
PCC Library

Program Review of Library Instruction, 2011

Library Subject Area
Committee



Table of Contents

Introduction.....	1
Overview: the PCC Library instruction program.....	1
What are the educational goals or objectives of this program/discipline?	3
National, professional and local guidelines: what can an information literate student do?	4
Information Literacy in the PCC Environment	7
Collaboration: the only alternative	8
Information Literacy and College Core Outcomes.....	9
LIB 101: Library Research and Beyond	11
Have the educational goals or objectives of this program/discipline changed since the last review?.....	13
Are the educational goals or objectives of this program/discipline expected to change in the next five years?	15
What changes have been made as a result of the last program review?.....	16
Examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.....	21
Addressing College Core Outcomes.....	26
Describe the strategies that are used to determine how well students are meeting the College Core outcomes.....	28
Changes made as a result of assessment	28
To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?	30
Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.....	31

Identify and explain any other significant changes that have been made to course content and/or course outcomes since the last review.	32
Needs of Students and the Community: are they changing?	33
Effect of student demographics on instruction and any notable changes since the last review	33
Current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.	37
What strategies are used within the program/discipline to facilitate access and diversity?	39
Faculty.....	40
Quantity and quality of the faculty needed to meet the needs of the program/discipline	40
Extent of faculty turnover and changes anticipated for the future.....	41
How the faculty composition reflects the diversity and cultural competency goals of the institution.....	42
Report any changes the SAC has made to instructor qualifications and the reason for the changes.	43
How have professional development activities of the faculty contributed to the strength of the program? If such activities have resulted in instructional or curricular changes, please describe.	43
Recommendations	52
Identify recommendations related to teaching and learning based on assessment of student learning outcomes.....	52
Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources, and being responsive to community needs.	52
Appendix	55

Introduction

The PCC Library Subject Area Committee (SAC) has ten full-time faculty members, all with Masters Degrees in Library and Information Science. A coterie of about the same number of part-time Librarians teach as well as help the Library provide professional services during all open hours.

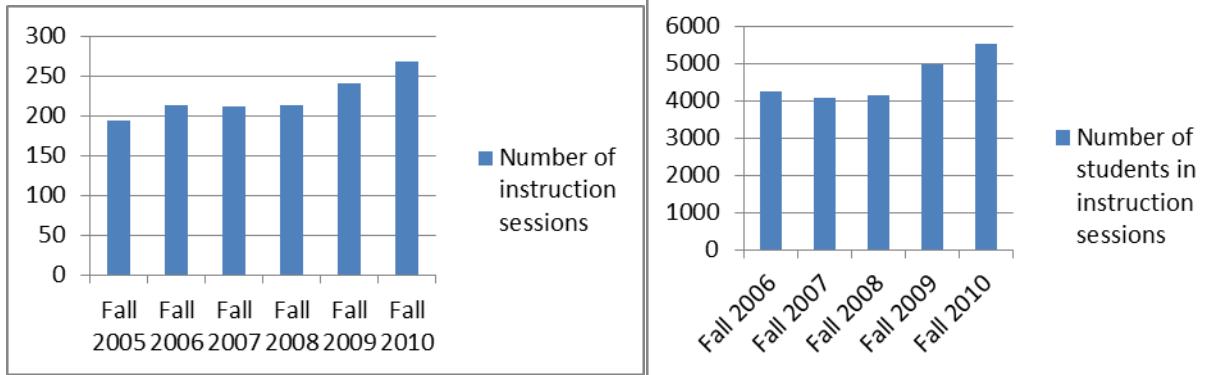
The Library faculty teach students in many contexts: in course-related instruction sessions; in a credit-bearing information literacy course, LIB 101: *Library Research and Beyond*; one-on-one at the reference desk, over the phone, via chat and IM, and via email. Librarians also teach through presentations to PCC faculty, for example at the New Faculty Institute and in the Teaching and Learning Centers, and in talks given at professional conferences, such as the Association of College and Research Libraries (ACRL), the American Library Association (ALA), and the Student Success and Retention Conference (see Section Four for more details).

The work of the PCC Library faculty also includes collection development, Library and college committees, developing Library web content, and engaging in ongoing outreach and communication with PCC and other communities. This report is limited to the Library instruction program, and focuses on LIB 101 and course-related instruction.

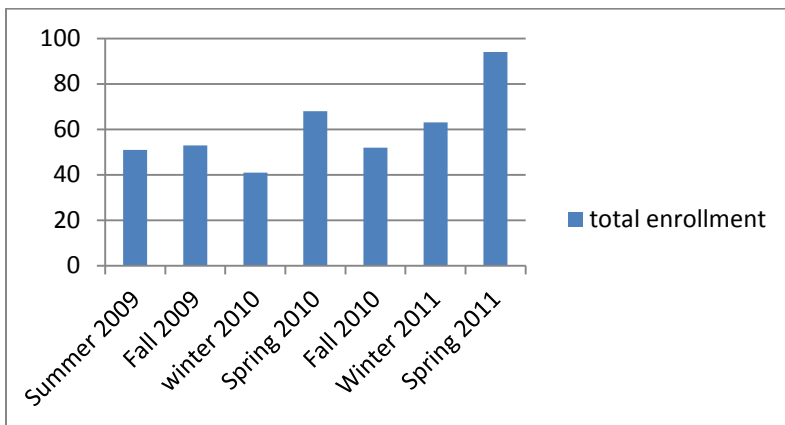
Overview: the PCC Library instruction program

The foundation of the instruction program rests on the Library faculty's common guiding practices and principles as Library educators: students learn best when they are actively engaged in a research process. We also share a common pedagogical approach to teaching: our teaching is most effective when it is tailored to address the gap between students' information literacy skills and their research task at hand.

Between Fall Term 2005 and Fall Term 2010, course-related instruction has increased steadily and substantially:



Enrollment in LIB 101, PCC Library’s only credit-bearing course, has increased steadily since it was first offered in Spring 2009, after being offered as an experimental course for several terms. Spring Term enrollment appears to be the strongest.



Although the Librarians have thousands of instructional interactions with students each term, some Library faculty members question whether the Library has, or in fact, can have, an instructional program in the traditional sense. At the Spring 2011 SAC meeting and in ensuing conversations, several barriers to a formal instruction program were identified. Collaborations with discipline faculty are dependent on the needs of the class assignments, and therefore Librarians have little control over what they teach; Librarians are often reacting to an assignment after it has been given without being able to provide prior input about the possible information literacy components of the assignment. Additionally, despite the fact that PCC Librarians teach thousands of students each term, the Library does not generate FTE, except for the LIB 101 students, a tiny percentage of our interactions.

The library faculty are moving forward to formalize the instruction program; this will be discussed below in final “Recommendations” section.

What are the educational goals or objectives of this program/discipline?

Librarians collaborated with staff district-wide at two recent inservices to draft a [mission statement](#) for the Library, which was finalized and posted on the website in November 2011. Despite divided opinions, Librarians identified a necessary next step: to craft formal goals or objectives for the instruction program. Early efforts are closely tied to the Library goal of Student Success:

PCC Library delivers innovative, collaborative instruction across the curriculum, fostering critical thinking and academic study. Faculty librarians do this through outstanding teaching, welcoming physical spaces, a strong and responsive collection, and an accessible virtual environment.

The current draft mission and goal of the library instruction program reads as follows:

The Portland Community College Library faculty provides a sequenced, multi-layered and flexible information literacy program. PCC Librarians engage with students to foster discovery and learning.

The goal of the PCC Library instruction program is to teach information literacy as it relates to students’ academic needs and preparation for professional work.

The draft objectives of the PCC Library instruction program are to:

- embed experiential information literacy into curriculum design within the disciplines, as mandated by state guidelines and/or when appropriate
- collaborate with discipline faculty in the identification of information literacy skills their students require to successfully complete an assignment

- build and strengthen students' information literacy skills and their application in and beyond the classroom
- teach students in a variety of configurations and environments, including instruction by telephone, text, email, chat, and at the reference desk, in a classroom, or with learning objects.

National, professional and local guidelines: what can an information literate student do?

PCC Librarians have worked collaboratively, both locally and state-wide, in the past five years to create a common definition of what an information literate student can do.

PCC Library faculty uses the ALA's definition of an information literate student as one who can "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (American Library Association.

[Presidential Committee on Information Literacy. Final Report.](#) Chicago: American Library Association, 1989.)

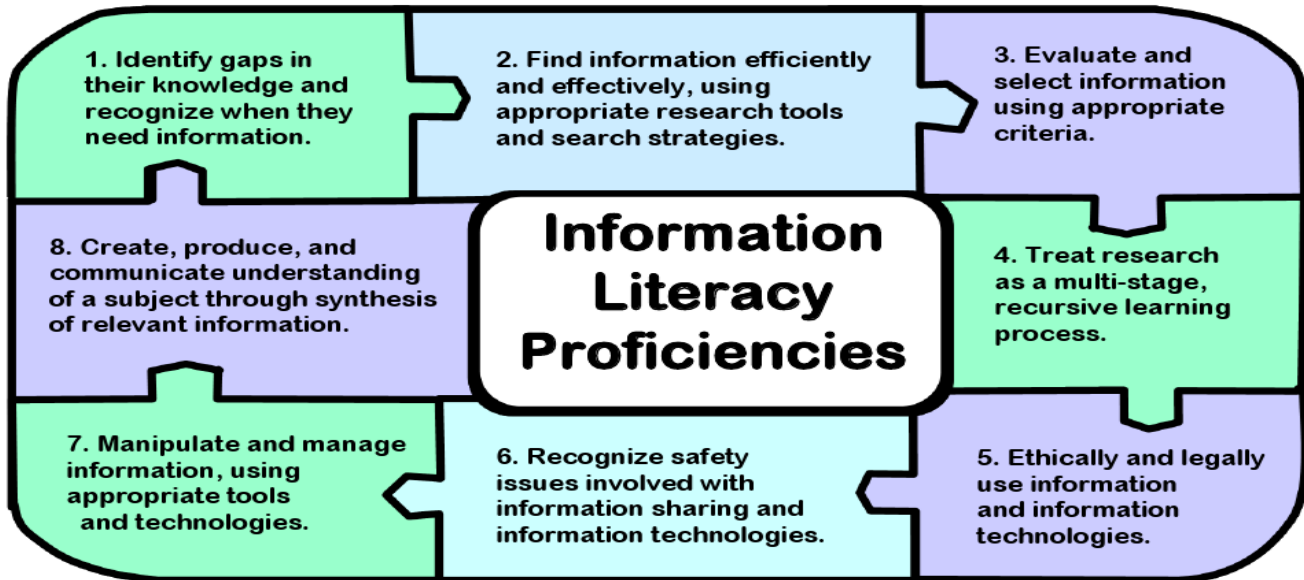
In addition to the ALA definition, Library faculty members create and teach information literacy curriculum to meet other standards:

- College accreditation standards for student learning, [Northwest Commission on Colleges and Universities](#)
- Accreditation standards for degree programs, for example [American Veterinary Medical Association](#) for the Veterinary Technology curriculum at Rock Creek.
- State guidelines, including ones from the Oregon University System, Joint Board Articulation Commission (JBAC); [Four Credit Writing Sequence Outcomes](#) from the Oregon Writing & English Advisory Committee (OWEAC) ; and others from the Information Literacy Advisory Group of Oregon (ILAGO).

A group of Library faculty from PCC, Portland State University, Mount Hood Community College and Chemeketa Community College worked over a six month period to agree upon what information literacy skills a student beginning her junior year of college

should have. The group presented their agreement, summarized in the graphic below, at the ACRL National Conference.

College students who are ready to begin upper-level coursework:



Being proficient means that you:

1

- Read and analyze assignments and class instructions.
- Determine the nature and extent of information needed.
- Confer with instructors, librarians, and others to focus and refine a research topic.
- Frame appropriate research questions and develop a manageable thesis statement.

2

- Understand that there are different resources available for different purposes/subjects.
- Explore general information sources to increase familiarity with a topic.
- Recognize that information sources have an organizational structure and can find and use their navigational tools and access points.
- Formulate a search to locate and retrieve information effectively and efficiently using appropriate resources.
- Understand how to follow the trail from the citation to the item.
- Use the library to obtain materials including materials that aren't available locally.

3

- Critically evaluate information based on reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Compare and select information from various sources in order to accomplish a specific task.
- Understand that informational content and physical format are independent of each other.
- Judge the relevance of materials found with respect to the specific information need.

4

- Understand that information searching requires motivation, perseverance, and practice, and that skills are developed over time.
- Identify gaps in the information retrieved and modify or revise their topic or thesis and/or develop new search strategies.
- Formulate a realistic overall plan and timeline to acquire the needed information.

5

- Cite items or ideas used and does not represent work attributable to others as his/her own, and does not distort the author's intended meaning.
- Understand that plagiarism and citation of other works or ideas are ethical issues.
- Use citations to participate in an ongoing scholarly conversation.
- Understand that different disciplines have different citation standards and habits.
- Understand that there are legal issues surrounding copyrighted information.

6

- Recognize that the use of some technologies has potential health risks.
- Recognize potential safety and privacy risks of sharing personal information online.

7

- Record and organize information resources to track the research process.
- Use tools and techniques to create and revise documents collaboratively.

8

- Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce something new.
- Analyze resources and make conscious decisions about how each resource supports the development of the topic.
- Reconsider original idea based on new understanding.



This poster was created by [instruction librarians](#) at colleges in and around Portland, Oregon. It may be adapted for attributed, non-commercial uses under a [Creative Commons License](#).

Information Literacy in the PCC Environment

While it is useful to have a common understanding of the ideal information literate student, PCC students are real people with varying degrees of academic preparedness. Implementing an information literacy curriculum to meet information literacy goals is an ongoing challenge.

In order to conceptualize and address this challenge, the PCC Library faculty has designed a “spiral curriculum” that provides a framework of skills and critical thinking challenges for information literacy achievement, inclusive of those at the pre-college level to rising-junior transfer students and career-technical degree seekers. In a spiral curriculum, students revisit concepts and apply them in different contexts to build competence over time. When preparing each instruction session, Librarians work with course instructors to identify pertinent information literacy goals, engaging the course instructor in a conversation about the concepts and competencies of information literacy appropriate to their discipline and the learning levels of their students. In other words, Library faculty customize the instructional content based on the needs presented in the class. Librarians use a variety of teaching modes, including online and in-person, both in the classroom and at the reference desk, as well as learning experiences adapted to students’ needs and course requirements, emphasizing active and experiential learning, problem solving and discovery.

Assignments from individual classroom faculty and campus-based departments often vary greatly. As a result, our instruction for similar courses -- Reading 115 and Biology 101, for example -- may vary quite a bit from campus to campus. Although specific instructional methods and activities may differ, faculty librarians shares common handouts and ideas across the district. The goals of library instruction address the course CCOGs related to information literacy for that discipline, although the methods for achieving these goals may differ in individual classes.

Integrating CTE programs into the spiral curriculum can be particularly challenging, as many CTE classes do not include formal research assignments, so instructors in these programs are not as receptive to collaboration with Librarians. However, CTE students need to become information literate to be effective professionals, and some CTE students need specific information literacy skills, such as being able to distinguish reliable medical information on the Internet from low-quality commercially-motivated information.

Librarians have collaborated with CTE instructors around the District to incorporate information literacy instruction into “one-shot” instruction sessions, usually in response to a specific assignment requiring research. Faculty from programs such as Automotive Repair, Dental Assisting, Early Childhood Education, Graphic Design, Medical Assisting, Ophthalmic Technology, and Sign Language Interpreting, among others, have brought their students for Library instruction sessions.

In other cases, Librarians work more closely with subject, or discipline, faculty at a curricular level to identify where, when, and how information literacy should appear in the course of study for the program. Past successful partnerships include Librarians at Rock Creek with the Veterinary Technician program, at Cascade with Alcohol and Drug Counseling, and at Sylvania with Nursing.

Collaboration: the only alternative

In order to successfully integrate information literacy competencies across the curriculum and build a strong instruction program, Library faculty must collaborate with faculty in pre-college, academic and career/technical programs, as well as with advisors and student support services. Together partners must recognize and respond to:

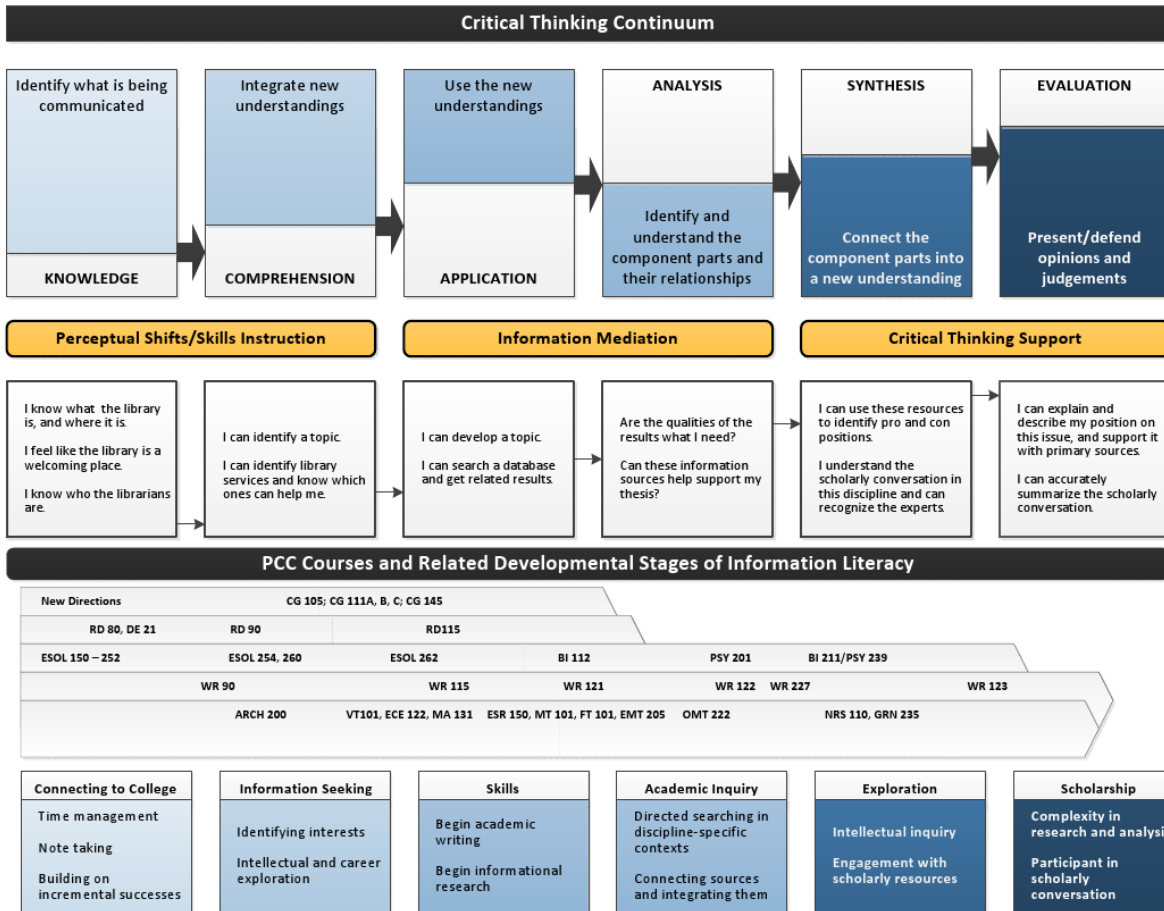
- Building blocks necessary to comprehend information literacy concepts at various levels

- Gaps in student understanding and experience which inhibit achievement of course-specific information literacy competencies
- Vocabulary attuned to information searching at various curricular levels and in various contexts
- Customized instructional objectives
- Useful pedagogy for interpreting information literacy competencies into particular students' critical thinking contexts and to create learning environments
- Creative assignments for achieving particular information literacy outcomes

Information Literacy and College Core Outcomes

Librarians routinely collaborate with other faculty to align information literacy curriculum with content curriculum. Library faculty membership on the Curriculum subcommittee of the Education Advisory Council faculty permits the SAC to monitor course changes and track new courses for development of information literacy related outcomes. In addition, recommendations from the Library Advisory Council affect curricular changes.

The Library's information literacy curriculum directly supports student achievement of the college core outcomes and student success, as outlined in the program's integrated instruction framework.



The framework ([larger version](#)) illustrates how the information literacy curriculum progresses through a critical thinking continuum -- from basic knowledge and comprehension through synthesis and evaluation -- while providing instruction in particular courses throughout a student's educational experience -- from Developmental Education through Writing 122 or 123.

The information literacy curriculum reaches students at their points of need with targeted instruction that supports students in building basic skills, e.g. "I can identify a topic" through to higher-level critical thinking, e.g. "I can accurately summarize the scholarly conversation."

At the same time, the information literacy curriculum supports student retention and engagement, from connecting to college -- e.g., time management and building on incremental successes -- to academic exploration and scholarship, e.g., engagement with scholarly resources and complexity in research and analysis.

Librarians are creating course-by-course descriptions of specific information literacy outcomes with matching Library assignment ideas and outlines. Indicators for information literacy skill sets are derived from CCOGs, General Education request forms, course descriptions, and Skills and Concepts within the CCOG statements. Librarians contribute information literacy skills statements, assignment ideas, and links to Class Pages or other relevant handouts and tutorials as they collaborate with instructors and teach Library instruction sessions (<http://bit.ly/uQ526G>).

LIB 101: Library Research and Beyond

The Library SAC offers Library 101, a one-credit course taught by faculty Librarians. Enrollment has grown steadily in the course, as noted in the chart in the Introduction, particularly at Cascade campus. The majority of sections are taught by adjunct Library faculty members.

The measurable outcomes for the one credit LIB 101 class state that successful students will:

- participate in in-class or online discussions on developing a research topic, and complete a written research topic statement
- complete in-class or online activities including searching a variety of databases and requesting books and other materials from libraries outside of PCC
- create an annotated bibliography that includes citations for books, published articles and web sites. Annotations will include a sentence on the author's authority, a summary of the information source, and 1-2 sentences on the value of the work for the student's research project. ([LIB 101 CCOGs](#))

In Fall 2011, Institutional Effectiveness conducted a survey of students who have successfully completed LIB 101. Their findings are summarized here:

- 1. What Library research skills did you learn in LIB 101 that you found helpful when taking those courses?** Students learned about online research resources and how to better use them. This included Library databases and effectively searching the web via tools like Google Scholar. Many have a better grasp on the meaning of peer-review and what constitutes scholarly research. Students found that acquired search techniques saved time on future research assignments. Other common skills learned were how to properly cite sources, how to use the Library's catalog to find materials and how to borrow materials via Interlibrary Loan. One student commented that she had been able to transfer these skills when using other libraries.
- 2. What parts of the LIB 101 course would you change so that it would have helped you more?** The thing mentioned most often that would be a helpful change to the course would be to make it longer / have more time. This would address the comments that more individual research time was needed, and that sometimes there was too much material, too much work, and the course moved too fast. Suggestions were made to convert to a three credit class and to offer it as an online class, a format now offered each quarter.
- 3. Do you have any other suggestions or comments regarding the LIB 101 course?** Other suggestions included making the class size smaller and pairing the class with another college class that requires a lot of research, such as Writing for Research. Many respondents loved the course and felt it really increased their research skills. Several felt it should be required for students, and several recommended it to other students.

In Winter 2012, Alan Cordle, will teach LIB 299, a class generated by his attendance at a National Endowment for the Humanities Institute in 2011, on location in Mexico and

Belize. Students in the one-credit class will search for and evaluate information to refute Maya myths appropriated by popular culture. This will pilot a content-focused framework for an information literacy course.

Faculty who teach LIB 101 differ in their approach, and the sense of the faculty is that they have not yet found the best format, time to offer the class, nor sequence to present the curriculum. One of the LIB 101 instructors had a low success rate in Winter, followed by a high success rate in Spring of the same year (2011). Given that the class was taught on the same campus, the same weekday, at the same time, she took the opportunity to reflect on what might have contributed to the success of her Spring section. Her reflections will help the SAC in planning future LIB 101 classes.

Possible actions/ideas for a successful LIB 101 section include:

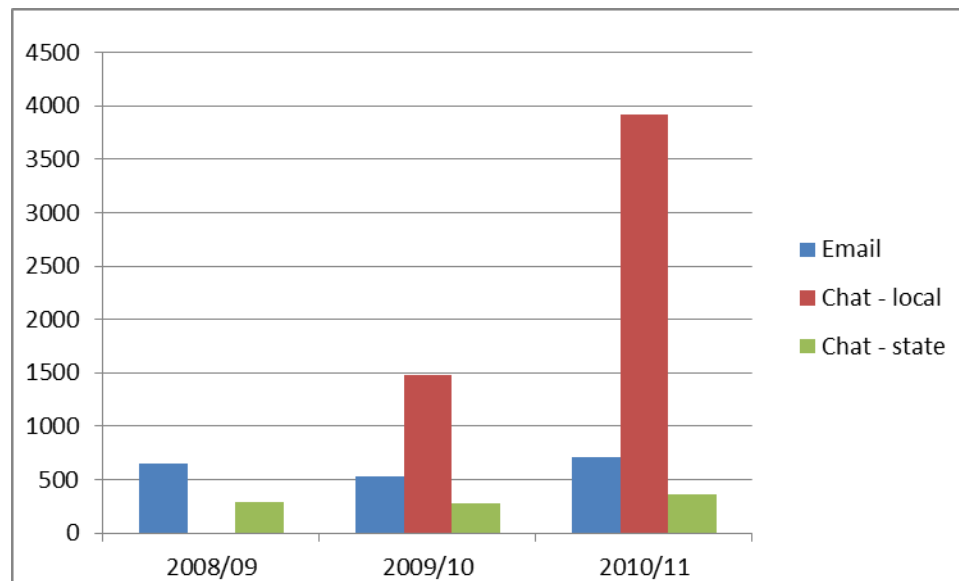
- start the class later in the term, when students have research needs in other classes. (However, some sections of LIB 101 that began the first week of the term have had good retention).
- drop students who do not show up for the first class.
- emphasize attendance and class participation, and focus less on reading the textbook and one final project.
- recommend the textbook, but make readings optional.
- utilize in-class assignments to build up to the annotated bibliography, which is the final project.
- sequence class content to give students time to process and practice more complex activities, like creating citations.

Have the educational goals or objectives of this program/discipline changed since the last review?

Since 2006, a number of notable changes have occurred.

- Librarians developed and began offering LIB 101: Library Research and Beyond, a one-credit information literacy class. We typically offer four sections per term, online and in person at three locations, in a variety of time slots, including Sundays at Cascade. In Fall 2011, our enrollment was 95 students, our highest to date.
- Librarians increased collaboration with PCC discipline faculty. For example:
 - a. RD 115. Pushed by 3 to 4 credit conversion and inclusion of “information literacy” into RD 115’s CCOGs. This came out of a collaboration at Rock Creek between Reading instructors and Librarians. It then spread throughout the district. This pattern has repeated numerous times -- work done “locally” on one campus by Librarians is then replicated on other campuses by the Librarians there. A unifying force, the Librarians have strengthened relationships between some campus-centric departments within a discipline.
 - b. WR 121 and 122. Pushed by JBAC and the state-wide efforts to coordinate Oregon higher education curriculum, information literacy is implied in WR 121 (“Search out and assess outside source material and integrate into student work.”) and explicit in WR 122 (“Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity: Use Library resources, online databases and the Internet to locate information and evidence”). Library instruction has increased as a result of the mandates.
- Librarians created 130 [Subject Research Guides](#) for most of the programs and disciplines taught at PCC. The guides support students’ independent learning, both on and off campus. Librarians promote the guides to subject faculty, who in turn refer students personally or via links in Desire to Learn and MyPCC. Subject Research Guides offer additional avenues to information literacy, as self-paced or point-of-need research tools.
- Teaching at the reference desk (in person, over the phone, via chat, and by email) has grown tremendously in the past five years. During the 2010-11 academic year, PCC Librarians responded to just under 5,000 chat and email

transactions. The chart below illustrates the dramatic increase during the previous three years. Also notable is the increase since introducing PCC-only chat during 2009-10.



Are the educational goals or objectives of this program/discipline expected to change in the next five years?

The task of academic Librarians and educators is trending beyond helping students develop information literacy skills. To be successful in contemporary culture, students need to not only be able to find, understand and critically evaluate information, but also be able to engage with a variety of technologies, communicate using many formats, and understand their role as creators and authors of information. Termed “metaliteracy,” this new framework addresses all the abilities students need to be effective, creative, discriminative and ethical participants in society. See [article by PCC Librarian Stephanie Debner](#) for more information.

In addition, we anticipated a continued shift from teaching tools to teaching concepts and the application of critical thinking; from finding information to sifting through and selecting credible pertinent information from the heap. The trend is towards a curriculum-integrated, multi-disciplinary approach to teaching information literacy or

metaliteracy, but at the same time, librarians must be prepared to respond to trends in how students use the college library and other college resources – probably online, asynchronously, both in self-directed and collaborative contexts.

What changes have been made as a result of the last program review?

Dr. Chairsell’s administrative response to our 2006 Program Review stated that “libraries work as a central and strategic service for students and staff throughout the District. There was a clear and shared vision among the...staff...concerning the mission of libraries and the dedication to serving students.”

The Administrative Response recommended revising course outcomes and CCOGs “into measurable language.”

The SAC plans to expand LIB course offerings and will write better, more measurable outcomes for the new courses. The faculty have not gone through a formal process to revise the CCOGs for LIB 101, but course instructors have used the “Skills” listed in the CCOGs as outcomes for assessment. They are:

After this class, students will be able to (demonstrate the ability to):

- Articulate a research topic, and identify what information they need.
- Critically evaluate information and recognize the value of various types of information.
- Save and manage information electronically or by printing it, and describe the purpose and parts of a citation.
- Identify a variety of sources of information, and the characteristics of the information found in them.
- Develop a search strategy based on their research topic, and search a variety of information resources effectively.
- Describe what resources (human, physical and electronic) they can expect to find in a library, and how to access those resources.

The Administrative Response suggested the Library develop a profile of what an information literate PCC student can do.

As noted above, PCC Librarians worked collaboratively with local institutions of higher education (PCC, PSU, MHCC and Chemeketa CC) to create a common definition of what an information literate student can do. This is a useful guide, but challenging to implement.

Finally, the Administrative Response suggested a survey of PCC students in order to gain an overall sense of students' perceptions of the Library.

The Library used the LibQual Library patron satisfaction survey for user feedback in 2006. In response to survey results, the Library added databases, expanding electronic access to thousands of sources, and redesigned the website. Through the introduction of Weekend College at Cascade, the Library was able to be open on Sundays; this was requested by several students in the LibQual survey. In addition to asking for expanded Library hours, Library users asked for more quiet spaces in the Library. Library input on Bond construction for libraries at Sylvania, Cascade and SEC is informed by this feedback.

The Library conducted a usability study for the web site redesign in 2009. Results informed the organization and labeling of the new library web site.

A survey of PCC students in Spring Term 2011 shaped the Library's decision to purchase more, and different kinds of, technology. The new devices, including iPads, are available for students to check out for one week and they have been wildly popular!

The Library also used data gathered by the Orbis Cascade Alliance to better understand how PCC students are using library consortial services.

Concerns and areas of improvement identified by the Library faculty were:

The need for sufficient number of faculty Librarians in order to design and implement easy-to-use interfaces and to provide instruction online, while maintaining current face to face contact with on-campus students.

There have been three new full-time reference and instruction Librarian positions created and filled at the 3 campuses, and a ¾ time reference and instruction Librarian brought in at Southeast Center. This has done much to help the Library faculty improve their services to students. We have increased reference desk staffing (and the number of questions we answer) and provided better weekend and summer Library instruction and research assistance.

The need to embrace changing technology in order to reach more students, both on and off campus.

The Library implemented reference service via chat and IM, staffed during all open hours by the Librarians, in Summer Term 2009. This service has been popular, both for distance students and, surprisingly, for students who are in the Library; frequency and ease of contact with the professional faculty has increased. Librarians staffing this service have used technology to create personalized videos on the fly to teach information literacy for very specific reference questions.

PCC students have access to professional Librarians when the PCC Library is closed, through L-Net which provides reference 24 hours per day, seven days per week. There is a link to L-Net on the Library home page, when the Library is closed. PCC Librarians volunteer an hour each week for L-Net, a state-wide chat reference service available to all Oregonians 24/7.

The Library also moved to a new open source content management system in Summer 2009, called Library à la Carte. It enables Librarians to create and maintain Subject Research Guides quickly and easily, allowing them to collect and curate online materials, such as links to appropriate databases, suggested catalog searches, citation help, embedded videos and RSS feeds. The Guides

are useful both to distance students and campus-based researchers. The Librarians have selected content for every discipline taught at PCC, and each now has its own guide.

A new Library catalog, known as WorldCat Local was the third major roll out of Summer Term 2009. WorldCat Local is a discovery tool which includes PCC, Summit, and WorldCat items in a tiered list. Most library materials within the United States are now visible and available to our students. The former Library catalog displayed PCC-only items, along with a link to those in Summit. A discovery tool, in the library context, is an attempt at one-stop shopping, the idea being to provide a single point of access to the variety of information sources the Library offers, including books, e-books, movies (hard copy and streaming), and music as well as magazine and journal articles.

Finally, the PCC Library website went through a major redesign in 2008, both in its underlying structure and its appearance. A professionally-executed set of usability tests with PCC students informed the design. PCC Library-branded handouts are available as PDF documents throughout our site. The redesigned Library website greatly improved access to the Subject Research Guides, and facilitates improved access to and understanding of online resources.

The need to improve communication of successful teaching and assessment techniques, as well as sharing ideas for embedding information literacy through Librarian/faculty and Librarian/administrator collaborations.

To improve communication amongst the Library faculty throughout the district, the Library has been using the PCC Spaces wiki to post minutes, hold discussions, and provide a central repository for most of our activities.

A Handouts task force created a unified design for Library handouts. Blank templates and completed handouts now simplify and standardize our published handouts about everything from citation styles to database search techniques.

Library 101 is now taught every term, both online and in a classroom format at multiple campuses. We have begun the assessment process of student learning, and although we did not achieve what we hoped, we know our assessment of student learning will improve in the future. LIB 101 instructors have a place to share ideas and materials on Spaces, the PCC wiki.

Early steps to switch the entire Library website to Drupal, a content management system, have begun and we anticipate the content management system will radically improve our collaborative work.

Improved access to Library materials from off-campus.

Our collection of over 100 databases has changed to meet students' needs. We have dropped subscriptions that are no longer needed to help keep costs under control, but have added additional subscriptions with better access and improved information to serve:

- broad disciplines, such as the Social Sciences and Humanities (JSTOR);
- areas of special interest to lifelong learners, such as the environment (GREENR, Building Green.com);
- minorities, inclusive of cultural, racial, and sexual diversity (Gay, Lesbian, Bisexual and Transgender Issues Life Collection, Ethnic News Watch, Ageline)

Our electronic book (e-book) offerings have increased substantially, and we are now beginning the practice of buying specific titles to meet student needs, rather than only subscribing to packages.

We offer streaming videos through a number of vendors. These allow access to films for our students, regardless of location.

Examples of assessment-driven changes made to improve attainment of course-level student learning outcomes

Because the Librarians teach in two contexts (as well as in our reference transactions, or one-to-one), there are **course-level outcomes** in two contexts: for our discipline course-related teaching, and for LIB 101, the Library's one-credit course.

In the past five years, since the Library's last program review, Library faculty members have experimented with a variety of assessment tools and techniques. Following our 2006 program review, we noted that our use of assessment tools was applied inconsistently, and knowledge gained from those assessments was not shared effectively. We have made modest improvements in this area.

In order to easily identify outcomes for course-related instruction classes, and to give course instructors an idea of what outcomes are possible, the Librarians developed an [instruction request form](#) that prompts instructors to identify what they would like their students to be able to do upon completion of the Library instruction class. This form serves as a starting point for collaboration between the Librarian and course instructor, who work together to identify outcomes for the one-shot session. From the form, the approximate amount of time allotted to each skill or concept is indicated in parentheses.

Students will be able to (check all that apply):

- Develop a search strategy based on their research topics (15 minutes)
- Perform an efficient search of the Library catalog for books and other materials (15 minutes)
- Differentiate between scholarly journals and magazines (15 minutes)
- Construct a query for journal, magazine, or newspaper articles and evaluate best choices in the results list (25 minutes)
- Physically locate items and other resources (brief Library tour) (15 minutes)

With the course-integrated Library instruction outcomes identified, the Librarian and/or class instructor can develop an assessment. Below are two examples of course-specific

information literacy outcomes, linked to Library instruction outcomes, activities, and assessment.

Example One: Reading 115

Course description includes: "Comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks are emphasized."

Course outcomes with reference to information literacy:

- Use Library resources to formulate a research query and select appropriate sources of information. Use critical thinking to evaluate increasingly complex and diverse information and sources for academic and lifelong learning. Identify and make use of steps in the research process.

Reading instructors' approaches to the information literacy outcome for RD 115 vary by campus, and also within each department. For the purposes of this program review, the following is just one Cascade instructor's assignment: "Select a topic of interest to you and find three peer-reviewed articles related to it. Read, annotate and respond to the peer reviewed articles."

Library activities:

Student information literacy competencies articulated by Library faculty:

- Formulate a research query

Library instruction: What topics will somebody have cared enough to do extensive research on and write up the results for a scholarly or professional journal? Librarian facilitates a discussion, using one student's example topic, noting the steps of making a broad topic more specific, and discussing what a researchable topic is.

- Select an appropriate source of information

Library instruction: Librarian brings a mix of peer-reviewed journals (or a single article) and popular and trade magazines to class. Working in pairs, students look at several periodicals, then as a group they name the characteristics of various types of

periodicals: intended audience, assumptions about readers' knowledge, purpose, authors and authority, purpose of the publication, length of article, references.

Students then search EBSCOhost databases, because it is easy to limit a search to peer-reviewed articles, select one that matches their topic, and identify the article's characteristics that show it is peer-reviewed.

Assessment

Students email copies of an article to the instructor and themselves, along with a note in the email's message telling her how they know it is a peer-reviewed article, and how it relates to their topic.

Instructor gives feedback to Librarian based on the emails she receives: were students able to email an article; was their topic researchable; was the article peer-reviewed; and did it related to their topic?

In this exercise, it was apparent that the content of the Library instruction was inseparable from the course content. Reading 115 students are learning to read academic writing; they can't do the Library work without applying these reading skills. The information literacy class requires students to engage with the process of academic publishing: the who, what, when, where and why of the peer review process.

The results of the assessment indicate that students struggle to focus their broad topics without prompting, for example, "the death penalty." In addition, while they successfully use the database filter to limit their search to articles from peer-reviewed journals, many are unable to identify the characteristics of a peer-reviewed article in an online database format, although most had been able to so with a peer-reviewed journal in their hands.

Example Two: BI 211, Principles of Biology

Course outcomes with reference to information literacy:

- Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology . . .

Other required information literacy indicators:

- Major independent projects, such as, experiential learning plus journals, botany collections with ecosystem reports, Library research term papers, and field journals

Student information literacy competencies mapped to information literacy competencies above:

- Identify and articulate a research question
- Identify databases and specialized databases and search engines which provide access to peer-reviewed journals
- Differentiate magazine from journal articles
- Skim journal articles for search terms and related concepts
- Use “cited by” tools to identify scholars engaged in the same conversations and their points of departure from each other

Library instruction: In small groups or on a worksheet, students use various strategies of their own design to locate the full text of a designated journal article. They identify the parts according to standard structure of scientific articles, IMRAD (Introduction, **M**ethods, **R**esults and **D**iscussion). Next they search for a second article on the same topic and at the same research caliber.

Assessment

Student is able to successfully:

- Locate a scientific study which includes all the standard parts (Abstract/Introduction, Materials and Methods, Results, Discussion, plus bibliography) on a topic relevant to the class.

- Email the full text article to the instructor
- In the email, identify the title of the peer-reviewed journal which contains the article
- In the email, identify the indexing source of the article (database name, Google Scholar, or other source)

An inadvertent assessment of course-related library instruction: food for thought

In Winter term 2011, two Librarians at Cascade assessed worksheets for Biology Library classes, and compared the results for classes with and without a Librarian. Here is their report:

In most terms, the instructors of Biology 101 labs at Cascade bring their lab sections to the Library for an introductory class on Library resources and skills. The worksheet used in this class walks the student through how to perform various tasks, and includes detailed descriptions and instructions. The worksheet is largely self-explanatory and can be completed by motivated students without Librarian assistance or instruction.

During the Winter 2011 term, one biology instructor had two BI 101 labs that, for scheduling reasons, could not come in for a Library session. However, she wanted them to complete the Library worksheet activity. We saw this as an opportunity to compare the results of classes that had Library instruction and those that did not.

Two interesting pieces of data emerged:

1. Return Rate: How many students completed the assignment?

In the Fall of 2010, for BI 101 and the similar BI 121, students in Librarian-led classes had a return rate of 82%. In 2011, the return rate for classes that did not have a session with a Librarian was 70%.

2. Questions with Incorrect or Blank Answers

Worksheets returned in the Fall of 2010 had an error rate of 16%. Here, the Winter term students who did not receive Librarian-led instruction did better, having 13% of questions with errors or no answers.

Reflections on results

A motivated student (or one with some Library skills) can complete this assignment without difficulty; for them, the Librarian-led session may not be of any more benefit than simply doing the assignment. However, the higher return rate (12%) in classes in which a Librarian led an instruction session suggests the hour-long Library session may be beneficial for students with marginal skills, either as a result of the extra instruction or because by devoting an entire hour of class time to the activity, students realized that the worksheet would be graded. It is possible that the higher rate of submitted worksheets for Librarian-led classes pulled down the 'correct answer' score, because lower-skilled students turned their assignment in, rather than not turning it in at all.

Conclusion

If this is true, Librarian-led instruction sessions on basic Library skills may be a positive factor in student retention.

Addressing College Core Outcomes

The Library faculty focused on LIB 101 to assess how we addressed college core outcomes in our curriculum. The College's mandate to assess students' achievement of course-level learning outcomes explicitly related to the college's core outcomes proved awkward for our SAC, and our assessment efforts were unsuccessful.

Describe how the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.

Course outcomes: LIB 101	CO #1: Communication	CO #2: Community	CO #3: Critical Thinking	CO #4: Cultural Awareness	CO #5: Professional Competence	CO #6: Self Reflection
Articulate a research topic; identify info needed.	3	1	3	1	2	3
Critically evaluate info; recognize value of various types of information.	3	2	3	2	3	3
Save/manage information electronically or by printing it, and to describe the purpose and parts of a citation.	1	0	3	0	2	3
Identify a variety of sources of information, and the characteristics of the information found in them.	3	2	3	2	3	3
Develop a search strategy based on their research topic, and search a variety of information resources effectively.	1	2	3	2	2	3
Describe what resources (human, physical and electronic) they can expect to find in a Library, and how to access those resources	2	1	3	1	3	3

Describe the strategies that are used to determine how well students are meeting the College Core outcomes

As stated above, the Library faculty teach in both a course-related instruction context, and in the credit-bearing information literacy course, LIB 101. The Librarians have attempted to address Core Outcomes in both contexts.

Selecting keywords is an essential part of successful research, and it is often a place where students stumble. It requires students to analyze the language and concepts that make up their research topic. In fact, keyword choices indicate that they think critically about the topic, not just about their opinions or feelings. Choosing keywords relates to the college's core outcome of Critical Thinking.

In course-related library instruction for Writing 121 classes in Spring Term 2010, Library faculty used a standardized in-class three question survey to determine students' understanding of the concept of keywords. Library faculty used "clicker" technology to tally results.

The three question in-class survey was an appropriate tool to provide direct evidence of what students knew about keyword searching at that moment. It did not measure long-term retention of learning, or application outside of the instruction session. The College Core Outcomes Review (CCOR) feedback suggested using rubric-based evaluated questions, and the SAC agreed with that concept. Students had significant difficulty translating concepts to search terms, and progressing from a sentence or question to descriptive, summative terms. It takes more than an illustration of how to fill in a search box or use subject headings to teach keyword understanding.

Changes made as a result of assessment

In pre-college courses, we now incorporate a discussion of concept mapping when appropriate to prepare students for higher level writing.

In LIB 101, Winter 2011, Librarians attempted to address the College Core Outcome of Communication, utilizing a standardized scenario question in all sections of Library 101. The goal was to test student ability to identify a main topic, specific aspects of that topic, and formulate a research question.

The LIB 101 instructors who were asked to use the Communication question and scenario had not been involved in the planning, nor did they fully understand the purpose: to determine if students meet the Communication core outcome. Librarians had concerns about tracking progress of student learning and the effects of their instruction. The SAC decided to reconfigure the assessment for Communication and test again.

Many students in LIB 101 are not at a reading level high enough to fully comprehend a scholarly article. Consequently they have difficulty identifying the intended audience, or differentiating between an opinion piece and a factual presentation. Instructors will need to devise course content and assessments to address this need.

For the College Cultural Awareness Core Outcome, Library 101 faculty used the same format, with two sets of scenarios, to assess students' ability to differentiate the author's intent, identify words which indicate the author's point of view, and determine the intended audiences. The Library SAC agreed that students can effectively identify authorial intent, intended audience, and bias, if we use two non-scientific articles on the same topic.

The questions and scenarios for the Cultural Awareness assessment generated more useful information. As a result, the major change implemented was to better address the concept of "ambiguity" for LIB 101 students who have not yet grasped the difference between fact and opinion. Divergent ideas grow out of the same data, e.g., statistics. This raises the issue of validity and reliability. Opinion and fact are often presented as clearly differentiated and opposite; the reality is messier. Students are now exposed to the same facts interpreted through varied frameworks and perspectives.

In future classes, students should be able to better demonstrate Cultural Awareness when they do one of the following:

- compare two peer-reviewed, scientific articles, thus fact-based, and answer leading questions such as “who funded the study?” and “who or what populations were studied?”. This should limit their analysis to intended audience and purpose, rather than fact vs. opinion.
- look at a single story with two interpretations in order to identify the authors’ assumptions and biases. At a higher level, students could look at it within the context of the information cycle.
- take both pre- and post- tests
- investigate the Dewey Decimal classification system as a cultural artifact, and identify cultural bias. How would they do it differently? What does that say about their cultural bias?
- articulate differences in reportage of a current event in traditional media sources and blogs, Twitter, and other social media.
- read a journal article and subsequent letters to the editor.

Ideally, Cultural Awareness would not be a section of LIB 101, but infused into everything in the course, whether the course is pre-college or college-level.

In Winter 2012, the Library 101 instructors, most of whom are part-time faculty, will meet with the SAC chair (Torie Scott) and the Instruction Community of Practice leaders (Pam Kessinger and Robin Shapiro) to devise better assessment tools and rubrics for the outcomes listed above.

To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

The Library’s credit course, LIB 101, is offered online nearly every term. In addition, the Library supports students in distance learning courses in all disciplines by providing

access to a wide variety of article databases, a steadily-growing selection of e-books, and a variety of video tutorials and handouts. Librarians provide reference assistance and one-on-one research skills instruction to distance learning students via email, telephone, and online chat. In 2007, the Library simplified remote access to resources by replacing the Library patron barcode number with the PCC ID number; now, students automatically have the credentials needed to access all Library resources.

Librarians create a diverse range of learning objects for use in courses which have stated or implied outcomes related to information literacy. Librarians also develop and link to learning aids useful for self-paced and distant learners:

- [video tutorials](#), customized to PCC Library (originally developed by CLIP, the Cooperative Library Instruction Project)
- handouts for [citation styles](#)
- handouts for [databases](#)
- links to tools like [Thinkmap](#) or the [Brainmapping demonstration](#) (University of Washington Libraries) for concept mapping; or the [Peer Review in Five Minutes](#).

Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.

Torie Scott pioneered information literacy tied to a specific discipline when she taught LIB 101 for students in Alcohol and Drug Counseling in Summer 2009. The ADC program is currently revising the curriculum, and has recommended making LIB 101 a prerequisite for admission into the program. If this is approved by the Curriculum Committee, ADC-specific sections of LIB 101 will be offered by the Library at Cascade.

As mentioned, LIB 299 will be offered in Winter 2012, based on Al Cordle's 2011 NEH/CCHA trip to Mexico and Belize. This internationalization effort will explore a living indigenous culture and how their mythology has been appropriated and confused by

majority culture. If this pilot is successful, the Librarians will pursue offering LIB 101 with a specific topic focus.

In Spring 2012, Sara Seely will incorporate service learning into LIB 101 for the first time. She intends to have students locate and evaluate resources to support the newly opened Queer Resource Center at Rock Creek.

Identify and explain any other significant changes that have been made to course content and/or course outcomes since the last review.

No changes have been made; the SAC is currently working on common assessments for core outcomes.

Needs of Students and the Community: are they changing?

Effect of student demographics on instruction and any notable changes since the last review

Student demographics and enrollment patterns at PCC District-wide: changes from 2006-2011

Higher FTE

	2005-2006	2010-2011	Percentage Increase
Collegewide	23,011	32,694	42%
Cascade	4,339	7,198	66%
Rock Creek	4,725	8,294	75%
Sylvania	9,040	11,946	32%

This record-breaking enrollment over the past five years has resulted not only in more visitors to the Library, but has also increased Library instruction for individual students and classes both. In 2006-2007, Librarians taught 572 one-shot Library instruction sessions; in 2010-2011, they taught 755 of these sessions, a 32% increase, and reached more than 15,000 students.

Beginning in Summer term 2009, Library faculty worked regularly scheduled shifts for more hours than in previous years. Summer instruction went from 18 classes across the district in Summer 2007 to 63 in Summer 2011.

Higher Percentage of Distance Learning Students

Credit Students	Fall 2006	Fall 2010
Distance Learning Only	8.3%	11%
Distance Learning & On-Campus	11.3%	17%

In Fall 2005, 19.6% of credit students were enrolled in at least one distance learning course. In Fall 2010, 28% of credit students were enrolled in at least one distance learning course.

In order to meet the research needs of distance students, the Library has added chat reference, online subject research guides, tutorials and help sheets, access to EasyBib, streaming videos, and more e-books and databases. Access to all Library resources is done through proxy verification; in 2007, the Library shifted from using a Library barcode for verification (which required students to come to the Library to get one) to using students' PCC ID number and last name. This made access possible without any Library mediation.

A trial of embedded Library instruction in Blackboard was implemented during Summer 2006, which provided writing students weekly brief informational feeds from the Library. While this did provide limited, one-way contact with the Library, the topics didn't always align with students' needs. Additional trials of embedded instruction followed, in which a Librarian participated in writing and journalism class discussions were trialed; these were more effective but not scalable. Recently, the Library has added a number of learning objects which can easily be incorporated into distance learning courses, and we continue to work with Distance Learning staff and faculty to find effective, scalable, sustainable models for Library instruction within online courses.

A distance learning version of LIB 101 was added to the Library's course offerings in Winter 2009. The LIB 101 distance learning classes have been very popular with students, filling and over-filling quickly. The percentage of students who successfully complete the online sections of LIB 101, however, is lower than the face to face sections.

Increase in Developmental Education enrollment

Percent change in FTE by Program Area from 2005-1010

	2005-2006	2009-10	5-Year % Change
Total FTE	22,808.2	31,163.9	36.6%
Lower Division Transfer	10,689.1	15,888.2	48.6%
Career/Tech	6,951.5	8,426.4	21.2%
Continuing Ed	674.5	635.7	-5.8%
Apprentice	0.0	46	100%
Eng. For Speakers of Other Lang.	1,109.3	1,323.2	19.3%
Adult Basic Ed/GED	944.6	997.1	5.5%
Developmental Education	947.8	3,080.0	220.5%
Community Education	1,491.3	1,042.4	-30.1%

The percentage changes in Lower Division Transfer FTE, Apprentice FTE, and Developmental Education FTE were higher than the percentage change in Total FTE.

This huge increase in Developmental Education FTE is linked to the addition of prerequisites for classes, which became mandatory in Fall 2008. From 2007-2010, there was a 60.4% increase in developmental reading headcount.

Effects on the Library

When RD 115 converted to 4 credits, with the information literacy component required, we started seeing a lot more DE classes in the Library. During 2008-2009, 54 DE classes came to the Library for instruction. In 2009-2010, the number of classes jumped to 143, and rose to 193 in 2010-2011.

The Library has also seen a healthy increase in the number of instructional sessions for writing classes. In 2006-2007, 199 writing classes received Library instruction. In 2010-2011, the number of writing classes participating in Library instruction rose to 263.

Overall, class Library instruction for Career Technical Education (CTE) classes has decreased since 2006-2007, primarily due to the reduction in instruction for nursing. However, there has been an increasing amount of instruction across other medical/health professional programs and other certificate programs, such as early childhood education and family studies, fitness technology, and architectural design and drafting. For the first time, in Fall 2011-2012, Sylvania has conducted Library instruction sessions for several EET classes and an interior design class. We will continue to further our efforts by conducting a needs analysis, providing faculty training and/or marketing Library instruction to CTE programs.

Increases in ESOL Credit Students

ESOL headcount has increased 36.8% from 2007-2010, and more of these students are coming to the Library. Responding to ESOL faculty requests, the Library began cataloging its ESOL collection by ESOL reading levels, 1 to 8. Anecdotally, we are seeing more ESOL students in Levels 6-8 in the Library. These students tend to be highly motivated and often consult with Librarians after classroom instruction. In fact, according to an Institutional Effectiveness Report issued in September 2010, their

success rates in WR 121 are higher than non-ESOL students. The overall number of ESOL classes attending Library instruction increased every year from 2006-2007 through 2009-2010 and then inexplicably dropped in 2010-2011.

Extended learning centers

The faculty chair faces a dilemma at Hillsboro, Newberg, and Willow Creek Centers. Typically, limited funds are used to hire a part-time Librarian to teach a one-shot session. They do not enjoy a regular teaching schedule in those cases, like their fellow part-time faculty. Many times, due to unavailability, full-time Librarians must leave their assigned campus to teach information literacy sessions at the centers; in that case, the faculty chair generally has to hire a part-time Librarian to backfill for the absence. Librarians also provide technology-based learning assistance, such as chat reference and online tutorials, to reach students enrolled at centers.

Southeast Center

2010-2011 was the first year that there was a part-time Librarian dedicated to SEC: there were 19 instructional sessions each term (Fall, Winter, Spring), for a total of 57 instructional sessions. 33 instructional sessions were taught at SEC the previous year (2009-2010), with no dedicated Librarian, utilizing various part-time hires and traveling full-time Librarians; from Fall 2006 through Summer 2007, Librarians only taught 10 instruction sessions at SEC. This indicates a clear growth pattern and increased demand for instructional sessions one will expect to happen at the other centers.

Current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.

Distance learning

Enrollment in distance learning classes continues to increase. Librarians must continue work to enhance access to Library resources for distance learning students by offering more online resources and marketing them more effectively.

Veterans

Enrollment by military veterans is increasing.

Several faculty Librarians have recently attended workshops to help them assist veterans, including a Fall 2011 Sylvania Inservice session, “From the Battlefield to the Classroom: Meeting the Challenges of the Transition Vets.” They learned about the unique psychological, social, and educational needs of the “new” vet, and strategies to help them succeed in transitioning to college. Continued training with this population would benefit Librarians.

Students with disabilities

Students with disabilities use the Library just as other students, but also check out technology accommodations such as Daisy readers. The Library’s ADA-compliant website and adaptive computer equipment further support the needs of students with disabilities.

Student population in the Future

By 2020, student population will be older and increasingly more diverse (see “PCC: The Students We Serve” from PCC’s Office of Institutional Effectiveness.

http://www.pcc.edu/ir/graphschartmaps/student_profile/Community2020-2009.pdf).

Issues which could impact learning and teaching include technology fears, challenges facing adult learners, language difficulties for non-native speakers of English, cultural differences, and challenges for first-generation college students. Librarians should become knowledgeable about how these issues will impact both classroom and individual instruction. Librarians must prepare to be more sensitive to the needs of a diverse student population, and a widening spectrum of learning skills and styles.

What strategies are used within the program/discipline to facilitate access and diversity?

Access

- Website design: ADA compliant, use standard conventions so that students who learn pathways on the Library website will be able to transfer those skills to other websites.
- Chat reference: available to all PCC students, faculty and staff. Participate in L-Net, state-wide shared chat reference. PCC Librarians staff one shift per week; PCC students have access to L-Net, linked from Library home page during hours Library is closed.
- Addition of online Lib 101
- Library instruction trials embedded in Blackboard and MyPCC
- Streaming videos (Library is currently working with captioning issues)
- Expansion of e-book collection
- Increasing number of databases
- EasyBib subscription and embedded chat reference to assist students needing citation help.
- Cascade Library procured ASPCC sustainability grant to provide copies of all CA textbooks for the Library's reserve collection.
- Instituted social media including Facebook and Twitter, which promote Library services and resources.

Diversity

- Teach to different learning styles: Visual, kinetic, etc.; In ESOL classes, connecting with ESOL students through language, speaking at level appropriate to their knowledge of English.
- Teach to diversity of skill levels in technology, language, etc: The current Lib 101 does not have prerequisites but Librarians are planning to develop a separate Library course that does.

- Collection development: Push to build a collection that reflects the diversity of students and skill levels; ESOL book collection now catalogued according to ESOL levels. Received free books and videos for Library collection from Japanese and Korean foundations.
- PCC Reads: Library faculty have been heavily involved in book selection and program planning at all campuses. This program is sponsored by the college's Diversity Council.
- Library faculty involvement with Internationalization efforts and Asian Studies program, including assisting with workshops and seminars helping faculty to infuse global perspectives into their courses.
- Faculty Internship Program: Two Librarians have been mentored by full-time faculty Librarians.
- Connections with multicultural student leaders and Diversity Council: Sylvania Librarians were awarded the 2011 "The Social Justice Comrade Award" by the Sylvania Multicultural Center for their support of student leadership, education equity, and diversity.

Faculty

Quantity and quality of the faculty needed to meet the needs of the program/discipline

The Library currently employs ten full-time reference Librarians, an addition of three since the 2006 review, and the first new full-time faculty positions since the mid-eighties. All full-time, part-time, and casual reference Librarians earned a Master of Library Science degree and have experience working and teaching in academic libraries. Many of our faculty have second Master's degrees and one holds a PhD.

Full-time Librarians take advantage of college resources and training programs to improve their teaching proficiency, and teach multiple classes each week to gain experience, enhance skills, and adopt new pedagogy. Part-time and casual reference Librarians have at least one year of academic teaching, and some bring extensive

Library experience to their work at PCC, but they do not have the same opportunities for training and support that full-time Librarians have. Full-time Librarians provide mentoring to the part-time Librarians who provide instruction on their campus, although not in a systematic way; we intend to formalize mentoring in the future.

The Librarians created small Communities of Practice in order to gain knowledge about specific areas of our field and to be able to share it effectively with our colleagues. The intent behind creating these Communities was to be able to work more effectively and efficiently, as there are wide range of specific areas relevant to the PCC Library; it also enhances the Librarians' professional development, as each Librarian participates in the Communities of Practice that are most professionally relevant to him/her, at the same time that s/he contributes to the whole. Current Communities of Practice work in the areas of Assessment, Collection Development, Developmental Education, Distance Learning, Instruction, Outreach, Reference, User Experience, and Virtual Reference

Internally as a SAC, Librarians conduct workshops for each other, a low-cost form of professional development. For example, Librarians from the Instruction and the User Experience Communities of Practice recently led a spirited in-house discussion about teaching the online catalog as a discovery tool. .

Extent of faculty turnover and changes anticipated for the future

The turnover rate among PCC reference Librarians is very low. Since 2006, only one full-time Librarian left PCC to move to another state and was replaced, and three new positions were added in the 2010/11 academic year. This low turnover rate is likely to continue, as most of the reference Librarians are at least a decade away from retirement and most enjoy PCC's collegial atmosphere, opportunities for professional growth, and the satisfaction of contributing to the success of students every day.

Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds

Regularly scheduled part-time Librarians work approximately 18 hours/week at each campus Library, primarily covering weekends. Starting this academic year, there is a 24 hour per week Librarian at Southeast Center. Additional reference Librarians must be hired as needed to fill in due to illness, conference attendance, etc. For the purpose of doing business, i.e. serving students, we are currently experimenting with alternate schedules; three full-time Librarians will each take a quarter off during the 2011-2012 academic year. Unfortunately, that will not cover our increasingly busy summer reference and teaching schedule at all campuses and centers. We continue to rely heavily on part-time faculty; for example we have a part-timer working full-time without benefits in place of the full-time Librarian who is off this quarter, but will work this summer. The experiment is merely a shuffling of available funds and hours.

LIB 101 is taught primarily by adjunct Library faculty members. This is due, in part, to the fact that full-time Library faculty are paid to teach LIB 101 as an overload rather than receiving release time. This situation is not ideal as teaching LIB 101 enhances Librarians' teaching skills and knowledge of information literacy as a coherent curriculum, as well as strengthening Librarians' understanding of the challenges and pleasures experienced by other PCC instructors. If more full-time Library faculty taught LIB 101, our collective knowledge of assessment and experience doing it would improve. Links between assessment and improvement, both in the credit-class context and the course-integrated teaching context, would also strengthen.

How the faculty composition reflects the diversity and cultural competency goals of the institution

The demographic composition of PCC's Library faculty is in line with the national composition of academic Librarians, according to a [1998 survey](#) by the American Library Association. Nationally, academic Librarians are about 87% White, and the gender distribution is about 68% female and 32% male. PCC's full-time reference Librarians are 90% (9/10) White and 10% (1/10) African American, and the gender

distribution is 80% female. Part-time reference Librarians bring additional ethnic diversity to the composition, as well as more gender balance.

Report any changes the SAC has made to instructor qualifications and the reason for the changes.

Not applicable.

How have professional development activities of the faculty contributed to the strength of the program? If such activities have resulted in instructional or curricular changes, please describe.

The PCC Library faculty has diverse interests and skills which strengthen our instruction program, demonstrated by our various professional development activities and contribute directly to the program. The faculty's interests range from collection development to internationalization, from assessment to innovative use of current technologies. As readers should note below, Librarians always seek to improve their people skills, with the goal of better service to students, teachers, and administrators. We are especially proud of this diversity; it is what makes PCC Library's instruction program strong.

Staff Development for Selected Librarians:

Jane Rognlie

Participant: CIEE trip to India (Summer, 2006); East West Center seminar on East Asia (Summer, 2007); CCID: Global Community Colleges: Strategies for Success (Feb, 2008); Suzhou-Portland Sister City /Portland Mayor's Delegation to China (April , 2008); Charleston Conference - Acquisitions Conference (November, 2010).

These educational opportunities have helped me to embed more international perspectives into my teaching, to build a more global library collection (including book grants from three Asian foundations), and to assist other faculty to internationalize their courses. They have enabled me to do more effective research on internationalization issues for college administrators and faculty, and to help bring international speakers,

such as Vandana Shiva, to PCC. In addition, these seminars and conferences have broadened my awareness of international and multicultural issues, and, as a result, I have been able to better serve international and multicultural students. The Sylvania librarians were honored to receive a Social Justice award in Spring 2011 from the Multicultural Center for our work with their students.

Chau Hoang Fossen

Participant: Diversity Leadership Institute at Rutgers University-Newark (RU-N), February, 2011.

At this institute we examined RU-N as a case study to see how the institution leverages existing student diversity and urban campus location to enhance student learning/college experience. This has influenced my instruction in that I am more intentionally vocal about presenting diverse viewpoints and topics in the classroom. It benefits students of color by making them feel more comfortable and connected to the material. It also benefits all students by exposing them to ideas that may be different and helps to reinforce that diversity is part of the culture of today's global society.

Pam Kessinger

Participant: "Intentional Teacher Immersion," American College and Research Libraries (ACRL) Chevy Chase, Maryland, Nov. 29-Dec. 3, 2006

I explored learning theory and pedagogy through focused reading, and presentations by teaching Librarians, plus scholars in the field of andragogy. We used a "question circle" to explore and confront our own pedagogical issues. By the end of this intense week of study and small group work, I had identified my own teaching style, and wrote out a teaching philosophy. I applied what I learned by devoting myself to teaching authentically, using my own sense of humor and personality, while situating information literacy skills into a discovery process for students. I learned to risk letting students determine how they could best learn, rather than trying to direct their every step. This has dovetailed with the subsequent development of discovery tools and the moves of our Developmental English faculty towards the building of "habits of mind" for supporting critical thinking.

Participant: “information literacy Rubrics” PORTALS. Cascade December 5, 2008

This was a very helpful workshop for hands-on experience in how to design, and norm, a rubric for assessing learning of information literacy outcomes. I’ve used this in my LIB 101 course, and completely changed my approach: I now put all the reading materials, the worksheets, and rubrics for each assignment up for the students to preview, and ask questions about prior to the due-dates. Students have commented that they appreciate the chance to try out an assignment and redo it if necessary, increasing not only the possibility of a better grade but increasing their understanding, through practice. I use rubrics to ensure that my grading is fair. I also use them to determine areas where I need to improve my instruction.

Participant: Diversity Faculty Intern Seminar. Office of Affirmative Action, Portland Community College. Sylvania. March 4 and May 6, 2011, plus meetings during 2010-2011.

One of the best ways to improve as a teacher is to mentor another teacher. Truly, I learned as much from Max Macias as I think he might have learned from me. We met frequently through the school year sharing articles about pedagogy, teaching, and learning assessment techniques. From Max I learned that my online persona seemed harsh, over-demanding. I gave a few “attaboys” and affirming comments, but not at the rate that online students had come to expect. So when I changed that, the responses increased on the discussion boards and my retention rate went up—as well as interaction, with more students seeking more feedback from me.

Participant: information literacy Summit. ILAGO. Sylvania. April 29, 2011

Using the examples from the statewide development of information literacy competencies situated within the WR 115, 121, 122 course sequence, I created “class pages” for each writing course in the sequence, to provide examples of how to differentiate Library skills instruction through the sequence. In WR 115, I emphasize topic development; in WR 121, I focus on exploring a topic and evaluating sources; and in WR 122 I have the students work on what type of evidence they will need, and the various ways it might be provided. The Writing SAC has been working on curricular

changes to reflect the statewide requirements, and individual instructors have been adapting to them at various rates. The understanding I gained at this (and previous I.L. Summits) has prepared me to assist my Library SAC members but also writing instructors (often part-timers) in setting up appropriate learning outcomes for Library instruction sessions as well as relevant in-Library assignments to practice the skills necessary for achieving them.

Tony Greiner

Presenter/Participant: Association of College and Research Libraries (ACRL), March 2011.

At ACRL I presented a session on how our new catalog system affected use of the Library collection that was attended by about 500 other Librarians. The most useful sessions for instruction are the two ACRL of Oregon and Washington joint conferences I have attended. There I have learned many instructional tools, and methods of assessment, which I have applied in the classroom.

Participant: National Endowment for the Humanities seminars, Summers 2010, 2011. My participation in two seminars (on the Civil Rights Movement in Mississippi and the Pullman Strike of the 1890s) led to PCC bringing Rev. Billy Kyles to speak at all campuses last year, and an article on the use of primary sources that I am writing for the Library website. These activities reflect the 'big picture' view of instruction that I believe the Library supports.

Presenter: Oregon Library Association, April 2011. A trial program I initiated to increase textbook accessibility. I have been particularly bothered by the problems associated with expensive textbooks. Textbooks on reserve have been a divisive factor in academic libraries for many years. Some libraries (Reed, Western Chiropractic) offer them as a matter of course. Others do not offer them. A recent study at Oregon State University showed that fully 30% of OSU students in a typical class did not have a copy of the textbook. Anecdotally, I knew this was the case with PCC students as well. This is a problem, especially for lower-division and technical trades courses, textbooks are

vital. My thought was 'Is the Library is the campus organization best equipped to address this problem?' With a grant from the Green Initiative Fund, I helped organize a trial program to get a copy of every textbook used at the Cascade Campus on reserve. This program had several goals, testing whether having all textbooks on reserve at the Library would help with environmental sustainability, student success and retention. I recently received the last bit of data I needed in order to write up a formal paper on the project. The Library had the opportunity to learn a lot from this project, which fits with a larger, nationwide effort by colleges to deal with the cost of textbooks, as evidenced by a recent paper in the *ACRL News* on a similar project in San Antonio. This project was certainly a popular success with students, with more than 100 positive comments received by the Cascade Library staff.

Roberta Richards

Presenter: "The Role of the Library and Librarians in Promoting Student Success and Retention," with Robert Schroeder and Sue Phelps. Student Success and Retention Conference, February 8, 2008.

In preparing for this presentation, I worked with Librarians from two different universities and performed a thorough review of the literature about student retention. Part of that review focused on retention issues for high risk students, including those who are served in developmental education classes. This review of the literature and interaction with instructors from other institutions highlighted the untapped potential for Library services to promote the success of developmental students at PCC. The motivation and insights I gained from this process led in part to the creation of a Library Developmental Education taskforce that secured a foundation mini-grant to improve services to RD 80, 90 and 115 students through a project called "Matching Pre-College Readers with Books They Will Love." This project has provided new tools and energy for Reading class curriculum and Library instruction sessions for RD 80 and 90 classes to promote reading enjoyment and reading fluency.

Torie Scott

Participant, ACRL Assessment Immersion Program, a four day program in Nashville, Tennessee in December, 2008. The program faculty were recognized leaders in academic Librarianship, including Deb Gilchrist of Clark College in Washington, as well as Megan Oakleaf of Syracuse University and Anne Zald of University of Las Vegas, Nevada. In this intensive program, participatory program attendees began with an overview of assessment and then spent the next three days working on writing outcomes, developing assessment tools, identifying criteria and creating rubrics. Participants worked on applying assessment models at the course and also program level. Developing a culture of assessment was an overarching theme.

My participation in the ACRL Assessment Immersion program gave me a grounded understanding of assessment as a process, as well as some concrete ideas for implementing assessment at a course level. I have shared what I learned with the Library faculty over the past three years; including working with Pam Kessinger to spearhead assessment efforts in the Library instruction program.

Participant, PCC assessment seminar, Winter 2010.

This seminar was facilitated by two PCC faculty members, Shirley Geiger and Kay Peterson, and attended by PCC faculty from multiple departments and programs. The content complemented what I learned at the ACRL Immersion program; as part of the PCC assessment seminar, I worked with a RD 115 instructor to embed assessment into one of her classes.

Presenter, ACRL 2009 national conference. I was on a panel presentation on information literacy coordinating efforts among four higher education institutions in Portland area, entitled "Eight is Enough in Oregon: State and Local Collaborations Towards a Set of Shared information literacy Proficiencies." Panelist were from MHCC, Chemeketa CC, PSU and PCC. We had been working together over two years to identify information literacy proficiencies that we shared, and to attempt to define what a student ready for upper division course work should know about information literacy. The result of my work with the coordinating group and the resulting panel discussion

benefited the PCC Library instruction program and our students by informing the department's discussions of what parts of information literacy to teach at what levels. The work of this Portland group was folded into a state-wide information literacy coordinating group, ILAGO, which formed in 2008.

Alan Cordle

Participant: *ALA-Midwinter*, Seattle, January 19-24, 2007; *Academic Freedom: Changing Realities*, Portland, February 9, 2007; Council on International Educational Exchange (CIEE) faculty development seminar entitled *Building a Multiracial, Multicultural Society in South Africa*, sponsored by PCC. On site in and around Cape Town, Pretoria, and Johannesburg. Continued personal travel in Kruger National Park on a week-long, solo safari. June 2007; *Online Northwest*, February 22, 2008; *Open Government and Privacy in the Obama Administration*, Portland, April 1, 2009; *ALA*, Washington, D.C., June 24-29, 2010; *Revisioning the Maya World*, National Endowment for the Humanities (NEH)/Community College Humanities Association (CCHA) trip to Orange Walk and Cayo Districts, Belize; and the States of Campeche, Chiapas, Quintana Roo, Tabasco, and Yucatán, Mexico. Continued on two weeks of personal travel in Puebla and Oaxaca States. June-July 2011.

Participation in these seminars and conferences helped me to interact with international and multicultural students. I have incorporated a broader worldview in my information literacy teaching and I built online modules based on Mandela, Gandhi, AIDs rates in Africa, and elephant population control to serve self-paced and off-campus Library users. I have also been asked to assist with special events for the College, such as the Vandana Shiva appearances in Winter 2011. The following quarter my Librarian colleagues at Sylvania and I were recipients of the Social Justice Comrade award from the Multicultural Center there.

Invited Presenter: *The Secrets to Keeping Your Secrets in the 2.0 Library – Privacy Policies and Techniques* co-presented with Cindy Gibbon, PORTALS, Portland, May 4, 2007; *Pantsed*, Multnomah County Library Staff Day, Portland, April 3, 2008; *Screen-*

casting In and Out of Your Library, co-presented with Erin Petrequin, PORTALS, Portland, Friday, April 25, 2008; Lecture and workshop on *Internet Privacy*, Cornell College, Mount Vernon, IA, January 15, 2009; *Libraries Plus Cloud Computing Equals Human Rights*, co-presented with Antony Falco, COO, Basho Technologies, Online Northwest, Corvallis, OR, February 11, 2011

A known privacy and Internet security activist and a technology buff, I am increasingly invited to speak locally, statewide, and nationally on these issues. It is way to reach fellow colleagues and students at other institutions. Interaction with audience members often provides new content for my teaching at PCC.

Robin Shapiro

Participant: Oregon information literacy Summits 2006, 2007, 2008

Participating in these summits, helped me inform the PCC Library's understanding of the relationship between information literacy instruction and writing instruction in Oregon community colleges and universities, and were instrumental as opportunities for writing faculty and Librarians to come to consensus about the information literacy skills rising juniors need to succeed.

Participant: Oregon Virtual Reference Summit 2010

This summit, along with the experience I've had staffing L-Net (the statewide collaborative online reference service), has contributed enormously to the success of PCC Library's chat reference service.

Allie Flanary

Invited Speaker: WorldCat Discovery Day Symposium, 2010; Orbis Cascade Alliance Summer Meeting, 2011

These two experiences have allowed me to really get a sense of how Library faculty across the region are addressing changing paradigms in Library search tools. I have been more effectively able to target my teaching in response to understanding what approaches others take and the inherent challenges of maintaining consistent

pedagogical practice within a shifting professional landscape. I have also been better able to perform informal SWOT analysis of the PCC Library instruction program.

Invited Speaker: 2009 Oregon Library Association Annual Conference - "Student Organized Library Instruction: Taking the Scenic Route."

This was the proving ground for a program I am still utilizing successfully at PCC. I was able to present my concept to colleagues from around the state, hear their feedback and concerns, and also bring home additional ideas about how to work with very busy Career and Technical Education (CTE) students to resolve information literacy instruction needs.

Participant: ACRL Membership Advisory Committee - 2008-2010

Vice Chair: ACRL Membership Coordinating Committee - 2010-2011

Chair: ACRL Membership Coordinating Committee - 2011-2012

These have allowed me to "bring home" the national perspective on professional development and continuing education opportunities for academic Librarians. I have also worked to embed the community college Library perspective in strategic planning documents belonging to a national group not always known for taking heed of two-year Library faculty concerns and issues. This enables us to have national best practices models that reflect all educational environments.

Participant: Orbis Cascade Alliance Summit Planning and Operations Team (SPOT) - 2009-2011

Chair: Orbis Cascade Alliance SPOT UX - 2010-2011

Working in these capacities has enabled me to lobby for change to a system that essentially uses a single user interface for an international audience with wildly different needs. Based on my interaction with Library discovery interface vendors within this capacity, representatives from these vendor-side entities take a more vested interest in crafting tools that more closely meet the needs of PCC, PCC Library, and PCC students.

Stephanie Debner

Participant: Oregon Virtual Reference Summit (2008, 2009, 2011); L-net chat (2009) and texting (2010) training; OCLC Webinar: "Seeking Synchronicity: Revelations and Recommendations for Virtual Reference"

Member: L-net Quality Team (2009 - present)

Participating in L-net, both as a reference Librarian and as a member of the Quality Team, has strengthened my ability to lead the Virtual Reference Community of Practice at PCC. Ongoing conferences, such as the Oregon Virtual Reference Summit, and trainings, such as the "Seeking Synchronicity" webinar, keep me up-to-date with what others are doing in virtual reference and enable me to bring ideas back to PCC Library's virtual reference service (chat/IM/texting). Participating in these venues resulted in creating best practices for virtual reference for PCC Librarians and in facilitating two productive meetings/workshops on virtual reference with the PCC Librarians.

Participant: ACRL online course: Instructional Design for Online Teaching and Learning (2009); PCC Online Instructor Orientation (2010)

Both courses prepared me to teach LIB 101 online and to think about instructional design in the online environment.

Recommendations

Identify recommendations related to teaching and learning based on assessment of student learning outcomes

Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources, and being responsive to community needs.

Develop, structure and coordinate all our teaching (the credit class(es), course-integrated instruction, teaching in a reference context) in a programmatic way.

We could begin by working with the ACRL standards for an information literacy

program -- or we may identify other ways to develop our program. Taking a more proactive approach to planning will help us to anticipate future trends, gather data and support, and adapt based on trial and assessment. A proactive Library instruction program may lead to different configurations and delivery models. If and when we expand our instruction program, we should consider a train-the-trainer model in which we work with classroom instructors on how to promote information literacy and Library resources in their classes.

Make explicit the articulation between the Library's instruction program and other institutional programs and curriculum: Librarians have begun to create course-by-course descriptions of specific information literacy outcomes with matching Library assignment ideas and outlines. Indicators for information literacy skill sets are derived from CCOGs, General Education request forms, course descriptions, and Skills and Concepts within the CCOG statements. Next steps will include approaching departments, programs and individual instructors with an invitation to collaborate on addressing and assessing information literacy outcomes

In the next five years, Library faculty should design credit classes to serve students at differing academic levels including pre-college level students as well as Honor's and Capstone courses, and those which incorporate in-depth research projects. Upper level LIB courses should have standard prerequisites, and possibly aligned with Lower Division Transfer courses by having a specific discipline focus. In these LIB courses, for example, students might perform literature reviews and gain an appreciation of citations as an inherent part of the scholarly conversation, rather than a simple list of items with some organizing principle.

Use a content management system to make it easy to share information -- class materials, current assignments, great ideas, etc. Librarians have begun the gathering and sharing using Spaces, but need a better CMS.

Identify useful data related to instruction, refine the collection processes and effectively store and communicate results.

Continue to identify what outcomes to assess, how to assess them, then gather and analyze the results, and make changes. The Librarians need to continue to work with Institutional Effectiveness to gather comparative data on LIB 101 as well as course-integrated instruction, with a focus on analyzing and making changes based on assessment results.

Again, organization, goal setting and focus at a programmatic level are needed in the next five years. With them in place, we will be able to learn and change our program, based on assessment results.

Appendix

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