**1C. Program Mission Statement**

Taft College Library is dedicated to serving the needs of our students, faculty, staff, and community patrons by striving to meet the following goals:

* Maintaining a diverse collection of materials to support the academic and vocational needs of our student body
* Helping students develop skills essential to academic and occupational success by promoting information competency and critical thinking
* Working with the faculty to ensure knowledge of the library’s services and resources and providing training and support to incorporate them into curriculum
* Serving the diverse needs of all library patrons, including remote learners and those with special needs
* Responding to changing technologies by providing resources in a variety of formats, both print and electronic, and maintaining a knowledgeable and skilled staff
* Promoting lifelong learning and the value of the library in the campus environment

**ID. Program Summary**

The library supports instruction in the form of a standalone course, Information Competency and Bibliography (INCO 1048), a one-unit local graduation requirement taught online and f2f by instructors with an MLIS degree. Librarian-led workshops and orientations are held for classes upon the request of faculty, and individual reference encounters are conducted by library faculty and staff. Access to print resources is made available to our incarcerated students at Taft Correctional Institute (TCI) and Taft Modified Community Correctional Facility (MCCF) via a printed copy of our catalog.

The library provides access to desktop and laptop computers, photocopying and scanning, audio and visual materials, headphones and interlibrary loans. Seating is provided for individual and group study, including five study rooms.

Program Student Learning Objectives

In accordance with the GE SLO—Communication and Analytical Thinking, the Library provides opportunities for students to learn how to use information effectively. INCO 1048, class workshops, orientations, reference services, and exposure to Library resources gives students the knowledge and skills to:

* Demonstrate the ability to find, evaluate and use appropriate information sources to answer an information need.

The Library’s success is measured by:

* Circulation statistics of print resources
* Database usage statistics
* Information Competency and Bibliography completion rates and SLO data
* Reference interview data
* Student assessment of Orientation/Workshop
* Student & faculty surveys of library services

**IIA. Present the results**

Ongoing learning objectives of the library:

**Library Instruction by class visit**

|  |  |  |  |
| --- | --- | --- | --- |
| Fall 2015 | 20 | Spring 2016 | 21 |
| Fall 2016 | 36 | Spring 2017 | 16 |
| Summer 2017 | 5 |  |  |
| Fall 2017 | 24 | Spring 2018 | 15 |

Library workshops were conducted for the first time during the summer session. The librarian-led workshops were for adjunct English courses and a biology course. The year-over-year trend indicates that library instruction is more robust in the fall semester when more class sections of English 1500 are offered. Student self-assessment data was collected for all sessions. The overall response from students is that the workshops were beneficial to their coursework. Faculty also report that their students perform better on research projects after having library instruction. The instruction sessions are now more hands-on, a workshop more than an orientation, allowing students to actively participate in the skills being taught.

**Reference and informational questions answered by library staff:**

|  |  |  |
| --- | --- | --- |
| 2015/2016 AY | 2016/2017 AY | 2017/2018 AY |
| 3,016 | 2,665 | 3,375 |

Of the 3,375 questions fielded by staff, 987 were research related.

**INCO 1048**

A new textbook, *Research Strategies: Finding Your Way through the Information Fog* will be adopted beginning fall 2018 for all INCO courses. This textbook focuses on the research process and follows the *ACRL Framework for Information Literacy for Higher Education* threshold concepts. The goals are to teach students how to conduct research more efficiently and effectively and to improve class retention and success rates by providing students with a text that can be used throughout their academic career.

**SLO Data:**

|  |  |
| --- | --- |
| AY 2015/2016 | 68.70% meets or exceeds[[1]](#footnote-1) |
| AY 2016/2017 | 67.06% meets or exceeds |
| AY 2017/2018 | 72.6% meets or exceeds |

The current data indicates an increase in student success over the past two years. The SLO faculty reflection reports indicate that students struggle with differentiating between source types and are confused about MLA formatting. Students would benefit from reading the instructions carefully, both in f2f classes and online.

**Incarcerated Students**

INCO 1048 returned to TCI and MCCF in June 2017. A total of 23 students enrolled from both campuses with an 83% success rate. The course was taught offline as a correspondence course, but enhanced with supervised office hours by the librarian. This interaction proved popular with the students, and the librarian was able to establish better communication with all students at each facility.

**Impact of AB705**

With the implementation of AB705, more students will enroll in transfer level English courses and other courses that require a research project without any prior research skills instruction. The number of INCO courses taught will need to be increased to meet the demand of teaching students these skills. One full-time librarian cannot cover the load. The hiring of additional librarians, whether full time, part time or as adjunct faculty to teach more sections of INCO classes, conduct workshops, and be embedded in f2f and online courses will provide students with the support they need to be successful at the transfer level.

**Library books added to the collection**

|  |  |
| --- | --- |
| 2015/2016 | 1,206 (revised from APR 15/16) |
| 2016/2017 | 1,771 |
| 2017/2018 | 558 |
| Total print books in collection | 15,414 |

The age of the Taft College print collection continues to improve albeit slowly due to lack of equity funds awarded for this AY. 40% of the physical collection was published prior to 2000 and 68% of the collection was published prior 2010. The print collection remains at 38% of the 40,000 volumes required by Title V (§58724). The library budget remains static for all resources; however, the upcoming changes to higher education brought about by the passage of AB 705 means more students will be placing in higher English courses as well as other research-based courses. This will in turn emphasize the need for more print resources and the need for more funding to meets those needs, as well as additional professional staffing. The library remains understaffed according to the *Standards of Practice for California Community College Library Faculty and Programs* (fall 2010).

The library’s weeding project is close to completion. The majority of items withdrawn from the collection are DVDs that are not academic in nature and have low circulation data. The increase in circulation for books can be attributed improved processes for recording the books looked at by students but not necessarily checked out.

Circulation statistics for all book formats indicate an increase:

|  |  |
| --- | --- |
| 2014-2015 | 2,270 |
| 2015-2016 | 2,758 |
| 2016-2017 | 2,891 |
| 2017-2018 | 4,362 |

Circulation statistics for Taft Correctional Institute:

|  |  |
| --- | --- |
| 2014-2015 | 34 |
| 2015-2016 | 429 |
| 2016-2017 | 1033 |
| 2017-2018 | 327 |

The decrease in lending to TCI is due to requiring the facility to return all outstanding items before checking out new items. We also no longer receive circulation data for books purchased by the library and maintained at the facility as the TCI library maintains their own circulation data in-house.

**Study Rooms**

5,493 students used study rooms this year as opposed to 6,697 in AY 2016-2017. This is due to requiring at least two persons per study room for a maximum of 2 hours. This change is designed to prevent a student from reserving a room for individual study thereby forcing groups of students to work together in the library’s open spaces. New whiteboards were installed in all study rooms with a donation from the Taft College Foundation in the fall of 2017. Effective spring 2018, students are able to reserve study rooms online. As more students are accustomed to using smart devices, the library is investigating the creation of a “smart study room” where multiple students can connect to a monitor and collaborate on projects simultaneously.

**Reserve collection circulation**

|  |  |
| --- | --- |
| 2014-2015 | 2,134 |
| 2015-2016 | 2,745 |
| 2016-2017 | 1,985 |
| 2017-2018 | 2,003 |

**Inter-library loan**

|  |  |  |
| --- | --- | --- |
| AY | Borrower | Lender |
| 2015-2106 | 12 | 35 |
| 2016-2017 | 9 | 41 |
| 2017-2018 | 10 | 26 |

Data from the Sensource People Counters show that 171,820 people came into the library this AY. The busiest time of day is between 11:30 a.m. and 1:30 p.m. The personalized headcount shows the computer commons area and the group area are the most used sections of the library. More seating is possible in the children’s area of the library. This area is underused by TC students due to the type of furniture and toys in the area. Headcount statistics indicate less than 20 children per year visit the library. Discussions about moving the furniture and toys to the Children’s Center have begun with the ECE Program lead.

The software platform, Libguides, is used by library staff to create instructional and informational webpages. This platform allows the library to support students’ need for research and answer general library questions.

The six goals of the Student Library Survey, conducted in Spring 2017, were met.

1. Reduce noise – staff to monitor noise levels more consistently: This goal is ongoing and remains a priority
2. Upgrade the print system kiosk to accept credit card payment for student printing needs: This goal is expected to be complete by fall 2018.
3. Advertise and market library services to the campus at large: The library utilizes TC Multiply and the closed circuit television to advertise its services
4. Work with the IT Department on WiFi connectivity issues: This goal is ongoing
5. Continue to purchase current, relevant book titles in print: This goal was met and continues to be a priority
6. Utilize Sensource People Counter to analyze traffic/usage patterns to ensure adequate staff coverage: This goal was met.

**IIB. Probe the Results: I Wonder . . .**

Information Literacy workshops are more useful to students. Assessment of the workshops will be collected and analyzed for effectiveness.

INCO success rates are improving slightly. Consensus from INCO instructors is that many students are unprepared for college level info lit and struggle with the rigor of the course. Creating libguides and Canvas modules will help prepare students for the rigor of course work.

Students continue to request print books and we will continue to purchase current, relevant sources.

Student and faculty awareness of library resources is improving. The library will continue to utilize the TC Multiply to reach students and faculty.

**IIC. Ideate Innovations: What if . . .**

What if additional librarians were hired to teach research skills workshops, INCO courses, and be embedded in transfer level courses? Would more students finish the course with a passing grade? Would more students finish their lower division courses in fewer semesters? Would more students transfer to a four-year institution?

What if more faculty used online information literacy modules in their Canvas courses that provide students with the learning support they need to research and write at the college level? Would more students be successful? Would retention rates for online courses improve?

**III. List your 2016-2017 Goals—Be Quantitative!**

1. Create 4 Information Literacy learning modules in Canvas and share with online faculty.
2. Create 10 Information Literacy learning objects using Libguides that can be assessed by library staff as well as faculty.
3. Modify the Library Walking Tour from print based to online, making it available to online students as well as traditional students on campus.
4. Secure additional funding for print library resources.
5. Hire additional librarians, either full time, part time, or adjunct to meet the increased need for information literacy instruction.

1. data corrected from previous APR [↑](#footnote-ref-1)