**IC. 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 face to face by instructors with an MLIS degree. INCO 1048 will become LIBR 1548 in fall 2022 and the course will be transferable to UCs and CSUs. 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. 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 group 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**

**Impact of COVID 19 -- Fall 2021 – Spring 2022**

**Staffing**

The librarian position is a tenure track, 12-month, 35-hour week non-teaching faculty member. This position includes supervision of library staff. Currently, the library consists of 2 full-time classified staff. A full-time classified library technician position remains vacant. There is limited supervision of classified staff when faculty are not present.

The library remains understaffed according to the *Standards of Practice for California Community College Library Faculty and Programs* (2019) and the California Education Code Title V (§58724). According to the *Standards of Practice* and the Education Code, 2 librarians and 3 support staff are recommended for campuses with fewer than 1,001 FTES. The Learning Support Division has not put forward the position of librarian to the Taft College Academic Senate since 2020.

Additionally, the library’s budget funds approximately 20 hours per week for student workers. During fall 2021 and spring 2022, student workers were utilized to cover lunch hours and evening hours. This coverage is essential to maintaining consistent, timely services to students, faculty and patrons.

The library was open for Information and Reference hours on Mondays and Thursdays 8:00 a.m. to 6:30 p.m.; Tuesdays and Wednesdays 8:00 a.m. to 5:00 p.m.; Fridays 8:00 a.m. to 4:00 p.m.

Substitute workers covered the evening shifts.

**Library Instruction by class visit**

|  |  |  |  |
| --- | --- | --- | --- |
| Fall 2019 | 23 | Spring 2020 | 25 |
| Fall 2020 | 5 | Spring 2021 | 6 |
| Fall 2021 | 13 | Spring 2022 | 13 |

Librarian visits to classrooms improved from the middle of the pandemic when the campus was closed; however, the data shows that class visits lag pre-pandemic levels in quantity.

**Student feedback**

Most students (99%) that completed the anonymous self-reflection survey after each presentation/workshop reported that they agreed or strongly agreed that the workshops made them feel more confident about completing research assignments, and that they feel more confident in using library resources. Unfortunately, the reflection survey is not required and not all students take the time to complete it. This leaves a gap in data as to how many students received the instruction and how many found it helpful.

**Embedded Librarian**

The librarian is embedded in several English 1500 and history courses as an additional instructor or TA. Participating faculty report that this method of reaching students is helpful in keeping them on track with their research projects and helps remove the barrier of how to contact the librarian for help.

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

|  |  |  |
| --- | --- | --- |
| 2019/2020 AY | 2020/2021 AY | 2021/2022 AY |
| 3,762 | 190 | 588 |

The number of reference transactions more than doubled from the previous AY; however, reference assistance remains well below the pre-pandemic count. The library promotes phone, email, and Zoom hours on the homepage as well as in Canvas. We also use online chat, “Ask the Library,” for assistance. This service allows for real-time assistance as well as an FAQ bank when unstaffed. In addition to the 463 face-to-face reference interviews, library staff responded to 125 “Ask the Library” requests for AY 2021-2022.

**Library virtual tour**

|  |  |
| --- | --- |
| Pre-pandemic Fall 2019 | 179 |
| Pandemic begins Spring 2020 | 173 |
| Fall 2020 | 305 |
| Spring 2021 | 354 |
| Return to campus Fall 2021 | 226 |
| On campus Spring 2022 | 184 |

The virtual library tour continues to be popular with faculty. The data reflects the change from pre-pandemic in fall 2019 to the onset of the pandemic in spring 2020, through post-pandemic fall 2021 and spring 2022. The data is consistent as this tour is traditionally assigned the first week of class, and the campus closed on March 20, 2020. The following year, the campus was closed fall 2020 and the results show that students were assigned the tour to teach students how to use the library’s resources. By fall 2021 the tour exceeded pre-pandemic volume but was less than the pandemic era. A possible explanation for the reduced number of tours taken post pandemic is lower enrollment.

**INCO 1048/LIBR 1548**

The course is designed to support college level research. The number of INCO courses offered decreased due to low enrollment again this year. The course becomes LIBR 1548 and is transferable to both CSUs and UCs in fall 2022. The textbook will also change to a Zero Textbook Cost option, *Introduction to College Research*, written by and for California community college librarians.

**Student Success Data:**

**Taft College AY 2018-19 – AY 2021-22 Course Success Rates with 80% Rule**

**Division: LRN – Learning Support**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** |  | | | |  | | | |
| **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INCO1048 | 477 | 363 | 256 | 213 | 66.2% | 69.1% | 75.8% | 69.0% |

The data shows that the success rate for INCO classes increased during the pandemic era of 2019/2020 and 2020/2021 even though fewer students were taking the course. A possible explanation is that more students passed the online versions of the course more successfully than the face-to-face versions because attendance and completion was more convenient and flexible. The post-pandemic year of 2021-2022 shows an increase in success rates above pre-pandemic era as well, indicating that success rates met the goal of improving 2%.

**SLO Data:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INCO1048: Info Competency & Bibliography** | | | | | | | | | | | | | | | | | |
|  |  |  | **INCO 1048 Course #1 - Demonstrate the ability to find, evaluate and use appropriate information sources to answer an information need.** | | | | | | | | | | | | | | |
|  |  |  |  |  |  | Mastery | | N/A | | Meets expectations | | Does not meet expectations | | Total | |  |  |
|  |  |  |  |  | Spring 2022 | 9 | 37.50% | 7 | 29.17% | 7 | 29.17% | 1 | 4.17% | 24 | 100.00% |  |  |
|  |  |  |  |  | Fall 2021 | 13 | 37.14% | 0 | 0.00% | 4 | 11.43% | 18 | 51.43% | 35 | 100.00% |  |  |
|  |  |  |  |  | Totals | 22 | 37.29% | 7 | 11.86% | 11 | 18.64% | 19 | 32.20% | 59 | 100.00% |  |  |
|  | | | | | | | | | | | | | | | | | |

The SLO data indicates that over 51% of students failed to meet and the SLO in fall 2021—the first full semester taught exclusively online. By spring 2022, the number of students who failed to meet dropped considerably to just over 4%. However, the percentage of students that were N/A increased from 0% to just over 29%. This indicates that students can successfully pass the course without meeting the SLO.

In reflection, the SLO needs to be re-written and broken down into smaller, more manageable tasks, and the method of collecting the SLO data needs to be dispersed throughout the semester, not just at the end. This concept will be a new goal moving forward.

**Library Collection**

**AGE OF COLLECTION TOTAL NUMBER OF VOLUMES 18,231**

The print collection is at 45% of the 40,000 volumes recommended by Title V (§58724). The library continues to purchase current, relevant, print sources to meet students’ academic and life-long learning needs. However, with the increase in online courses, the collection would benefit from purchasing electronic books (eBooks) as well as print books. The cost difference between some print and electronic versions can be quite high: electronic versions are more expensive depending on the publisher and how many users are allowed to view the source at a time. Collection development will need to carefully consider the cost of both versions and determine which would be most useful to the library community.

Circulation data indicates a steep decline in circulation due to the library’s in-house use due to the pandemic.

**Circulation statistics for all book formats:**

|  |  |
| --- | --- |
| 2019-2020 | 3,782 |
| 2020-2021 | 1,166 |
| 2021-2022 | 1,375 |

Circulation for print materials in increasing but remains low in comparison to pre-pandemic data.

**Reserve collection circulation**

|  |  |
| --- | --- |
| 2019-2020 | 1,208 |
| 2020-2021 | 0 |
| 2021-2022 | 116 |

During AY 2020-2021, Taft College issued textbook vouchers to all students; therefore, there was no reason for students to use reserve textbooks. In AY 221-2022, students returned to campus and the need increased. It remains significantly lower than pre-pandemic years, and likely will not increase as ZTC and OER books are more popular options for faculty and students.

**Inter-library loan**

|  |  |  |
| --- | --- | --- |
| AY | Borrower | Lender |
| 2019-2020 | 13 | 12 |
| 2020-2021 | 0 | 0 |
| 2021-2022 | 11 | 11 |

Inter-library loan transactions recovered from the pandemic era. Most items are requested by faculty. The cost of providing ILL is extremely expensive, $2,000 annually. California community college libraries are working on creating an inter-library loan program for electronic resources that would reduce the cost considerably. However, the cost to loan or borrow print books remains unreasonably high. The cost to purchase the requested books, regardless of who requests them, would be less than paying for this service. As costs for databases and other library materials increase, the available funds to cover this expense decrease. Eliminating ILL in its current capacity is strongly recommended.

**Library Environment**

The library opened to students and faculty in fall 2021. The gate count shows usage from pre-pandemic to post-pandemic:

|  |  |
| --- | --- |
| AY | Annual headcount |
| 2019-2020 | 91,429 |
| 2020-2021 | 10,866 |
| 2021-2022 | 32,111 |

Library usage is increasing, but low enrollment and more online class offerings impacts how many students are on campus. The Student Center has reduced traffic flow in the library, especially during the lunch hour. In addition, the new Student Center is open later in the evenings, has comfortable seating, and allows students to eat and visit without disrupting students who prefer to study in a quieter setting.

**Technology: Equipment**

The library continues to check out laptops, hot spots, calculators, and smart pens for students. The current inventory for technology devices shows an increase in the number of laptops and calculators purchased during the pandemic using funding from various sources:

|  |  |
| --- | --- |
| Laptops | 288 |
| Hot spots | 250 |
| TI 30 Calculators | 293 |
| TI 84 Calculators | 145 |

All library desktop computers were replaced with All-in-One units. The cost of leasing the library’s printers/copiers continues to exceed the generated revenue. The library would benefit from having one of the black/white units relocated to another department. Another solution would be to have the cost included in the library’s annual general budget line item so that it does not negatively impact on the library’s operation expenses. The library is awaiting replacement of the remaining desktop computers in the library commons.

**Technology: Software**

Our contract with OCLC Worldshare Management for cataloging metadata and interlibrary loan remains a local expense two years after moving to ExLibris for the LSP program. The funds to cover the cost of the LSP and the cost for the required OCLC contract were included in the Governor’s 2021 budget; however, how the libraries pay for the service remains in flux. Currently, each library pays for the agreed upon price and is reimbursed by the Chancellor’s office. The hope is that by 2022-2023, the costs to all colleges in the consortia will be paid out of the state fund, eliminating the need for reimbursement. Once this process is in place, and an agreement on resource sharing is determined, the library will discontinue its subscription to OCLC for ILL.

As noted above, there is an increased demand for eBooks. The library will pursue purchasing eBooks using two processes: Direct purchase and Data Driven Acquisition (DDA). The former is like purchasing individual titles in print except the format will be electronic. The library will own the eBooks in perpetuity. The alter, Data Driven Acquisition, adds selected titles to the collection based on pre-determined triggers—number of minutes a user is in the book.

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

I wonder if more faculty requested library workshops, would student success rates increase in more classes? Would more students be prepared for their next course? Would more students graduate sooner because they were prepared for college level research?

I wonder if enrollment in INCO 1048 or LIBR 1548 were a required course for all degrees—not just a local graduation requirement, would more students successfully pass more classes the first time they take it?

Student and faculty awareness of library resources is improving. The library will continue to utilize library guides and create Canvas modules that teach students how to use library resources effectively and efficiently.

**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?

What if 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 2018-2019 Goals—Be Quantitative!**

1. Hire one additional librarian, either full time, part time, or adjunct to meet the increased need for information literacy instruction.
2. Fill the vacant library technician position and hire one additional library staff member.
3. Secure budget funds to cover student workers for all hours the library is open.
4. Secure funds to replace 14 desktop computers.
5. Improve INCO success rates by 2%.
6. Improve INCO SLO ‘meets or exceeds’ performance by 5%.