Program Review 2013-14 - Library & Library Technician

PR 2A - Enrollment Data:

All Library credit courses integrate information competency outcomes (as defined by the Academic Senate for California Community Colleges and the Association of College and Research Libraries) in their course outlines of record: Lib 1, Lib 3, Lib 201, Lib 202, Lib 203, Lib 204. Due to budget constraints, all library courses, except Lib 1, are offered once per academic year. To accommodate students' need for graduation, the Library offers 8 sections of Lib 1 per semester, 4 sections of face-to-face and 4 sections of online. To ensure that students are able to develop skills in information competency, the 2-unit Lib 1 Introduction to Library and Information Resources and the 3-unit Lib 3 Information Competency are graduation requirement courses, and both are transferable courses. Due to budget constraints, four courses: Lib 210 Information Literacy in Allied Health, Lib 211 Information Literacy in Business, Lib 212 Information Literacy in Law, and Lib 213 Information Literacy in Government have not been offered since Spring 2009 semester and have been inactivated.

For academic years 2010-11 to 2011-12 there was an increase in annual enrollment by 13.4%; from 663 to 752.

For academic years 2011-12 to 2012-13 there was a decrease in annual enrollment by 8.7%; from 752 down to 686. The lower enrollment numbers could be attributed to moving from an 18-week academic semester to a 16-week semester.

There was a modest improvement in years 2012-13 as compared to years 2010-11, with an increase in annual enrollment by 3.4%; from 663 to 686.

The increase in enrollment during academic years 2010-11 to 2011-12 is in direct correlation with the increase of section numbers; for academic years 2010-11 to 2011-12 there was a significant increase in section numbers by 21%, from 19 total sections to 23 total sections.

For academic years 2011-12 to 2012-13 there was a slight decrease in the number of section numbers by 13%, from 23 to 20 sections. This 13% decrease could be due to moving from a 18 week academic semester to a 16 week semester.

For academic years 2010-11 to 2011-12 there was an increase in the average retention rates by 5%, from 76% to a 72%. 

For academic years 2011-12 to 2012-13 there was an increase in the average retention rates by 4%, from 72% to 75%.

For academic years 2010-11 to 2011-12 there was no change in the average success rate, with both years remaining constant at 60%.

For academic years 2011-12 to 2012-13 there was a very small decrease in the Average Success Rate by 1.6%, from 60% to 59%.

The certificate and degree online program prepares students for employment with entry and mid-level library technician positions in public, academic, school, and special libraries. This program, designed according to guidelines from the American Library Association, is intended to equip students with many of the required competencies for a successful performance in all phases of library services. It encompasses the library automation essentials such as acquisitions, cataloging, circulation, techniques of information retrieval, and the Internet. It also emphasizes the skills of communication and the spirit of public service essential in a diverse and multicultural society. Two courses in the program, Lib 202 Introduction to Access Services and Lib 203 Introduction to Acquisitions, are recognized as approved courses by the Library Support Staff Certification (LSSC) program. The information on its website states that “the program is designed to recognize the value and accomplishments of Library Support Staff.” The LSSC Program is managed by the American Library Association - Allied Professional Association (ALA-APA). The program was launched in the Fall 2008 semester with the first two courses in the program, Lib 3 Information Competency and Lib 204 Introduction to Reference Services being offered. So far, the low number of 23 graduates from the program could be partially due to the courses being offered only once per academic year.

Librarians teach approximately 80 1-hour and 2-hour course-related instruction sessions per academic year in the wired classroom in the Library, serving on average 1100 students in approximately 17 disciplines. In order to prepare customized subject-specific orientations, librarians work in close collaboration with the instructor who often forwards the assignment to librarians. Librarians often create a corresponding LibGuide for the class introducing the research process and the appropriate resources. All library orientations teach students basic information competency skills such as formulating a search statement, locating and evaluating relevant information. The Library will continue the close collaboration with faculty, especially newly hired faculty, in order to encourage faculty to request library orientations and more 2-hour library orientations enabling hands-on student participation.

In the Spring 2010 semester, the Library implemented a pre/post test questionnaire for each orientation session. Of the 2289 responses from the post-test results, 77% students felt that the orientation session was extremely valuable to them, 22% students felt that the orientation session was somewhat useful to them, and 1% students felt that the orientation session was not useful to them. Moreover, 91% students felt they can effectively search ProQuest database, 91% students felt they can cite documents in MLA/APA style, and 80% students felt they can save full-text articles on their flash drive. The pre-test result showed that, in general, low percentage of students ranging from 39% to 45% have heard or have used most library resources such as online catalogs, print, nonprint and electronic resources. Based on these data, and in spite of the good post-test results, the Library is aiming for a higher percentage of students feeling the benefits of library orientation. Librarians will keep trying to engage students in this learning process.
Despite employing various strategies to reach out to faculty members and students in an effort to keep them informed about Library services, the number of orientations and amount of attendance in workshops fall short of our goals.

**PR 2B - Achievement Data:**

The librarians have sought and received funds from other sources including the LBCC Foundation, the Associated Student Body (ASB), and Auxiliary/Pepsi grants, all of which used to to purchase books and other resources that community college libraries normally purchase from their base budgets.

In the Spring 2010 and 2012 semesters, the Library received a $10,000 grant for each year from LBCC Auxiliary/Pepsi. Beginning with Spring 2009 semester, the Library has been receiving a $1500 grant from the Associated Student Body each semester; this academic year 2012-2013, the Library received a $1500 grant from the Associated Student Body. The Associated Student Body has been consistently supporting the Library in its endeavor to support student success. With these grant funds, the Library has been purchasing textbooks and putting them on reserve for students to borrow. The textbooks have demonstrated to be timely additions to the Library collection. The statistics show that they have been checked out many times all through the years. While waiting for financial aid fund to buy textbooks, students relied on the Library Reserve textbooks; this endeavor has been proven to be of inestimable help and valuable beyond measure.

With the support from PCC Associate Vice President, Dr. Meena Singhal, the Library also received additional funding to update our book and audiobook collections for both campuses. In addition, the Library participates in the Community College League (CCL) Consortia. Through this partnership, the Library is able to subscribe to online resources at a reduced price.

In order to meet student demand for quiet study areas, the Library staff continually shifts our varied collections at LAC and rearranges Library furniture.

In spite of limited staffing and budget, the librarians and staff have actively engaged in outreach efforts, and have worked very hard to; promote Library resources and services for support of student success; facilitate communication and foster dialog with all stakeholders; and further enhance relationships with other departments, as well as with colleagues in other institutions. Librarians serve as liaisons to other departments. In addition to establishing a Library Club, the Library faculty and staff have also established outreach programs to: the LBCC Child Development Centers at both campuses to promote early literacy; CSULB Library and the Long Beach Public Library (LAPL).

The librarians are exploring innovative methods to market Library services to the community of users. Recent efforts include the formation of the Library Club, re-organization of workshops, and continual development of new subject-specific orientations and online Research Guides. Each semester, the Library sponsors author visits through our committee membership on LBCC Foundation’s Library and Learning Resource Associates. The librarians will continue to advertise Library services in The Viking and In the Loop; participate in new-faculty orientations, Flex Day workshops, ITDC workshops, WRC workshops; send emails to the faculty; personally communicate with the faculty in the Schools with which we liaise; and strategically position flyers and posters around campus. The Library Department frequently publishes Library Updates to keep the LBCC community abreast of resources, services and other relevant information available via/in the Library. The Updates are circulated via email and archives are located at the Library Website at: http://lib.lbcc.edu/updates/updates.html

**PR 2C - HR (Staffing) Data:**

The Library Department continues to provide uninterrupted services to students, notwithstanding the reduction in resources. The retirement of a full-time tenured Library faculty member once again brings the Department to below national staffing standards for libraries of equal size.

The retirement of a full-time tenured librarian, the resignation of two other full-time tenured librarians, plus the loss of two vital full-time library technicians and three 45% library assistants positions during the reorganization in Spring 2012 have diminished the Library’s human resources, and the cuts to the Library’s budget limited its services. However, despite these adversities, the Library faculty and staff pulled together to seek out creative solutions such as cross-training library staff in all areas in the library, hiring more Federal Work Study students in order to maintain uninterrupted services to students and meet their needs.

In Fall 2013, the Library hired three 45% library assistants and one tenure librarian position. The Library has also submitted requests for two full-time tenure-track librarian positions to the Hiring Priorities Committee.

**PR 3A - SLO - summary of collected program data:**

A good measure on the usefulness/value of the library collection is its success/ accomplishment in serving the students and staff of the college. To do this, the library has on going statistics as to the utility of the resources and services that the library offers. In order to determine the future needs of the clientele the library has established linkage/connection with the various academic and vocational departments to bi-annually review their needs in terms of supplemental resources to support their curriculum.

In Spring 2013, the Library sent out a survey to faculty which aims to gather faculty input, for the purpose of evaluating and assessing our library collections, and to find out if the quality of our resources is meeting the needs of our present-day curriculum. The goal of the library is to assure students’ success by providing the best library resources within our current budgetary constraints.

The results of the survey came back from 28 LBCC faculty members, and in spite of the crippling budget cuts and other limiting factors on our collections, 5 out of the 6 questions asking about the library collection came back with a Satisfactory or better (83% Satisfactory). The only response that came back with a majority of “Barely Satisfactory” answers was the question regarding the collection of print journals (17% Barely Satisfactory). The shift from printed journals to the online format over the past 15 years has prompted the library to transfer its journal collection to the digital realm, and this phenomenon happening in all libraries could account for the “Barely Satisfactory” rating received for the print journals collection.
The results for question number 3 in the survey indicate that faculty members need to provide more input into the process of selecting library materials in their subject area. For librarians, the results for question number 3 points out that extra effort needs to be directed towards increased collaboration and communication with faculty members, with regards to collection development.

To assist the nursing department’s preparation for the Accreditation Commission for Education in Nursing (ACEN) review and accreditation cycle, the library worked jointly with nursing faculty to evaluate resources and assess the currency and coverage of present library holdings in the nursing subject areas. The evaluation results have demonstrated the need for additional relevant textbook materials that could be circulated to students. In response, the library has expanded its collection development mission to include the acquisition of current textbooks in the core areas of nursing and allied health. The acquisition of the refurbished textbook collection will be a significant contribution in ensuring that program needs of the nursing faculty and students are met and accreditation is secured.

The constant liaison and networking activities by the library staff with the various campus departments guarantees the active presence of the library on campus and is an indicator of the library’s effectiveness in meeting the needs of the campus clientele.

As to quantity and growth of materials however, the library’s projects and activities have been affected by the deficiencies in its budget.

**PR 3B - SLO - uses in program improvement:**

From Fall 2008 semester through Spring 2012 semester, the Library consulted with the SLO coordinator regularly and periodically for guidance with implementing the SLO assessment for all Library courses and for courses offered through the Library Technician Program. In order to keep current, the Library also created an internal management timeline for course SLO assessment. SLO assessment was implemented via pre/post test for some courses, and via portfolios of student works and rubrics. The Library is current with its SLO assessment for the Library Technician Program courses: LIB 3 Information Competency, LIB 201 Introduction to Cataloging, LIB 202 Introduction to Access Services, LIB 203 Introduction to Acquisitions, LIB 204 Introduction to Reference Services, and for the two stand-alone courses Lib1 Introduction to Libraries and Information Resources and Lib 2 Web databases. An SLO officer was assigned to the Library and uploaded all course SLO assessment reports to TracDat.

Since the intended outcomes and criteria used to measure students’ competencies was already elaborated in the earlier question, here we will present a snapshot of the evidence we gathered in the last three years which shows students’ demonstrated achievement of learning skills as well as measures we intend to take during the next three year cycle to improve the overall quality of students’ performance. For Library 1, our staple information competency mandatory course, the percentage of students scoring 70% or higher on the post-test progressively improved from fall 2010, which was 73% for SLO #1 (intended outcome) and 80% for SLO #2 (intended outcome) to 87% and 90% for Spring 2012 to a commanding 90% and 92% respectively for Spring 2013. For SLO # 1 the increase in percentage from 2010 to 2012 was 14% and the jump from 2012 to 2013 was another 3%. For SLO #2 the increase in percentage from 2010 to 2012 was 10% and from 2012 to 2013 an increase of another 2%. What the graphs reveal (see attached document) is a steady percentage increase from 2010 to 2013 in student performance in the post-test.

For the Library Technician Certificate program the results were less satisfactory, which was in sharp contrast to the high rate of students finding gainful paraprofessional positions after they graduated. Many of the students enrolled in the Library Technician Program also moved on to enroll in a Master's program in Library and Information Science. The analysis of the intriguing, albeit mediocre, results in the post-test revealed that many students either did not take the post-test because they had accomplished their goals in the certificate program or did not see the questions as relevant to their learning modules. The library faculty therefore have decided to replace the not-so-relevant pre-and post-test with a comprehensive assessment of the students' final portfolios using a different set of rubrics.

**PR 3C - SLO - action/ change based on results:**

The Student Learning Outcomes and the Service Unit Outcomes, including support services, are inextricably intertwined and complementary components. As the survey indicates, the input from students, staff and faculty was a large and integral part of the survey conducted. Here is a summary of the Service Unit Outcomes results from 2011 to 2013. Against a benchmark of 70% set as satisfactory, the survey revealed the following data:

- Circulation: 81%
- Media Services 79%
- Reference Service 81%
- Research Center 84%
- Overall Library Department 81%

The library also initiated a special survey to solicit a comprehensive evaluation by the Allied Health faculty regarding the library’s collection pertaining to Nursing and Allied Health programs. The purpose of this survey was to ascertain if our collection meets industry standards. We are awaiting the results of this survey in order to conduct further analysis and follow-up actions. In the last three years we have updated the Nursing collection with generous grants from the College.

By making the measuring criteria for SLOs and SUOs transparent to students, we empowered them to be masters of their own destiny and take personal responsibility for their own learning and academic progress. One of the positive results of student self-assessment of their daily learning process, using i-clickers for example, is that they know where they need to improve in order to do better.

We graphically present this cyclical process at the beginning of each class, so that we, as instructors, and they, as students, can enter into a solemn contract to make the learning space in class always sacrosanct, meaningful, and nurturing. Having completed the three-year assessment cycle we are impressed with the rapid progress we have made. We have been able to quantify student learning in a manner that makes sense to both students and us while not shying away from addressing areas where we need to improve. We look forward to the next three-year assessment cycle which will include
more hands-on student learning exercises; more interaction with students beyond the class period; and better monitoring of every individual student's progress through the course of the semester.

**PR 4A - Goals - development and change:**

In support of the Educational Master Plan - Student Focus - the Library Department has been evaluating our in-person and virtual services that we provide to students focusing on integrating emerging technology tools into our library offerings (including website) to assist students in their research needs.

The Library has been advocating for student information competency skills to support the VP’s goal to “improve student readiness for college level work and provide a foundation for successful careers and workforce skills.” With the explosion of mobile technologies and information on the Internet, advanced information-seeking skills along with the ability to evaluate information retrieved is becoming ever more critical to academic and career success.

In this respect, the Library and the librarians play an integral part in student success through information literacy instructional endeavors such as the Library’s orientation program, workshops, and the Library Technician Certificate Program.

**PR 4B - Goals - results:**

The Library:

- Has written grants to receive funds to purchase ADA compliant DVDs and audiobooks in support of of the curriculum.
- Targeting underprepared students and promoting student success by facilitating subject-specific library orientations and workshops, deploying systematic rubrics, and administering and evaluating the results of library skills assessment tools.
- Has increased outreach to students and LBCC community to bring awareness to library resources and services.
- Reorganize workflow for efficiency and to avoid interruption of services to students.
- Created new digital educational media instructing students how to use the Library and its resources.
- Created a generic orientation to the Library for distance learning students and face-to-face students.
- Increased use of virtual chat reference services – live chat, text-a-librarian, and email reference. We are marketing these services to our tech savvy students and provide prompt responses.

  - Refining the operability of our online catalog, which is built upon the most recent technology and has the features that are needed in today’s technology driven academic library to make it more user-friendly and to facilitate access to resources.

**PR 4C - Goals - future plans:**

Librarians must increase efforts to:

- To promote library resources and improve student access of information resources, the Library will seek to increase collaboration with other campus departments, with the larger Long Beach community, and with other academic libraries. Additionally, we should seek to increase our collaboration with students. As technology changes, so do the ways students access information. We need to increase student input on how they prefer to use the Library, their view of impact of social media on their lives as students, and their reactions to changes the Library contemplates. Any improvements in resources and service that we implement will serve little purpose if they do not provide the usability that students seek.

- Improve communication between Library faculty and staff and other faculty members.
- To offer professional development opportunities such as Webinars, workshops, conferences, in the Library career field.
- Encourage content creation by faculty and staff members at all levels to help grow our digital collection of resources, research guides, tutorials, faculty and staff wiki’s and blogs.
- Employ improved strategies to reach out to faculty members and students in an effort to keep them informed about Library services and resources.
- Personally communicate with faculty in the Schools with which we liaise; and strategically position fliers and posters around campus.
- Explore innovative methods to market library services to the community of users, including publishing news and other current information via email and at the Library Web site; advertising library services and resources in The Viking, Library Update, and In the Loop.
- Participate in: new-faculty orientations, Flex Day workshops, ITDC workshops, WRC workshops.
- Expand and promote Library orientations and workshops.
- Library faculty and staff and faculty and staff in other departments and schools
- Library full-time faculty and part time faculty and staff
The Library should establish E-reserves as an extension of our current print reserve book holdings. Our role is to promote access to what is already available online, and obtainable anywhere at anytime; the time and the money involved in the accession of digital information pays off in increased flexibility and immediacy of information use and retrieval, while print reserves will remain available for the face-to-face course users.

1. Limited budget has adversely impacted:
   - the Department’s ability to purchase print and electronic resources in support of curricula and student success.
   - human resources as vacated staff and faculty positions were not filled.

2. the Library actively writes grants to obtain alternative funding for Library resources; and, submits application for hiring priorities in order to recruit qualified candidates.

3. There are many upcoming library trends and emerging technologies in the academic library scene, including:
   - A strong shift to provide more electronic resources that are readable on various e-reader devices such as Kindles, Nooks, iPads, smartphones, and personal computers.
   - The new library Website that is now in place, which allows us to showcase the available electronic library resources/tools to the LBCC community of students, faculty and staff.
   - Additional demand for course-reserve textbooks as student expenses continues to escalate in this area.
   - Integration of new database offerings and search tools into our existing courses to ensure students are utilizing the newest resources and tools available to them.
   - Gather and analyze the data collected from students’ performances to enable librarians to determine how effective they are in achieving the LBCC and Library goals on Information Literacy instruction.
   - Acquire and to make available current resources in all formats to students and faculty in support of curriculum.
   - Grow our digital collection of resources, library research guides, tutorials, faculty and staff wiki’s and blogs.
   - Participate in professional development activities to enhance our skills and keep abreast of current trends, methods and resources
   - Establish stronger communication and relationships with faculty and colleagues in other areas, including the IT Department.
   - Make the Library Web interface more interactive.

**PR 5 - Dept - how does it fit into big picture?:**

We envision the Library to continue to support student learning and to foster student success across all curricula despite the current economic outlook and budgetary constraints. The Library faculty and staff will continue to seek creative ways to deliver the highest quality services to our students and faculty through greater collaboration, increased outreach and partnerships with other campus departments as well as the external Long Beach community so we can extend student access to resources across Long Beach communities. We also foresee an increasing implementation of emerging technologies to meet our student information needs and expectations through technological innovations.

It is vital for our survival that librarians increase collaboration with not only staff and faculty members within the college, but also with other community colleges around us through extensive outreach. Our participation with the Community College League has allowed us to efficiently add more offerings to our online resources, and this ongoing partnership will allow us to continue growing this area. The possibility of partnering with other institutions for the purchase and/or sharing of vital print, nonprint resources and electronic databases for our students should also be considered.

The LBCC Auxiliary/Pepsi and the ASB Grant has enabled the Library to purchase resources to support LBCC curriculum and to fulfill its mission to be aligned with the President’ first agenda item: student success in terms of learning and equity. Furthermore, the Auxiliary Grant will help the Library to complete the project “Support Student Success & Provide Equitable Access to Quality Information Resources” as delineated in the Library 2012-2013 Department Plan.

**Projects/ Strategies and Resources Needed**