

Learning Resources Unit SLO Report Spring 2012

The LRU has had a relatively successful semester as regards SLO's. The LRU is entering CurricuNET data under the Student Services umbrella.

Several SLO team leaders have attended a training session on CurricuNET or have met/requested to meet with the LRU SLO coordinator to show them how to input their reports. The LRU SLO coordinator has met several times with Dr. Lee and K. Holt to address CurricuNET issues.

The librarians have been working on updating the Student Evaluations for the Librarian Evaluation process, and have 2 questions specifically mentioning SLO's. SLO's were not mentioned in previous student evaluation surveys.

Generally, SLO updates are given at most Unit Council meetings, and SLO presentations have been given at the past Flex day sessions. SLO's are also reported on, as needed, at the Library reference meetings.

LRU planning and resource allocation always keeps the Unit SLOs and College Core Competencies in mind – for example: new book purchases consider current curriculum, assignments and student reading skills, plans for collection location mapping consider the flow and ease of use of the library as it relates to student time, and past purchases (Clicker s), and potential future purchases (Boopsie) consider the role of new technologies in the library as they relate to information competency and student learning and success

The LRU SLO coordinator is also a member of the campus Assessment of Learning Committee and participates in and reports on those activities to the LRU.

Individual LRU SLO teams

Periodicals SLO committee has conducted several SLO assessments based on in-class (using the 1 unit Library classes) pre-and post-tests. The team has met and discussed results, and focused on the few questions that are missed by the most students. For example, students particularly had problems with the questions related to the benefits of online databases and whether the content of articles in databases was essentially the same that appeared in the printed journal/magazine/newspaper. The problem areas were to be highlighted in the next cycle of teaching. The team also discussed and acted upon giving test results back to students more quickly and using clickers for testing to improve learning.

The Periodicals team has entered information into CurricuNET

Basic Skills team attended the CurricuNET training sessions, but had a little trouble following up on the training so has arranged to meet with the LRU SLO coordinator for a brief refresher training session. LRC's SLOs should use CurricuNET as it applies to the student services, not the academic side of CurricuNET.

The team collected surveys from students, and discovered most students are very satisfied with the quality of tutoring in the LRC. We are proud of this!

A constant challenge faced is funding for tutoring. There is not enough money to pay enough tutors to meet the needs of our students.

The **New Books** team noted the newer books are a little lost in the old collection so the weeding project needs to continue. The library purchased scanners to help with collecting in-house use statistics and this has helped in statistics collection. Although the book collection team has not held formal meeting, we made enhancement to several tasks that we established since 2009.

1. The marketing area

the original one monthly New Booklist has been divided into 3 shorter lists grouped by items' location as follow: Reference, general collection, & McNaughton. The benefit of having a shorter & specific location type of items list is that users can select the list of their interest and go through it with less time, for example if a user is looking for new books that s/he wants to borrow & take home, the general collection list would be the place to see; and if the goal is to find a light reading book to take on a vacation trip, one should check the McNaughton list.

Another improvement to the three *New Booklist* links is that each list has a prominent distinctive & attractive icon on the library homepage.

2. Measuring the process:

The original scope of collecting usage has been expanded from new books (5 years or less) to include all books in the library with the exception of Reserves items. We also make an effort to account for all items that are used to measure accurate usage.

The effort results in showing a measurable usage count of library collection. However, the usage is low in comparison against the total number of books in the collection which includes new books & also older books that have not been circulated for a long time or not been circulated at all.

3. Plans for future enhancement:

There is work in progress to create additional location codes in Millennium system. The new location codes are: **North Wing-ERM Room, West Wing, Basement West, 1st Floor East, 2nd Floor East**. Items will be assigned a location code based on their physical residence. The process, once completed, would help users with the orientation in terms of finding books in the library.

The **Bibliographic Instruction** team ordered clickers used them for BI and Periodicals team testing and in Library class uses. This involves students using clickers and responding in real time to a Clickers/powerpoint highlighting items covered during an instruction session. Positive feedback on their use has been noted. Higher scores are reported that on post-tests held “after the fact”, and misunderstandings can be addressed immediately before moving on to other concepts. A faculty evaluation on Library instruction sessions is in the works, and three of nine question refer specifically to student learning objectives and the faculty’s impression of how effectively they are addressed. The Bibliographic Instruction team has entered information into CurricuNET.

The **Public Access** team spearheads an annual Student Satisfaction survey, compiled with input from all the SLO teams and the results are applicable to and useful for all team areas. The Public Access team has entered information into CurricuNET.

**EXAMPLES CAN BE ATTACHED ELECTRONICALLY OR APPENDED IN PAPER FORMAT
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