

Library Advisory Committee Meeting

May 1, 2009

Staff Present: Rudy Bratcher, Susan Burgoon, Donna Cleere, Sherri Clowe, Jana Comerford, Dr. Nichol Dolby, Becky Easton, Ann Hamblin, Mark Hanna, Kaki Hoover, Priscilla Hunt, Karen McIntosh, Dr. Jim Powell, Frank Sobey, and Lil Withrow

College Librarian Mark Hanna called the meeting to order at noon and asked for any comments and/or questions concerning the Strategic Plan (sent out in advance).

- Decorating changes have occurred throughout the Library due to the passage of the bond money. However, one item still requested by Mark is a coffee bar on the first floor. At present, still in the pipeline but waiting for funding approval from bond money (Bruce Cotgreave is the point person) or possibly using Title V grant funds.
- Information about the status of the basement of the Library was requested but unfortunately, due to the redistributing of office space, Mark and the Library personnel have no authority over this space.

With the implementation of a new Learning Management System (LMS) provided by Angel called AC Online, the Library is also changing how it presents itself and reaches students and faculty. Mark stated that the Library is requesting to be embedded into Angel courses through the course syllabi because students are required to look at the syllabus for each course. Additionally by placing it in the syllabus where students are notified of their assignments, the Library link is associated with the assignments that require use of the Library and its scholarly sources. Other ideas include Library links anywhere desired by the faculty in their course or on the AC Online homepage. The embedding philosophy is very important as studies show that if the provider is where your customer is, you are more relevant and effective. If the Library can measure and/or demonstrate effectiveness by embedding the link and making the Library available through AC Online, then it will give the Library more leverage to raise funding allowing additional purchases of online databases, etc. Mark explained that he had recently read an article that linked demonstrating results with funding highlighting the importance of this issue in today's poor economy.

The Library recently conducted an environmental scan and found it necessary, as noted in the last Advisory meeting, to limit interlibrary loan and this has allowed a realignment of staff members, specifically moving Nan Kemp from exclusive ILL duties to a split assignment of ILL and reference.

Kaki Hoover, Associate College Librarian, presented a PPT on how the Library intends to embed its tools in AC Online:

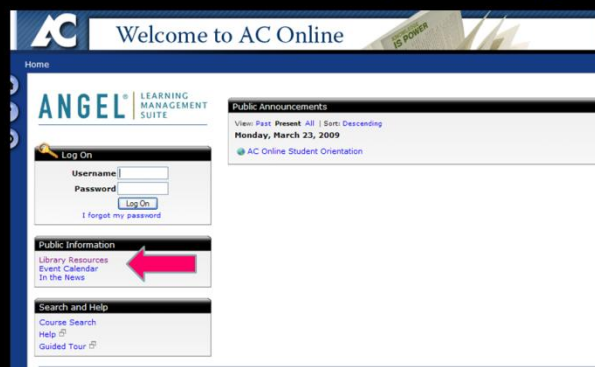
- Kaki, Jana, Lil, and Nan have all trained and worked on AC Online and research how to incorporate the Library in the LMS, especially at the community college level.

Creating Access to Library Research Help in ANGEL

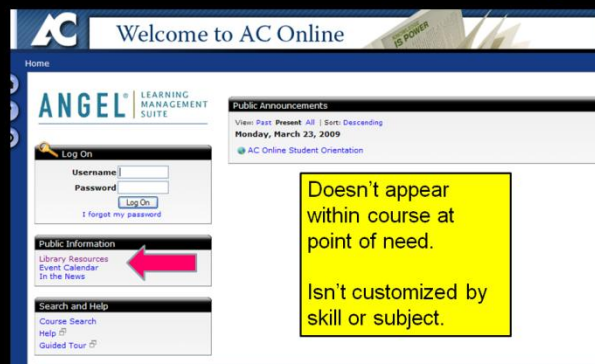


- At present, AC Online has a link called “Library Resources” which is linked to the Library home page only. There has been no customization but that is the goal.
- Old method of linking to a home is out-of-date and the new idea is to present only a “few good choices” such as ways to find books that are full-text online.
- Another technique is to provide “mini demonstrations” for solving a library issue.

So Far – Link to Library Home Page



So Far – Link to Library Home Page



Creating Better Access to Library Resources

OLD METHOD

- Link to menu of 90 library article databases.
- Show several options to “Find Books.”
- Give detailed tutorial of all features of a database.

NEW METHOD

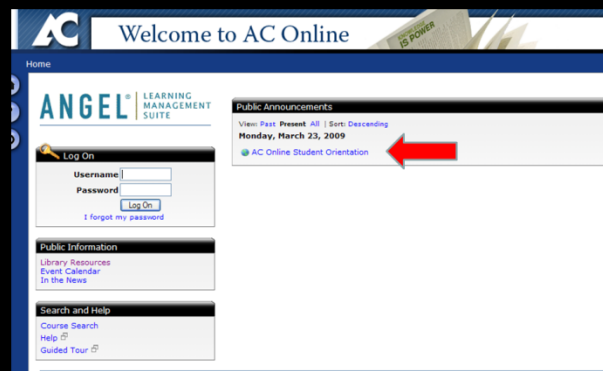
- Feature only a few “best choice” databases per subject.
- Link directly to pertinent electronic full-text books
- Use micro demos of skills that solve a specific search problem

Creating Better Access 4 ways

- Library orientation
- Access within your courses under ANGEL “Resources” tab
- Customized Library sources and skills in a Library LOR accessible to you
- ANGEL Library Research Course

- E-learning has an AC Online Orientation on the log-in page; however, there is no library “module” in the AC Online Student Orientation. At present, students must access any assistance through the “Library Resources” link on left (as shown above).

AC Online Student Orientation



- Under the “Library Resources” link, students will find a general library orientation. Students often do not know where the Library is or how to use the physical or online library. As Librarians, we want to teach them to find “college level” scholarly results and one way to reach students is with the orientation including mini video demonstrations. For example, Dwight Huber has agreed to do a mini lecture about plagiarism.

Library Orientation

- **Location of Lynn Library and West Campus Library**
- **How to use library online catalog**
- **How to get a library card**
- **What and where are reserves**
- **Other library services**

Set expectations about college level research

- **Plagiarism & proper paraphrasing**
- **Why they require scholarly journals as sources**
- **Why Wikipedia is not an acceptable source**
- **How learning effective research skills supports life-long learning and personal research**
- **Why asking a librarian saves time**
- **How using library online sources improves results.**

- Several different ideas on how to incorporate the Library into AC Online courses have been suggested and researched. Several examples are below:



Change "Resources" Tab.

- Change the "Resources" tab to read "Library/Resources."
- PRO: Consistent place for students to find Library in all courses.
- CON: Would require administrative change.

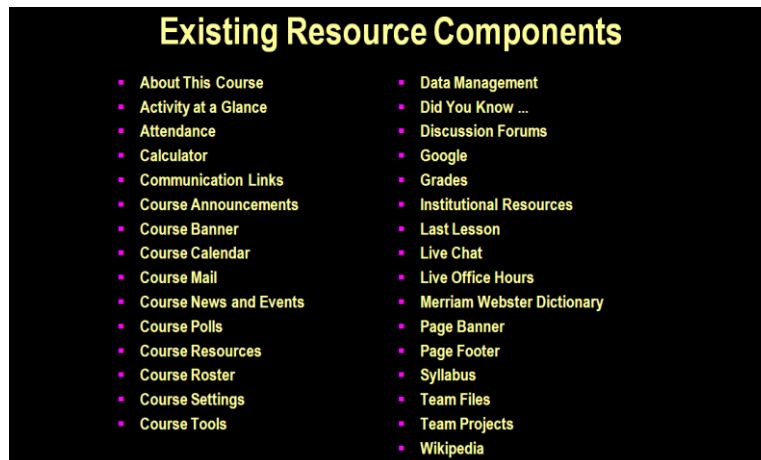
A screenshot of the ANGEL Learning Management Suite navigation bar. It features three tabs: 'Lessons' with a book icon, 'Library/Resources' with a magnifying glass icon and highlighted in pink, and 'Communication' with a speech bubble icon. The word 'ord' is partially visible on the left.

Example #1: Renamed "Resources" to "Library Resources" and used links.

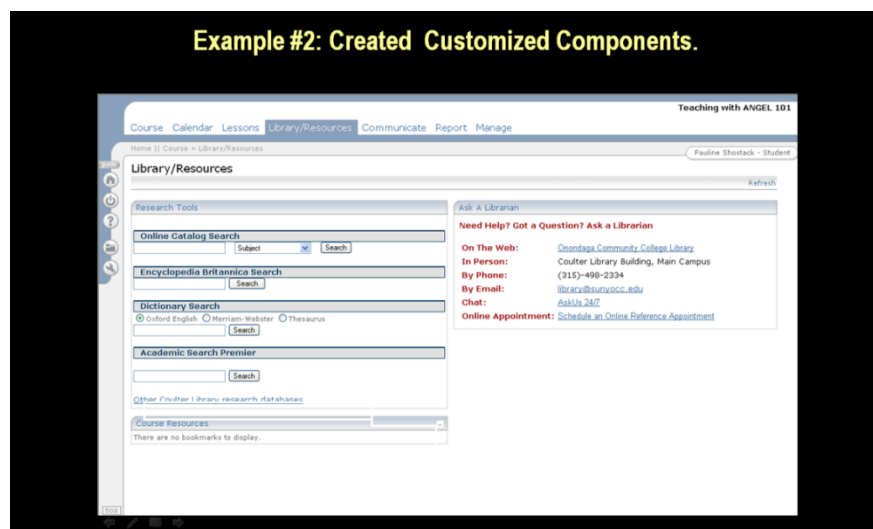
How other colleges have done it.

A screenshot of the 'Library Resources' page within the ANGEL Learning Management Suite. The page title is 'ANGEL Learning Management Suite' and the breadcrumb is 'Home > Library Resources'. The page content includes links to 'Penn College Madigan Library', 'Ask a Madigan Librarian', 'Electronic Reserves (ERes)', 'Find articles, statistics and more', 'Find books, movies, and more', 'Short on time? Search Webfoot', and 'IILiad Document Delivery'.

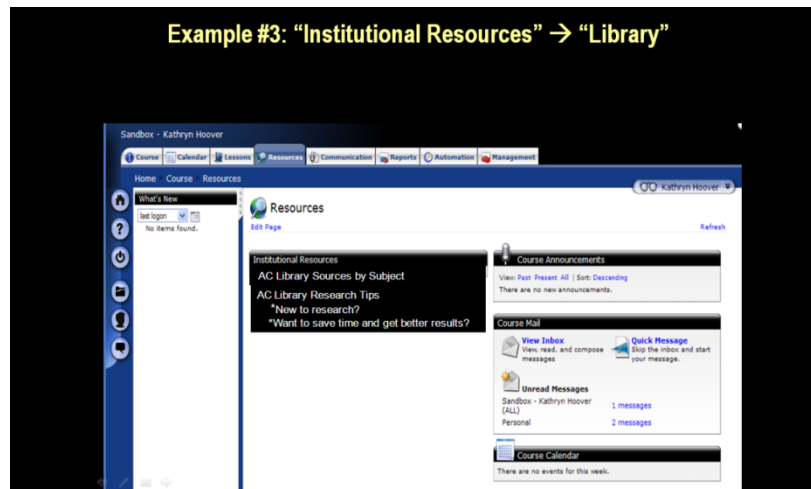
- Existing resource components in Angel has no nugget that looks like a library; however, distressingly enough, Angel provides a nugget to link to Wikipedia.



- Other options are to customize a content tab for the Library with links to research tools, online catalogs, and links to launch a discipline specific search.



- If the Library is unable to accomplish either method above, another choice is to link through the “Institutional Resources” nugget.



- What the Library DOES plan to put into action at present:
- 1) Create micro (or mini) tutorials. For examples, see:
<http://www.library.health.ufl.edu/help/CINAHL/examples.htm>

What We Plan

Research skills micro tutorials.

EXAMPLE

How to find only scholarly journals articles

How to locate primary sources

How to search by author

2) Subject specific guides and include how to cite that specific source.

What We Plan

New subject guides to high-quality sources




The screenshot shows a library website with a sidebar on the left containing links like 'Library Home Page', 'Find Books', 'Find Articles', 'Get Help', 'Electronic Archive', and 'Quick Links'. The main content area is titled 'Get Help: Guides & Handouts: Subject Guides'. Below this is a grid of subject guides organized by columns: A-Z, E-L, M-Phy, and Psy-Z. A yellow arrow points to the 'Anatomy & Physiology' link in the 'A-Z' column.

A-Z	E-L	M-Phy	Psy-Z
Advertising	Emergency Medical Technician	Mass Communications (General)	Psychology
Anatomy & Physiology	Engineering	Mathematics	Public Relations
Art	English	Medical Data Specialist	Radiation Therapy
Automotive Technology	ESL (English as a Second Language)	Medical Laboratory Technology	Radio
Aviation Maintenance Technology	Fire Protection Technology	Modern Languages (French, German & Spanish)	Radiography
Biology	French	Monte Carlo Science	Religion
Business & Management	Geography	Music	Respiratory Therapy
Chemistry	German	Mythology	Robotics
	Government	Nuclear Medicine	Safety & Environmental Technology

- In the future, the Library would also like to create its own LOR. If this can be accomplished, it allows several different new approaches in AC Online.

Creating Better Access to Library Resources

USING A LIBRARY LOR



The illustration shows a person with short brown hair, wearing a dark suit, sitting at a desk and using a laptop. The background is a simple blue and white gradient.

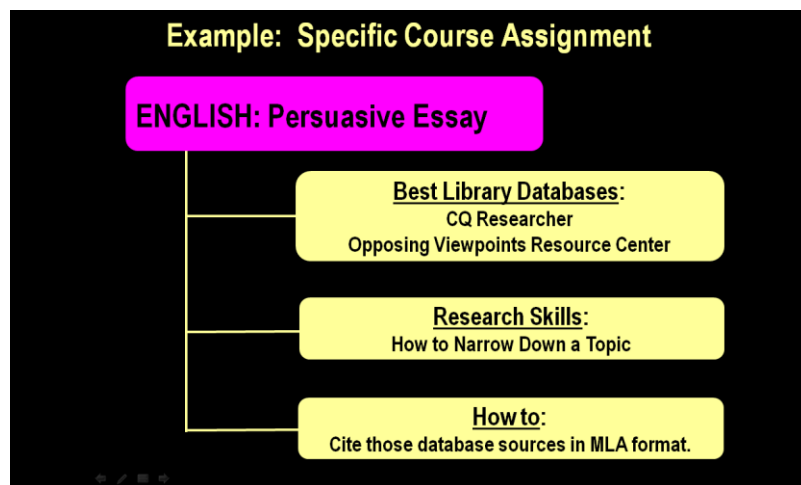
What We Could Do

Create a Library Learning Object Repository containing individual content items

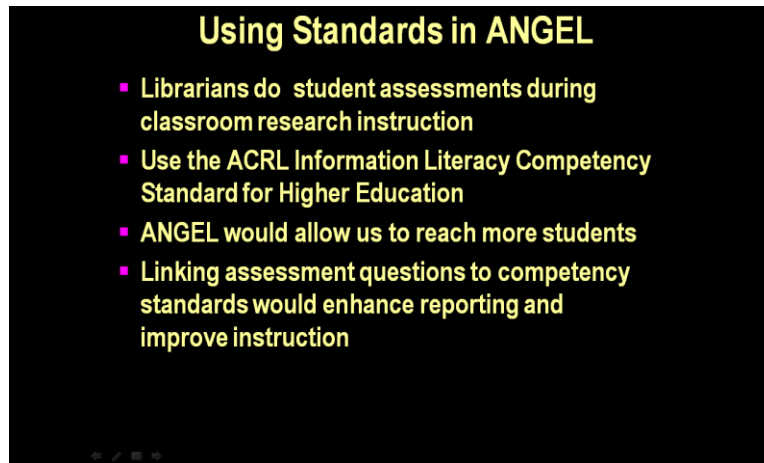
- By Department Subject
- By Course
- By Research Skill

You would select content from our LOR and link to it within your lesson.

- For example, using the LOR, the Library could be linked directly to a lesson with online databases/materials needed to accomplish the task. Customized specifically for professor and assignments.



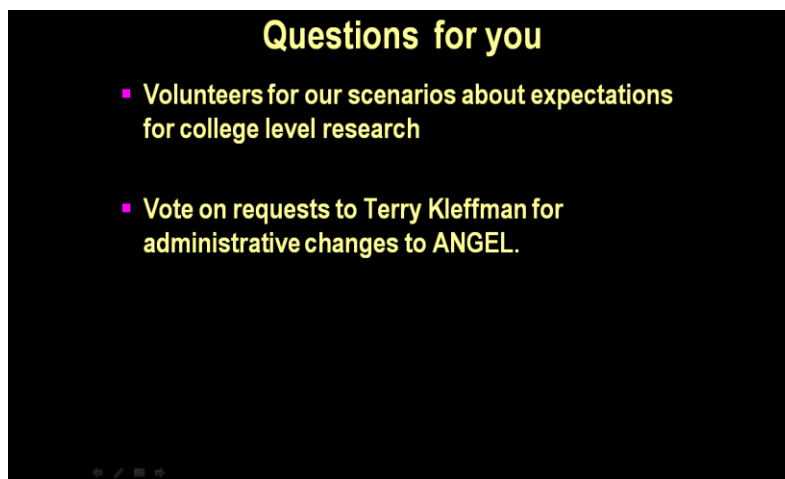
- Using the standards option in Angel, the Library can detail objectives. Then, if the Library can embed a couple of questions associated with the standards in each short tutorial, then an assessment of competencies can be demonstrated.



Using Standards in ANGEL

- Librarians do student assessments during classroom research instruction
- Use the ACRL Information Literacy Competency Standard for Higher Education
- ANGEL would allow us to reach more students
- Linking assessment questions to competency standards would enhance reporting and improve instruction

- Kaki asked if the committee had any questions:
- Dr. Nichol Dolby asked if the Library link could be embedded in the LOR rather than syllabi. Kaki responded that the Library would like to do both but if only one choice, then the priority would be the LOR strategy.
- The best choice, however, is to be flexible and place the Library into AC Online in a variety of ways and different places to maximize the number of students and faculty impacted.



Questions for you

- Volunteers for our scenarios about expectations for college level research
- Vote on requests to Terry Kleffman for administrative changes to ANGEL.

- The Advisory Committee reviewed the following handout for various administrative changes in AC Online to be sent to Terry Kleffman to be implemented. A motion was made by Susan Burgoon to vote on the items and seconded by Rudy Bratcher. The vote on all items was unanimous.

Request that the AC Online/ANGEL administrator do the following:

- **Globally change the Resources tab to Library/Resources so that students have a consistent place to find the library in each course.**
- **Add a Library component/nugget and make it default to “on” within the Resources area in every course to increase visibility.**
- **Make a Library LOR accessible to each faculty member so they may choose lesson-specific items customized for them by the library.**
- **Import the Information Literacy Competency Standards from the Association of College and Research Libraries into ANGEL standards to facilitate student outcomes assessment tracking.**

Mark again asked the committee for any questions/comments about the Library Strategic Plan.

- Dr. Powell informed the committee that in the last Academic Affairs meeting, AC was notified that SACS now requires a 6 to 12 month advance notice/approval for any substantive change to academia.
- This will apply to all courses, both online, hybrid, and/or traditional including any changes by the Library.
- EBSCO now provides “Google Scholar” which can be easily inserted into AC Online or any other content area assisting students in choosing more academic appropriate materials in a convenient manner. The reasoning behind Google Scholar is to ease the burden on the “end user” (customer) including both faculty and students.
- Dr. Matney approved the changes to Interlibrary Loan (ILL) approved by the Library Advisory Board at the last meeting. ILL is no longer provided for students and limited to only academic materials for AC staff and faculty.
- Dr. Powell noted that the potential was discussed in Academic Affairs to start junior-level classes at AC which will increase enrollment and the need for library resources.
- The Library would like to provide an “Electronic Reserve Room” but several issues still need to be explored such a copyright, etc.

- A motion that the Library Advisory Committee vote on the new Strategic Plan was made by Dr. Jim Powell and seconded by Dr. Nichol Dolby. The committee unanimously approved the new Strategic Plan.

Mark shared with the committee information about the following changes occurring in the Library:

- The physical building is still undergoing improvements from the bond money.
- Discussions have been underway about rearranging the administrative offices and reallocating space. Mark presented 4-5 different plans for the building for the administration to consider.
- It was noted that the architect agreed with Mark that the first floor should be relegated to students and their use but most likely the cheapest solution will be adopted which would negate this aspect. This current plan under consideration would locate Assessment & Development (Danita McAnally) and Teaching and Learning Center (Patsy Lemaster) on the first floor.
- Due to the possibility of the Library losing all space on the first floor, these changes have been dealt with in the new strategic plan.
- The Library made an excellent showing the recent Faculty Survey. There were 12 positive comments about the Library of which a few are highlighted below:
 - The director and his staff continue to update and enhance the Library. All are approachable to new ideas.
 - The Library continues to move the institution into a more user-friendly, useful gathering place for students and faculty alike....
 - ...services offered to students and faculty are excellent.
 - Library consistently provides quality services with static or shrinking budget....
 - Library databases. They are a very good resource, but too many faculty and students are not aware of them. Many think the web is all there is for online research.
 - Library instruction gives students skills they can use for a single assignment and for life-long learning.
- Only 2 negative responses in the Faculty Survey and these comments were about situations beyond the Library's ability to change due to limited budget/staff:
 - The Library needs to be open every day of the week....
 - The Library lobby needs to be updated for student use. It looks terrible and is not at all inviting for students. We need some comfortable chairs, sofas and tables so students can have a comfortable place to meet and study.

The meeting was adjourned at 1:00 p.m.

Attached below is the AC Library Strategic Plan handout for your convenience:

Amarillo College Library Strategic Plan

DRAFT—2/6/2009

Vision

Our vision is to be the center of information access, personal study, and collaboration for the college community.

Core Purpose

Our purpose is to

- empower our patrons to be self-sufficient information consumers and to possess critical evaluation and thinking skills;
- create a physical environment that encourages personal study, collaboration and networking, and inspires creative and academic growth; and
- provide seamless access to the best information and tools for project completion.

Core Values

- Learning — we are a learning community helping each other develop our skills and knowledge for a life-time.
- Partnerships — collaborative efforts produce quality results.
- Innovation — we embrace productive change.
- Effectiveness — quality outcomes assessment and evaluation leads to informed decision-making.
- Individuality — people have diverse needs; we respond to our patrons as individuals.
- Service — library patrons are at the heart of everything we do.

Goal

Other campus units, external peers and library vendors that support research, teaching, and learning will seek out partnerships with the library and the library will reciprocate.

Strategies

- Embed library and information tools, resources, and expertise into the teaching, learning, and research endeavors of the college.
- Place the Library's set of tools for the discovery, gathering, creating, and sharing information into web-based systems that students use.
- Emphasis should be placed on external, not library-centered, structures and systems (i.e. integrated library management systems).

Objectives

- After consulting and discussing embedding strategies and methods with the Learning Management Committee and other interested faculty, faculty and librarians will embed library tools and related links into 50% of course syllabi in AC's Angel learning management system (LMS) as measured by a search report of course syllabi.
- After providing information literacy training modules and assessments online via the Angel LMS, students in online and hybrid classes who receive online library instruction will equal or exceed the post instruction assessment scores of traditional library classroom students as evidenced by assessment reports automatically collected using Angel system capabilities.
- Collaborate with at least one vendor's efforts to connect the Library's subscription research databases directly into software students prefer to use (such as Google) to increase access to/usage of high quality library sources. Measure using baseline and post-implementation usage statistics comparisons.

Goal

Students taking core credit courses will be information literate on selected standards from the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards.

Strategy

- Develop a new mix of tutorials, learning tools, and in-person classroom involvement to reach more students online and to use in-person interactions for the most complex and difficult tasks.

Objective

- After taking a pre-test on one or more information literacy competencies, participating students will improve their scores on the post-test by at least 40 percent, and students will average at least 70 percent correct on the post-test.

Goal

Print and electronic collections will be relevant and useful to students, faculty, and staff, especially for programs which require discipline accreditation.

Strategies

- Increase access to print collections for distance learners through conversion to electronic format.
- Make collection development decisions based on use and successful project completion.

Objective

- After analysis of discipline accredited course readings, assignments, and accreditation criteria, technical services staff will update purchasing procedures to change the collection development focus via a phase-in process for immediate program accreditation providing 100% of required readings either in the electronic and/or print collections by September as verified by subsequent mapping.

Goal

Library space will be comfortable, lively, and active places where students can interact with each other and with technology and where support for the use of library resources and technology can be found.

Strategies

- Redevelop the library as the primary informal learning space on campus.
- Create a variety of spaces and work environments that can accommodate different uses and possess different ambiances.
- Share space with a variety of partners who can contribute to collaboration and student success.
- Seek out external funds for redevelopment of library space as an attractive philanthropic opportunity.

Objectives

- After creating a student-centered study and meeting area on Lynn Library's first floor with access to free Wi-Fi and affordable food and drink, students will increase use of the floor by 100 per cent as measured by a random sample of use throughout the day before and after floor renovation.
 - After creating additional mediated meeting rooms in Lynn Library's Learning Commons, students and faculty will reserve meeting rooms 100% more in the next school year as measured by a log of room bookings made to Outlook.
 - After making in-person presentations to local funding entities, local donors will contribute \$25,000 to furnish and equip a new student study and collaboration space on the first floor of the Lynn Library as measured by a log of donations in the business office.

Goal

Hire and train adaptable staff with the required skill sets to try and succeed at new challenges.

Strategies

- Develop a rationale and list of the functions, skills, abilities, and characteristics for its staff that the library requires.
- Realign staff resources to support priority initiatives with the expectation that no new staff will be hired in the foreseeable future.

Objective

- After analysis of staff productivity and priorities of the library as a part of an environmental scan and discussions with staff, at least one staff member will begin new duties to support a priority library initiative as documented by agreement with the change by the Library Advisory Committee and approval of changed job descriptions by Human Resources.

Goal

Amarillo College provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the college.

Strategies

- Map skills needed to accomplish the purposes of the library and the college with
 - _ updated library job descriptions and duties;
 - _ existing staff's or new hire's experience, education and skills; and
 - _ each individual's career goals.
- Use skills analysis as a part of an environmental scan to eliminate/add duties and implement needed training.
- Evaluate reassignment of staff.
- Develop requirements for and plan to replace retiring staff.

Objective

- After mapping the library staff's skills and discussing staff career goals with the needs of the library in mind, library staff will begin their new duties in fall 2009 as documented by the publication of a staffing plan and approval of changed job descriptions by Human Resources.