Dear Members of the Library SAC,

Earlier this month our NWCCU (Northwest Commission on Colleges and Universities) Accreditation visiting team recognized the excellence of PCC’s libraries, with the following commendation (one of three):

Standard 2.E.3: PCC (Libraries) are commended. Consistent with (PCC’s) mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, where offered and however delivered.

All the Deans of Instruction are very proud of our Libraries. We sincerely appreciate the work of the Library Subject Area Committee (SAC) over the years, and particularly in the preparation and completion of your most recent Program Review. On December 2nd, 2011 the Library Faculty presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative, well developed, analytical and thought provoking. We appreciated the in-depth consideration and discussion of information literacy, pedagogy, assessment, technology, and other topics. Your presentation provided ample opportunity for questions and discussion, which was enlightening for us all. We are impressed by the commitment of the Library SAC to their recently developed mission.

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.

While the scope of your Program Review was the instructional aspects of your work, we do recognize that a great deal of your time and attention goes to the other important aspects of library work such as collection development, web content development, committee work etc. Libraries and library faculty serve a critical and essential role in supporting college curriculum and advancing the academic success of students. Libraries continue to be the primary physical location, and increasingly the virtual location, for faculty and students to fulfill their needs for information and research.

In alignment with your program review process, this Administrative Response is limited to the Library instruction program, and focuses on LIB 101 and course-related instruction.
This Administrative Response will: A) note particular highlights of the Library Program and the 2011 Program Review, B) note work in progress, and C) provide administrative general comments along with specific responses to the SAC recommendations.

**A: Notable Highlights**

- Your work locally and at the state level to develop a common definition for student information literacy.
- Grounding practices in regional and national professional guidelines, including American Library Association, Northwest Commission on Colleges and Universities, as well as JBAC, OWEAC, and ILAGO.
- Collaboration with other Oregon CCs and PSU to establish information literacy proficiencies and skills required at the junior level.
- Developing a Mission statement and making a commitment to develop related goals and objectives for the instructional program.
- Robust SAC discussion on the role of the instructional program within the larger library mission.
- Connecting with instruction by having a Librarian on the curriculum committee.
- Working across the college to integrate information literacy work with the assessment of college core outcomes.
- Librarians are creating course-by-course descriptions of specific information literacy outcomes with matching Library assignment ideas and outlines.
- Creation of 130 Subject Research Guides
- Commitment to professional development.
- Evolving as student approaches to accessing information evolve. Examples include implementation of Library Chat for students, adopting clickers for formative assessments, and acquiring iPads for student check-out.
- Providing a welcoming environment, meeting new students “where they are” and when needed providing basic exposure to the nature of a library and norms for behavior.
- Recognizing that students cycle through: helping them to build on prior experience, and bridge to next step in information literacy continuum.
- Course Related Instruction: growth since 2005; instructional sessions have increased to over 250 annually (from under 200) and students participating in such sessions from 4000 to approximately 5500 annually.
- Partnering with discipline faculty to facilitate student learning in instructional sessions, via:
  - Customized discipline specific information literacy learning opportunities for students.
  - Careful examination of CCOGs, and understanding of where the information literacy continuum applies for that course.
o Script of diagnostic questions to share with faculty, “have they selected a topic as yet” “what experience do they have with searching?” ”what do they need to be successful in that assignment?”

• Library 101
  o Development of the Lib 101 course (in 2009) and subsequent growth in enrollment to a term high of approximately 95 students.
  o Grappling with assessment of student learning in the Lib 101 course.
  o Partnering with Institutional Effectiveness to survey of students who have successfully completed LIB 101.

• A pilot offering of Information Literacy (LIB 101) tied to a specific discipline, Alcohol and Drug Counseling, which has established the course as a prerequisite for the program.

B: Work In Progress

Assessment of outcomes and assessment driven change

Assessment was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report notes that: PCC must document “progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.” While our most recent NWCCU visit acknowledges our significant progress and removes the specific recommendation, it remains vital that we maintain our focus on assessment.

The Library SAC is in a unique position in regards to instruction, with only one course (LIB 101) under your direct control and with much of your teaching impact delivered to support other discipline courses. In addition, your LIB 101 classes are mostly taught by adjunct faculty. These factors have combined to make progress on assessment and assessment driven change a challenge for the LIB SAC, which you acknowledge in your Program Review. We certainly appreciate the work you have done so far, which is not insignificant. This includes grappling with the concept of assessment as a SAC and developing shared understandings of your strengths and challenges in this area. Also, your development of the Instructor Request form (with a menu of identified outcomes) provides a good basis for assessment of non-course instruction.

We recommend that you complete your work of developing outcomes for LIB 101 which will more easily lend themselves to assessment, in addition to your plans to do so for any new LIB courses. (Sally Earl in the Curriculum Office is a great resource and happy to work with SACs on the wording of outcomes.)
We also ask that you research and document how many other SACs interface with the Library, and at what level. This will provide you with a baseline with which to track growth in this area.

Suggestions From the Program Review Presentation

During the presentation on December 2, we had a lively discussion and together generated a number of suggestions for the consideration of the SAC.

- Look for ways to create more linkages to faculty, particularly PT faculty, and also advisors.

- When working with other disciplines, frame the Library resources in terms of the challenges faculty face with students.

- Consider the placement of LIB 101 in the schedule as a marketing tool, in order to ensure that students who are seeking growth of their information literacy will be aware of the LIB 101 course.

- We (DOIs & Instructional Support) will consider whether we might alter the Program Review outline to more explicitly ask about SAC interface with the Library.

- We should all consider the role of information literacy (and the work of the LIB SAC) in the assessment of outcomes for all degrees, perhaps under professional competence – especially for AAS degrees.

C: Administrative Response to SAC Recommendations

We highly commend the spirit of inquiry and improvement that the LIB SAC brought to the process of their Program Review. We support your plans for continued improvement, and below offer a few comments (italics) in response to each recommendation presented at the end of your Program Review report.

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

   *We heartily concur. This type of coordination and holistic perspective does take more effort (which we appreciate) and over the long run will have a far greater impact on student learning.*

2. Make explicit the articulation between the Library’s instruction program and other institutional programs and curriculum.
We agree, and please consider beginning with collecting baseline data about current levels of interface (see suggestion above).

3. 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.

This work will take careful coordination and discussion with other SACs, to ensure that we develop neither overlaps nor gaps in our curriculum related to information literacy and research skills. Developing higher-level courses will also require research into the relevance and benefits for students particularly as relates to transfer.

4. 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.

Agreed, and we hope that the migration to Google and Google Docs might provide that functionality (as opposed to the other CMS, Course Management System, such as D2L).

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

Agreed, and please continue to work closely with Institutional Effectiveness in identifying metrics and data collection processes.

6. 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.

Yes, indeed, and thank you for this proactive recommendation which aligns so well with our recommendation above under Work In Progress. As you assess and make changes as a result, do not forget to gather documentation of your assessment driven change.

7. 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.

You have already made a great start down that road with developing your mission and draft goals for Library instruction. We applaud and support your planning work, and wish to give on-going support. We suggest that librarians at each campus be identified to let
the DOIs know about their planning work at regular intervals, so we can all stay connected and informed.

Closing

We want to again thank the Library SAC for sharing the results of your program review with us. We very much enjoyed learning about new developments for the Library, your successes and your plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Birgitte Ryslinge, on behalf all your Deans of Instruction

Scott Huff, Cascade
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