

Library & Learning Resources Unit SLO/SAO & Assessment History

2007: The LRU began SLO work by piloting the SLO “*After a bibliographic instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the Reference desk*”. The Unit formed SLO teams.

The two library skills one-unit classes, which have their own course SLOs, are administered via the Humanities Division and the reports/assessment are in the Humanities system area.

2008-2009: The LRU created a Program Level SLO “**Students will demonstrate Knowledge of LRU (Learning Resource Unit) Services**”, which was divided into five team sections, aligned to the different LRU work areas:

- **Book Collections (Team Leader N. Men)** SLO: *Students will increase their use of new book acquisitions to support their assignments.*
- **Public Services (Team Leader E. Martinez)** SLO: *Students will become partners in the education process by actively seeking information from the public services staff.*
- **Periodicals (Team Leader M. Ichinaga)** SLO 1: *Students will demonstrate awareness of the library’s periodicals holdings in multiple formats and know that help is available at the Periodicals and Reference desks.* SLO 2: *Students will demonstrate knowledge of the difference between scholarly and popular periodicals.* SLO 3: *Students will show knowledge of the elements of a periodical citation and the benefits of using periodicals for research.*
- **Bibliographic Instruction (Team Leader C. Striepe)** SLO: *After a bibliographic instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the Reference desk.*
- **Basic Skills (Team Leader S. Kunisaki, L. George)** SLO: *Students will demonstrate knowledge of the LRRU Basic Skills resources and services.*
- **Learning Resources/Distance Education (Team Leader V. Robles, L. Motley)** SLO: *Students will gain knowledge of on-line and on-campus LRU services and resources by visiting the LRU web page.* (This Team was disbanded when L. Motley left the LRU staff)

2010: Teams addressed their SLOs, created assessment instruments, some assessment occurred.

2011: Teams decided to use the annual Student and Faculty Satisfaction Surveys as part of the SLO effort, and each team contributed a question that could be analyzed and data used as part of the team SLO. Public Services team took the lead in producing the survey. The Library also held a “Snapshot” Day and relevant data was collected by teams.

2012: There was little activity this year as Curricunet went through significant staffing changes which made training and progress difficult. The Unit additionally was moved from the Academic to Support Services area on Curricunet, and this area had not been as robustly developed as the Academic side.

2013: Due to staff resignations the SLO teams were reformulated:

- **Book Collections (Team Leader N. Men)** SLO: *Students will increase their use of new book acquisitions to support their assignments.*
- **Public Services (Team Leader E. Martinez)** SLO: *Students will become partners in the education process by actively seeking information from the public services staff.*
- **Periodicals (Team Leader M. Ichinaga)** SLO 1: *Students will demonstrate awareness of the library's periodicals holdings in multiple formats and know that help is available at the Periodicals and Reference desks.* SLO 2: *Students will demonstrate knowledge of the difference between scholarly and popular periodicals.* SLO 3: *Students will show knowledge of the elements of a periodical citation and the benefits of using periodicals for research*
- **Bibliographic Instruction (Team Leader C. Striepe)** SLO 1: *After a bibliographic instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the Reference desk.* SLO 2: *Students will be aware of the range of research resources available from the library on and off-campus, and be aware that further help is available from the Reference staff.*
- **Basic Skills (Team Leader S. Kunisaki, L. George)** SLO: *Students will demonstrate knowledge of the LRRU Basic Skills resources and services.*

2013: ECC was put on warning re: the level and consistency of SLO assessment and follow-up. The LRU responded by continuing to assess and integrate data from assessment into department activities and action plans, posting SLO team meeting minutes and information on the LRU website, staggering assessment activities to make them more manageable, discussed having fewer teams, the importance of making SLOs measurable. Possible ideas were: Open House with tours, scavenger hunts, prize drawings, video tutorials with quiz attached for assessment.

As the LRU was officially moved to Student Services for the purpose of outcomes assessment, Mr. Garcia held an informational talk to the LRU. Terminology changed from SLO to SAO, etc. The College moved from Curricunet to the Tracdat system. LRU conducted Program Review in Fall 2013 – Spring 2014. SAO statements were added to the unit web page.

The Fall 2013 Flex day Unit presentation focused on the upcoming Accreditation visit and college attempts to finalize the college accreditation report warning. The Unit pledged to convene regular team meetings, develop more, cooperative, inter-team assessments to be more inclusive of all LRU areas, pilot the “embedded librarian project where three librarians are embedded into five humanities classes to offer a more in-depth information literacy experience to students.

2014 LLRU collaborated on and held an Open House day. Based on the ratio of work and time expended vs poor patron turnout/participation, it was decided not to repeat this activity despite some good ideas and products (posters) that sprang from this.

2015 B.Klier (Associate Dean, Academic Affairs) suggested the Unit not have a Program SAO, but rather focus on team SAOs. Thus it was agreed that the primary objective for the LLRU program is that students should demonstrate awareness and knowledge of, and satisfaction with, the resources and services available from the various LLRU departments, and be aware of the value of the LLRU to their academic careers; this objective will be articulated via the three team SAOs and assessed and measured

accordingly, in addition using data from three “joint” LLRU projects – **the assessment of general satisfaction** (assessed via a survey every second Fall semester), and **web page improvements/updates/additions** done on an as-needed basis and measured via usage statistics, and **emergency response planning** (training, safety meetings, plans, signage) to be reviewed annually to ensure patron safety in the LLRU.

Due to staff attrition the LLRU now has three teams and the three teams and their basic SAOs are as follows:

Research and Instruction Team (lead S. Daugherty)

The instruction and research team service area would be **striving to instill abilities** to use the resources and collections, to interpret results, to identify tools/collections/resources best suited to the assignment need, understand citation methods and copyright implications.

SAO: Students and other patrons will demonstrate information competency and critical thinking skills through their ability to effectively acquire, interpret, critically evaluate and use information and library resources/collections for research, with some understanding of associated ethical and legal implications.

Public Services Team (lead M. McMillan)

The LRU Public Services desks, including Library Circulation, Periodicals/Reserves, Learning Resources Center and the Music Library.

The team will assess patron: 1) awareness, 2) satisfaction, 3) usage, 4) value (how they believe library/LLR benefits them) and hopefully they will extend that value to all libraries (public, etc.) after they leave ECC

SAO: Students and faculty will demonstrate awareness of, and satisfaction with, the range of services and resources available; will utilize services and collections to support course assignments and develop information competencies; will recognize the value of services and resources in the development of their academic and personal success.

Academic Support Team (lead S. Kunisaki)

SAO: Students will demonstrate awareness and knowledge of, and satisfaction with, academic support resources and services.

Measurements and assessments will be based on team area functions, projects, and objectives, plus some joint LLRU surveys and activities. Some SAOs entered into Tracdat.