

Library-LRC Full Program Review 2020-21 Latest Version

Library - LRC Full Institutional Support Program Review

General Information

General Information : Version by **Oxford, Ron** on **11/18/2020 16:43**

Program	Learning Area	Author(s)	Academic Year
Library - LRC	Counselor and Support Learning Area	Ron Oxford	20/21

Personnel

Personnel : Version by **Oxford, Ron** on **11/18/2020 16:43**

The Library/LRC has added only 1 permanent position since it's opening in 2003. Comparing current staffing levels to Title V Section 58724 shows we are at about half of recommended staffing levels.

TABLE 2

FTES	Faculty Librarians
<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Addition 1K	0.5

TABLE 3

FTES	Library Support Staff
<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Number of full-time certificated faculty	Number of part-time certificated faculty	Number of full-time classified staff	Number of part-time classified staff	Number of administrators/classified managers
1	2	2	1	0

Institutional Support Organization Chart (FULL REVIEW ONLY)

Institutional Support Organization Chart : Version by **Oxford, Ron** on **11/18/2020 16:43**

Please import an image of your program's organizational chart, using the instructions below. You may also watch a video which details the steps: Importing Images (<https://use.vg/Yw3YDQ>). Please note that the resizing instructions are specific to Mac users.

To add the files to your image library on Elumen:

- Click on the "folder" icon above
- Find the image you want to upload.
- Make sure the image is the correct size - at least 100x100 and no more than 400 x 350

- Click on center box to upload file, locate the file and click upload (ignore the red x)

To add the files from your image library to your PR document:

- Click on the "image" button above.
- Click on "browse server", locate the image, click on it and open it.
- Under Height and Width, adjust size of image to at least 100x100 and no more than 400x350
- Remove Lorem Ipsum text below the image and Click OK
- To add another document, move your cursor below the first image and follow the same process.

Vice Preident of Educational Services

Faculty Librarians

Ron Oxford (Full-time)

Kelsey Smith (Adjunct)

Rachel Cassiman (Adjunct)

Classified Staff

Francess Andrade - Library Technician II (Full-time)

Cynthia Lopez - Library Technician I (Full-time)

Sharon Eldridge-Horn - Library technician I (Part- time)

Institutional Support Program Purpose

Institutional Support Program Purpose : Version by **Oxford, Ron** on **11/18/2020 16:43**

In the space below, please describe the purpose of your program. Why does your program exist and why is it important to the overall institution?

Beyond meeting Ed Code (78100), the WHCL Library/LRC provides resources and space for student collaboration, research, and access to technology. The following four points were pulled from a 2017 Association of College and Research Libraries (ACRL) study on the impact of libraries on student learning and success:

- The library contributes to improved student retention.
- Library instruction adds value to a student's long-term academic experience.
- The library promotes academic rapport and student engagement.
- Use of library space relates positively to student learning and success.

Furthermore,

Library use increases student success. Several AiA studies point to increased academic success when students use the library. The analysis of multiple data points (e.g., circulation, library instruction session attendance, online database access, study room use, interlibrary loan) shows that students who used the library in some way achieved higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.

The WHCL Library/LRC tracks circulation of both electronic and print materials as an SAO and actively engages in activities geared towards the increased circulation of these research materials. The process of collection development uses not only library staff expertise, but input from faculty and students as well. The current print collection is newer, with 50% of the collection having a copyright date newer than 2010.

Beyond the print and electronic resources students are provided access to a full array of computer applications on 75 desktop computers. They have access to a color copier and printer. The databases and eBooks they have access to have all been chosen in order to fit the curriculum taught at WHCL.

The Library/LRC is a teaching library where reference interactions and classroom orientations are designed to teach information competency. Among other things information competency strengthens student's general education and contributes to their use of information, critical thinking and ethical reasoning. This aligns perfectly with this Institutional Student Learning Outcome (ISLO):

Information Competency

Identifies and defines the nature and the extent of the information needed to accomplish a specific educational, professional, or personal objective and demonstrates the ability to locate, access, manage, evaluate, understand, and use information from diverse sources ethically and legally.

Community members pre-pandemic often utilized the archives of newspapers for various community research projects. Also, all of our reference and electronic materials were also accessible while in the library to anyone. Once Library/LRC services return to normal these activities will be renewed.

Online resources were well developed and positioned to engage in student support when the pandemic struck. The use of virtual chat, jabber phone reference, instant messaging and enhanced tutorials on Library/LRC usage have all contributed to keeping the services relevant and readily accessible to students.

Open Educational Resources (OER) are utilized in approximately 50% of courses at WHCL. The Library/LRC plays a support role in the creation, archiving, and circulation of OER textbooks. The staff stay abreast of the latest developments in the OER environment and participate in regular OER activities throughout the State.

Association of College and Research Libraries. Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects. Prepared by Karen Brown with contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2017.

"Assessment in Action Bibliography," ACRL Value of Academic Libraries website, accessed October 21, 2020, http://www.acrl.ala.org/value/?page_id=980 (http://www.acrl.ala.org/value/?page_id=980)

Mission Statement (FULL REVIEW ONLY)

Mission Statement : Version by **Oxford, Ron** on **11/18/2020 16:43**

The Library/LRC supports WHCL by providing innovative technologies, as well as traditional library resources, to promote enhanced learning opportunities for the local and global college community served. In order to have an environment conducive to the pursuit of knowledge access to the physical collection and resources is open to all.

In the space below please describe how your program aligns with the college mission statement. Please address as many components of the mission statement as possible. (200 word limit)

The Library/LRC Mission Statement aligns with the College Mission Statement in these two key ways. First, the College service of a diverse community in an accessible manner is met by the Library/LRC emphasis on providing enhanced learning opportunities for the local and global college community served. Secondly, "...student learning and achievement by providing quality courses..." is supported by the Library/LRC's focus on resources that promote enhanced learning opportunities with innovative technologies as well as traditional library resources.

Program Goals Update

Previous Program Review : Version by **Oxford, Ron** on **11/18/2020 16:43**

Goal from Previous Review	Is the goal met, partially met, or not met?	Please provide an update on this goal.
Increase efficiency of electronic resource access and enhance digital collection.	Met.	The new Library Service Platform (LSP) has been fully implemented and funding earmarked for ongoing subscription costs.
Provide enhanced reference interviews and raise the number of class information competency orientations given.	Partially met.	Although classroom orientations have actually decreased other avenues of reference interactions have increased. Continued chat and new phone reference (jabber), Canvas access, and video tutorials have proven popular with students.
Continue providing support, curation and development of OER materials.	Met.	Library staff continue to be active in all aspects of OER work at WHCL. Furthermore, professional development, conference presentations and grant opportunities continue to be pursued. Although, the OER Librarian position has not been filled as permanent, grant funds have been keeping the position viable.
Improve online library services via Canvas.	Partially met.	Some research databases have been integrated into Canvas course but not all. There is a direct link to library resources on all Course Shells now. The plans to fully integrate tutorials and course specific information competency modules into specific Canvas courses has not as yet been accomplished.
Hotspots/Laptop Checkouts	Not met.	The administration determined that another alternative to this program would be more beneficial to students at that time. Since the pandemic began laptops and hotspot circulation has been managed by another department at the college.
Materials budget	Not met.	The Library/LRC continues to rely solely on Lottery funds for purchasing of research materials. This is a cumbersome process that does not lend itself well to long-term subscription and collection development planning.

External Connections and Factors (FULL REVIEW ONLY)

External and Community Connections : Version by **Oxford, Ron** on **11/18/2020 16:43**

If applicable, describe your program's involvement in the community within the WHCL service area.

The Library/LRC provides reference services and access to the physical and digital collection to all community members onsite. The newspaper archive is also available and many community members take advantage of this resource. The Library/LRC staff was also active in giving advice and professional expertise to the Mooney House Museum in Lemoore as it created a grant application for the restoration of its collection. All of these activities are on hold as of this writing due to the pandemic.

If applicable, describe any special accreditations, external regulations, or advisory committees that have oversight to your area/program.

N/A

If applicable, describe any area/program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).

Although not in anyway the sole instructional or support program involved the Library/LRC does play an integral part in the adoption, creation, and fostering of OER. Due to the nature of the Library/LRC's other services capturing student impact data outside of mere headcounts is difficult. This data is clear on the value of the effort expended.

	OER			Non-OER		
	Unduplicated Headcount	Enrollments	Course Success Rates	Unduplicated Headcount	Enrollments	Course Success Rates
Overall	8,098	28,816	69.2%	5,888	11,587	66.1%
Pell Grant Recipient	3,800	14,833	71%	2,610	5,331	67.6%
Female	5,082	18,752	70.6%	3,671	7,267	67.2%
Male	2,859	9,512	66.3%	2,104	4,097	64.0%
Black/African American	382	1,238	63.8%	283	498	57.2%
Latinx/Hispanic	5,269	19,398	67.7%	3,797	7,569	64.3%
Two or More Races	242	877	70.2%	180	400	62.6%
White Non-Hispanic	1,531	5,180	74.2%	1,178	2,234	72.1%
Face-to-Face	4,794	14,559	70.9%	2,992	4,890	65.7%
Hybrid	1,370	1,963	65.4%	1,066	1,211	66.8%
Online	5,795	12,294	67.8%	3,671	5,486	66.3%

External Factors : Version by Oxford, Ron on 11/18/2020 16:43

The Library/LRC was already operating without a materials budget and on half recommended staffing levels before the budgetary crisis of the failed CCCCO funding formula. Although able to weather further cuts the longterm impact is that when resources do become available there will be many more programs seeking to replenish their budgets. Historically speaking this will once again limit any library budget and/or staffing increases.

The pandemic has shown the resilience of the Library/LRC program and caused a complete shift of services. The Library/LRC was well positioned to move fully into an online environment. Although open with limited hours during the pandemic the vast majority of services are being offered in an online format. Data has been being gathered during this time period but the accuracy due to the majority of staff working remotely

Outcomes and Assessment

Service Area Outcomes (SAOs) : Version by Oxford, Ron on 11/18/2020 16:43

Since the 2018/2019 Library/LRC Institutional Support Mid-Term Report there was an attempted shift from the previous SLO process that was being utilized to SAOs. This process was in mid-swing when the pandemic struck and has made the data gathering problematic. The SAOs presented in this report should be viewed in this light. It is expected that they will be more effective tracking mechanisms once able to implement fully than the old SLO data tracking system.

SAO	Goal for Performance	How will this SAO be measured?	Actual Performance
Collection: The library will develop and maintain a relevant materials collection that supports the curriculum across disciplines and teaching format.	Maintain collection relevance by monitoring discipline specific publication dates. Overall 50% of collection with publication date within previous 10 years.	Collection analytics within Ex Libris Library Services Platform. 2% replacement purchasing per academic year for both print and eBooks.	30% Before 2000, 20% Between 2000 and 2010 and 50% after 2010. 622 print books added (2.07%) and (0%) eBooks.
Space/Building: The Library/LRC will support student success by providing a welcoming library space and support services, both in-person and online.	10% increase (comparative to enrollment increase/decrease) in patron visits, study room usage, online reference services and overall satisfaction with the Library/LRC.	Gate count, study room checkout data, online reference service data and survey results.	Gate count dropped from an academic year high in 2018-2019 of 8,191 unique visits to our current situation of being closed and having 128 in the Fall 2020 semester as of November 17th. Study rooms at zero from a high of 327 in 18/19 but we are now tracking wi-fi computer usage which is equivalent to the 128 visits mentioned above. No surveys were given due to the pandemic.
Information Competency/Reference Services/Databases: Students are able to discover, access, and use information affectively for their academic endeavors"	Database usage will increase by 10%. One-shot library sessions will increase by 10%. Reference transactions will increase by 10%. 75% of students surveyed will respond as being either Very or Somewhat satisfied with their ability to locate specified library resources. These increase are based on pre-Covid-19 data.	Database, one-shot library session, reference transactions and survey data.	All have dropped dramatically due to the pandemic and no survey was implemented.

SAO to ISLO Mapping (FULL REVIEW ONLY)

SAO to ISLO Mapping : Version by Oxford, Ron on 11/18/2020 16:43

<p>Please list Service Area Outcome (SAO)</p>	<p>Please list which ISLO(s) align to this SAO: Communication Competency, Analytical Inquiry, Information Competency, Quantitative Reasoning, Ethical Reasoning, Ability to Engage Diverse Perspectives, Personal, Academic, and Career Development, or none of these.</p>
<p>Collection: The library will develop and maintain a relevant materials collection that supports the curriculum across disciplines and teaching format.</p>	<p>Information Competency, Analytical Inquiry, Ethical Reasoning, and Ability to Engage Diverse Perspectives</p>
<p>Space/Building: The Library/LRC will support student success by providing a welcoming library space and support services, both in-person and online.</p>	<p>Personal, Academic, and Career Development</p>
<p>Information Competency/Reference Services/Databases: Students are able to discover, access, and use information affectively for their academic endeavors"</p>	<p>Information Competency, Analytical Inquiry, Ethical Reasoning, and Ability to Engage Diverse Perspectives</p>

Institutional Support Data

Institutional Support Program Data : Version by Oxford, Ron on 11/18/2020 16:43



<p>Please report program data for each indicator: Course Success, Course Completion, Transfers OR Metrics identified per SAO</p>	<p>Data - 3 years ago</p>	<p>Data - 2 years ago</p>	<p>Data - 1 years ago</p>
<p>Collection: The library will develop and maintain a relevant materials collection that supports the curriculum across disciplines and teaching format.</p>	<p>30% Before 2000, 20% Between 2000 and 2010 and 50% after 2010. 537 print books added and 0 eBooks.</p>	<p>30% Before 2000, 20% Between 2000 and 2010 and 50% after 2010. 622 print books added (2.07%) and (0%) eBooks.</p>	<p>No data gathered yet.</p>
<p>Space/Building: The Library/LRC will support student success by providing a welcoming library space and support services, both in-person and online.</p>	<p>Gate Count (Fall and Spring): 8,191 Library Chat: 28 Study spaces: 327</p>	<p>Gate Count (Fall and Spring): 4965 Library Chat: 68 Study Spaces: 88</p>	<p>Gate Count Data Unavailable Library Chat: 84 Study Spaces: 131</p>
<p>Information Competency/Reference Services/Databases: Students are able to discover, access, and use information affectively for their academic endeavors"</p>	<p>Database Usage: 249,410 One-Shot Sessions (#Students): 600 Reference Transactions: 545</p>	<p>Database Usage: 143,452 One-Shot Sessions (#Students): 300 Reference Transactions: 321</p>	<p>Database Usage: 46,629 One-Shot Sessions (#Students): 0 reference Transactions: 15</p>

Disproportionately Impacted Group Data Review : Version by Oxford, Ron on 11/18/2020 16:43

N/A

Please identify the impacted groups within your program, as seen in the "Evidence of Negative DI" column. Which groups (if any) are disproportionately impacted? These groups might be impacted due to their age, where they take courses (Campus Location), the Class Meeting Time, their Economically Disadvantaged Status, Race/Ethnicity, Gender, or the Instructional Method.

N/A

Please discuss how these groups are impacted.

For example, " Athletics students in the age range of 20-24, with a duplicated headcount of 1250, achieve course success at a lower rate (69.4%) than college-wide students)

N/A

Instructional Program Data Analysis : Version by Oxford, Ron on 11/18/2020 16:43

N/A

Explain changes or revisions to your program that have impacted your rates.

N/A

What steps will you take in the next program review cycle to improve your rates as compared to the institutional set standards, where applicable?

N/A

Professional Development (FULL REVIEW ONLY)

Professional Development : Version by Oxford, Ron on 11/18/2020 16:43

Please describe professional development which has occurred in this program since the last program review.

Professional development for classified and one adjunct librarian consisted fully of implementation training for the new Library Services Platform (ExLibris). These trainings were intensive and required everyone to become fully versed in not only the migration of data but on all applications of the system once it went live.

The librarian and OER librarian both took part in the LSP training and OER training. The OER professional development consisted of many webinars, conferences, and workshops.

Describe the program's plans for staff development over the next cycle based on your analysis of data trends in your program.

Professional development once able should revert to in-person conferences. This is necessary due to the intense changes that take place in the field of Library Science at a rapid pace and our remote location. In order to keep classified and certificated engaged and up-to-speed on trends and technologies travel funds should be restored.

Also, webinars and other online mechanisms will be sought out and utilized for professional development as well.

Library faculty and staff have a variety of interests and specialities (circulation, reference, cataloging, etc.) that they have and will continue to seek out. Most of the trainings are offered by professional organizations such as the American Library Association, California Library Association,

Program Improvement Strategies

Institutional Support Program Goals : Version by Oxford, Ron on 11/18/2020 16:43

Program Goals - Please list 3-5 goals for your program.	Program Action Steps - Please list the specific steps that you will implement to accomplish the goals (e.g. implement new software to increase efficiency) and intended outcomes.	Necessary Resources - Please list any additional resources (Faculty, Non-faculty, Technology/Equipment, Professional Development, or Facilities) you will need to accomplish the goals. Specific details will be outlined in the Resource Request section.	Outcomes - Please list the means of assessment/criteria for success including the timeline (measurable).
Increase efficiency and relevance of electronic resources.	Expand database usage statistics tracking. Implement trials of possible new databases for faculty to test. Expand on database usage tutorials.	No new resources required.	No redundant subject areas in subscriptions. All major subject areas are covered. Database usage increase by 10% by mid-term program review.
Collection Development of eBook collection.	Engage in 50%/50% collection development between print and electronic collection development	Some professional development offered by vendors. Maintain access to lottery funds (only current source) for materials purchasing	Each purchasing cycle of research materials consists of 50%/50% purchases by format.
Increase the number of information competency instruction sections given both face-to-face and online.	Market Information competency (IC) instruction opportunities wider with a focus on adjuncts. Create holistic IC videos to share via Canvas.	Expansion of professional library staff. Current staffing levels of librarians insufficient for need.	Additional certificated library staff. Increased face-to-face orientation sessions by 25% per year. Development and implementation of online IC tutorials.
Continue providing support, curation and development of OER materials.	Library staff will stay abreast of OER trends and opportunities in order to develop and strengthen future OER usage and adoption.	Funding of full-time OER/Information Competency librarian position.	Continued increase of student success data, OER adoptions, student cost-savings, and textbook creations.

Program Goals - Please list 3-5 goals for your program.	Program Action Steps - Please list the specific steps that you will implement to accomplish the goals (e.g. implement new software to increase efficiency) and intended outcomes.	Necessary Resources - Please list any additional resources (Faculty, Non-faculty, Technology/Equipment, Professional Development, or Facilities) you will need to accomplish the goals. Specific details will be outlined in the Resource Request section.	Outcomes - Please list the means of assessment/criteria for success including the timeline (measurable).
Materials budget restoration	Continue to advocate for replacement of library materials budget.	Increase library GF budget to level that would support current subscriptions and collection development. Enhance with lottery funds rather than rely upon.	15% budget increase per year until pre-2008 budget level restored.
Addition of a part-time entry level classified position.	Utilize the Budget Allocation Committee and shared governance process to request appropriate staffing levels based on the needs of a college this size according to Title V.	Funding of part-time entry level classified position. It should be noted that 3/4 of this position could be funded by transferring temporary position funds to the p/t classified budget line.	Addition of part-time entry level classified position.

Resource Requests

For each request you will be required to provide:

1. Item name and description
2. Reason and supporting data for item
3. Cost breakdown for each item

*** There are no related questions to this section. Please ensure you have completed the budget request form via the link above.

No Value