

MC Library FY22 Priorities and Accomplishments

LMP Goal 1 (Succession Planning and Staff Development)

Objective 1: Collaborate with HRSTM to recruit for all vacancies and develop a continuity of operations plan

Strategy process

The Access Services and Research and Teaching divisions collaborated with the Library Director and assigned HR Recruitment Specialist to prioritize and recruit for eleven vacancies. Failed searches were either re-posted and ultimately filled, or temporarily filled with an internal employee. Vacancies included two full-time and one part-time positions in Research and Teaching and eight in the Access Services divisions.

Filling these vacancies were not only essential in continuing library services and operations, but also crucial to guaranteeing the successful implementation of the new Library Services platform, Alma. The impact of filling seven vacancies in the Access Services Division was significant as all seven, newly hired staff served on various implementation teams or supported time-sensitive implementation tasks.

Accomplishments

Three new hires were recruited for Research and Teaching division. Eight vacancies were advertised and seven were filled in Access Services. One search was unsuccessful and temporarily filled with an internal employee. Recruitment will resume in fall 2022.

LMP Goal 2 (Expand the MC Library's reach through updated technology in instruction, support, remote library services, and student-centered user experience initiatives)

Objective 1: Develop and manage curriculum-driven collections by increasing course use of library materials, by executing a zero-growth collections strategy to increase student-centered spaces, and by pivoting to e-preferred collection building to expand equity of access.

Strategy process

As an extension of the E-textbook program and part of the College Area Review (CAR) recommendations, Resources & Collections implemented a hybrid textbook program.

Accomplishments

- The Collections Development Committee refined and finalized faculty outreach mechanisms for both Faculty Select adoptions and bookstore acquisitions. The Collection Development Librarian updated and maintained the e-textbook tracker each semester, including tracking of Faculty Select adoptions; to that end, the Associate Director, Resources & Collections completed e-textbook program assessment reports for the College Area Review for fall 2021 and spring 2022, with data showing over 21,000 uses of e-textbooks in fall and over 21,000 uses of e-textbooks in the spring. In addition, the data suggests that an estimated \$670,000 was potentially saved by the 8,400 students enrolled in fall courses with library e-textbooks available and over \$580,000 was potentially saved by the 7,300 students enrolled in spring courses with library e-textbooks available. Data tracking over the past two years of the program indicates the program is sustainable, in terms of both personnel and financial resources dedicated to the service

by the library, and that the program continues to grow as adoptions and e-textbook availability continue to expand.

- The Resource Description & Acquisitions Supervisor updated bibliographic records with appropriate Marc notes to ensure long-term retention of e-textbooks in the library collection, which also supports enhanced efficiencies with selection, acquisition, and course reserves procedures.
- The Web Services & Communications Librarian and Collection Development Librarian created targeted outreach and marketing materials for Faculty Select throughout FY22 as part of the library's overall communications efforts. Likewise, Research & Teaching librarians featured Faculty Select information during outreach to departments, individual faculty, and as part of the overall suite of faculty support services. Librarians throughout the library also worked with faculty one-to-one on the selection and adoption process in *Faculty Select*, with 24 Faculty Select adoptions utilized in the AY22 e-textbook service, including multiple OERs supporting MC's wider "MC Open" affordability efforts. Use of *Faculty Select* during AY22 consisted of over 2,400 searches of the resource.

Objective 2: Using principles of user-centered design, Resources and Collections collaborated with the members of the Library Services Platform (LSP) Implementation Team to implement Alma and Primo.

Strategy process

Implementation of the library services platform (LSP) was a two-year process that began with a successful RFP and concluded with a full launch in FY22. The Implementation Team was responsible for preparing data loads (including over 200,000 bibliographic records, student and employee records, and circulation data), testing and verifying migrated data, configuring back-end workflows, and configuring functionality in RaptorSearch based on student-facing usability testing. They successfully collaborated with OIT and vendors, and effectively communicated with students on RaptorSearch enhancements. Employees went beyond expectations by devoting significant time outside their day-to-day responsibilities to transition library technologies to a 21st century cloud-based system.

Accomplishments

LMS implementation, Primo

- The Alma Implementation Team completed all assigned tasks to ensure successful migration and launch of Alma by June 28, 2022, including completing all data cleanup projects in Voyager to prepare for multiple data migrations in Alma, completing all required Alma trainings such as self-paced online trainings, attending a weeklong functional workshop led by Ex Libris, system administrators completing the Ex Libris Alma Certification programs, and team members analyzing workflows to customize configurations in Alma.

LMS implementation, Primo

- The Primo Implementation Team completed all assigned tasks to ensure successful migration and launch of Primo by June 28, 2022, including completing self-paced online trainings, system administrators completing the Ex Libris Primo Certification program, and configuration of the Primo discovery interface based on a two-part usability testing

study with MC students. In addition, all library tutorials, research and subject libguides, and instructional tools were updated with Primo based learning strategies and information.

- The Library's Communication Committee created and implemented a communication plan regarding the Primo launch, including targeted marketing and outreach to faculty, students, administrators, and community users.

Objective 3: Collaborate with library staff to prioritize division technology needs with increased support from the Office of Information Technology

Accomplishment

The Library Management Team developed an [MC Library Technology and Systems Plan](#) to prioritize current technology needs and identify support that will be needed from the Office of Information Technology. The plan will be updated quarterly.

Objective 4: Working with faculty, librarians create, maintain, manage, and expand asynchronous digital learning tools to increase student information literacy learning

Accomplishment

The Learning Tools Committee collaborated with the Web Services Committee to design a new template for the research skills guides, and completed migration of guides to new design. To make these new guides more efficient for students, we:

- Created a simplified, modern design consistent with the recent redesign of our course and subject research guides.
- Offered opportunities for students to practice skills with various activities embedded in the guides.
- Included standard definitions of research terms to help students build transferrable knowledge.
- Optimized content for the web by creating content directly on the guide and reduced reliance on PDFs and MS Word documents resulting in an improved user experience.
- Maximized access by providing point-of-need multimodal research help to students.

Objective 5: Provide continuity for online services after the return to the physical campus, including online research support, information literacy instruction, e-textbook adoption, and other resources and services, and expand and increase the library's virtual services to support the Virtual Campus.

Strategy process

This is ongoing through library wide activities delivered in support of our hybrid model of services

Accomplishments

- The library launched a hybrid textbook program in the fall, featuring access to both print and electronic textbooks for student use, which was an expansion of the traditional textbook program available to students, pre-pandemic. Support from Resources & Collections by way of selection, acquisition, and processing and support from Access Services by way of course reserves tracking facilitating discovery of titles on reserve directly in Blackboard courses and desk services facilitating checkout and renewal, helped ensure success of the hybrid

model. During AY22, e-textbooks were used over 42,000 times and print textbooks were used over 380 times.

- In addition, with return to campus, the library conducted multiple collection de-accession projects to prepare for Alma implementation data migration and to support e-preferred collection strategy. The Collection Development Committee continued to support e-preferred collection building via a scoped e-preferred approval profile as well as subject based selection preferring online access for key formats, such as streaming media.
- The Research and Teaching division worked together to revise instruction scheduling practices so that Head Librarians are the instruction coordinators for their discipline's instruction activities. Finalizing details for the move from campus based to team-based instruction coordination supports the multiple modes of delivery necessary for current and future remote instruction options.
- Reference Coordinators and the Research and Teaching division updated provision of services while preparing for our return to campus and during several levels of staffing transitions throughout the year. We adjusted to the evolving conditions and service needs of library users, for in-person service and ongoing online service, including implementing in-person research appointments and updating procedures.

LMP Goal 3 (Develop a culture of ongoing purposeful library assessment and data-driven decision making)

Objective 1: Assess course instruction to create a better understanding of what students need and how we can better respond to student instructional, learning, and information needs

Strategy process 1a

The Research and Teaching Assessment Task Group's final report was reviewed, providing recommendations about future directions of course based assessment for the library, and worked to implement agreed upon strategies. Four items were selected to work on in FY22.

Accomplishments

- **Completed:** research and bring in a professional consultant who offers training(s) on the topic of how to combat bias in developing library instruction sessions.
- **In progress:** create targeted marketing materials encouraging faculty to direct students to the LibCal appointment service. Work this year focused on including information in the syllabus template and getting it on the resource list.
- **Completed:** create a spreadsheet of current assessment being done and data currently collected.
- **In progress:** pre/post assessment survey development for students. This is progressing well since the arrival of our new Assessment Coordinator. Two task groups are working on questions focused on two of the four sections of the updated GenEd Information Literacy Rubric, with the other two sections getting underway in mid-FY23.

Strategy process 1b

The Arts & Humanities Librarian team members collaborated with the ENGL 101 faculty to implement an ENGL 101 Assessment project to assess students' knowledge, skills, and attitudes regarding academic integrity and citing sources. This course, while not requiring research, introduces students to foundational information literacy skills and concepts. The

Humanities Team continued to refine delivery of ENGL 101 Workshops throughout FY22, meeting with ENGL 101 coordinators and collaborating with them via email. The coordinators were instrumental in helping the team determine the best ways to reach faculty, assisted with scheduling meetings, and helped to gain Department Chairs' support for the workshops and the assessment project.

Accomplishments

- In the Fall 21 semester, there was an increase (from the previous year) in both the number of ENGL 101 workshops and individual sessions requested, and the number of students reached. (See: [data](#))
- For the Spring 22 semester, the Humanities team developed procedures and implemented LibCal Events functionality to make it easier for students to register for a workshop.
- For students and classes not able to attend a live ENGL101 workshop, the Humanities Team developed detailed faculty guides for the You Quote It and Investigative Skills workshops, respectively. For more details, the [ENGL 101 Library Assessment Project – Final Report](#) is available.

Strategy process 1c1

Health Sciences/Communications/Special Programs team monitored the quiz results from NURS 114's tutorial to ensure students are achieving desired learning outcomes

Accomplishments

Quiz results did show that students understood the major concepts outlined in the tutorial and emphasized during the live session. A planned update to some of the structure of the quiz questions should result in better assessments of direct learning.

Strategy process 1c2

For outreach to Special Programs, the team initiated contact with the Interim Director of the Achieving the Promise Academy to learn more about their program and how the team could support their students and coaches.

Accomplishments

- As a result of that contact, a meeting between the coaches and team was scheduled and information was exchanged, which led to a greater understanding of their areas and what information gaps existed.
- A YouTube video on the library database, Writer's Reference Center, was created and shared with the ATPA attendees as an example of one delivery method of how we can support students and the coaches. Since the publication of the video, it has been viewed 28 times, which is a relatively strong results considering it has not been publicized or announced beyond the original meeting. The team will continue to create and develop a plan on methods to support them.
- The Boys to Men Mentoring Program was contacted in Spring 2022 and communication will continue going into Fall 2022, as well as exploring other special programs and avenues for outreach.

Strategy process 1d1

The STEM team implemented Project Outcome post-instruction surveys in Fall 2022

Accomplishments

- Nearly 90% of students reported feeling more knowledgeable of library resources after the sessions and able to apply the skills that they learned in future courses ([see data](#)).
- Students also provided concrete suggestions for session improvements, such as adding more video resources, including more hands-on activities, and comparing library search results with Google ([see data](#)). The STEM team is incorporating these ideas into our lesson planning for AY2022-23.

Strategy process 1d2

During FY22, the STEM team consistently networked to build new relationships and re-energize pre-pandemic connections with discipline faculty and administrators.

Accomplishments

- The STEM librarians organized one-on-one meetings with faculty in Biology and Data Science to brainstorm course-specific support that the library can provide. As a result, faculty requested new DATA and SCIR 297 LibGuides are being created with more support and partnership planned for fall and spring.
- The STEM librarians attended the 2022 STEM Student Research Conference, a first for our team. They networked with multiple faculty and administrators and fostered many new connections and relationships. In fact, one of the students who received assistance won first place at the conference. She had the highest scoring project for her presentation and the poster sessions. The STEM librarian team was well represented through collaborative efforts with faculty and students to plan and organize the Exploring the Intersection of Global Humanities and STEM conference.

Strategy process 1e

The Business & Social Sciences Team reviewed and shared usage data with faculty and determine whether our learning modules sufficiently support student outcomes for signature assignments. Emphasis was placed on PSYC 102 and CCJS 110 as these are courses with a significant research component and as general education offerings, have outcomes and assessments that align with the College's information literacy rubric. Throughout this period, the BSS team worked to promote the many asynchronous resources created by the MC Library as well as from the publisher, InfoBase, under the brand, CREDO InfoLit learning tools.

Accomplishments

- During the 2021-2022 AY, 56% (87 individual classes) of courses engaging with CREDO modules were sections of PSYC 102, with 1675 uses from 888 unique users. This means ~1/3rd of PSYC 102 students over the past academic year have found the needed support to help them understand core concepts such as APA Citation Style, How to Read Scholarly Materials, and Evaluating Sources.
- Other current asynchronous supports, in the form of research guides, continue to have robust use by students. Course Research Guides also continue to present valuable support for students with the PSYC 102 guide remaining the 3rd most heavily used guide (4,451 launches in FY22) behind ENGL 101 and 102. CCJS 110 given its small enrollment is also very heavily used with 648 launches in FY22.

Objective 2: As part of the MC Library's assessment efforts, implemented a User Experience (UX) Program to better understand the behaviors, expectations, and needs of library users and evolve services and resources accordingly.

Accomplishment

As part of the User Experience Program, the Web Services & Communication Librarian conducted a user research study to inform the configuration of the new discovery services interface, Primo VE, as part of the library services platform implementation. Further, the study provided insight on how MC students interact with a library a discovery environment. Additional details including links to the report can be found on the [User Experience Program guide](#).

Objective 3: Collaborate with the General Education Standing Committee (GESC) to complete the information literacy competency rubric revision and support faculty methods for implementing in courses.

Accomplishment

The updated rubric was adopted in March after several rounds of feedback and refining. The R&T Associate Director took the lead on recruiting and organizing the GenEd Spring Showcase speaker to focus on Information Literacy and engaging with the updated rubric.

Objective 4: Utilize the Blackboard LTI Guide Launch data to determine areas of outreach to specific courses

Accomplishments

This effort began in 2019, and student use of our content through our Learning Tools Interoperability (LTI) LibGuides/Blackboard (Bb) interface continues to grow. For example: launches of STEM research guides through Bb LTI totaled 9,853 in FY22, an increase of 29% from FY21. The most used guides were BIOL 101 with 1008 total launches, and BIOL 150 with 991 launches ([see data](#)). Use of library guides outside of Blackboard LTI increased by 6% in FY 22 compared with FY 21. It is worth noting that our LibGuide use and LTI launches increased despite an 11% drop in enrollment over the same time period. Views of the Mathematics guide more than tripled in FY22.

LMP Goal 4 (Library Advocacy and Demonstration of Value)

Objective 1: Expand the MC Library Communications plan to investigate and support strategic advocacy to demonstrate the library's value

Strategic process

Library fines and fees impact students financially and creates a barrier for those who are the most in need of access to library services and resources. In some cases, holds are placed on their accounts when privileges are suspended or sent to collections for lack of payment. It is an equity issue for students from lower-income circumstances, which can impede their academic success. As part of the library's migration to a new library services platform and need to clean up patron records, a collaboration with the Office of Business Services and Academic Affairs formed to begin steps to draft a resolution that would eliminate library fines for our open-shelf collection. Fines and fees will remain for textbooks and other high demand items such as technology and use of the group study rooms. A secondary collaboration with the Communications Committee was formed to develop a Communication Plan for the fines and fees elimination project.

Accomplishment

The resolution was passed at the April 2022 Board of Trustees meeting and went into effect on May 23, 2022. Through the communication plan, announcements were shared with the appropriate audiences prior to the May 23 effective date.

Objective 2: Develop strategic partnerships to position Montgomery College Library as an essential part of the College's academic mission

Strategy process

This objective was shifted to launch as a library wide FY23 goal

LMP Goal 5 (Library Space Planning)

Objective 1: Continue to modernize and advocate for evolving library spaces that address changes in scholarship and learning

Strategy process

Continue to work with the Campus Planners, library staff, and other college stakeholders on library renovation plans while communicating an emphasis on functional and fluid library spaces

Accomplishment

College administrators and County officials collectively secured additional funding to push for an earlier renovation of the Takoma Park-Silver Spring Library, the oldest of our three campus library locations. Slated to be renovated in FY24, the renovations will now begin in January 2023. The campus planners, library staff, and project architects worked closely to tweak student and staff spaces, positioning of the print collections, and space aesthetics. Regular meetings and discussions convened to develop a timeline and relocation plan to a swing space for the duration of the renovation period.