

Library Advisory Committee

MINUTES - Fall Semester, 2011 Meeting

November 29, 2011 - 12:30 p.m. - 2:00 p.m.

Library Meeting Room (6-222)

Attendance:

X	Jeff Archibald Communication	X	David Charbonneau Writing Center	X	Joseph Denny Electronics & Computer Technology	X	Deb Distant Library
X	Jennifer Garwick Agricultural Programs	X	Michael Harper English, Literature, Journalism	X	Rebecca Hatch Sociology	X	Tony Henry Child Development
X	Ana Higuera Student Representative	X	Lynda Hoggan Biology	X	Carol Impara Consumer Science & Design Technologies	X	Carolyn Kuykendall Honors Program
X	Catherine McKee Business Administration	X	Jose Rivas Student Representative	X	Richard Strand Theater	X	Doug Todd Kinesiology
X	Lyssette Trejo Counseling (Bridge Program)	X	Emily Woolery Library				

Guest: Meghan Chen, Dean of Library & Learning Resources

	Item	Discussion/Outcome
I	Welcome	Introductions were made and the development of the Library Advisory Committee was discussed.
II	Where the Library Is	<p><u>Presentation:</u></p> <ul style="list-style-type: none"> a. Library Mission, Goals, Strategic Actions, and Student Learning Outcomes (See attached document.) b. Overview of Library collections Library collections serve all College programs - basic skills, career and technical, and transfer. Collections also serve students learning in face-to-face and distance learning courses. c. Overview of Library personnel The Library has 6 full-time faculty; 2 of the 6 faculty are currently on reassignment. This number falls short of the Title 5 recommendation that a College of our size would have 15 full-time library faculty. Faculty fulfills and leads assignments in collection development, distance learning, instruction, reference, and systems. <p><u>Discussion:</u></p> <p>It was recommended that the Library share its mission, goals, strategic actions, and student learning outcomes with the College.</p>

		<p><u>Action:</u> The Library is currently developing an annual report.</p>
III	Where the Library Is Going	<p><u>Presentation:</u></p> <ol style="list-style-type: none"> Stakeholders in Library collections, curriculum and instruction, and services Faculty can enhance their curriculum and teaching when they participate in library collections, curriculum, instruction, and services. With tough fiscal times and increased pressure on faculty to be accountable to student learning, library and discipline faculty must be especially prudent and thoughtful in the collection development efforts. Recent collaboration: Richard Strand, Theater Prior to sign-off on his new AA-T degree, Richard worked with Library faculty to review the collection in his area. This collaboration resulted in conversation among Theater faculty and a list of recommended titles to be purchased in support of the Theater program and courses. <p><u>Discussion:</u></p> <ul style="list-style-type: none"> Faculty assume their students have a knowledge about conducting research, including both finding material and effectively using this material. Faculty has found that requiring undergraduate research in their courses helps students get connected to and excited about discipline content. Faculty suggest titles be added to the collection, yet do not receive updates about their requests. Faculty may be unaware of database cuts as well as the process to make database cuts. Other colleges publicize library cuts, but our College has not heard much about recent cuts to our Library. Faculty assumes the Library already has what students need. <p><u>Action:</u> Library faculty will investigate improved communication in terms of:</p> <ul style="list-style-type: none"> Providing lists of database additions and cancelations to the college listserv instead of forwarding a link to the Library website Providing updates to faculty that recommend titles
IV	Getting the Library There	<p><u>Presentation:</u></p> <ol style="list-style-type: none"> Discussion Point: How do we obtain support from discipline faculty to fill collection gaps? Short term and long term steps are needed. Library faculty has identified gaps in particular subjects of the Library collections. Library faculty has agreed to serve as liaisons to departments that match these subject gaps. Input is requested on how to get discipline faculty to participate in mapping the collection to their curriculum.

		<p><u>Discussion:</u></p> <ul style="list-style-type: none"> - Can discipline faculty forward their syllabi to the Library? <ul style="list-style-type: none"> o Copies of course assignments could be more helpful than syllabi. - Departments can designate library liaisons, who would take responsibility for working on collection gaps and reporting Library changes to their departments. <ul style="list-style-type: none"> o It was acknowledged that additional workload may prohibit department chairs from fulfilling this role. o Discipline faculty could benefit by highlighting this role in their annual self-evaluation and report of supplemental hours. - Some departments post reports prior to faculty meetings. Library updates could be part of these updates. - It is not just students, but also faculty, who do not know where the Library is or what resources and services it provides. Finding a way to bring discipline faculty into the Library could open awareness. - Faculty may respond better if Library collaboration fulfills supplemental hours or provides salary advancement hours via Professional & Organizational Development (POD). - It is important to reach out to new faculty during the New Faculty Seminar. <ul style="list-style-type: none"> o Library faculty reported they already get time during the New Faculty Seminar. - We may need to rely on Divisions to drive designation of library liaisons in departments. - Knowing who to contact in the Library would be helpful. - Some colleges mandate library orientation for all first-year students <ul style="list-style-type: none"> o Library has linked LIBR 1A to English 68, English 1A, and Speech 1A and it has a forthcoming link with Read 90 <p><u>Action:</u></p> <p>Library faculty will investigate strengthening library-discipline collaboration via:</p> <ul style="list-style-type: none"> - Receiving syllabi and course assignments from departments - Establishing library liaisons within departments - Developing workshops and training that bring faculty to the Library - Continuing linking LIBR courses to discipline courses - Reviewing literature on library participation in first year experiences
V	Next Steps	<p><u>Presentation:</u></p> <ol style="list-style-type: none"> a. The Library Advisory Committee will meet in Spring 2012 - date to be determined. b. Committee members are encouraged to discuss this meeting in their departments and divisions. c. Committee members are encouraged to add participation in the Library Advisory Committee to their department PIE and, as appropriate, to make a resource request for Library materials. <p><u>Action:</u></p> <p>Committee members will forward availability to Emily Woolery by December 16.</p>

Mt. San Antonio College Library Mission

The Mt. San Antonio College library supports student success through knowledgeable and effective instruction and service to students, faculty, and staff by educating them to use appropriate resources and technologies for teaching and learning and by providing access to a comprehensive collection that supports the College's curricula and that serves the needs of a diverse college community.

Ongoing Library Goals

1. Develop the library collections on a continuous basis to support the college curriculum and life-long learning through the effective management and acquisition of materials.
2. Strengthen curriculum-integrated information competency instruction and support.
3. Provide instruction-based reference services to support users' educational and research needs.
4. Provide a comfortable learning environment that supports the diverse educational and technological needs of library users.
5. Inform the College community about Library services, collections, and curriculum.
6. Meet or exceed the Title 5 recommendations for librarian-to-student ratio (5 CCR § 58724).

2011-2012 Library Strategic Actions

1. Partner with discipline faculty to integrate Library curriculum, instruction, and collections into academic programs.
2. Assess student learning as a result of Library use.
3. Gather and analyze data to inform Library operations.
4. Educate College administrators and faculty about the role of the Library in curriculum, instruction, and student success.

Student Learning Outcomes

1. Students will be able to prepare accurate citations for various sources.
2. Students will be able to evaluate the reliability of information sources.