

PENINSULA COLLEGE

BACKGROUND

Peninsula College (PC) serves one of the most remote geographic regions in the state: the north Olympic Peninsula. The college service district is bounded by the Pacific ocean on the west, the Strait of Juan de Fuca on the north, Hood Canal on the east and the Olympic mountains on the south. It is comprised of several native nations, including the Hoh, Quileute, Makah, Lower Elwha Klallam, and Jamestown S' Klallam tribes. Its primary location is in Port Angeles, a city of approximately 18,000, which is the largest municipal jurisdiction in the two-county district. The College also has extended learning sites in Port Townsend and in Forks.

Peninsula College is a comprehensive community college. It strives to meet the lifelong learning needs and interests of a diverse community by:

- Offering quality educational opportunities that foster academic, professional, occupational, and personal growth;
- Encouraging cultural enrichment; and
- Providing an environment centered on student success.

[Mission Statement December 13, 1994]

The following institutional data is for the 2003-2004 academic year:

	Arts and Sciences	Professional Technical	Community Education	Developmental	Basic Skills	Total
* Total by Academic Unit (FTEs)	714.5	494.4	14	154	244	1620.9
	44%	31%	1%	10%	15%	

INSTITUTIONAL ENVIRONMENT AND PRIORITIES

The most prominent college-wide initiatives are a curriculum-wide emphasis on the teacher-scholar and student research, particularly field research within the natural sciences. PC has recently been awarded two National Science Foundation grants totaling \$1 million. Together, these two grants will support multi-disciplinary studies of the ecological effects of removing two dams on the Elwha River, both before and after the removal.

Traditional partners are the English and Allied Health divisions. Logical partners are the Social Sciences. Likely partners are Fisheries and Office Technologies. Opportunities are developing for partnerships with the Natural Sciences.

ORGANIZATIONAL PLACEMENT OF THE LIBRARY'S INSTRUCTIONAL EFFORTS

The Peninsula College Library/Media Center (LMC) is an administrative unit within the office of *Instructional Services*. There is one reference librarian and one instructional librarian, who also does reference. The Library's instructional program is developed and implemented by the instructional librarian. The instructional program consists primarily of one or two 50-minute

sessions that are specific to the discipline or research requirements of each class. In AY 2003-2004, the instructional librarian delivered 119 instructional sessions, or an average of 40 sessions/quarter.

Continuing education opportunities are supported through the Library's budget as well as a general fund that allocates \$300/per full-time employee for professional development purposes. A variety of stipends are also available to faculty, both with and without competition.

While the LMC places a high level of importance on graduating information literate students, it is a significant challenge. Information literacy is not a shared value, and it is not embraced by a number of faculty. An instructional staff of one is insufficient to engage in the kind of intensive, one-on-one collaboration with faculty that could improve this circumstance, or to implement a comprehensive instructional program.

Although the Library's academic unit plan includes a vision, mission and goals, the Library has not formally adopted a definition of information literacy. The PC Library normally defers to the ACRL definition: information literacy is a set of abilities requiring individuals to *"recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."*

INSTRUCTION PROGRAM CONTENT

Library instruction at Peninsula College is primarily "course-related." There have been occasional opportunities for both course-integrated instruction and credit courses, although these are difficult to sustain and are not typical.

SELECTED ELEMENTS

STRENGTHS

- Quality of instruction
- Library support
- Administrative support

WEAKNESSES

- Insufficient number of instructional librarians.
- General disinterest by a large number of discipline-based faculty.
- General faculty dissatisfaction w/ the Library collection.
- Inordinate faculty/student reliance upon the Internet for all information needs.
- Inordinate faculty reliance upon instructor-supplied information when resource-based learning would engender information literacy skills.

OPPORTUNITIES

- New Library building in 2007 that will physically situate the Library in the center of campus life.
- Over 10 new and invigorated faculty have been hired in the last two years.
- Emphasis on the teacher-scholar role of faculty
- Increase in applied research opportunities

THREATS

- Fiscal constraints
- Staffing constraints

ACADEMIC UNIT PLAN

Vision

Peninsula College graduates will possess information competency skills that enrich their lives and enable them to be active learners for a lifetime.

Mission

It is the mission of the LMC Instructional Program (IP) to provide instructional opportunities that will enable students to develop information seeking skills that will enable them to achieve their academic goals at Peninsula College as well as lifelong pursuits that require the use of information, information resources and information systems.

Goals

To provide an instructional program that is:

- I. Responsive to the needs of students who are diverse in skills and expectations, traditional and non-traditional, site-based and off-site;
- II. Adaptive to a variety of learning environments and contexts;
- III. Collaborative in developing relevant, curriculum-based learning experiences through partnerships with faculty; and
- IV. Committed to fostering self-directed learning.

Program Objectives

1. Introduce incoming students to library resources and services through the new student orientation and freshman seminar
2. Ensure that instructional sessions are guided by the learning outcomes of the LMC instructional program
3. Provide instruction in basic¹ research by designing learning sessions that ensure students are aware of:
 - Strategies for seeking information
 - Use of different media and/or formats for locating and retrieving information
 - Organization of information sources
 - Limitations to information access

4. Provide instruction in advanced² research techniques for specific disciplines that is integrated with the curriculum
5. Provide faculty and staff with readily accessible information about LMC services and resources via the LMC websites ([Internet](#) and [intranet](#)) and printed publications.
6. Provide training sessions for faculty and staff to acquaint them with the variety of resources and services available to them and to students.
7. Provide just-in-time instruction through reference encounters and research consultation services

Student Learning Outcomes

Upon completion of an entry-level 50-minute Library instruction session, **students will be able to:**

- Differentiate between a keyword and a subject heading
- Distinguish between different types of information formats (*e.g. print vs. non-print, journals vs. magazines, monographs vs. serials, scholarly vs. popular, etc.*)
- Navigate different information sources (*e.g. catalogs, indexes, chronologies, almanacs, encyclopedias, dictionaries, online commercial databases, Web resources*)
- Use both print and electronic indexing tools
- Distinguish between different categories of electronic resources (*e.g. full-text vs. abstract or index, online vs. onsite, periodicals vs. monographs, etc.*)
- Formulate a standard search query
- Implement one or more primary search strategies
- Use the Library of Congress Classification system to locate books in the Peninsula College Library/Media Center
- Implement different document retrieval techniques for onsite and offsite resources.
- Evaluate resources for relevance, currency and topic authority.
- Distinguish among services provided by LMC staff (*e.g. reference, research consultation, interlibrary loan, etc.*)
- Access information and services available at the LMC website:
<http://www.pc.ctc.edu/enrolled/lmc/>

Performance Indicators

- (1) Pre / post assessment data from Freshman Seminar
- (2) Instruction request form
- (3) Number of basic¹ research sessions / year
- (4) Number of advanced² research sessions / year

- (5) Meter-data measuring intranet page usage
- (6) Number of faculty &/or training sessions
- (7) Number of reference encounters and research consultation services

¹*Basic research* is defined as the ability to apply information-seeking strategies that are appropriate to a specific information need, use different information media, interpret different information formats, organize information and identify the limitations to information access.

²*Advanced research* is defined as the ability to deploy basic research techniques within the vernacular and scholarly tradition of a specific discipline.

Library Media Center Assessment 2003-2004

Strategic Goal: <i>Providing a comprehensive program of instruction that supports transfer, professional/ technical, basic and developmental skills, and continuing education learning opportunities for all residents of the North Olympic Peninsula.</i>				
Unit Mission: <i>To serve the information needs of the students, faculty, staff and community in an environment that nurtures learning and fosters freedom of intellectual activity.</i>				
Unit Goals:	Method	Criteria	Findings	Use of Findings
I. To provide curriculum-centered resources.	LMC faculty survey.	Achieve a 60% positive response on a custom survey of full-time and part-time faculty.	<p>Achieved an overall faculty satisfaction of 65%:</p> <p>92% are satisfied w/ AV services, and 89% rank it as important.</p> <p>90% are satisfied w/ reference services, but only 67% believe it is important.</p> <p>75% are satisfied w/ LMC instruction; yet 60% rank it as important. (Only 8 out of 38 responded to this question).</p> <p>72% were satisfied w/ the media collection and 78% ranked it as important.</p> <p>53% were satisfied w/ the periodical collection; yet 70% ranked the periodical collection as important.</p> <p>39.5% are satisfied w/ the book collection, yet 68% ranked the book collection as important.</p>	

			37% were satisfied w/ electronic resources; 51% ranked e-resources as important.													
II. To provide varied access to information resources, services and multimedia technologies.	LMC user survey	Achieve an 85% positive response on a custom survey of LMC users.	Achieved an overall user satisfaction of 93%, although the average of individual rankings was 85%. Highest satisfaction was w/ e-resources & the general library environment (92%); the lowest satisfaction was with the print collection (69% w/ books & 70% w/ periodicals).													
	CCSEQ (2002-03) ACT Student Opinion Survey	Achieve an 85% positive response on the CCSEQ: L2-L7 Achieve an 85% positive response on the ACT SOP: III-7.	NA Self-reported student usage exceeded national norms; satisfaction was below national norms.													
		<table border="1"> <thead> <tr> <th colspan="2"><u>Peninsula</u></th> <th colspan="2"><u>National Norms</u></th> </tr> <tr> <th>% Used</th> <th>Avg</th> <th>% Used</th> <th>Avg</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>4.07</td> <td>66.4%</td> <td>4.18</td> </tr> </tbody> </table>		<u>Peninsula</u>		<u>National Norms</u>		% Used	Avg	% Used	Avg	76%	4.07	66.4%	4.18	
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III. To provide instruction & instructional support in information competency.	Count	Achieve a 10% increase in instructional sessions	<u>Exceeded</u> this criterion; the # of instructional sessions in 2003-04 were 119, compared with 69 in 2002-03—a 72% increase.													

	<p>LMC faculty survey</p> <p>LMC user survey.</p> <p>CCSEQ (2002-03)</p>	<p>Achieve a 60% positive response from faculty to questions that address info competency skills.</p> <p>Achieve a 66% affirmative response on a custom survey of LMC users.</p> <p>Achieve an 85% positive response on the CCSEQ: CA-2,10; CT-2; P-9, 17</p>	<p>Less than half (48.6%) or 18 of 38 responding faculty require their students to retrieve information from resources that they locate independently.</p> <p>37% do <u>not</u> believe their students are prepared to <u>evaluate</u> the quality of information from the Internet, yet 40% do not value instruction in information competency skills.</p> <p>89% of respondents reported a positive gain from library instruction, 47% reported an unequivocal positive gain, 42% reported a qualified positive gain.</p> <p>NA</p>	
<p>IV. To facilitate resource-based learning through the professional and technical assistance of LMC staff.</p>	<p>LMC faculty survey</p>	<p>Achieve a 60% positive response on a custom survey of full-time faculty.</p>	<p>Between 75% and 92% of responding faculty are satisfied w/ the professional services of librarians and staff, while between 60% and 89% place a high value on those services:</p> <ul style="list-style-type: none"> ➤ 75% are satisfied w/ classroom instruction ➤ 90% are satisfied w/ reference services ➤ 92% are satisfied w/ audiovisual support services 	
	<p>LMC user survey</p>	<p>Achieve a 10% increase in the use of information resources in the Professional/ Technical curricula.</p>	<p>20% of the respondents to the LMC user survey (2004) were either pursuing a 2-year A.S. or 1-year professional/technical certificate, compared with 24% in 2003 and 23% in 2002—a <u>decrease</u> of 3-4%.</p>	

<p>V. To provide administrative services that support program goals & priorities.</p>	<p>LMC staff survey</p>	<p>Achieve a 75% positive response on a custom survey of LMC staff.</p>	<p>Achieved a 75.5% positive response on 16-questions. <u>Lowest response</u> re: LMC performance meeting faculty learning needs to improve their IC skills. Highest response re: LMC performance providing efficient, accurate accessibility to LMC resources.</p>	
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