

Faculty Evaluation of Library Resources Spring 2012

Program Learning Outcome: Collection

The library will maintain print and electronic collections to support Critical & Creative Thinking (Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression) and Understanding Society & Culture (Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures).

Spring 2012 faculty members from different programs were asked to evaluate the library collection in terms of:

1. Whether the selection of print and electronic resources is connected to student learning needs
2. The quantity, quality, depth, and variety of print and electronic resources in their field

Results: 1. Six faculty members responded. They were generally positive in evaluation of the library's resources, especially the electronic resources and the reserve collection. Some focused more on the orientations and reference assistance than on the collection. A number of respondents commended the library's quick response to requests. One music instructor lauded the library's ability to anticipate his needs by having materials that he and his students needed. An English instructor suggested the print collection could be updated if the budget allowed. A history instructor mentioned the San Mateo Genealogical Society's willingness to work with students. 2. A number of respondents used the term "improving" to describe the library's resources. Two instructors would like to see more print journals in their disciplines (communications and history), a basic skills instructor would like more pleasure reading. There were some requests for more resources and more current resources in print and video format

Action: Discuss long-term collection development strategy in terms of print formatted resources. Consider increasing budget for print or focusing more on e-resources. Pilot a streaming video service. Consider creating a print pleasure reading collection.

1. Is the selection of print and electronic resources connected to student learning needs?

David Meckler, Music

Yes. My experience with the library is excellent. Reserves are administered well. Materials that I request for classes and potential student use are acquired in a timely, very responsive way. In fact, the staff often anticipates needs. For example, I ordered a couple of books for a songwriting course. As I worked through the material and other sources, I came across references to another text to recommend for purchase – but lo!--it was already on our library shelves, recently purchased. I feel that ordering materials for student learning needs is a faculty responsibility in each discipline, but our library staff takes on much of the burden and even initiative. For example, accessing ARTSTOR and bringing it to faculty attention was a great help in the Arts Honors Seminar.

Jessica Kaven, Communication Studies

Yes. Specifically for research purposes, students have access to electronic databases that they can peruse in the library and at home. Although students need a library card to access the databases off campus, bringing students to the library during class time has greatly helped with this (the librarians pass out library card applications during their workshops). I have found the library staff to be more than willing to offer library tutorials/workshops, tours, and even work directly with students to help facilitate students' research needs. In my courses, the library workshops have been most helpful due to the "hands on" examples the library staff covers. As for print resources, my students usually use the reserves. It's wonderful having texts on reserve so that students can access them on campus free of cost.

Alison Field, History, Latin American Studies, College Success Learning Community:

Yes. Importantly, the library environment is very conducive to promoting successful learning. The physical space is very comfortable and inviting and the staff members are exceptionally welcoming: friendly, helpful and enthusiastic about helping the students access print and electronic resources. Students feel validated there. When given a choice of computer labs or group study spaces, my students always seem to choose the library.

Alison Field works in a learning community with English and Reading faculty (Kiran Malavade and Salumeh Eslamieh), and they agreed that the library provides quality resources for students and faculty, as well as hands on assistance and guides tailored to their classes.

The library reserves are essential for many of my students and that system seems to be working very well. More and more students each semester seem to rely exclusively on the library reserves.

The library staff is very quick to respond to material requests, even ordering books for individual students (in consultation with faculty) as they work on research projects. The one-on-one research assistance provided, is invaluable to students, especially those in the College Success Learning Community.

Access to JSTOR helps a lot; students are more successful in finding the kinds of academic articles that I expect them to consult for my history classes.

Customized research workshops and online research guides for individual classes produced by the librarians, are extremely helpful. As are the in-class student worksheets produced by the librarians and used by my classes to help them learn how to access both primary and secondary historical sources.

The presence and accessibility of the San Mateo County Genealogical Society (SMCGS) in our library has also been a welcome addition for our history students. Volunteers from the SMCGS have presented in my classes, made their genealogy workshops accessible (they are in our library and the fees are waived for students), and tutored students.

Elizabeth Terzakis, English Yes. In both my developmental and transfer courses, students need to learn how to evaluate electronic and print sources, navigate databases, and locate books to use for research. The library provides a variety of databases that suit different projects. Students are able to learn the difference between opinion pieces and journal articles, evaluate both for credibility, absorb their contents, and incorporate them appropriately into writing assignments. If money is available, I think that adding to the print collection, books specifically, would strengthen the library. The current resources are

good, and would be even better if frequent acquisitions were possible so that we would always have the most up-to-date information on hand. The library staff is extremely helpful both in leading research workshops and helping to acquiring texts.

Dani Behonick, Health Sciences

The electronic resources are definitely the most applicable to my students' needs. With respect to my health science students, they have found the databases available through the library (Gale, JSTORE, Opposing Viewpoints, Health & Wellness Resource Center) absolutely invaluable for their research in the course. They have also been greatly supported by the library staff in utilizing these, as many of these students have little to no experience working with/searching/obtaining resources from databases. Each semester that I teach this course involves one class session in the library where David Patterson introduces my students to the databases available to them and gives a basic orientation/how to lesson. I have seen a vast improvement in student success since partnering with him in this effort.

Patty Dilko, Early Childhood Education

In my experience as a faculty member in the Early Childhood/Child Development department, I have found the library's collection of videos, electronic data bases, journals and books supportive of the needs of the students. While many of the video selections are rather old, I have frequently requested replacement materials and the library staff efficiently responds to those requests. As the faculty coordinator of the Honors Transfer Program I have had the responsibility of advising students, from across the college, while they are writing abstracts and proposals for consideration by the Bay Honors Consortium (BHC). Students consistently tell me about the skillful support they receive from the librarians in their literature searches, and their bibliographies reflect a sufficient amount of breath and depth that a large percentage of them have been accepted for inclusion in the BHC Honors Symposium.

2. What is the quantity, quality, depth, and variety of print and electronic resources in your field?

David Meckler, Music

Print: Good and improving. An earlier generation of library purchases covered a solid range of European and classical music composers. Continuing purchases of books about various world music traditions, Latin American music, and popular/vernacular music specifically support MUS 250, 240 and 210. Recent major purchases of print reference works such as the Grove music encyclopedia and the Oxford History of Western Music (Taruskin) have filled gaps such as recent critical developments, particularly in the historiography of music. Purchases are driven by course needs, either as resources for direct student use in assignments, or for lecture preparation.

Electronic: While the library does not offer every imaginable data service (for example, the Grove music encyclopedia on-line), the JSTOR and ARTSTOR services more than adequately serve our students' research needs and interests. I know of no case in which a student research project was limited or curtailed by the lack of access to existing information sources. Our librarians are quite engaging and engaged in helping student find – and access – articles they need.

Jessica Kaven, Communication Studies

Improving. Resources in communication studies are somewhat limited. During the fall semester, we have examined the virtual encyclopedias in communication studies to see what we could add to our Gale Virtual Reference Library Collection. Currently the library does not carry printed versions of

communication journals (I think?), mainly due to cost. We are working on expanding our databases to include access to more communication journals online.

Alison Field:

Print: The circulating collection of books in some of the key areas that I teach (history, Latin American and Latino Studies, women and gender, and contemporary global issues, such as migration and transnationalism) has improved significantly in the last two years and is quite good now. In fact, as part of this review, I accessed the library catalog and searched for 12 or so recently published books of interest that I have recently encountered in academic journal and publishers catalogs, just to see what I could find. I expected to find less than half, but was pleasantly surprised to discover that all but one or two are available through our library. But I would like to find even more books on the shelves.

I wish we could have a few more subscriptions to printed journals, such as the *Latin American Research Review* and *The Journal of World History* for the students to use.

Electronic: I think the quantity, quality, depth and variety of electronic resources is quite good. I hope that possible future budget cuts do not jeopardize this.

Access to JSTOR is a major asset for conducting historical research.

Access to free streaming of videos through the Ethnographic Video Collection has added very valuable materials for world history, but I would like to see even more films and videos added to our collection, especially for world history and Latin American Studies.

There are resources, namely ARTstor and America's Historical Newspapers that I would like to make better use of but don't, because I don't feel like I have enough time to preview and choose the materials.

Kiran Malavade

We use the databases most for research. They seem to be sufficient for the level that I teach (developmental reading and writing), but I have felt that the gale database format has been less helpful than it used to be and find the ebsco (academic search premier) that I use at another college to be more user friendly and helpful for students.

I try to use the library to teach beginning research skills and I find that face time in the library classroom with me and a librarian to be the most effective with this level of students. The library staff have been very supportive, helpful and accommodating.

I think an English 836 or English 100 class linked to a library class has been successful and a good idea to continue. Student have ongoing instruction and support while writing and researching.

Salumeh Eslamiah

In the discipline of literature, there are tons of resources alone: lit reviews and literary criticism. Because of the nature of English and reading classes, students and faculty in these disciplines access an array of resources from many other subjects: sciences, history, psychology, etc. The databases that the librarians suggest for our students are most effective for learning. Students learn a lot just by sifting through the sources on the databases. The library might benefit from integrating an assignment into core English courses.

Yolanda Valenzuela, English and Reading

How do you utilize library resources in the courses you teach?

- In Reading class she brings students to the library twice per semester
- First time is to find a book to read for pleasure
- Second time is to research articles. Students decide on the articles to research as long as it relates to the book they are currently reading

Is the selection of print and electronic resources connected to student learning needs?

- For the assignment regarding finding a book to read for pleasure, students are able to learn about navigating a library catalog and searching for books by genre or author
- Selection of online resources for Reading class are connected to student learning needs – how to locate research articles on online database

What is the quantity, quality, depth, and variety of print and electronic resources in your field?

- Yolanda has found that there are not adequate books available in the library for students to read for pleasure. Often books have to be ordered from other libraries and campuses
- Online materials for her reading class are sufficient
- It is harder for her to find online resources for her Lit 372 course: Myth and Folklore of La Raza; resources are more limited
- She would like to see more stories online and print books that have to do with Mexico, Native Americans, and the Southwest
- She also shared it would be nice to have updated videos on Folklore and traditions
 - The Catalog has very outdated videos

Elizabeth Terzakis, English

Since my field is English, but the courses I teach require students to access information from a wide variety of fields in order to write their essays, this question is difficult for me to answer. I do not use the library primarily as a resource for literature; I will ask another professor.

Dani Behonick, Health Sciences

This is hard to say where health science is concerned. I encourage my students to use a variety of sources in their research (everything from peer reviewed academic journals to more popular resources). As such, one might argue that the quantity/depth/variety is great! The quality really varies, but because one of the learning outcomes for this course is the ability to evaluate information sources for reliability, I don't see this as a negative. Again, this is a skill that actually is taught in the course/modeled regularly/reinforced.

Patty Dilko, Early Childhood Education

Print: There is an extensive collection of materials related to the field of early childhood education. Many of the books are older

Electronic: The electronic resources seem to be adequate for the level of research that the Early Childhood/Child Development students need to complete assignments and research in their required classes. Our librarians are creative and diligent when working with students on research and writing assignments.

