

Program Review - Academic & Service - Library & Information Studies Department Latest Version

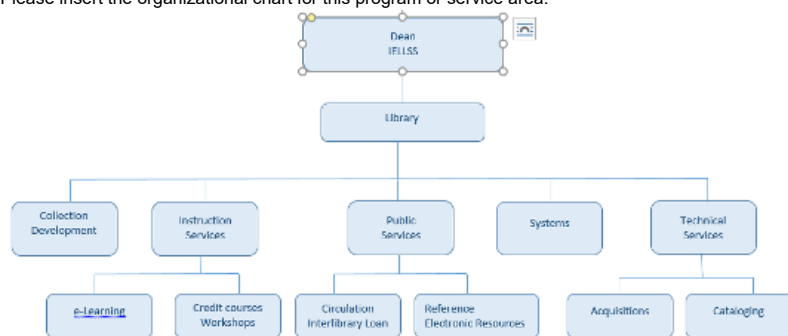
Overview

Program Review - Collaborators : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Collaborators
Seth Daugherty
Erin Fletcher
Linda Martin
Barbara Sproat

Program Review Overview - Organizational Chart : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Please insert the organizational chart for this program or service area.



Program Review Overview - Award Programs : Version by **Daugherty, Seth** on **03/11/2021 16:10**

There is no degree or certificate program in Library and Information Studies (LIBI).

The two LIBI courses offered are stand-alone courses. Both courses are electives in several degree programs. Both LIBI courses are CSU/UC transferable.

Award Programs

Program Review Overview - Course Offerings: Unique Courses : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Course enrollment is marginal unless the course is paired in a Learning Community.

Currently two courses are offered in Library and Information Studies. The course offerings will be expanded to include an Honors version of one existing course, and a new 3-unit credit course.

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
1	1	1	1

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	1	1	2	1

Program Review Overview - Course Offerings - Total Enrollment : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	13	11	58	25

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	13	11	29	25

Program Review Overview - Faculty Workload LHE : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
165	94.7%	0.8	0.5%	8.5	4.9%	174.3	100.1%

Program Review Overview - Faculty Workload Faculty Headcount : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
6	2	6	8

Program Review Overview - Faculty Workload LHE per Faculty : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
27.5	0.4	1.42	21.79

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
5.5	0.03	0.28	5.81

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Total FTES	Overall Efficiency (FTES/FTEF)
2017-18: 0.79	23.7
2016-17: 1.87	28.05
2015-16: 0.35	10.5

Program Review Overview - Service Area Functions : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Circulation Services:

- Lend materials to library users
- Process returned materials
- Manage Library Reserve collection and service
- Monitor materials for damage and routing them to the appropriate staff for repair or replacement
- Troubleshoot circulation technology, i.e. library circulation software & equipment
- Troubleshoot other library technology/equipment, e.g., copy machines, print card vending machines, etc.
- Charge and process library fines; resolve issues related to overdue fines, lost and/or damaged library resources
- Send out overdue notices to borrowers
- Assist patrons at the circulation and reserve counter
- Manage stack maintenance, i.e., re-shelving of materials, shelf-reading, and shelf cleaning
- Address issues such as: inappropriate patron conduct, including but not limited to cell phone usage, eating in the library, disruptive noise levels, etc.
- Manage study room reservation check-outs/check-ins
- Train and supervise student workers
- Train and supervise Library Technology interns

Function	Description
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Function	Description
undefined	undefined

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Daugherty, Seth on 03/11/2021 16:10

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Process

Each year, the Librarians meet during the fall flex week to update the Annual Plan (AP), aka DPP goals, review tasks, and delegate responsibilities. The statistics from instruction and student services are used to inform the discussion. The Library Assessment Cycle is reviewed and updated. Assessment activities are planned for the academic year. The Librarians discuss progress towards the Annual Plan goals during the Spring flex week meeting, and updates are made to the Annual Plan as necessary. At the end of the spring semester, the Librarians meet to evaluate the progress made towards the Annual Plan goals.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Mission Statement Alignment

Goal 1: Through its schedule of library hours, services, and instruction to support the research and scholarly needs of students

Goal 2: Providing diverse Library materials in print and electronic formats that support student scholarly and intellectual activities

Goal 3: By developing more engaging library instruction through the integration of technology

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Daugherty, Seth on 03/11/2021 16:10

Not Applicable

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

Discipline	2014-15	2015-16	2016-17	2017-18
Library & Information Studies	92.3%	90.9%	70.0%	56.0%

Library & Information Studies course success rates have been above the institution set standard consistently. The 2017-18 course completion rate did not meet the institution-set standard for success despite having the support of a faculty librarian fully embedded in the learning community course format and attended several of the face-to-face sessions where students had access to and were counseled by both instructors. This offering was an eight-week course pairing, without a writing prerequisite, with less in-class/out of class time than semester-long courses, and where a majority number of first semester, first-time college students were enrolled.

Variables effecting successful course completion include: student motivation either student self-selection of the course or no choice due to pairing; course offering of 1st vs. 2nd eight-weeks of the semester; course format of 8-weeks vs. 16-weeks; type of learning community (Counseling 8-weeks or with English 16-weeks); paired course has writing prerequisite vs. one that doesn't have a writing prerequisite; paired course has more vs. less in-class/out of class time; and paired courses where students are likely to be new to college and experiencing their 1st online course, vs. Students in their second semester or second year where the students are more acclimated to online environment and college.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

Not Applicable

What is the course retention rate (any grade except W) for courses within the program?

Discipline	2014-15	2015-16	2016-17	2017-18
Library & Information Studies	100%	90.9%	83.3%	80%

Library & Information Studies course retention rates have been above the institution set standard consistently. There are a number of factors that account for successful course completion. One factor is the intensive course support and counseling available to students in all teaching formats = face-to-face, hybrid, online, and embedded in learning community, by the instructor. Another factor is that students in the learning community we required to enroll in both courses. Another consideration impacting retention rate is that the LIBI courses are not required (unless part of a learning community) or part of a pathway.

What is the course retention rate in basic skills courses (any grade except W) within the program?

Not Applicable

Program Review Data Analysis - 5 : Version by Daugherty, Seth on 03/11/2021 16:10

No Awards

There are no current plans to develop a library and information studies degree during the next program review cycle, but an information studies degree or certificate could be developed in the future if there is student demand, and if there are qualified teaching faculty (online training certificate) available. A non-credit certificate may be pursued.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018

Program Review Data Analysis - 6 to 13 : Version by Daugherty, Seth on 03/11/2021 16:10

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

Only one section of the Library & Information Studies (LIBI) courses were offered in a semester or each year timeframe. The individual and aggregate data sets are extremely small. The demographics mirrored the non-LIBI learning community paired course. The 2017-18 course age demographics demonstrate a significantly higher number of students between the ages of 18-21 at 96%. This same cohort had a below institutional standard success rate. Many students reported that they were recent high school graduates, and this was their first semester in college and taking an online course.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

Not Applicable

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Not Applicable

Please provide comment on student survey results administered by the program, if any.

All Library & Information Studies (LIBI) students complete separate pre-course and post-course surveys. Required pre-course surveys serve to inform the instructor about each students' academic backgrounds, interests, library experiences, and what the student wants to learn in the course. A post-course anonymous survey is also required for both the LIBI course, and when applicable a separate survey is given in the corresponding learning community course. Responses were strongly positive in terms of the benefits of taking the LIBI course.

Please provide comment on program exit exams or other assessments of graduating students, if any.

Not Applicable

Please provide the number of students who take and pass external license examinations, if relevant to the program.

Not Applicable

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Not Applicable

Please provide data pertaining to the instruction or delivery of service, if any.

1. Library Instruction workshops are delivered in-person in the Library Instruction Lab, L219.
2. Online workshops and tutorials have been developed to supplement in-person workshops.
3. Credit courses, in-person and online, have not been sustainable due to low enrollment, although course offerings have been revised, with plans for introducing an Info100 Honors course.
4. Librarians provide instruction through face-to-face "reference interviews," an IM Chat system, and through appointments for individual research assistance.

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by Daugherty, Seth on 03/11/2021 16:10

Courses	Section Count
LIBI 100 Library Research Fundamentals	
LIBI 103 Advanced Internet Research	

Program Review Outcomes Assessment - CSLOs : Version by Daugherty, Seth on 03/11/2021 16:10

Student Learning Outcomes	CSLO Count	CSLOs Measured
LIBI 100 Students will identify the types of information sources available in a college library.		2-3
LIBI 100 Given a research topic, students will construct a search strategy to locate and retrieve one library print source and one online database source relevant to the topic.		
LIBI 100 Students will correctly cite the two sources using the Modern Language Association (MLA) documentation style.		
LIBI 103 Given a research topic, students will construct a search strategy to locate and retrieve two web sources of information relevant to the topic.	3	2-3
LIBI 103 Students will evaluate the sources for authority, accuracy, currency, and ownership.		

Student Learning Outcomes	CSLO Count	CSLOs Measured
LIBI 103 Students will correctly cite the sources using a standard documentation style.		

Program Review Outcomes Assessment - PSLOs : Version by Daugherty, Seth on 03/11/2021 16:10

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Library & Information Studies Department		
Identify and retrieve information in a variety of formats.	1	1
Evaluate information using critical thinking skills.	1	

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Daugherty, Seth on 03/11/2021 16:10

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria? Each year, the Librarians meet during the fall flex week to update the Library Assessment Cycle. Assessment activities are planned for the academic year. At the end of the spring semester, the Librarians meet to evaluate the assessment outcomes and plan for any action items as identified by the evaluation.

The course SLOs for both Library credit courses are assessed as outlined by the SCC Outcomes Assessment process for academic areas.

The currently established course SLOs are divided into two separate areas: knowledge-based and application-based. The means of assessment vary, but a score of 70% on an individual assessment indicates the student was successful in that SLO. Reaching the success threshold of 70% of the students in a course meeting the 70% of the course SLOs is required for a section to be considered successful. There are a total of three SLOs for each course. One is assessed with an objective quiz tool, and the other two are scored using a rubric. What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

The assessment cycle is annual. Each year, the Librarians meet during the fall flex week to update the Library Assessment Cycle. Assessment activities are planned for the academic year. At the end of the spring semester, the Librarians meet to evaluate the assessment outcomes and plan for any action items as identified by the evaluation.

The course SLOs for both Library credit courses are assessed as outlined by the SCC Outcomes Assessment process for academic areas. Typically, the outcomes for each course are measured once a year. The instructor-of-record is responsible for assessing their section(s) and course(s). At this point in time, there is only one credit course teaching faculty librarian. The assessment results of all sections/courses will be aggregated if they are the same instructor, or compared if they are taught by different instructors.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

The knowledge-based course SLO is based on defined content, including clearly defined examples.

2. A course student learning outcome which students have definitely not met and why you think students were unsuccessful. What changes have you considered making?

The application-based course SLOs required background knowledge, and application of skills involving different types of resources. There are a number of elements that must be identified and entered correctly in order to be successful. The practice of instituting frequent sequential formative evaluation with feedback for revision was built into the process from the start. The focus needs to be, why students are not making the incremental corrections before submitting the final assignment. One consideration would be to institute some sort of peer review component to this process, or a student presentation of the work for class feedback.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

A number of variables effecting successful course completion include: student motivation either student self-selection of the course or no choice due to pairing; course offering of 1st vs. 2nd eight-weeks of the semester; course format of 8-weeks vs. 16-weeks; type of learning community (Counseling 8-weeks or with English 16-weeks); paired course has writing prerequisite vs. one that doesn't have a writing prerequisite; part of a degree pathway; paired course has more vs. less in-class/out of class time; and paired courses where students are likely to be new to college and experiencing their 1st online course, vs. Students in their second semester or second year where the students are more acclimated to online environment and college.

An attempt has been made to change the LIBI course offering, course format, type of learning community pairing with a course that has a writing prerequisite or other variable previously noted. An Honors version of the course is in development. A three-unit course is being considered.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

In-person courses were not sustainable due to low enrollment. Students were more receptive to online courses, but these also became unsustainable and have not been offered on an ongoing basis. Pairing with a Learning Community proved beneficial and will be revisited in the future. Library Instruction courses have been revised, with new titles (Info replacing LIBI) and an upgraded focus. Despite the development of online workshops that have increased instruction options for students, the Library needs more Librarians with DE certification to facilitate and market credit Library courses.

Program Review Outcomes Assessment - SAOs : Version by Daugherty, Seth on 03/11/2021 16:10

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1 Circulation Services	1	1

Program Review Outcomes Assessment - SAOs Table : Version by Daugherty, Seth on 03/11/2021 16:10

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
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Service Area Outcome	Outcome Met?	Explanation of Assessment Result
1: Analysis of Course Reserve usage statistics.	Yes; statistics gathered verified heavy use of Course Reserve Materials and need for funding of textbooks.	Subsequent Resource Request resulted in one-time funding of additional Course Reserve Materials.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by Daugherty, Seth on 03/11/2021 16:10

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

1. Offering an increase in two-hour loans and an increase in the number of 48-hour and seven-day loans.
2. Increasing the fulfillment rate in student requests for materials.
3. Increasing outreach efforts, in collaboration with Librarians and other faculty, to optimize student success and to promote library services to a larger venue.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Daugherty, Seth on 03/11/2021 16:10

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

The library serves the mission of the College by supporting the curriculum with resources for credit, non-credit, and vocational programs. Librarians offer individual, group, in-person, and online instruction, which develops information competency and critical thinking skills. Librarians acquire and manage online and print resources that support student assignments and scholarly inquiry. Print resources, including textbooks, are available for circulation. Given variable hours due to budget considerations, Librarians seek innovative methods to support non-traditional circulation of materials. Furthermore, the Library offers dedicated study areas and serves as a hub for social interaction.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Each semester, librarians teach 30-minute face-to-face workshops, covering basic library research skills, such as creating citations, finding (database) articles, and evaluating websites.

Generally, students attend on an individual basis; the Library also offers instructors a Workshop on Demand option to bring an entire class to one of the workshops. The list of workshops is available online through the library website, in print, and shared electronically with all full-time and adjunct faculty. To reflect the learning styles of our students, the library will implement online workshops in Spring 2019. In addition to offering library instruction credit courses, Librarians provide individual instruction at the Reference Desk ("reference interviews") to help students learn basic library research skills in order to locate and use curriculum-based materials efficiently. The Ask-a-Librarian I/M Chat function expands this service by providing instant communication with students, staff, and faculty online. Students also have the opportunity to seek individual help from a librarian by appointment.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Our instruction librarian actively participates in the annual Research Symposium by mentoring students, helping them create their projects, and guiding them in identifying and locating appropriate resources. The librarian remains involved in every step of the process and attends the culminating showcase. Participation and mentoring effectively imbed the library in the campus culture and provide an optimum learning experience for students. Furthermore, online workshops offer learning opportunities that extend beyond the traditional classroom experience.

Librarians create monthly displays focusing on library materials and current, cultural, and community events, including an interactive display on the 100th anniversary of World War I. Inviting the campus and surrounding community to visit the library to see genuine artifacts from the war served as a unique learning opportunity, extending beyond the traditional classroom experience. Displays promote partnerships with other departments/programs on campus, such as the Veterans Service Office and the English Department (Shakespeare display in conjunction with Shakespeare in the Park activity).

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

With the guidance of our Instruction Librarian, the Librarians work collaboratively to assess instruction needs, their viability given staffing levels, adherence to the mission of the college, and consideration of enrollment trends. In offering workshops, Librarians consider the learning styles of students and their demographics and schedule workshops at various times during the day, evening, and week. Toward the end of each semester, the Librarians review workshop statistics to determine the number of workshops offered, the type of workshops offered, and their frequency. Assessment and planning include evaluation of workshop statistics, such as enrollment, and feedback from students and faculty, both in person and via surveys, conducted regularly in our library assessment cycle. Librarians also use statistics to guide evaluation of the chat/IM function as both a communication tool and instruction tool.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Librarians act as liaisons to Instructors in other disciplines. They routinely share their subject expertise with these colleagues, including information about new resources (print and electronic). Newly purchased materials are listed on the library website to the benefit of faculty and students. A "Recommend a Purchase" form is also available on the website. Librarians, through acting as liaisons, visit classrooms to share information with students and faculty about library resources. This extends the visibility of librarians and availability of library services across disciplines and student constituents. Librarians partake in various campus initiatives, such as Early Welcome, thereby extending knowledge about library science beyond the classroom. The Librarians are active participants in the Open Education Resources (OER) Initiative, offering OER and ZTC, i.e., Zero Textbook Cost, education and guidance to faculty and staff. Librarians serve on committees, advisory boards (DSPS), and participate in shared governance. This fosters collegiality and an awareness of the library and its function on campus. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- Hiring full time librarians
- Funding to support a pool of adjunct librarians
- Hiring classified staff to meet ASCCC's Standards of Practice for California Community College Library Faculty and Programs
- Hiring of classified staff to provide technical and computer support for students
- Bolstering/prioritizing credit instruction efforts in the classroom and online
- Smooth integration of the new, state-wide, Library Services Platform (LSP)
- Incorporating virtual reference services and communication
- Stabilization of library hours

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Daugherty, Seth on 03/11/2021

16:10

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	1	12	1	1

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Classrooms	Labs	Offices	Storerooms	Conference Rooms
		4	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Equipment/Resource	Description
Voyager Library Integrated System	Voyager Library Integrated System – Library Management System which provides circulation, cataloging, acquisitions, and public access catalog functionality. (This will be replaced by the Ex Libris Alma-Primo VE Library Services Platform (LSP) in Spring 2020; system migration in progress as of January 2019)
OCLC	A bibliographic utility for copy cataloging
Classification Web	Access to Library of Congress classification and authority headings
Bibliotheca	Security system for material management
Library Databases	The Library subscribes to and maintains magazine, journal, newspaper, eBook, and streaming video databases that support the College curriculum
EBSCO Discovery Service (EDS)	A discovery tool that searches seamlessly across a wide range of local and remote content and provides relevance-ranked results in addition to providing a single search interface for library materials. (This will be replaced by the Primo VE discovery module in the Library's migration to the Ex Libris Alma –Primo VE LSP in Spring 2020).
LibStats	A web-based program for tracking Information (i.e., Reference) Desk interactions and inquiries.
LibCal	A web-based interface used for study room reservations and library workshop enrollment.
BookCentre	Scanning system
Library Computers	Computers (PCs and Macs) with Internet, Office, Adobe Creative Suite and curriculum-specific applications.
Libraryh3lp.com	A web-based service for chat and text reference service.
NoodleTools	A subscription-based online citation tool.
GoPrint	A pay-to-print networked printing/copying system.
GOBI 3	An online collection development tool.
Cell phone charging stations/lockers	One 8-device charging unit with locking compartments; and two 4-device free-standing floor kiosks.
Vision Software	Computer software that creates a focused learning environment by linking student computers with the instructor's computer.
Bibliotheca Self-Check Out Kiosk	Station where students can self-checkout library materials.
Plasma screen television	Satellite television for covering current events and digital signage.
Optelec Clear View+ desktop video magnifier	Assistive technology for visually impaired library users.
Mounted iPad station	Installed with the LibCal program that provides students with quick and convenient access to the study room reservation system
Datatel/Colleague	Student database used for student information/status verification needed for library circulation functions and services

Program Review Resources - Funding Sources : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Funding Source	Description
General Fund	undefined
Lottery /Instructional Supplies	
Auxiliary-Diversified Agency Fund	

Program Review Resources : Version by Daugherty, Seth on 03/11/2021 22:01

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

- The Library lacks space for long term storage.
- The central staircase continues to pose a tripping hazard even though textured tape has been added to some steps.
- the Library continues to need regularly scheduled cleaning beyond routine maintenance, such as spot and deep carpet cleaning; upholstery cleaning.
- Continuing issues over the last thirteen years that continue to need attention:
 - Leaks in the roof over the second floor SIZ computer area need to be addressed.
 - Odor emanating from the staff restroom and wafting into the staff break room needs to be identified and eliminated.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

The Library requires additional funds to meet the curriculum needs of the College.

- Significant deficiencies are developing in the collection due to the inadequate materials budget as evidenced by the Collection Aging Report (2019) which shows that the age of the collection has improved by 4.47% since the last program review when 93.17% of the collection was dated 2009 or earlier.
- 11.3% of collection is dated between 2010-2019
- The Library will require additional funding to purchase online resources, such as scholarly journal databases and eBooks, to support the expanding College curriculum.

Additionally, the Library requires:

- New signage to accurately inform students of available services, such as changing the Information Desk signage to Reference.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

- Budget required to fund a replacement cycle of Library computers and technology.
- The Library has secured a cloud-based Library Program System and is the process of being implemented. However, this new system will require the vendor, Ex Libris, and the CCL's resources, e.g., staffing, training, and state-wide development planning.
- New technology and equipment are needed to mediate the library study rooms.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

- The Librarians require multimedia software in order to create publications and online tutorials.
- Expanded training opportunities are needed to develop the technology skills.
- The Librarians need training in the LSP analytics functions.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

- Current staffing levels preclude staff from attending training opportunities that will keep them current with the technologies they utilize.
- Funds are inadequate to support a minimal level of training/professional development.
- The Library lacks an adequate number of classified staff to maintain current hours or to extend hours of operation (evenings, Fridays and Saturdays).
 - There is an insufficient number of classified staff to support library services and maintain library operations.
 - There is an insufficient number of classified staff to cover contingencies, such as vacations, sick leave and jury duty.
 - The Academic Senate of the California Community Colleges standard for library classified staff for a college the size of SCC is 9 FTE staff members as is the minimum staffing standards set forth in Title 5, §58724 of the California Code of Regulations; the Library currently has 4.5 FTE
- The Library, which is the only building on campus with open access to computers, does not have instructional assistants or classified staff to offer instructional/technical support to students.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

- The Library received Student Equity funding to develop the reserve textbook collection for the 2015-2016 year. In subsequent years, funding for reserve textbooks came from student government (1 year), Friends of the Library (2 years), and through a successful Budget Resource Request for the 2019-2020 year. The reserve textbook collection is hugely popular, has a high circulation, and a growing demand for more 48-hour take home copies.
 - Support of the reserve textbook collection in absence of external, i.e., non-library, sources would require an allocation from the general fund.
 - Need an institutional budget line item to maintain the reserve textbook collection.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- The Library requires an additional part-time Library Technician so that operating hours can be maintained.
- Technical support needs to be readily available for students.
- Student computers need to be replaced.
- If SCC would implement student email accounts, it would streamline the material request, overdue notification process and program announcements.
- The Librarians will continue to explore evolving digital technologies.
- The Library requires an additional full-time Library Technician so that operating hours can be extended and to allow for maximum flexibility in scheduling and the broadest range of possible duties.
- A Technical support staff member needs to be readily available for students.
- If SCC would implement institutional student email account and support it as its primary communication system, it would streamline the Library's material request, overdue notification process and other Library communications that it sends to students.
- The Librarians will continue to identify and implement evolving digital technologies.

Human Resources

Program Review Human Resources - Support Staff : Version by Daugherty, Seth on 03/11/2021 16:10

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Library Technician II	3	Full-time	12	General Fund
Library Technician	1	Full-time	12	General Fund
Library Technician	1	Part-time		General Fund

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What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Faculty are:

- Incorporating new strategies in library instruction, e.g., express workshops, online workshops, and credit and non-credit courses in order to engage students by using current technology, online video clips, and acknowledging diverse learning styles.
- Exploring new technology so as to be conversant in new modes of providing reference services and communicating with students.
- Reading professional resources relating to librarianship, education, and instruction (journals, trade magazines, and other related publications).
- Formal library liaison relationships with college faculty.
- Networking with faculty both inside and outside the Department.
- Serving on Campus Committees.
- Attending conferences, seminars, webinars, and maintaining membership in professional organizations (American Library Association, California Academic & Research Libraries Association, California Library Association, Ex Libris User Group, CCL workshops and meetings, LSP collaborations/planning groups).

Support Staff:

- There is an inadequate number of support staff to cover Circulation services in the event of illness, scheduled leave, training needs, jury duty, emergencies, etc.
- Staff has very little opportunity to do cross training.
- Per the ASCCC's Standards of Practice for California Community College Library Faculty and Programs the library specifies a minimum support staff of 9 for the number of FTES currently at SCC College.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Faculty participate and/or serve as resources for the community:

- By mentoring students (e.g., Linda Martin serving as mentor in the Research Symposium; Barbara Sproat mentoring students in the English 270 Children's Literature course).
- By Library faculty support of internships from Santa Ana College's Library Technician program.
- By attending programs sponsored by Departments, or entities such as the Speakers' Symposium.
- By both presenting and attending flex activities that foster faculty development.
- By Seth Daugherty serving as OER liaison (2019-), OEI Taskforce (2018-), District Human Resources Committee (2017-2019), DE (2017-), Guided Pathway Clusters (2018-), Participatory Governance Committee (2018).
- By Joseph Geissler serving on College Council (2016-2019), Planning and Institutional Effectiveness Committee (2016-2019), District Human Resources Committee (2016-2019), the SCC Ad Hoc Marketing Taskforce (2016-2019), and serving as Department Chair (2016--2019).
- By Alice Ho serving on the Web Committee (2016-), Technology Committee (2016-), Ex Libris Users Group (2016-), Planning and Institutional Effectiveness Committee (2016-2018), editing the SCC Technology Newsletter (Fall 2015 -), and serving as the lead technical member for the Library Services Platform system migration (2019 -).
- By Barbara Sproat representing the Library on Curriculum and Instruction Council (2016), DSPS Advisory Board (2016-), the Enrollment Management Committee (2016-), Academic Senate (2016-2019), and serving as Department Co-Chair (2019).
- By Linda Martin serving on Curriculum (2016 -), Integrated Learning Group, Learning Communities (2016 -), Student Conduct Committee (2019 -), and serving as the lead planning member for the Library Services Platform system migration (2019 -).
- By Lana Wong serving as a member of Exceptions to Academic Regulations Committee (2016 -), Planning and Institutional Effectiveness Committee (spring 2019 -), the Educational Master Planning Committee (2016+), and serving as Department Co-Chair (2019).

Library support staff:

- Plan and conduct the activities/tasks for interns from Santa Ana College's Library Technician program.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Faculty:

- The introduction Spring 2019 of online delivery of our program offerings addresses multiple learning modalities but may not be sustainable with our current (and anticipated lower) Librarian staffing levels. The ASCCC's Standards of Practice for California Community College Library Faculty and Programs specify a minimum of 6 librarians for the number of FTES currently at SCC College. We anticipate an attrition rate of 50% for Librarians in the next three years due to the passing of one Librarian (2019) and anticipated retirement of two others.
- Extended Library hours cannot be supported with our current librarian staffing levels without funding for adjunct librarians.

Support Staff:

- There is an inadequate number of support staff to cover Circulation services in the event of illness, scheduled leave, training needs, jury duty, emergencies, etc.
- Staff have very little opportunity to do cross training.
- The ASCCC's Standards of Practice for California Community College Library Faculty and Programs specify a minimum support staff of 9 for the number of FTES currently at SCC College.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Faculty:

External to the Library:

- Flex activities each semester offer a variety of professional development options for faculty and staff.
- Collaborative outreach activities with other institutions to investigate new programs, best practices, etc.
- Vendor demonstrations to inform faculty, students, and staff as to library resources and services

Internal to the Library:

- Library liaisons provide an opportunity for Librarians to work closely with faculty in other Departments on collection development, instruction, and college initiatives.
- Within the Department, Librarians routinely share information about new trends in librarianship, technology, etc.
- Librarians mentor each other by sharing information on "best practices" in instruction and by observing each other in the Library Instruction Laboratory.

Support Staff:

- Are unable to regularly utilize these opportunities due to inadequate staffing levels and the Library's insufficient budget for professional/staff development.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Adjunct faculty are provided with one-on-one orientation when first hired. Relevant Department policies and procedures are reviewed and shared with them using the Library website and/or the Reference Manual. The Department Chair regularly updates pertinent information via email. Full-time Librarians share ongoing projects with the adjunct Librarians, such as projects relating to collection development or guides to online resources. Adjunct faculty receive campus-wide communications, alerts, and announcements.

Faculty:

- Our adjunct budget has been eliminated and since fall 2009, we have had no ongoing adjunct support until Spring 2019 when funds were secured to temporarily backfill instruction/reference hours.
- We have been unable to continue to offer the same level of service as we offered previous to fall 2009.
- In the first year and a half of this review period, it was necessary to close the Information Desk on a weekly basis in order for the Librarians to meet as a Department.
- Current adjunct support is possible because of temporary funding for 1) extended hours during Academic year 2019-2020; and 2) limited, temporary backfill coverage of reference and instruction hours due to a vacancy created by the passing of a full-time librarian in March 2019.

Support Staff:

Classified Staff are provided with one-on-one orientation when first hired. Relevant Department policies and procedures are reviewed and shared with them using the Library website and/or the Circulation Manual. Classified Staff receive campus-wide communications, alerts, and announcements.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Of utmost priority is hiring Librarians and classified staff. Given an anticipated attrition rate in Librarians of 50% due to death and retirement, it is imperative that we hire a Systems Librarian immediately, with additional Librarians in the future. We need to hire a Library Technician II in order to sustain and enhance circulation and technical services operations and to facilitate additional open Library hours in the future. We also need a Library Systems Specialist to help students with technology issues. We seek budget allocation for a permanent pool of adjunct Librarians. Such a pool would expand and further enhance library services by adequately covering open hours, participating in a more robust offering of library instruction, and contributing to various projects, such as collection development.

Internal and External Communication

Program Review Internal & External Communication : Version by Daugherty, Seth on 03/11/2021 16:14

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

The Department Co-chair and Instruction Librarian updated the catalog entries for credit courses in spring 2019. The catalog entry for library resources is updated annually. Library faculty biographical entries are also reviewed and updated as necessary.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The Library Annual Plan (AP) was last updated in September 2019 and is scheduled to be updated annually. The Annual Plan in 2020 will reflect major changes in delivery and availability of services due to the passing of a Librarian in 2019 and the anticipated retirement of two Librarians in 2020.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The Systems Librarian works in consultation with the Public Services Librarian to update website content on an ongoing basis each academic year. Links to websites, guides/tutorials and databases are checked for accuracy annually. In addition, the Library website provides a mechanism by which Librarians can gather and communicate information about Library services and facilities, e.g., a "Recommend a Purchase" form that the college and general community can use to recommend purchase of specific materials for the library collection.

The current website includes the Department mission statement and current contact information for program faculty and staff. In addition, our Course and Departmental Student Learning Outcomes (SLOs) are posted. Assessment results are available on the H drive for our faculty.

The Library website is continually reviewed for functionality and to incorporate new features. Eleven short online instruction videos have been added to the website beginning in 2017. The homepage continues to provide students quick access to the library's web-based study room reservation system. This LibCal system also provides a system for students to register for information competency workshops. The Library website disseminates information via Facebook, Twitter, Instagram, instant message/text, and the SCC Library Update newsletter. In preparation for a new website that will come with the new LSP (Library Services Platform), Librarians are reviewing university and community college library websites and identifying innovative and attractive features.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

- Liaison Newsletters
- Workshop Calendars
- Promotional emails about workshops
- Website
- LCD Screens in Library, Humanities, and A&R buildings
- Social media
- CIC work

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Librarians communicate about Library and Information Studies courses, instructional workshops, events, displays and special programming using the following methods:

- Electronic and print information competency workshop schedules.
- Attending committee meetings, Joint Chair meetings and weekly Library Department meetings.
- Attending meetings held by other Divisions during Professional Development Week.
- Publishing the e-newsletter "SCC Library Update".
- Regular email announcements about special events, such as programs and displays.
- Announcements on the Library webpage.
- Postings on social media outlets, such as Facebook, Twitter, and Instagram
- Librarians solicit supplemental reading and media lists from the faculty so that the Library can support their curriculum.
- Presentations to programs such as the Student Services Showcase (that highlights various student services on campus), new student orientations, etc.

We are currently planning more pro-active communication with other departments in order to be better informed about curriculum needs and to inform departments about evolving library services. Librarians act as liaisons to other faculty members to facilitate enhanced communication and to build a more robust, curriculum-oriented collection of library materials.

Librarians coordinate the work of the Library by:

- Reviewing the Department's list of functional responsibilities and shared responsibilities and collaborating on the division of labor.
- Acknowledging and embracing areas of specialization and personal preference.
- Working collaboratively at Department meetings and creating agendas for undertaking larger projects that require longer meetings during the Fall and Spring flex weeks.
- Working collaboratively with the Department Chair to modify and adapt work schedules

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- Hiring full time librarians

- Funding to support a pool of adjunct librarians
- Hiring classified staff to meet ASCCC's Standards of Practice for California Community College Library Faculty and Programs
- Hiring of classified staff to provide technical and computer support for students
- Bolstering/prioritizing credit instruction efforts in the classroom and online
- Smooth integration of the new, state-wide, Library Services Platform (LSP)
- Incorporating virtual reference services and communication
- Stabilization of library hours
- Re Curriculum - need for sufficient number of certified DE Librarians to teach existing and new credit courses

Planning Agenda

Program Review Planning Agenda : Version by Daugherty, Seth on 03/11/2021 16:10

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire three additional faculty.	VII.6 Personnel: Vacancies created by death of Librarian (2019) and forthcoming retirements of two others in 2020 have resulted in a 50% attrition rate in the number of Librarians (from six to three). Further future attrition is a reasonable assumption given an aging workforce.	Library will be requesting three positions in the upcoming years: Faculty Hiring Request/Academic Senate support.	\$123,600 individual position cost.
Restore and fund a full-time Library Systems Specialist	II DPP Goals/Activities .1; VI.4 Overview; VI.7 Overview: To support the technology needs of the Library and offer technical assistance to students, staff, and faculty, the Library needs to hire a Library Systems Specialist. The Library has become the de facto computer lab on campus and as such is the only location offering open computer access to all students. At one time we had two part time employees in this role, but they were not replaced due to the recession in 2008.	Budget allocation	\$106,443.47
Hire a Library Technician II.	VI.7 Resources; VII.6 Personnel: A vacancy created by a forthcoming retirement (2020) has resulted in the need to fill the position in order to provide adequate library services and to support extension of library hours.	Budget allocation	\$102,259.41
Establish a budget line item and secure funding for adjunct Librarians.	V.6 Curriculum and Program Management; VII.3 Personnel: Given the attrition rate of full-time Librarians and their ongoing mission to provide library instruction in various modalities amongst other services, the Library needs the ongoing support of adjunct Librarians to contribute to the robust offering of library services.	Budget allocation	\$32,793.06 annually for 15 hours a week of adjunct librarian support.
Establish a line item for the library materials budget to create a consistent source of funding for reserve textbooks.	VI.6 Overview: The reserve textbook collection is heavily used by students. Although OEI and OER initiatives have eased some of the financial burden on students in accessing their textbooks, the reserve textbook collection needs to be maintained on an annual basis. Funding received for 2019-2020 is for 1 year and is not augmented on an on-going basis.	Budget allocation:	\$7,000
Establish a line item for the library budget to acquire database streaming services and databases such as JSTOR, Britannica Academic, and HRAF.	IX Review Summary Report: Offering in-house and remote access to online subscription databases and streaming services is critical to student learning, research, and success. It is also essential for the growth and promotion of the College as a destination institution of higher education.	Budget allocation:	\$27,000: (\$12,000 Streaming videos) (\$15,000 Databases)

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Establish a line item for the existing database budget to offset the 5% annual increase in subscription database costs.	IX Review Summary Report: Offering in-house and remote access to online subscription databases is critical to student learning, research, and success. Therefore, it is imperative to maintain a sound financial funding source to offset rising costs.	Budget allocation:	\$3,150/yr. (This allocation will need to be increased slightly each year.)
Purchase external security lockers.	IX Review Summary Report; V.I Overview: Purchase of external security lockers would maximize circulation of library materials, especially during closed hours and times of emergency (pandemic; natural disasters). Locker systems have become an industry standard, both in commercial ventures and in academia.	Budget allocation:	Library Lockers (\$30,000 One-time cost.) (\$2,700 Ongoing annual cost.) (\$32, 700 Total one time plus ongoing cost.)
Purchase LibGuides (Springshare).	VIII.6 Internal and External Communications: LibGuides (subject, course, or research topic guides) extend the efficacy of the library collection and can be inserted in the Canvas CMS. LibGuides are a norm in institutions of higher learning and help facilitate communication between Librarians and faculty in other Departments.	Budget allocation:	Total one time and ongoing cost \$2,399.00.
Mediate some or all of the study rooms.	VI.3 Overview: Thirteen study rooms are available for individual and group study use. Reservation statistics document heavy usage and surveys indicate requests for mediation. Requests for mediation have been voiced in the Library's Annual Plan.	Budget allocation; IT support	Unknown (computers, tv/dvd players, etc.)
Change the Information Desk sign from INFORMATION to REFERENCE.	VI.2 Overview: To better advertise access to research help as differentiated from circulation help, signage needs to be changed. This change in nomenclature is in line with other college and university signage. Installation is in progress but has been delayed due to pandemic and other issues (email: Large Information Desk Letters, Gilbert, 11/12/2020).	Facilities and M&O support to remove and replace letters.	Signage has been purchased
Install dimmer for L-219 perimeter lights.	IX Review Summary Report: The Library Instruction Lab has 36 computers for student use and an Instructor's station. Librarians conduct library skills workshops in the Lab and it is essential to have adequate lighting for optimum instruction and student success.	Facilities support to reconfigure lighting.	Unknown
Install water bottle filling stations on the first and second floors of the Library.	IX Review Summary Report: CDC, Health Center, and Hawk's Nest are the only other buildings on campus without water bottle filling stations (email: SCC update: Drinking Water Services, Satele 11/4/2020). Students and staff ask for them and the need for this service has been documented in the Department's Annual Plan. Installation would enhance the health and well-being of our campus community.	Facilities support for acquisition and installation.	Unknown

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Clean the upholstery of library chairs.	VI.1 Overview: Cleanliness of the facility is imperative to offering exemplary library service and preserving materials and equipment. Need for maintenance of a clean facility has been noted in feedback from library constituents.	Facilities support.	Unknown
Purchase a second phone locker.	In this age of technology and instant communication, constituents need to remain connected. Input from surveys and persona; interactions document this need (survehttps://www.sccollege.edu/Library/Anniv Library Update Spring 2018.pdf).	Solicit ASG and/or Friends of the Library funding.	(do we have an estimate for this?)
Install cables for broken phone chargers on first floor.	IX Review Summary Report: In an Update 11/2020, the: cables have been purchased and are ready to be installed.	Facilities and IT support.	Cables have been purchased
Reconfigure 2nd floor print area.	IX Review Summary Report: As usage of the facility evolves, trends emerge, and technology changes, the Librarians assess optimum configuration of furniture and equipment to insure maximum benefit by students.	Facilities and IT support.	Unknown
Explore the acquisition of Springshare Suite that includes LibCal, LibGuides, and LibGuides CMS	IX Review Summary Report VIII.6: The entire suite would maximize student services, expand communication with the campus community, and increase the efficacy of library resources.	Budget allocation:	\$3797; singular LibGuides portion of Springshare Suite first submitted as resource request in 2020.
Allocate funds for the eLuna conference.	IX Review Summary Report: Implementation/installation of LSP and its components (Alma; Primo Ve) necessitates ongoing funding to allow Librarians to attend professional development activities/conferences to remain current with new developments and changes and to network with other Librarians.	Budget allocation	\$3000 annually.

Summary Report

Program Review Summary Report - What is and is not working : Version by Daugherty, Seth on 03/11/2021 22:13

Briefly describe and explain what is working well in your program/service area.

1. Librarians and Classified Staff work cohesively as a team to promote student success through offering relevant library services and taking pride in their work.
2. Librarians and Staff remain flexible during times of change (economic downturn, loss of personnel due to death and retirement, sporadic extension of library hours, and shifts in technology, such as the implementation of the new Library Services Platform [LSP]).
3. The Librarians collaborate on recommendation and implementation of innovative new services, such as IM/Chat and online reservation systems for study rooms and library workshops. Librarians have expanded library instruction by increasing the number of workshops and offering workshops online, in addition to creating online guides and tutorials.
4. The Librarians act as liaisons with faculty in other Departments, thereby strengthening lines of communication, especially in areas of instruction and collection development.
5. Despite being a small Department, the Librarians serve on several committees, task forces, and advisory boards. These include the Academic Senate, Curriculum, EMPC, EMC, Technology Committee, DEC, and the DSPS Advisory Board. Staff members also serve on committees and share input. Such representation helps promote the Library as an integral part of the campus community and as a stakeholder in the growth and future of the College.

Briefly describe and explain what is not working well or needs attention in your program/service area.

1. The Library is in dire need of hiring additional personnel. Adequate classified staffing levels are necessary to keep the Library open, to offer quality service, and to provide enough support to cover illnesses, vacations, and jury duty. The upcoming anticipated retirement of a staff member adversely impacts the ability to do so.
2. Due to the anticipated attrition in the number of librarians, a Systems Librarian is vital to maintain the Library Services Platform (LSP) and the overall systems infrastructure. The LSP will not function properly without a Systems Librarian.
3. We need a Library System Specialist to: Support students, staff, and faculty with their technology needs, troubleshoot computer and printing issues, and offer Canvas and other instructional support
4. We need advocacy from students, staff, faculty, and administration for extending library hours. This includes advocating for hiring additional staff and Librarians to keep the facility open.

- 5. We need a funding source for training and attendance at workshops, seminars, and conferences. The implementation of new technology, such as the LSP, carries financial responsibilities.
- 6. We need funding sources for the ongoing acquisition of technology to broaden, expand, and update our current resources in order to continue offering quality library service.

Program Review Summary Report - Resources : Version by **Daugherty, Seth** on **03/11/2021 16:10**

Facilities	Technology	Equipment	Personnel
Install water bottle filling stations on first and second floors of the Library (2018/19); Prevention: campus protocols.	Replace computers on second floor (2018/19); Delay: IT protocols; budget.	Laptops for Librarians to facilitate remote instruction, reference services, and other library responsibilities (2020/21).	Hire three additional Librarians (one requested 2019/2020 (Prevention: hiring freeze); two requested 2020/21).
Clean the furniture upholstery (2019/20); Prevention: budget, campus closure.	Purchase Springshare Suite (LibGuides, Libguides CMS, LibCal) for learning resources, chat function, and online reservation systems (2020/21).	Mac computer and video camera to create online videos and tutorials (2020/21).	Hire a Library Technician II (2020/21).
Reconfigure 2nd floor print area (2019/20); Prevention: budget, campus closure.	Establish a line item for the library budget to acquire video streaming services, JSTOR, Britannica Academic, and HRAF databases (202/21).	Replace chairs at Information Desk and Instructor Station in L219 with improved ergonomically designed chairs (2020/21).	Hire a Library Systems Specialist (2018/19); Prevention: budget.
Install dimmer switch for L-219 perimeter lights (2019/20); Prevention: verifying work order, availability of resources to complete task.	Create a line-item for the annual 5% inflation rate of database subscription renewals (2020/21).		Establish a budget line item and secure funding for adjunct Librarians (2019/2020); Prevention: budget, hiring freeze..
Replace "Information" signage with "Reference" signage (2018/19); Prevention: timely receipt of new signage and availability of M&O to install new signage.	Purchase external security lockers to maximize circulation of library materials (2020/21).		
Check uneven air pressure that sporadically prevents easy opening/closure of rear entrance door (2020/21). Install cables for broken phone chargers on first floor (2020/21).			

Program Review Summary Report - Initiatives and Other Findings : Version by **Daugherty, Seth** on **03/11/2021 16:10**

What campus-wide initiatives intersect with your program’s activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

- Early Welcome: <https://www.sccollege.edu/StudentServices/Outreach/Pages/EarlyWelcomeProgram.aspx> (<https://www.sccollege.edu/StudentServices/Outreach/Pages/EarlyWelcomeProgram/Pages/default.aspx>)
- Family Night: <https://www.sccollege.edu/StudentServices/Outreach/Pages/Family-Night.aspx> (<https://www.sccollege.edu/StudentServices/Outreach/Pages/Family>)
- Research Symposium: <https://www.sccollege.edu/ResearchSymposium/Pages/default.aspx> (<https://www.sccollege.edu/Research%20Symposium/Pages/default.aspx>)
- Scholarship Program (scholarship in memory of late Librarian, Joseph Geissler): <https://www.sccollege.edu/StudentServices/Scholarships/Pages/default.aspx> (<https://www.sccollege.edu/Student%20Services/Scholarship/Pages/default>)
- Science Night: <https://www.sccollege.edu/Departments/STEM/Pages/default.aspx> (<https://www.sccollege.edu/Departments/STEM/Pages/default.aspx>)
- Shakespeare in the Park (Library display; attendance): <https://sccollege.edu/Departments/ENGLISH/Pages/SCC-Shakespeare-in-the-Park.aspx> (<https://sccollege.edu/Departments/ENGLISH/Pages/SCC-Shakespeare-in-the-Park.aspx>)
- Student Health & Wellness Services (promoting smoking cessation): <https://www.sccollege.edu/SHWS/Pages/default.aspx> (<https://www.sccollege.edu/SHWS/Pages/default.aspx>)
- Veterans Service Office (Library Display; participation in Veterans’ Day activities): <https://www.sccollege.edu/Departments/VSO/Pages/default.aspx> (<https://www.sccollege.edu/Departments/VSO/Pages/default.aspx>)

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

- Students, staff, and faculty are appreciative of library services, as evidenced in surveys and other feedback. However, the Library needs to establish a branding campaign to better market our resources and our unique function on campus. Parallel to this, the library needs to hire an Outreach Librarian to coordinate efforts to reach out to the campus community.
- Increasing demands on library services, prompted by ever-evolving technology, result in an increased demand for funding. This includes new products (such as video streaming services) and sustenance of current resources, but also budget allocation for conferences and other professional development activities. Attendance at an annual Library Services Platform (LSP) conference is critical to library operations.
- Attrition due to death, retirements, and budget considerations inhibit the growth and expansion of library services. Consideration must be given to hiring a Systems Librarian, Outreach Librarian, and a Reference Librarian. We also need to hire a Library Technician II and a Library Systems Specialist within the next three years. An aging library faculty and staff also influence future considerations.