BARBER LIBRARY **ADMINISTRATIVE DEPARTMENT REVIEW** **REPORT OVERVIEW**

Report submitted on May 22, 2019

Section 6a: Measurement Tool and Timeline

How did you measure your success toward the 1-3 outcomes and mission fulfillment? What tools did you use? How frequently did you gather relevant data? Provide any data references that you used.

Goal 1: By the end of FY20, students at the Redmond campus will have direct access to a new physical library space and will utilize staff support to help with access to library resources and services for their studying.
Outcome 1: Redmond students will utilize library resources and services on their campus and in support of their success, including circulation of physical materials, assistance for research projects, information literacy sessions and other services. Services will be measured by daily documentation of activities by library staff via related tools (e.g. Alma Analytics, LibAnalytics, etc.) and student/faculty satisfaction surveys.

Unfortunately, no progress was made on our first goal for a new physical library space at the Redmond campus. The college decided to wait until the arrival of the new COCC President in summer 2019 for an overall plan for the branch campus. Barber Library will continue to support the importance of a physical library presence on the Redmond branch campus.

Goal 2: By the end of FY19, the library will focus outreach efforts to COCC academic departments to increase faculty involvement in the selection and <u>continued use</u> of specific library resources directly supporting their curriculum.
Outcome 2: After increased outreach by librarians to academic departments, usage statistics of specific Barber Library resources will be congruent with expressed department needs, recorded and assessed on an annual basis.

For Goal 2, the intent is to increase awareness and use of Barber Library's current online subscription resources related to curriculum and to receive feedback from departments regarding specific online resources they wish the library to retain or add to the collection. The library intends to analyze use statistics for those specific resources to determine if they reflect increased awareness and/or the departments' expressed need for and interest in those resources.

To collect data measuring progress toward this goal statement, the Acquisitions and Collection Development Librarian is responsible for recording instances of librarian outreach to academic departments to discuss specific current or potential online library resources.

Use statistics for online resources are available via the Electronic Resource Management database (ERM) completed early Winter Term, 2019 by the ILS and Technology Librarian:
https://barber.cocc.edu/erm/.

Goal 3: *By FY21, library credit courses will integrate into additional CTE program and developmental writing requirements by revising outcomes to better align with professional standards, current IL practices at COCC, and student needs for lifelong learning*
Outcome 3: *Library credit course enrollment will increase by 20% over FY18 enrollment numbers.*

For Goal 3, the library wanted to strengthen its credit course offerings by reviewing course outcomes and more directly integrating LIB100—the library's primary credit class—into additional CTE programs. To collect data measuring progress toward this goal statement, the Instruction and Outreach Librarian was responsible for gathering qualitative data about the outcomes and outreach to CTE programs, collected quarterly. Additionally, annual quantitative data provided by the Office of Institutional Effectiveness was used to monitor enrollment in LIB100 and determine progress toward increasing enrollment by 20 percent over FY18. At the time of writing this report, summer enrollment data was unavailable and therefore removed from the FY18 numbers for ease of comparison.

References: https://www.cocc.edu/departments/institutional-effectiveness/enrollment-reports/enrollment-by-term.aspx

Goal 4: *By the end of FY20, the library's online resources will be easier for students to find through the COCC website.*
Outcome 4: *The results of annual usability testing of the library webpages will show improved performance by students in research-related tasks, compared to the results of the testing conducted in November 2017.*

In Fall 2018 the ILS & Discovery Librarian conducted a usability study of a new federated search interface with 34 COCC students and staff. Participants attempted to complete eight research-related tasks using (a) the then-current library website, (b) the new federated search interface, or (c) the library catalog with articles included.

Goal 5: *Within the next couple of years, the library will be involved in a special project to expand the size and use of its Children's Equity and Resource Center (CLERC) collection via the following two subcategories of goals and outcomes:*

a) **Goal 5a:** *By the end of FY20, the library will increase the size of its Children's Equity and Resource Center (CLERC) collection.*

   Outcome 5a: *The current size of the CLERC collection will be doubled by the end of FY20, with help from external (Library Services and Technology Act grant) or internal funds.*

During FY19, Barber Library became a recipent of a state Library Services and Technology Act (LSTA) grant for the expansion of its CLERC collection on themes of equity, diversity, and inclusion. The grant provided $12,000 for collection development and $9,112 for the summer work of Collections & Acquisitions Librarian, Cat Finney, and three Early Childhood Education faculty (Amy Howell, Angie Cole and Jackie Vance) who helped with suggestions for the purchase of CLERC books. As part of the grant implementation, the Library kept a detailed record of new purchases reflecting the growth of the CLERC collection throughout the year.

b) Goal 5b: *The CLERC collection will see an increase in usage as it further integrates with COCC's Early Childhood curriculum and other early learning needs in the broader community.*

Outcome 5b: *By FY20, there will be a minimum of 30% increase in CLERC collection usage as reflected in circulation reports and other related course or community activities.*

Beyond the expansion of the CLERC collection, part of the LSTA grant application included the goal for an increased use of CLERC to: a) support students in Early Childhood and Education (ECE) and other college programs related to children's learning and development (e.g., Psychology, Sociology, English Literature), and b) provide resources to educators and child development advocates throughout the Central Oregon region to explore and discover the power of children's literature on learning and child development via community discussions, professional training, monthly reading/discussion groups. During FY19, Barber Library, in collaboration with the ECE faculty, was engaged in a series of activities that brought a significant increase in the usage of the CLERC collection and space. A detailed record of these activities has been maintained and has been included in quarterly reports submitted to the LSTA grant agency.

Section 7: Data

What data have you gathered that inform your department's effectiveness?

Goal 1: *By the end of FY20, students at the Redmond campus will have direct access to a new physical library space and will utilize staff support to help with access to library resources and services for their studying.*
Outcome 1: *Redmond students will utilize library resources and services on their campus and in support of their success, including circulation of physical materials, assistance for research projects, information literacy sessions and other services. Services will be measured by daily documentation of activities by library staff via related tools (e.g. Alma Analytics, LibAnalytics, etc.) and student/faculty satisfaction surveys.*

Again, the Library has not been able to work on this goal because the college has not acted yet upon a decision to support a physical library presence at the Redmond campus as originally planned.

Goal 2: *By the end of FY19, the library will focus outreach efforts to COCC academic departments to increase faculty involvement in the selection and <u>continued use</u> of specific library resources directly supporting their curriculum.*
Outcome 2: *After increased outreach by librarians to academic departments, usage statistics of specific Barber Library resources will be congruent with expressed department needs, recorded and assessed on an annual basis.*

The Acquisitions and Collection Development Librarian has made progress in tracking outreach to departments with the purpose of discussing online resources during Fall Term 2018 and Winter Term 2019.

During Winter Term 2019, there were 5 occasions in which the Acquisitions/Collection Development Librarian reached out to academic departments to discuss current or potential online resources.

During Fall Term 2018, there were eighteen occasions in which the Acquisitions/Collection Development Librarian reached out to academic departments to discuss current or potential online resources. Each occasion involved one to four exchanges—primarily via email. These exchanges pertained to collection development and use of resources—they did not involve information literacy instruction.

One example: emails championing the online CTE periodical database Associates Program Source Plus (APSP) were sent to the chairs and administrative assistants for seven CTE departments/programs in the early weeks of Fall term, 2018. These were outreach emails, informing CTE departments about their allocations for library books, and identifying three or four library resources relevant to their programs—specifically championing APSP. Chairs and admins were asked to forward these emails to all faculty in their departments/programs.

Use statistics for APSP were significantly higher in Sept. 2018 and October 2018 (shortly after emails were sent) than the prior year for the same months.

Associates Program Source Plus Periodical Database Use Statistics

Month	2017	2018	% change
September	32	157	+391%
October	170	584	+243.5%
November	603	235	-61%
December	162	105	-35.2%

Were these increased use stats for September and October due to focused outreach emails to CTE departments? Numerous other factors may have been at play—including use by other departments, student assignments in other departments, etc. And, why did use statistics drop off in November and December compared to prior years? Was this simply a matter of how assignments (requiring used of APSP) were scheduled? Future work in this area will need to explore additional methods of outreach with an attempt at drawing a closer connection between outreach strategies and use statistics. Sustainability is another issue. How might outreach about specific online resources be sustained from term to term—especially in ways that will appeal to faculty members?

Goal 3: By FY21, library credit courses will integrate into additional CTE program and developmental writing requirements by revising outcomes to better align with professional standards, current IL practices at COCC, and student needs for lifelong learning
Outcome 3: Library credit course enrollment will increase by 20% over FY18 enrollment numbers.

The Instruction and Outreach Librarian has made progress identifying programs that could integrate LIB100 into elective course requirements/suggestions, i.e., programs in the Natural and Industrial Resources department, Veterinary Technician, Addictions Studies/Human Services, Criminal Justice, and Massage Therapy. A report demonstrating the impact of requiring LIB100 on the business department is being collected in spring 2019 to assist in recruiting other programs to consider this option.

LIB100 section/enrollment comparison between FY18 and FY19 by term:

	Summer Sections	Summer Enrollment	Fall Sections	Fall Enrollment	Winter Sections	Winter Enrollment	Spring Sections	Spring Enrollment
FY18	1	15	3	50	2	33	1	29
FY19	1	24	2	50	2	52	1	30

LIB100 section/enrollment total comparison and percent difference:

	Total Sections	Total Enrollment
FY18	7	127
FY19	6	156
% Difference	-15%	+20%

Goal 4: *By the end of FY20, the library's online resources will be easier for students to find through the COCC website.*
Outcome 4: *The results of annual usability testing of the library webpages will show improved performance by students in research-related tasks, compared to the results of the testing conducted in November 2017.*

Results showed that the new search interface enables students to find a wider variety of resources than either the previous website or the catalog. Details are available in the Usability Testing Report for COCC Barber Library's Federated Search (https://docs.google.com/document/d/1N833W0WjvU5Ev8H5LQt9nf1ppbtmwU1JFy0ZpK5uWG0/edit).

Goal 5: *Within the next couple of years, the library will be involved in a special project to expand the size and use of its Children's Equity and Resource Center (CLERC) collection via the following two subcategories of goals and outcomes:*

a) **Goal 5a:** *By the end of FY20, the library will increase the size of its Children's Equity and Resource Center (CLERC) collection.*

Outcome 5a: *The current size of the CLERC collection will be doubled by the end of FY20, with help from external (Library Services and Technology Act grant) or internal funds.*

The current CLERC collection consists of about 2,000 books reflection an addition of more than 900 new titles since the beginning of FY19. Although LSTA funds for library materials were exhausted by January 2019, Barber Library continued to add to its CLERC collection using its own funds. The books selected reflected different themes related to diversity, equity, and inclusion through children's literature.

b) **Goal 5b:** *The CLERC collection will see an increase in usage as it further integrates with COCC's Early Childhood curriculum and other early learning needs in the broader community.*

Outcome 5b: By FY20, there will be a minimum of 30% increase in CLERC collection usage as reflected in circulation reports and other related course or community activities.

Below are circulation statistics of the CLERC collection reflecting its significant growing usage:

Month	Loans		
	2017	2018	2019
January		53	123
February		55	87
March		15	99
April		27	52
May		14	
June		13	
July	2	21	
August	13	11	
September	9	19	
October	23	112	
November	59	87	
December	13	46	

In addition, during FY19, CLERC saw a tremendous growth in events and activities engaging the campus and general community:

- Organized campus discussions and presentations about the use of CLERC as a resource across the curriculum.
- Organized Stress-Free Finals Week events with CLERC book readings by college faculty.
- Built a survey and gathered feedback from patrons using the CLERC collection - feedback shows a strong appreciation for CLERC and is included in official LSTA grant reports.
- Hosted more than 100 COCC students each term as part of classroom activities, including targeted instruction on select diverse topics depicted in CLERC books.
- Hosted Happy Teacher Revolution meetings for local elementary teachers.
- Partnered with the STEM Hub to expand the collection for STEM-based learning with a particular focus on equity.
- Invited local author and athlete, Alana Mendoza Dusan for a reading of her book, There's No Base Like Home, and a talk about the intersection of gender, cultural heritage, and sports.

- Hosted a visit of over fifty 2nd and 3rd grade students from the Bend International Schools with activities exposing the students to the CLERC collection.
- Organized a visit by Deschutes Public Library librarians with a presentation and exchange of ideas about the CLERC collection.
- Organized a CLERC open house and workshop, Building an Equity Library for Early Learning Environments, during the Week of the Young Child.
- Hosted sessions in CLERC for the 2019 Early Learning Conference.
- Organized a series of talks by Guadalupe McCall, nationally known author and teacher born in Mexico.
- Created a number of book displays highlighting themes from the CLERC collection.

Section 8: Summary and Analysis

What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following:

- Have you accomplished your outcomes? Is there a need for a new direction?
- Which measurements indicate an area that you would like to focus on for improvement?
- Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.
- What support do you need from the college to carry out your planned improvements? Identify your biggest area(s) of need to help accomplish outcomes. Review question #2, including staffing, budget, services, and location.

Goal 1:

Despite lack of progress on this goal due to college decisions, Barber Library will continue to advocate for the importance of a physical library presence on the Redmond branch campus as part of student success.

Goal 2:

FY 2019 (Fall Term 2018 and Winter Term 2019) was the initial year for this inquiry. Outreach strategies are still being determined.   Early results suggest that while outreach emails may be an effective technique for increasing use of specific online resources, additional methods of outreach to academic departments should be explored. Future outreach methods will include meetings with faculty and departments, demonstrations of resources, and collaborating with faculty about techniques that will expose students to targeted online resources.   Specific departments should be identified for outreach, and sustainability issues should be addressed. Future measurements will need to take into account timing of outreach activities and tracking use statistics accordingly. The department will continue to work on this goal by further defining and implementing outreach methods with academic departments and continuing to record database use statistics.

Goal 3:

FY19 was more a planning year, strategically identifying programs and gathering data to demonstrate the impact on the last program to adopt LIB100 as a required elective. Even without additional programs integrating the library credit courses, enrollment increased by the planned 20% over the previous year enrollment while offering fewer sections. This indicates programmatic adoption of LIB100 is an effective approach to boosting enrollment and the library is well on its way to surpassing the stated goal of a 20% increase. The department will continue to work on this goal by following up with the identified CTE programs in FY20 and monitoring LIB100 enrollment.

Goal 4:

Usability testing results indicate the introduction of the federated search interface in Winter 2019 improved the online research experience for students. Other aspects of the library website will need to be examined, tested, and updated in future years. In Fall 2019 the library will conduct another round of usability testing focusing on another area, such as the resources pages or the subject guides.

Goal 5:

CLERC has been a tremendously successful project during this year due to the enthusiastic collaboration between Barber Library and the ECE program as well as the important financial support and incentive of the LSTA grant. The growth of this unique children's literature collection in support of our COCC ECE programs and educators within the broader community has made CLERC a valuable resource for teaching and learning highlighting the values of diversity, equity, and inclusion. The activities generated around CLERC have been fun and impressive, including reading events by two well-known authors that brought interesting discussions on our campus. The hope is to take advantage of the momentum of the successes of this past year and continue our efforts enriching CLERC with new book acquisitions and engaging cultural activities that highlight the values of multiculturalism.