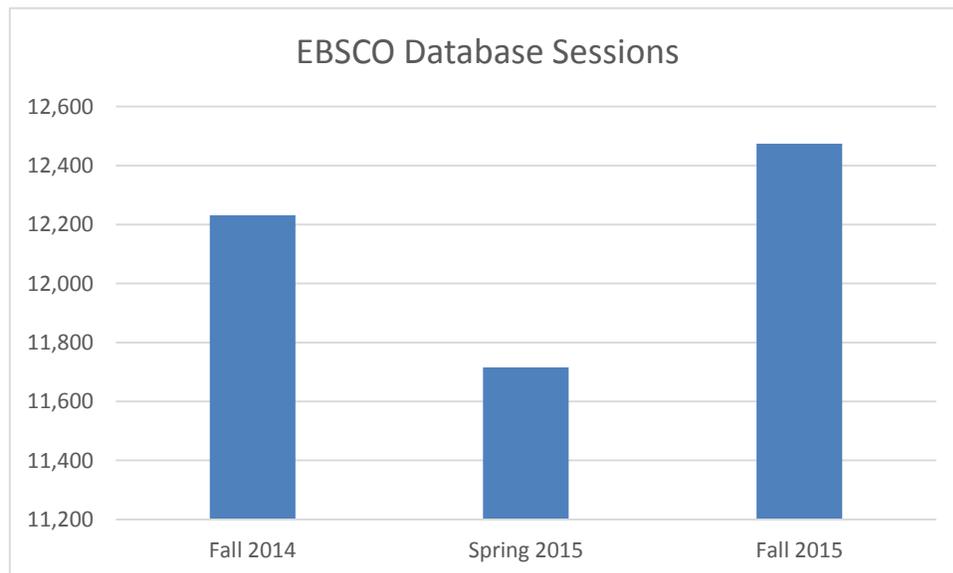
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**Instructional hours.** We continue to deliver many hours of instruction in the library. Sessions typically last 80 minutes, but they range in length from 20 minutes to over 2 hours, each session being custom-tailored to the needs of the course faculty member. Although Fall 2014 was our highest number of instructional hours, we are still teaching many more than in years past.

| Semester    | Hours of Library Instruction |
|-------------|------------------------------|
| Fall 2013   | 70                           |
| Spring 2013 | 79                           |
| Fall 2014   | 110                          |
| Spring 2015 | 86                           |
| Fall 2015   | 90                           |

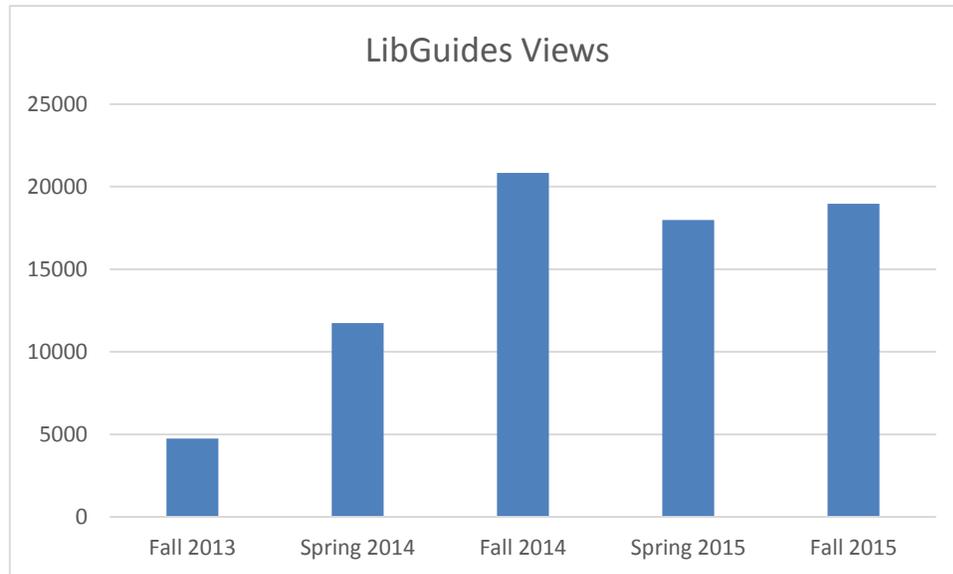
**Online resources usage.** Access to our online databases can be measure by number of individual research sessions. For example, if a student visits an EBSCO database to do some research, this counts as one session. Below is a graph showing EBSCO database sessions for 3 recent semesters. EBSCO is our main vendor for databases. There is an overall upward trend in usage.



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LibGuides, our online research guides, were originally viewed about 5,000 times in a semester, but more recently traffic has increased to 15,000-20,000 views per semester, as shown in the graph below:



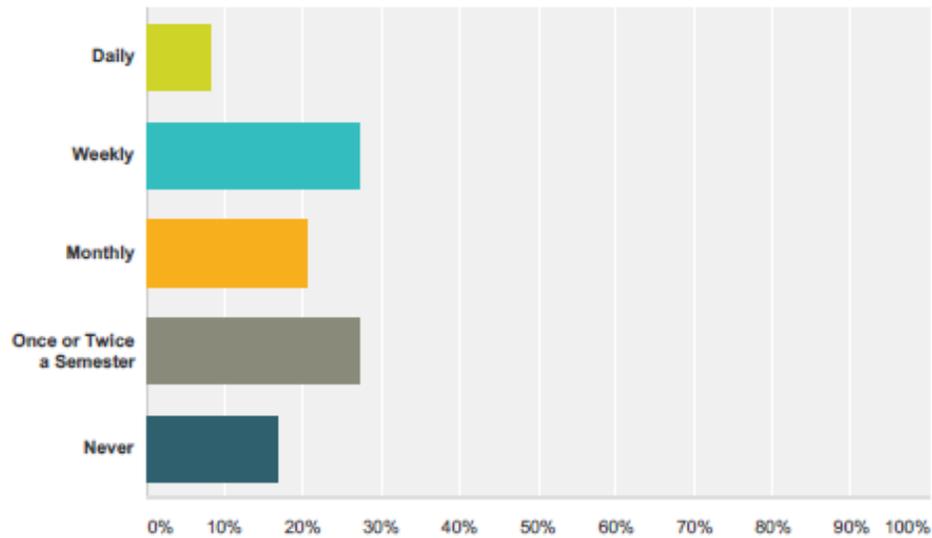
We asked students how frequently they use our online resources from off-campus. 27% of students answered weekly, 21% answered monthly, and 27% answered once or twice a semester. The results are shown below:

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#### Q3 On average, how often do you use the library's online resources from off-campus?

Answered: 180 Skipped: 4



**Hours.** The Kentfield library is open 8:00 am - 8:00 pm Monday through Thursday and 8:00 am – 3:00 pm on Friday. The IVC library is open Monday and Tuesday, 10:30 am - 6:30 pm and Wednesday and Thursday: 8 am - 4 pm. The most frequent request of students is expanded hours.

**II. Student Success** – based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student **success** in your courses or programs?

You could begin with: “Students who don’t succeed often struggle with \_\_\_\_\_,” and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

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Research confirms that measuring student success in terms of information literacy and of library services is notoriously difficult. With that in mind, it's clear from observation in our classroom and at the reference desk that students struggle because research:

- is a complicated, iterative process
- requires time-management skills
- involves a great deal of reading
- entails specific reading skills, such as skimming, scanning, reading carefully, re-reading, and reading across genres
- requires critical thinking
- employs technology skills that are new to students
- necessitates a variety of writing skills, including summarizing, paraphrasing, synthesizing, and quoting

Unfortunately, students don't necessarily arrive at College of Marin with prior experience doing academic research.

**Improving Student Success and Retention** – please check off which of the following student support services your students have used:

- Bookstore
- Computer Labs for Student Use
- Counseling
- Student Accessibility Services
- Financial Aid
- Job Placement Center
- Library
- Transfer Center
- Tutoring
- Other

Comments: We refer students to all of these services.

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#### IV. How do you make sure your students are able to get through your program in a timely fashion?

The Library does not have a traditional program of instruction. Currently, information literacy instruction is available upon faculty request. This allows for custom-tailored instruction and collaboration with faculty who are enthusiastic about involving the library in their curriculum. Although these course integrated sessions have positive impact on the development of students' information literacy proficiency (see the Student Learning Outcomes section below), there are significant drawbacks, not the least of which is that some courses do not partner with the Library in providing information literacy instruction. This lack of uniformity is especially troubling given that information literacy is one the College's five College-Wide/General Education Learning Outcomes. See Question 7 below for a possible solution.

## Curriculum

1. What is the focus of your program? Check all that apply.

- Basic Skills
- ESL
- Career Technical Education
- COM Degree/Transfer
- Lifelong Learning

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2. Have there been any changes in the field that might impact your course offerings or degrees? Please explain.

The professional organization for academic librarians (the Association of College and Research Libraries, a.k.a. ACRL) has very recently approved a new framework for teaching information literacy, and librarians across the country are just beginning to explore how this impacts pedagogy/curriculum at a local level.

3. Are you planning on changing, updating, or revising degree or certificate requirements? Please explain.

Eventually, yes.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, please list.

Not applicable.

5. Have you prioritized your courses according to department goals? **(Please attach blueprint)**

The library currently does not have enough librarians to implement stand-alone courses. As the Library continues to undergo revitalization, we want to focus on high-impact projects, such as a new library. In the meantime, we will focus on improving the current physical and online environment.

With increased staffing, faculty librarians would be better positioned to explore different models for developing an instruction program. Even with adequate staffing, the faculty librarians would consider the following factors:

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- Our highest instructional priority is to create a plan for information literacy instruction that would impact all COM students as outlined below in Question 7.
- Stand-alone information literacy courses are not necessarily the best way to deliver information literacy.
- Information literacy instruction is most effective when delivered at the point of need, either as course-integrated, or as a credit course paired with other courses in a learning community (example: Umoja might include a version of LIBR 110 when student take ETST 112).
- Students overwhelmingly do not (or are unable to) attend stand-alone or recommended workshops offered outside of the normal course period
- “Canned” workshops offered separate of ENGL 150 or other writing/research intensive courses do not provide students with context to use these skills within a particular discipline
- Some students have received information literacy instruction prior to enrolling at COM and others have not
- Information literacy concepts cannot be sufficiently covered in a 1-hour session in one course
- Information literacy is essential for success at the transfer level

6. Have all courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

Our courses are out of date and have been deactivated.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain. **NOTE:** If you will need additional units in order to offer these courses, please fill out the additional units section of this Program Review.

The librarians are considering different approaches to providing information literacy instruction, so that all COM students learn appropriate research skills and concepts at the right stage.

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Developing and implementing a college-wide plan will require time and funding for more librarians. Since we are focusing on other elements that will develop COM students' proficiency in information literacy, such as building a new library and improving our collections, this plan for information literacy will probably need to wait.

As the Library continues to undergo revitalization, we want to focus on high-impact projects, such as a new library. In the meantime, we will focus on improving the current physical and online environment.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

The library collaborates with everyone! All of our instruction is based on collaboration, as are many aspects of the library, such as creating LibGuides, developing our collections, designing displays, and hosting events.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

No, however our LibGuides are linked to many Moodle course pages. In addition almost every forum in the Online Writing Center has a LibGuide supporting it.

10. Please list materials fees currently in place. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No, however the student technology fee directly impacts the Library.

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|--|
| 11. Have you reviewed your pre-requisites and co-requisites in the last 5 years? |
|--|

|                |
|----------------|
| Not applicable |
|----------------|

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Student Learning Outcomes

I. General Education / College Wide Outcomes

1. Did you use the shared assessment rubrics and if so which one(s)?

- Critical Thinking and Problem Solving Combined
- Scientific Reasoning--Physical Sciences and Math
- Scientific Reasoning--Life/Earth/Social Sciences
- Revised Written Communication
- Visual Communication (Fine Arts - 2014)
- Information Literacy
- Modern Language Oral Presentation
- Modern Language Written Composition
- Modern Language Critical Thinking
- Speech/Communication Performance Assessment Student Feedback Sheet (2013)

2. If you used your own assessments or rubrics, please describe.

The library has three instructional SLOs:

- **SLO 1:** The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.
- **SLO 2:** The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.
- **SLO 3:** The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

The library also has a Student Services SLO:

- By improving the Library's facilities and access, students will:
  - Use the Library more frequently
  - Check out more circulating items
  - Check out more reserve materials
  - Attend more Library programs and events
  - Gain access to free textbooks for Math 103

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We have approached assessment in a number of ways:

- Student responses to items from online quizzes given immediately after library instruction
- Observation of student research presentations
- Course faculty online survey results that solicit feedback on all three of our instructional SLOs
- Faculty Inquiry Groups in collaboration with non-librarian faculty

For each semester, we have focused our assessment on specific aspects of our three instructional SLOs, collected data, analyzed it, and summarized our findings in an instruction assessment report.

We have assessed our Student Services SLO by:

- Analyzing library statistics
- Examining student survey responses

#### 3. Which courses were assessed?

The library hasn't taught courses in several years, but we routinely teach information literacy through course-integrated and reference instruction. We have assessed our instruction across a variety of subject areas, which have included Basic Skills, ESL, general education, and a variety of transfer level courses.

#### 4. What did you learn from the analysis of your results?

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The most significant lesson we learned is that there is a healthy tension between two findings:

- First, in general students struggle with many aspects of research. In other words, research is challenging for most students.
- Second, some students are developmentally ready for challenging information literacy concepts and techniques, so librarians should prepare lessons with advanced instructional goals but be ready to simplify them mid-lesson. Modifying a lesson plan with advanced concepts to one with less advanced concepts appears to be easier than the other way around.

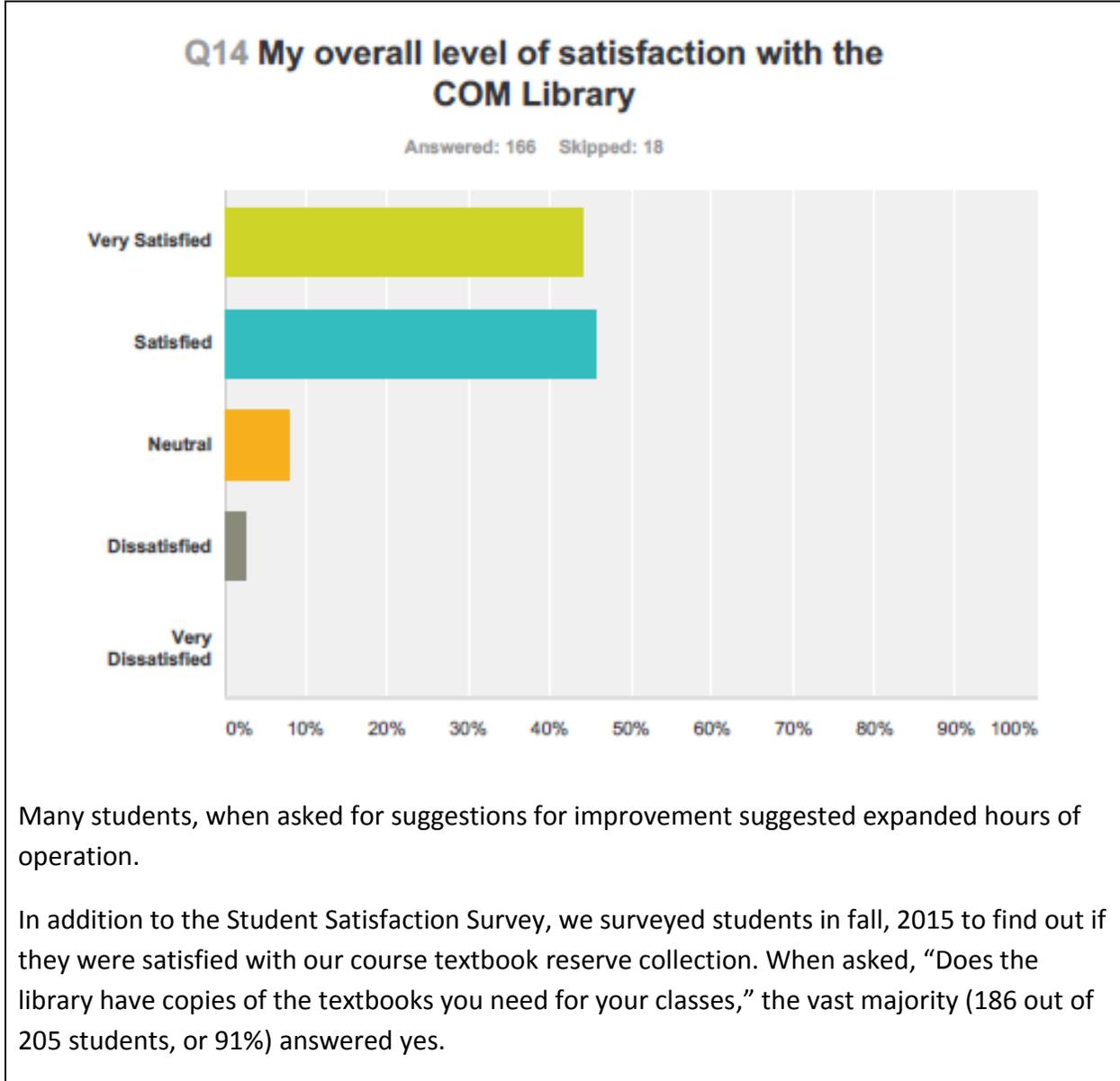
In addition:

- The more opportunities instructors can give for honing research skills the better
- Non-native speakers of English, both ESL students and non-ESL students, especially require clarity both in instruction and in assessment
- Assessing information literacy seems particularly tricky compared to assessment in other disciplines. The nature of our instruction – we see students once or twice in a semester – makes meaningful assessment difficult. There is a significant potential for disconnect between students correctly answering questions on one of our post-session quizzes and their ultimate success in completing their research projects. This may indicate that assessing a sample of the students' final projects offers better understanding of their information literacy proficiency.
- Not surprisingly, students responded well to hands-on, student-centered, interactive teaching techniques (for example, when learning about citations)
- We were surprised to learn that students indicated a preference for face-to-face instruction rather than online tutorials.

For our Student Services SLO, we surveyed students in 2014-2015 (spring) and in 2015-2016 (fall). Of the 166 students surveyed, 89% were either very satisfied or satisfied with the library (Library Student Satisfaction Survey, Spring 2015):

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5. What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?

We have sought out informal assessment opportunities that involve examining final projects, such as PowerPoint presentations given by ESL 40 and 86 students, speeches in Communication courses, and poster sessions in biology classes. We have also begun discussing among ourselves and with faculty outside the library alternative ways to deliver and assess information literacy.

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For our Student Services SLO, we continue to add to our course textbook collection and expand our MATH 103A/B textbook program

6. Will these changes require new resources or a reallocation of resources?

An additional librarian and library technician would build our capacity for instruction and other forms of access that would contribute to COM students' information literacy growth.

7. How have previously made changes affected student learning? Use qualitative and /or quantitative data to support your response.

The introduction of LibGuides have increase access and improved our pedagogical approach for instructing students across a variety of courses and disciplines. The fact that these guides are viewed 15,000-20,000 times per semester offers some evidence of their usefulness to students.

**II. Course Level Student Learning Outcomes:**

1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment(s) and summarize the results.

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Not applicable. The library has not taught courses in several years.

2. What specific strategies have you implemented or do you plan to implement in the future based on the results of your SLO assessment?

Not applicable. The library has not taught courses in several years. However, we are planning to continue or begin the following projects:

- Upgrading LibGuides to new platform
- Updating website
- Broaden ASCOM course reserve holdings
- Outreach to new faculty to collaborate on information literacy instruction
- Increased the number of sections supported by the MATH 103 Textbook Program
- COMmon Read Program
- Haddie Lecture Series and Faculty Lectures
- Improved print, online, and consortial collections

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Overall Program Assessment

I. Program Excellence (Best Practices):

Please address any of the following areas:

Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The library is going through a renaissance. We are delivering more instruction than ever before. The Kentfield Library's physical space is improving by leaps and bounds, and its staff and librarians are creating a cohesive and effective team. The IVC Library is a beautiful space with plenty of computers and friendly staff and librarians who enjoy helping students and community members. The online resources of the library have never been stronger or easier to find. Collaboration across the college, county and Western United States include the Math 103 textbook project, COMmon Read, the Haddie Mini-Lecture Series with ESCOM and Book Passage, membership in MARINet, participation in One Book One Marin, our "Pause for Paws" therapy dog collaboration with the Marin County Humane Society, and our recent entry into LINK+.

Diversity is of special importance to us, since we want all students to feel welcome in our library.

Book displays: With our book displays, we have celebrated Brahm's German Requiem, Little Women, Latino History Month, Ai Weiwei's promotion of human rights, Dr. Q, and Umoja. We have collaborated with Students for Social Justice to collect feminine hygiene products for homeless women. We are gearing up for a Women's History Month next month.

Collection Development: We collect resources in print and digital formats across the widest possible range of perspectives in every area of inquiry. Our new multimedia collections offer students who are not avid readers to gain access to information through DVD, CDs, and audio books. Our ESL collection is slowly improving, and our brand new Leisure Reading area is already piquing interest.

Outreach: We have made a special effort to support programs such as Summer Bridge, Umoja, FYE, Puente, COMPASS, credit and non-credit ESL, and the Intensive English Program Events: Our events present a diverse range of speakers and, because they are free and easy to attend, students who might rarely attend such an event can enjoy them.

## 2015/2016 Full Program Review

### Discipline: Library

Reserve Collection: Many students save money by using our reserve collection of course textbooks instead of purchasing their own copies. Our Reserve Collection helps all students, but it especially useful to low-income students.

MATH 103 program: Just as our reserve textbooks positively impact student equity issues, the same can be said of our MATH 103 program – it helps all students but for some students it can mean the difference between accessing a textbook and going without one.

## II. Program Improvement

Beyond specific SLOs, what (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years? *\*Data available on the Data Dashboard.*

- Student Satisfaction Survey (Spring 2015)
- Furniture purchasing: Solicited feedback from ASCOM (Fall 2015)
- Facilities charrette session to determine space needs for the LRC (Spring 2014)
- Textbook and circulation collection survey (Fall 2015)
- Three Faculty Inquiry Groups: Math 103A, Counseling 110, and Computer Use Policy in collaboration with Philosophy Department
- Ongoing surveys of MATH 103 Textbook Program

## 2015/2016 Full Program Review

### Discipline: Library

#### III. Assessment of previous Program Reviews:

##### 1. What resources have you been granted from your previous program reviews?

The resources implemented from previous program reviews have enabled the Library to continue serving its core mission of supporting the instructional and curricular needs of all students, faculty, and staff. These resources have provided College of Marin students with access to a wider variety of sources and more up-to-date sources. Specifically:

- Budget increase to update the library's print collection
- LibGuides
- Budget increase in electronic resources
- Budget increase in "Other Contract Services"
- More computers

##### 2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program? *\*Overall data available on the Data Dashboard.*

Budget increases to update the library's print collection. Impact: In order to learn information literacy skills that are integral to the research process, students need access to a mix of sources across the disciplines, including classic works and current works published in the last ten years. Like most academic libraries, the COM library is moving away from print format books toward electronic books, however there is still a significant need for print books for a variety of reasons -- some instructors require print books, some students prefer print books, and many academic titles, unlike popular books, are not available to libraries electronically. Although we still have a long way to go towards updating the print collection, increases in our book budget helped tremendously and was much appreciated by students, faculty, and community members.

LibGuides. Impact: LibGuides have supported student learning outcomes in information literacy across all disciplines. They have significantly improved student access to collections because they allow librarians to create custom-tailored guides focused on topics such as library resources relevant for a specific assignment, course or departments. Faculty and students have reported that these guides are valuable in completing research projects and learning key information literacy concepts outside the classroom.

Increase in "Other Contract Services." Impact: The library was able to continue membership in MARINet and join LINK+, an interlibrary loan program for libraries in California and Nevada.

## 2015/2016 Full Program Review

### Discipline: Library

Increase in electronic resources. Impact: The library started a subscription to JSTOR, AAAS Science, and Credo, an online reference collection. The Credo subscription was in response to Gale Virtual Reference Library changing its subscription model.

More computers for students. Impact: The library has added more computers in its front public area and is about to open a multimedia computer lab in Room 109, which will serve all students, but especially students in architecture and the arts.

#### 3. What changes have you implemented based on previous program reviews?

We continue to revamp the library's physical and online spaces. We have implemented a Leisure Reading section to better support students who want to read for enjoyment or students whose instructors have asked them to find a pleasure book to read. We now have an updated career book section, and a multimedia collection.

#### 4. What results have you found? *\*Overall data available on the Data Dashboard.*

Student and faculty satisfaction is generally strong. Students use of the library's resources – print, digital, technology, reference desk, instruction, textbooks and more – is growing.

2015/2016 Full Program Review

Discipline: Library

Plans for Improvement

1. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. (Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.)

Our first priority for the next 2-3 years is to increase students' access to high quality library resources. This access will have a direct impact on their **information literacy**. We will focus on three components of access:

- Physical Space: We need a new library. To accomplish this we will work to place a bond measure on the ballot and pass it in June. In the meantime, the library needs more computers, more inviting furniture, a better classroom, better signage, more enticing displays in the stacks
- Collections: We will work to increase our budget for print collections. We are in the process of updating and weeding our current collection, integrating more fully into MARINet and LINK+, and adding databases
- Staffing: Both of the bullets above – Physical Space and Collections – require staffing. We will continue to remind the campus about the requirements in Title 5 concerning library/student ratios for community colleges. The library has already re-structured the library technician job descriptions. We are in the process of hiring a library technician for IVC, and we hope to continue engaging in professional development for professionalizing our staff

In conclusion, once these components of access are in place, we will be better positioned to consider creating a systematic, college-wide plan for **information literacy instruction** program.

2. Detail any resources you will need to achieve this improvement and explain what SLOs or student access issues you hope to address.

Please see below

2015/2016 Full Program Review

Discipline: Library

**Long Term Budget/Unit requests**

**I. Additional Teaching Units** (add rows if necessary)

| Class            | Campus | Fall Units | Spring Units | Summer Units | Total Units |
|------------------|--------|------------|--------------|--------------|-------------|
| Please see below |        |            |              |              |             |
|                  |        |            |              |              |             |
|                  |        |            |              |              |             |
|                  |        |            |              |              |             |

For each request above, please explain how these additional units will address scheduling needs, student access or success, and/or new graduation requirements. **Please show how these units work on your attached discipline blueprint.**

We are request 1 FTE librarian and 1 FTE library technician. Because the library's courses are not a high priority at this time, we are not requesting additional teaching units. Eventually the library may like to offer courses, but the impact these courses would have on students pales in comparison to the impact we could make in other ways.

**2015/2016 Full Program Review**

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| <b>Library Budget 2013-2017</b> |  |                           |                           |                           |                         |  |
|---------------------------------|--|---------------------------|---------------------------|---------------------------|-------------------------|--|
| <b>Number</b>                   | <b>Name</b>                            | <b>FY 13-14</b>           | <b>FY 14-15</b>           | <b>FY 15-16</b>           | <b>FY 16-17 Request</b> | <b>Notes</b>   |
| 45000                           | Other Supplies                         | 0                         | <a href="#">11,000.00</a> | <a href="#">5,000.00</a>  | 5,000                   | To pay for special library supplies that other departments don't need  |
| 52000                           | Travel and Conference                  | 0                         | 500                       | <a href="#">350</a>       | 350                     | To pay for the Annual Deans and Directors and Department Chairs meeting                                      |
| 53000                           | Dues and Memberships                   | <a href="#">2,000.00</a>  | <a href="#">2,000.00</a>  | <a href="#">150</a>       | 150                     | To pay for the <a href="#">Council of Chief Librarians</a> annual membership                                 |
| 56300                           | Software Licensing Fees                | <a href="#">1,000.00</a>  | <a href="#">1,000.00</a>  | <a href="#">1,000.00</a>  | 0                       | We aren't sure what 56300 is for!  |
| 56700                           | Other Contract Services                | <a href="#">52,500.00</a> | <a href="#">54,000.00</a> | <a href="#">42,500.00</a> | 50,000                  | See below for explanation*   |
| 63000                           | Library Books                          | <a href="#">12,000.00</a> | <a href="#">15,000.00</a> | <a href="#">25,000.00</a> | 25,000                  | We would like \$25,000. In addition we are requesting \$10,000 specifically for art books (Please see below) |
| 63010                           | Library Periodicals                    | <a href="#">7,500.00</a>  | <a href="#">7,500.00</a>  | <a href="#">6,000.00</a>  | 6,000                   | To pay for our print periodicals.  |
| 63020                           | Library Books - Electronic (Databases) | <a href="#">33,000.00</a> | <a href="#">34,000.00</a> | <a href="#">45,000.00</a> | 50,000                  | We estimate that an additional \$5000 (11%) will cover cost of inflation of databases.                       |
| Annual Totals                   |  | 113,000                   | 125,000                   | 125,000                   | 136,000                 |  |

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| <b>*56700 (Other Contract Services) Explained</b> | <b>Amount</b> |
|---|---------------|
| OCLC (Cataloging service)                         | 2903.28       |
| MARINet   | 42,587.00     |
| 3M Library Systems (Security Gates and equipment) | 3,046.00      |
| <u>Total</u>                                      | 48,536.28     |

#### Specific Requests:

- 1. Additional FT Librarian.** Please see mini-review
- 2. Additional FT Library Technician.** Please see mini-review
- 3. \$3,250. EZproxy Hosted Server.** Please see mini-review
- 4. \$6000. Replace Leaky Book Return Container on College Avenue.** Please see mini-review
- 5. \$1100. Disc Repair Machine.** Please see mini-review
- 6. \$3891. Clickers.** Please see mini-review
- 7. \$10,000. Update Art Book Collection.** In collaboration with faculty in the Art Department, especially Professor Kevin Mueller, librarians will update our collection of art books, which, though extensive in some ways, is woefully outdated and contains significant gaps in coverage. Three examples:
  - A search for Latin American art yields only 38 books, of which only 10 were published in the last 20 years.
  - We have only 4 books on Georgia O'Keefe, and only one was written in the last 20 years.
  - There are 91 books on Picasso, but only 11 were published in the last twenty years, and none of these 11 was published in the last ten years.

Our students and our faculty need access to current scholarship. \$10,000 would help us improve this access. Note: We are asking for this in addition to our regular book budget.

#### **8. \$ Unknown. William Keith Room: Completion**

We encourage the College to fund the completion of the William Keith Room: Cleaning and restoration of paintings, picture labels, window treatment to address possible light damage, gong display and gong stand renovation, etc. However, the library feels strongly that money spent on **the William Keith Room should be considered a college expense, not a library expense.** This project needs the oversight of someone with experience in museum and/or gallery curation.

## 2015/2016 Full Program Review

### Discipline: Library

#### 9. \$ 0.00. Rename categories

Is it possible to rename some of the library's budget categories in Banner? Example: 63020 is named "Library Books – Electronic" but a better name might be "Databases" or "Digital Resources."

#### **Department Chairs and Division Managers:**

Please work together to evaluate your various department or discipline non-personnel accounts and create a current + three year forecast for each account (restricted and unrestricted as applicable). This should cover any relevant operating account including instructional supplies (43000), other supplies (45000), etc.

Managers can pull this information for your department out of the "budget builder" tool in the intranet and copy it into an excel spreadsheet. **Please attach or turn in this completed spreadsheet with this program review. For any increases (or decreases) please justify below.**

**2015/2016 Full Program Review**

**Discipline: Library**

This table is available as an EXCEL Spreadsheet attached.

| <b>Library Budget Request for 2015-2016<br/>Plus 2016-2017, 2017-2018, 2018-2019</b> |                         |                 |                 |                 |                 |  |
|--|-------------------------|-----------------|-----------------|-----------------|-----------------|--|
| <b>Number</b>  | <b>Name</b>             | <b>FY 15-16</b> | <b>FY 16-17</b> | <b>FY 17-18</b> | <b>FY 18-19</b> | <b>Justification</b>   |
| 45000  | Other Supplies          | 5,000           | 5,000           | 5,000           | 5,000           | No increase. To pay for special library supplies that other departments don't need, such as book tape, book displays, labels, etc.   |
| 52000  | Travel and Conference   | 350             | 350             | 350             | 350             | No increase. To pay for the Annual Deans and Directors and Department Chairs meeting in Sacramento   |
| 53000  | Dues and Memberships    | 150             | 150             | 150             | 150             | No increase. To pay for the <a href="#">Council of Chief Librarians</a> annual membership  |
| 56300  | Software Licensing Fees | 0               | 0               | 0               | 0               | We aren't sure what 56300 is for!  |
| 56700  | Other Contract Services | 50,000          | 52,250          | 52,250          | 52,250          | We are requesting an extra \$2,250 for the annual fee for EZproxy Hosted Server. Please see mini review.   |
| 63000  | Library Books           | 25,000          | 35,000          | 45,000          | 55,000          | We encourage the college to increase its commitment by \$10,000 annually for the next 3 years. The library's print collection is woefully out-of-date. If the college wants a library it can be proud of, it needs to invest in library books. |
| 63010  | Library Periodicals     | 6,000           | 6,000           | 6,000           | 6,000           | No increase. To pay for our print periodicals.   |

**2015/2016 Full Program Review**

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|               |  |         |         |         |         |  |
|---------------|--|---------|---------|---------|---------|--|
| 63020         | Library Books<br>- Electronic<br>(Databases) | 50,000  | 55,000  | 55,000  | 55,000  | An extra \$5000 would allow us to subscribe to an e-book collection without dropping another subscription. |
| Annual Totals |  | 136,500 | 153,750 | 163,750 | 173,750 | Note. We ask that the cost of inflation be added to these increases.                                       |

**Understanding account numbers:**

<http://www.marin.edu/fiscal/accounting.html#chartofaccounts>

[http://www.marin.edu/WORD-PPT/Accounts\\_05-15-13.pdf](http://www.marin.edu/WORD-PPT/Accounts_05-15-13.pdf)

**Justification for any increases requested for these accounts.**

Please see "Justification" column on right above.

**2015/2016 Full Program Review**

**Discipline: Library**

**Department Chair Comments**

1. Please make any comments on Student Access and Success, Facilities, Curriculum and SLO sections.

Not applicable. We do not have a department chair.

2. Please comment on the Plans for Improvement section.

Not applicable. We do not have a department chair.

3. For Instructional/ Student Services PR: What are your priorities if asked to make reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

Not applicable. We do not have a department chair.

4. Other comments

Not applicable. We do not have a department chair.

**Area Directors and Deans Comments**

1. Please make any comments on Student Access and Success, Facilities, Curriculum and SLO sections.

**2015/2016 Full Program Review**

**Discipline: Library**

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2. Please comment on the Plans for Improvement section.

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3. For Instructional/ Student Services PR: What are your priorities if asked to make reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

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4. Other comments

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