2016 LLR Division Retreat

Identifying the Issue & Seeking Solutions

Group member names:

Nora, Deb, Pauline, Linda VS-Y, Teresa, Hong & Sandy, Ashley

Unit/Area/Discipline: Librarians / Library faculty

**Part A: Profile of Unit/Area/Discipline**

Begin by having a discussion in your group regarding your Unit/Area/Discipline following 1-4 below.

<table>
<thead>
<tr>
<th>1. Identify the important functions and tasks of your Unit/Area/Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>1-on-1 research/consultation help (Ref)</td>
</tr>
<tr>
<td>CD</td>
</tr>
<tr>
<td>Creating online learning</td>
</tr>
<tr>
<td>Student success</td>
</tr>
<tr>
<td>- retention persistence completeness</td>
</tr>
<tr>
<td>2. Who or what is impacted by the important functions and tasks of your Unit/Area/Discipline?</td>
</tr>
<tr>
<td>Campus</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>California Informatics</td>
</tr>
<tr>
<td>3. Identify your Unit/Area/Discipline goal(s):</td>
</tr>
<tr>
<td>4. Who or what is impacted by the goals of your Unit/Area/Discipline?</td>
</tr>
<tr>
<td>Same as 2</td>
</tr>
</tbody>
</table>
### Identifying the Issue & Seeking Solutions

**Part B: Identifying the Issue & Seeking Solutions**

Continue your discussion regarding your Unit/Area/Discipline in 5-11 below.

<table>
<thead>
<tr>
<th>Priority Issue</th>
<th>Method(s) of Research</th>
<th>Expected Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. What is one consistent challenge or bottleneck for you, your colleagues, or your unit/area/discipline?</td>
<td>8. What's a possible next step or solution?</td>
<td>10. What results do you expect the data to show? What question will it answer?</td>
<td>11. What would you do with the results or how would they be helpful?</td>
</tr>
<tr>
<td>- Student expression of needs</td>
<td>- Budget for Adjuncts Outreach</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td>Librarian may work with a peer from a group.</td>
</tr>
<tr>
<td>- 6. How do you know?</td>
<td>- Development, limit-to-manage</td>
<td>- Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td>Librarian may work with a peer from a group.</td>
</tr>
<tr>
<td>- Usage of resources</td>
<td>- Qualitative circulation needs</td>
<td>- What are goals of outreach? If we demonstrate that outreach worked with one group, we can say that it will be beneficial for other groups.</td>
<td></td>
</tr>
<tr>
<td>- Cultural awareness expressed</td>
<td>- Strategy for Adjunct Outreach</td>
<td>- What should we keep track of?</td>
<td></td>
</tr>
<tr>
<td>- What are your goals?</td>
<td>- SEP Info Session</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td></td>
</tr>
<tr>
<td>- SEP Fall Project</td>
<td>- Ref Desk assignments</td>
<td>- What should we keep track of?</td>
<td></td>
</tr>
<tr>
<td>- Faculty tell us anecdotally</td>
<td>- Special Projects, special programs</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td></td>
</tr>
<tr>
<td>- Misinformation</td>
<td>- Students, counselors, staff, faculty</td>
<td>- What should we keep track of?</td>
<td></td>
</tr>
<tr>
<td>- What happened in the last 12 months?</td>
<td>- SEP Pops, librarians, technologists</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td></td>
</tr>
<tr>
<td>- Who or what is impacted?</td>
<td>- Students, counselors, staff, faculty</td>
<td>- What should we keep track of?</td>
<td></td>
</tr>
<tr>
<td>- Library hours, scheduling space, training, classified</td>
<td>- Student workers, peer advisors, librarians, technologists</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td></td>
</tr>
<tr>
<td>- Prioritizing people &amp; $</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td>- What should we keep track of?</td>
<td></td>
</tr>
<tr>
<td>- What's a possible next step or solution?</td>
<td>- Go to where students are - centers, external promotion, additional effort, Cio.</td>
<td>- Library outreach will improve student success. Outreach workshops, consultations, buying materials to support specific group's needs</td>
<td></td>
</tr>
</tbody>
</table>

**Group Packet!**
Finding Evidence (Research MadLibs)

Group member names:

Deb, LeAnn, Sandy, Hong, Meghan, Chuck + Chris

Unit/Area/Discipline: Librarians

How to complete: Like MadLibs, the idea here is to "fill-in-the-blanks" so that the priority issue and steps for a solution are clear. Instead of nouns/adjectives/verbs, we'll be referring back to the Identifying the Issue & Seeking Solutions sheet for the blanks.

Part C: Stating the Purpose of Research

Method(s) of Research: See #9 on Identifying the Issue & Seeking Solutions

Possible Solution: See #8 on Identifying the Issue & Seeking Solutions

Priority Issue: See #5 on Identifying the Issue & Seeking Solutions

Goal: See #3 on Identifying the Issue & Seeking Solutions

People: See #7 on Identifying the Issue & Seeking Solutions

Area: Unit/Area/Discipline

The purpose of this focus group/structured meeting will be to test our targeted library outreach to veteran students will lead to increased use of library materials and instruction (Possible Solution)

and contribute to increased use of library materials and services (Priority Issue)

for veteran students (Goal)

in/at The Veterans Center (People)

Conclusions: Data Analysis

librarians
2016 LLR Division Retreat
Finding Evidence (Research MadLibs)

Part D: Assessing the Process of Research

Method(s) of Research: See #9 on Identifying the Issue & Seeking Solutions

Expected Results: See #10 on Identifying the Issue & Seeking Solutions

Timeframe: Examples – Spring 2017, Summer 2016, ASAP!

Type of Data/Info Collected: Examples – Data/info gathered in Method(s) of Research

Use of Results: See #11 on Identifying the Issue & Seeking Solutions

Big Picture: See Individual Packet

We plan to track the success of our solution in terms of:

- Conclational Data Analysis
  - [Method(s) of Research]
  - Focus Group
  - Multiple data points

We will measure this by collecting:

- # interventions, Banner information, make
  - (Type of Data/Info Collected)

and use it to:

- Expand services to other populations, improvements, fund
  - (See Use of Results and/or Big Picture for ideas)

Part E: Assistance for Research

In order to collect the evidence, what resources are needed? (Mark all that apply)

☑ Help from colleague, supervisor/coordinator, department chair, or manager to clarify

☐ Help from a tech-savvy person regarding online tools

☐ Help from Research and Institutional Effectiveness (RIE) to find available data/crunch numbers

☑ Time to meet with group and continue to plan research

☑ Time to DO research project

☐ Funding for back-up or dedicated quiet to complete our research

☑ Funding to buy the following equipment/materials: laptop, + on-the-go instruction kit (projector + screen) – (portable)

☐ Help! Other:

- Check out
- Wi-fi connectivity
Librarians

- Marketing outreach services
- Instruction
- Collection

- Students don't know...
  - Posters
  - Attendance at meetings

- Faculty - Always have a library proposal

- Building New + Making building work in meantime

Research - Growth in * we are reaching
- How did it contribute to our goals
- What was the impact?

- How do we capture who we are serving + learning outcomes success indicators

10 - What do we propose to do
- Library outreach will lead to increased use of library materials + services which will lead to increased student success
- Peer connections are essential

- Generalizable to full campus

- Expand
- Working w/faculty to ID collection needs, inst needs
- Maintain Catalog, Database + all resources
  online + print
- Select + De select
- Access for distance learners to collections,
  Ref. Instruction
  [for all students too]
- Facilities + Technology to meet needs of students
  into resources, info retrieval literacy
- Web Page for access to services and resources
- Remote + Mobile access
- Credit classes
- Workshops
- Outreach- Collaborating with student groups
  & participate in campus wide
  fairs and activities
  - Lat desk
  - Shared governance & committees
Goals

- Student aware of library and come to the library - Outreach
- Getting them here.
- Aware of online resources
- Be a resource for student research

- Consistency in delivery of resources
  - Databases + eBooks working correctly
  - Questions thoughtfully constructed
  - Able to answer the questions put to us at Ref Desk

- Mode of delivery - Expectations/Competencies
  - Have textbooks students need - Availability
  - Enough room to keep them

- Integrated faculty - team effort - all contributing
  - Orientation to institution - New faculty

- Better communication - who is doing what + what has been done. Reporting of activities
  - Intranets, Libguide - internet
  - Sharing best practices

- Support instruction curricula + lifelong learning
  - Workshops online + learning instructional

- Minutes goal setting
- Easy ways for others to contribute
  - Base camp
Library Faculty

Library

PRIORITY ISSUE:

Outreach to Veterans + Instruction

POSSIBLE SOLUTION:

Information Literacy Intervention

Could include:
- Embedded librarian, workshops
- Relationship building, instruction
- Increased comfort with resources

UNIT PIE

Instruction

Outreach

STUDENT EQUITY

Course completion

ACCREDITATION

- Sufficient and up-to-date services
- Variety and depth of needs

How does it fit? Circle all that apply:

Mindmap of resource includes library

GROUP MEMBERS:

Hong, Carley, Lenni,
Child, Chuck, Deb
Pauline, Teresa, Linda,
Nora