Highline College Institutional Effectiveness Department Report

2019-20

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| **Department information** | |
| Department name | Library |
| Date this report was completed | July 30, 2020 |
| Staff who contributed to this report | Gerie Ventura, Deborah Moore, Jack Harton |
| Department Mission statement  (if applicable) | We collaborate with students, faculty, staff and the community to achieve their personal, professional and educational goals by providing excellent, innovative library resources and instruction. |

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| **Taking stock of 2019-2020** |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| 1. The Library created a Data Assessment Team to more systematically assess quantitative data in its decision making process. The first assignment for the team was in identifying lower-use databases in terms of cost per use. The DAT compared database subscription costs, database usage, and relationship to HC courses and programs. This led to cancelling two databases, freeing up over $4,500 for more useful library information resources (Core Theme 4, Objective 2, Indicator 2.3). The Library Reference Dept., led by Deborah Moore, and working from a grant, in Summer 2019 created a series of eight Canvas Information Literacy modules that faculty can use in their hybrid and online classes. The timing of these modules is indeed fortuitous with the Library going entirely online for most of the 2020 calendar year. Download statistics of the modules from January 17, 2020 to July 8, 2020 indicate a steady increase in the use of each module, especially when the college went strictly online (Core Theme 1, Objective 2, Indicator 2.2). The Library is also tracking self-reported faculty adoption of the Canvas modules. 2. The Library continued its progress in creating more expansive and flexible areas for student study and interaction. After library staff conducted environmental scans of space and seat usage the Library Management Team set a goal to create more open space for students. This was done by weeding and re-arranging the physical collection and adding a variety of mobile furniture that allows students to configure learning spaces to meet their individual and group needs. (Core Theme 1, Objective 2, Indicator 2.2). 3. The Library print collection has become increasingly diversified to better represent the student population. Specifically for the literature book collection, in reviewing acquired titles in terms of author gender, race, ethnicity, nationality, and sexual orientation, or the geographical settings of the works, the diversity of newly acquired titles rose from 55% in 2017-2019 to 77% in 2019-20 (Core theme 2,Objective 1, Indicator 1.1). 4. The Library Reference Department, to work more closely with individual students on their research questions, implemented student consultations in the 2017-18 academic year. Consultation involve librarians meeting individually with students to go over their research process and findings for relevant assignments. In the first year of implementation, librarians conducted 54 consultations. In the following academic year, after reaching out to faculty, especially those in the English and Communication Studies departments, this number rose to 290 consultations. And for the fall 2019 quarter alone librarians conducted 182 consultations. With the Library now offering all its services online librarians have adapted to conducting consultations using Zoom and email instead of face-to-face meetings (Core Theme 1, Objective 2, Indicator 2.2). |
| **Department strengths** |
| 1. The resiliency and resourcefulness of the library staff has allowed it to readily adapt to working in an entirely online environment and has put in place procedures and policies that make library services and resources accessible. 2. The Library is increasingly making decisions based on available and gathered information as evidenced in the above accomplishments. 3. The Library and its staff are viewed as collaborative partners by the college and especially in the Instructional Division. Student surveys also indicate a high level of satisfaction with library services and resources. |
| **Department challenges** |
| 1. Some processes that have been started, such as creating more room for student seating and work, has been hindered by staff being necessarily limited by their time physically in the Library. 2. The Library still does not have a dedicated enclosed “quiet study area” which students indicate they want. |
| **Areas you would like to improve** |
| 1. The continued diversification and updating of the print book collection. 2. A more systematic approach in outreach with the college community (both on- and off-campus). |

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| **2020 - 2021 work plan development** |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal.  Not every objective or indicator will have an associated goal from your department, and you are welcome to delete the Core Themes/Objectives/Indicators that are NOT directly related to your goals for 2020-2021. |
| **Core theme 2: Integrate and institutionalize diversity and globalism throughout the college**  Objective 1. Diversity and globalism are infused throughout the curriculum; faculty employ a pedagogy that integrates diversity and globalism.  Indicator 1.2: Students from diverse backgrounds experience positive interactions with faculty in and outside the classroom.  **GOAL:** Library employees will learn about, share, and implement strategies for embedding racial equity into library services. (EVIDENCE: Librarians will lead discussions in small groups at quarterly library staff meetings. All library staff will collaborate on how the strategies can improve communications with students, faculty, and staff.) |
| **Core theme 4:** Model sustainability in human resources, operations, and teaching and learning  Objective 1. The College recruits, retains, and develops a highly qualified workforce.  Indicator 1.1 Staff and faculty actively pursue continuing professional development opportunities.  **GOAL:** All library employees will engage in professional development opportunities that will help improve their ability to communicate and collaborate with each other and with the broader campus community. (Evidence: Professional development learning/experiences will be shared at the quarterly library staff meetings.)  Objective 2. The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.  **GOAL:** Librarians will continue to actively support faculty in adopting Open Educational Resources. (EVIDENCE: Librarians will participate and lead the activities of the campus OER steering group.) |
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| **Suggestions to improve this report or process** |
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