Library Faculty Department Meeting
Minutes, February 3, 2016

Outcomes (1:00 PM – 1:20 PM
(1:30 PM – 3:00 PM, 6-237)

x	Deb Distante	x	Jared Burton	x	LeAnn Garrett	x	Hong Guo
	Paul Kittle	x	Pauline Swartz	x	Chisa Uyeki	x	Emily Woolery

Item	Leader	Prep (Read or Bring)	Action (Information, Discussion, Decision)	Time Allotted

Outcomes	lg	Identify Outcomes
		    What is being assessed?
		    Current status of assessment
			Goal of outcomes pre-meeting is to strengthen communication related to outcomes.
			
			What is currently being assessed?
			Workshops
			- Used information from the online surveys gathered during workshops to do initial assessment - found that we may need to have follow-up workshop opportunities for students who identified a continued information need about the content.
			- Using data gathered in SARS registration, we are going to ask RIE to look for correlation with workshop attendance and retention, persistence, and success for all dates. (We will follow-up at the next Outcomes Quarterly Meeting, May 4, 2016)
			Credit Courses
			- Talked about outcomes at special outcomes faculty meeting and decided to do a formative assessment. This data needs to be added in TracDat to be sure outcome information is up-to-date. Next discussion
				30 min.

| | | | should also include adjuncts that teach credit courses.
- We also want to ask RIE to look for correlation with credit course and retention, persistence, and success - but we are going to wait until we have seen the results from the workshop.
<u>Playaways</u>
- Pauline contacted RIE this week.
- LeAnn will run a circulation statistics report for Playaways towards the end of the semester. Pauline will let LeAnn know when.
- ESL, READ, & AMLA helped select titles and they and English have been informed.
[Marketing could include: email to faculty, promotion on the big screen, library web, and promo in the portal.]
<u>Reserve Circulation Statistics</u>
- LeAnn is gathering the textbook circulation data and sending it to RIE to look at retention, persistence, and particularly course completion, focusing on student groups targeted in the SEP.

<u>Current outcomes assessment that needs following up include</u>:
- <u>Digital Reference</u>- ongoing survey
- <u>Extended hours</u>- have data from fall finals and will collect data during extended Sunday hours
Next Quarterly Outcomes Meeting: Discuss other areas where we want to also assess outcomes.

Question: When do we need to have information compiled to be included in PIE for this year?
Answer: PIE will be finalized during the end of May and mid-June, so LeAnn is fine with receiving reports towards the end of the semester. | |
| Approval of Meeting | lg | Minutes previously | Corrections made and accepted. | 5 min. |

Minutes – December 2, 2015		distributed. Please review before meeting.		
Collection Development	All	Weeding Project Status Report: Achievements, problems, or concerns.	In the future: Librarians agree that summer instead of winter is a better time for us to be actively involved in weeding because winter intersession is a time where the concentration is purchasing. The winter weeding project that we are completing at this time was based primarily on circulation data. For some areas we looked at additional criteria (800s also reviewed condition - in progress, 610s included age and condition, and some 300 sections included condition) Librarians confirmed the decision to not move forward with Imagine Easy Solution or Credo as online information literacy instruction to replace online tutorials or for the online workshops. The Librarians determined that both of these solutions would require too much work to customize to be useful for our students. Playaway packaging that we have currently has been discontinued. Librarians agreed to move to hanging plastic bag cases for the Playaway Bookpacks, which will require the purchase of bars that fit into our shelves to accommodate these bags. Chisa will move forward with ordering of the items necessary to support this collection.	10 min.
Library Service and Policy Web Page	JB	Proposal for page redesign	Jared presented a proposal for combining the two current Library Policies page and Library Services page to integrate policies within services, centralize related information, and organize main services. In general, the Librarians like the combined page and thought centralizing the information an improvement. Librarians asked that terminology be	15 min.

			student-friendly and enhance access. Jared will work with Hong and Paul to further develop the page. Jared will test language with some students. Then the final draft will be presented to the Librarians for review at the March 2, 2016 meeting.	
Student Equity	PS, HG, JB	Meghan unavailable for this meeting. Extend another invitation? Read: Tony Rivas Meeting Notes Read: Library SEP Activities Report Library to be open Sunday Additional reserve textbooks to be purchased Synthesizing goals	Meghan will be invited to the next meeting, March 2, 2016. Findings made it clear that we need to increase marketing of the Library programs, collections, and services. As noted in the report, Linda Van Sistine-Yost developed materials that can be used for marketing. Some typos will be corrected in the minutes before distributing the report. LeAnn asked that everyone read the report. She will review the funding that has been approved for Equity activities. We have been funded for Sundays as a pilot for spring, as well as for an additional year. We will be replacing highest use titles, worn titles, and textbooks that we do not have the most updated edition in reserves. Jared has met informally with some of the people who were met with during the project to continue building these relationships.	20 min.
Curriculum	PS	Online articles workshop discussion*	See notes below.	20 min.
Credit Classes	lg	LIBR 1 (Online) Nora: Full with waitlist LIBR 1A (F2F) Jared: 20% fill – to be cancelled LIBR 1A (Online) Pauline: 90% fill - to be offered	Information	5 min.
Social Media Project	HG	Input	We should have a standardized social media presence, Hong and Jared will work together to develop a plan for our social media work.	5 min.
PIE	lg	Division Retreat	General Comments	5 min.

Announcements				5 min.
				120

*Discussion Questions For Online Articles Workshop:

If so, please start thinking about: (no need to reply via email)
- how much, if any, librarians are able and willing to grade student answers. I anticipate not being able to grade everything by myself.
- how much, if any, feedback librarians should provide to students. This would be technically possible to do in MR (Moodlerooms) depending on how the activity is set up.
- If students should get credit for submitting an answer, without requiring a librarian to assess.
- If students should use their own topics like they do in the face-to-face workshops. I prefer this since it is more useful to the students.
We want students to use their own topics if they have one.
- Should the online and face-to-face activity be as similar as possible since we're supposed to give online students similar access/service/instruction? *The level of difficulty and objective should be as similar as the modality allows.*

Recommend students check for relevance and then talk to Librarian if they have additional questions.
It would be very difficult for a librarian to judge the relevancy of an article (as an example) in an online workshop.
In reviewing completion of the F2F workshop librarians generally look at the handouts to see if they've completed at least 80%, but we don't always check the details like level of relevancy of articles. There are check point questions throughout the less and at the end there is a quiz. The quiz will incorporate questions that require students to do authentic searching and retrieval of an article. Students will get a certificate of completion without having the relevancy of their work being reviewed or graded. However, these open-ended responses here would be reviewed for our assessment of the workshops.

In an ideal world, Jared prefers synchronous workshops online which would enable feedback to students. This wouldn't meet the need of students who are not able to make it at a particular time. At this point we don't know how many students will be interested in taking online workshops so we don't know if we'd be able to do review of student work. At this point to make this manageable we are not going to grade the individual

Moodle Rooms does allow restriction to moving forward by amount of time or until a question has been answered correctly. Right now it is set up so that students will get the feedback on answers and have a chance to go back to and change their answers to move forward. There will be a question bank so students won't keep getting the same questions.

There will be a PDF and word document that students can have to follow along as they do the work. The professors could ask students to turn in the handout to the professors. We will start by using the threshold of 75% correct to get a certificate. Students will be able to redo questions.

March 2, 2016 Agenda Items:

- Mt. SAC Library Services & Policies

- Update on Equity projects