Administrative Leadership and Unit Review

Annual Update - Due October 1

Please provide short (two paragraph max) answers to the following questions.

1. Please provide an update on previous year initiatives.

   We had six previous year initiatives: promote student access and success through information literacy instruction; hire .48 classified staff to work evenings and Saturdays to improve the quality of staff support services to students; add eight student computer stations, and replace the two networked printers; add book shelving per accreditation self-study planning agenda item; promote student success through access to high quality periodicals databases; and improve or reconfigure aspects of the circulation desk area. We completed all of these initiatives with the exception of the last one, which is in progress. Here are a few explanatory comments on three of these initiatives: information literacy, academic databases, and the circulation area:

   - Beginning in Fall 2011, information literacy became a graduation requirement for all students seeking an Associate degree. Information literacy instruction is now incorporated (or "infused") into all sections of ENGL 100 via two required active-learning workshops given by a Skyline librarian.

   - The Library added a streaming video collection of academic titles, which has proved popular with instructors from various disciplines.

   - We hired a library consultant (the former Dean of Learning Resources at Santa Rosa JC) to advise us how to renovate and reconfigure the circulation area, and in the process, he also made a recommendation for a group study room (or staff office) in our current microfilms area.

2. What are any key internal and/or external factors that have occurred in the last year that affect your area?

   Measure G and Instructional Equipment funds have helped the Library significantly. We have been able to increase the hours of adjunct librarians, purchase computers and printers, and to maintain our academic database subscriptions, while adding new collections such as our streaming video database.

   The implementation of a Learning Commons model for the Library and Learning Center was temporarily sidetracked with the failure of Measure H. However, we propose phasing in certain aspects of the Learning Commons model with available resources.

3. What leadership initiatives can you identify to tie to college priorities surfaced by president on opening day?

While not one of the opening day college priorities, I think of "The "Library of the Future" as a Presidential initiative.   This is an idea or approach that has developed from District and College-wide discussions. On the accreditation self-study midterm report in 2010, the College responded as follows regarding item II.C.1.d: "The Chancellor's Cabinet has charged the colleges with looking more comprehensively at the libraries through the lens of creating a "Library of the Future". The district will be considering the role of a contemporary library and the type of facilities/technology investment that will be required in light of emerging technologies, changing demands, and the way we deliver instruction." This concept was referred to again in the 2011 Skyline Facilities Master Plan: "The existing Library/Learning Resource Center will be renovated to incorporate state-of-the-art technologies to address changes in the ways students, faculty, and staff access information, collaborate with one another on group projects, and provide and receive tutoring." On October 19, 2011, the Library and Learning Center directors made a presentation at the Skyline College Leadership Retreat which promoted the idea of a Learning Commons. While the retreat administrators responded positively to this presentation, implementation of a learning commons approach was primarily dependent on the successful passage of Measure H, which was narrowly defeated in November 2011. Though we hope the District will try again with another general obligation bond in the future, we propose in the interim a gradual phase-in of certain aspects of the Learning Commons model, along with some of the consultant's main recommendations on reconfiguring the circulation desk area, using a combination of Fund 1, Measure G, and Instructional Equipment money.

4. What operational initiatives do you plan for the coming year (tied to college goals and strategies)?

Our operational initiatives include:

- Continuing to promote student access and success through the information literacy graduation requirement, using all sections of English 100 as our vehicle of instruction.
- Developing an academic eBook collection that would have remote access
- Maintaining and developing database and streaming video subscriptions
- Purchasing three to four tablet computers/eBook readers to be checked out to students
- Purchasing a flatbed scanner for student use
- Moving reserve book shelves closer to the circulation desk
- Phasing in aspects of the Learning Commons model by eliminating the microfilm collection and microfilm readers, and building the first of two to four group study rooms in this area. The rooms would be equipped with technology to support collaborative student projects.
- Reducing the reference collection by half, noting that future reference items will most likely come in eBook or online formats. A smaller reference collection will eliminate three or four of the double-sided ranges of reference shelves. Replacing them with

heavy oak study desks featuring electrical outlets and lamps would create an additional quiet reading area for students.

5. What are the human and financial resources needed? (Summarize on <u>budget request form</u> **-- Not sure what this is --Tom**). Also, how might your area work differently without additional resources to achieve unit goals?

   We will need roughly $53,000 in financial resources for the first year of the initiatives listed above in #4.

   Without additional resources, we would have to put some of the Learning Commons phase-in on hold.

6. How did you arrive at the thinking summarized in this document? Who did you consult with, and when and where did these discussions occur in the past 12 months?

   I consulted with the faculty librarians and the classified library support specialists via weekly staff meetings, email discussions, and smaller group and individual conversations. I also got valuable feedback from colleagues at Cañada, CSM, and PLS libraries.

Administrative Unit Outcomes Report

Please provide a short summary of key SLO assessment or Student Services Assessment findings in your area.

1. What were the outcomes being assessed?

   The Library's expected SLOs are that the information literate student will be able to: articulate a focused research question, topic, or information need; identify a variety of types and formats of information sources and select appropriate search tools to find the needed information; develop and execute an effective research strategy using a wide range of search tools, accurately interpret results, and find authoritative information pertinent to the topic; evaluate the relevance, quality, authoritativeness, and credibility of information retrieved.

2. If possible, please give a brief summary of outcomes data, and how your unit interpreted the meaning of this data.

   In Fall 2011, 109 student artifacts (research papers, in-class exercises, and surveys) were collected from seven ENGL 100 sections after students had attended two information literacy workshops.

3. Given this data, what were some conclusions that you reached?

The results show that we are meeting or surpassing the target success rates for all five information literacy SLO's nearly every time one of our three assessment instruments is given. The only exception to this high success rate is a slightly lower than hoped for success rate for SLO 3 (online search technique).

4. What were action steps / plans that followed the analysis and exploration?

   The librarians will meet during the last week of this semester to continue discussing implications of SLO assessment, and the possible modification of assessment instruments.

5. (For academic programs) What program reviews were completed in your division in the past year? What were some of the key conclusions?

   The Library's Program Review was submitted on March 28, and we will conduct our presentation on May 2. Our key conclusions include:

   - The library is an effective partner in helping faculty achieve student learning outcomes at the course, program, and institutional levels. In its academic support role and in its instructional role, the library touches every Skyline student.
   - The Library's student learning outcomes assessment plan allows us to continue seeking new and better ways to teach and assess lifelong information literacy skills, which is at the heart of our mission. The cornerstone of library instruction is the information literacy degree requirement, which involves collaboration with all English 100 instructors.
   - Two other major strengths of the program are extensive access to the library's resources and services, and an appreciation for diversity. Access to the library continues to expand as seen in the library's "Live Chat" service, remote access to subscription academic databases and online books, and a recently added streaming video collection of academic titles. An appreciation for diversity can be seen in our displays, print and electronic collections, customized research workshops, and in the broad range of students we serve.
   - The library's resources and programs continue to improve in response to student, faculty, and staff needs. Challenges, however, remain, as an increase in staffing and improvements in library facilities and equipment are urgently needed.