

Program Efficacy 2019– 2020

Program Being Evaluated

Library and Library Computer Lab

Name of Division

Academic Success and Learning Services

Name of Person Preparing this Report

Ron Hastings

Extension

8542

Names of Department Members Consulted

Angie Gideon, Patti Wall, Ginny Evans-Perry, Tim Nguyen, Ernest Guillen, Tim Hosford, Claudia Herrera

Name of Reviewers

Wallace Johnson, Paula Ferri-Milligan, Joel Lamore, Jennifer Albizures

| Work Flow | Date Submitted |
|---|---------------------|
| Initial meeting with department | Feb 21, 2020 |
| Meeting with Program Review Team | March 6, 2020 |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 13 |

Staffing

List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|------------------|------------------|-------------------------------|--|
| Managers | 2 | | |
| Faculty | 4 | | 3 |
| Classified Staff | 8 | | |
| Total | 14 | | 3 |

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|---------------------------|---|--|---|
| Demographics | The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population. | The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate. | In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources. |
| Pattern of Service | The program's pattern of service is <u>not related to the needs of students.</u> | The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs. | In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u> |

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

| Demographics – 2016-17 to 2018-19 Academic Years | | |
|--|---------|--------|
| Demographic Measure | Library | Campus |
| Asian | 4.2% | 3.2% |
| African-American | 16.2% | 12.3% |
| Filipino | 1.2% | 1.3% |
| Hispanic | 66.3% | 63.7% |
| Native American | 0.6% | 0.2% |
| Pacific Islander | 0.4% | 0.2% |
| White | 10.2% | 11.1% |
| Unknown | 0.9% | 0.9% |
| Female | 58.4% | 57.7% |
| Male | 41.6% | 42.0% |
| Disability | 0.01% | 4.4% |
| Age 19 or Less | 7.1% | 23.7% |

| | | |
|--------------|-------|-------|
| Age 20 to 24 | 42.4% | 32.9% |
| Age 25 to 29 | 23.5% | 18.2% |
| Age 30 to 34 | 10.7% | 9.7% |
| Age 35 to 39 | 5.7% | 5.7% |
| Age 40 to 49 | 5.5% | 6.0% |
| Age 50+ | 5.1% | 3.9% |

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

The demographic breakdown of library users generally reflects that of the student population at large, however the library offers open access to all registered students, and demographics are therefore not applicable as a specific measure of accessibility. Also, it is important to note that the library can only capture demographic data for students who use specific services and resources (circulation transactions, computer logins, workshop attendance, etc.) and cannot comprehensively collect data for everyone entering the building. The idea of “carding” visitors at the door and/or the reference desk has been considered and judged to be too onerous a barrier to assisting students.

Although this is purely speculative, it is reasonable to assume that the one category of library users that differs significantly from the campus-wide percentage - “Age 19 or Less” - can be attributed to those (concurrently enrolled high school) students relying primarily on their own school libraries. Library faculty and staff have discussed how we might test that hypothesis, but cannot devise a simple means to survey students who don’t visit.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

When classes are in session, the Library is open 63.5 hours per week: Mon-Thu 7:30 AM – 8:00 PM, Fri 7:30 AM – 5:00 PM, Sat 10:00 AM – 2:00 PM

Soon after our previous efficacy study - and in response to student feedback collected in our annual survey – the library began opening 30 minutes earlier on weekdays, at 7:30 AM instead of 8:00. Also, at the request of ASG we extended evening hours of operation to 10:00 PM during the weeks prior to and during final exams.

Full- and part-time faculty regularly present orientations to online databases and other library resources on “Flex Days” and several of these orientations have been and/or will be offered online via Zoom teleconferencing. Examples include workshops on: Persuasive Speech, Physiology, Psych Tech, Nursing, Spanish and the History of the Citrus Industry.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|--|---|--|--|
| Data/Analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. | In addition to the meets criteria, the program uses the achievement data in concrete planning and demonstrates that it is prepared for growth. |
| Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment | Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete . | Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). | In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth. |
| Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis | Program has not demonstrated that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs). | Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs). | In addition to the meets criteria, the program demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth. |

Student Success:

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded”)

| 2015-16 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 70% | 88% | 92% | 2.02 | 2.37 |
| Used Library Book(s) | | 74% | | 93% | | 2.53 |
| Used Textbook(s) | | 68% | | 90% | | 2.25 |
| Attended Workshop(s) | | 72% | | 93% | | 2.34 |
| Used <i>Learning Express</i> | | 71% | | 91% | | 2.30 |

| 2016-17 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 68% | 70% | 89% | 90% | 2.15 | 2.67 |
| Used Library Book(s) | | 73% | | 92% | | 2.77 |
| Used Textbook(s) | | 71% | | 91% | | 2.70 |
| Attended Workshop(s) | | 73% | | 94% | | 2.68 |
| Used <i>Learning Express</i> | | 68% | | 91% | | 2.56 |

| 2017-18 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 65% | 74% | 84% | 91% | 2.65 | 2.60 |
| Used Library Book(s) | | 68% | | 90% | | |
| Used Textbook(s) | | 69% | | 91% | | |
| Attended Workshop(s) | | 73% | | 94% | | |
| Used <i>Learning Express</i> | | 71% | | 90% | | |

| 2018-19 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 74% | 85% | 91% | 2.43 | 2.57 |
| Used Library Book(s) | | 78% | | 93% | | |
| Used Textbook(s) | | 76% | | 92% | | |
| Attended Workshop(s) | | 77% | | 95% | | |
| Used <i>Learning Express</i> | | 76% | | 92% | | |

As consistently revealed in annual data analysis, library services and resources demonstrate a measurable positive impact on student success rates (Pass Rate, Retention and GPA). Students who use library resources and services succeed at significantly higher rates than those who do not. In fact, margins between users and non-users have generally increased over the past few years.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

N/A

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Program SAO Summary Evaluation Form

| | |
|---|---|
| Division/Program: Library & Computer Lab Semester Evaluated: Spring 2019 Next Evaluation: Spring 2020 | Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community |
|---|---|

| | |
|---------------------------------------|---|
| Service Area Outcome Statement | 1. SBVC Library services and resources will demonstrate a measurable positive impact on student success rates. 2. A minimum of 80% of library users will be satisfied with Library services and resources. |
|---------------------------------------|---|

| | |
|--|--|
| Strategic Initiatives aligned with the SAO. | <input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability |
|--|--|

| | |
|----------------------------|--|
| SAO Assessment Tool | 1. Data analysis to measure student success rates of library users versus campus averages 2. SBVC Library Services Survey |
|----------------------------|--|

| | |
|---|---|
| Criteria – What is “good enough”? Rubric | 1. SBVC students who use Library services and/or resources will succeed (as measured by pass rate, retention, and term GPA) at higher-than-average rates. 2. A minimum of 80% of respondents will agree or strongly agree with the statements below. |
|---|---|

| | |
|--|---|
| What are the results of the assessment? Are the results satisfactory? | The percentage of Survey respondents (143) reported below agreed or strongly agreed with the corresponding statements. Results are more than satisfactory. <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 98% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89% Library hours of operation are sufficient and match my schedule well. – 86% The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84% As a result of my visit I have a better understanding of how to conduct my own research. – 86% The resources and/or assistance I received during my visit will help me earn a better grade. – 93% |
|--|---|

The table below reflects the success rates of students who used library resources and services, compared to the student population at large. Results are satisfactory.

| 2018-19 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 74% | 85% | 91% | 2.43 | 2.57 |
| Used Library Book(s) | | 78% | | 93% | | |
| Used Textbook(s) | | 76% | | 92% | | |
| Attended Workshop(s) | | 77% | | 95% | | |
| Used <i>Learning Express</i> | | 76% | | 92% | | |

| | |
|---|---|
| Were trends evident in the outcomes? Are there gaps? | Students have an overwhelmingly positive opinion of the Library, and those who take advantage of its services and resources succeed at higher-than-average rates. |
|---|---|

| | |
|--|---|
| What content, structure, strategies might improve outcomes? | In user surveys, students most frequently mention noise levels and HVAC issues (too cold on the 1 st floor). |
|--|---|

| | |
|---|---|
| Will you change evaluation and/or assessment method and or criteria? | Survey questions will be periodically revisited to assure that we are asking the most pertinent and revealing questions, to accurately measure critical resources and services. |
|---|---|

| | |
|---|--|
| Evidence of Dialogue (Attach representative samples of evidence) | Check any that apply <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Jul 8 2019 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: data collection and assessment |
|---|--|

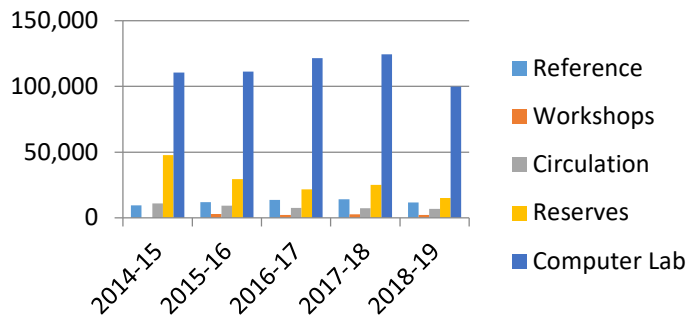
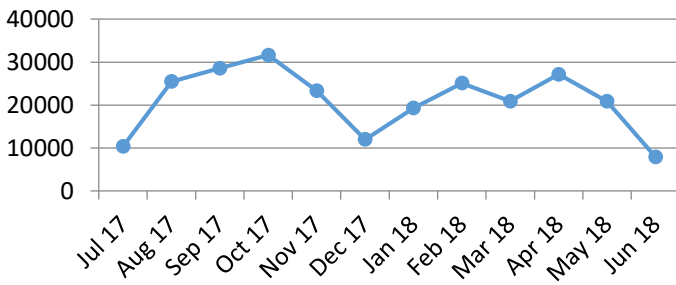
| | |
|----------------------------------|------------------|
| Will you rewrite the SAOs | Not at this time |
|----------------------------------|------------------|

| | |
|--|--|
| Response to program outcome evaluation and assessment? How were/are results used for program improvement. | In response to student complaints regarding noise levels, two new quiet study areas were created on the 2 nd floor, and are now heavily used. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success |
|--|--|

Description: (Provide an updated overview of your program/area. 225 Words Max)

The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors. The 40,000 square foot building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. In 2018-19, when classes were in session the library was open: Mon-Thu 7:30-8:00, Friday 7:30-5:00, and Saturday 10:00-2:00. Hours were extended until 10:00 p.m. during final exams.

2018-19 Gate Counts



| 2018-19 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 74% | 85% | 91% | 2.43 | 2.57 |
| Used Library Book(s) | | 78% | | 93% | | |
| Used Textbook(s) | | 76% | | 92% | | |
| Attended Workshop(s) | | 77% | | 95% | | |
| Used <i>Learning Express</i> | | 76% | | 92% | | |

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

The Library served 252,631 visitors in 2018-19. As usual, Fall semester was busier than Spring.

Computer lab usage continues to be the most frequent reason for students to visit the library, accounting for almost 3/4 of all visits. However, usage is markedly down from recent years. This is likely due to the proliferation of Chromebooks on campus. Many students who previously relied on the open computer lab now have access to their own devices. Reference transactions and workshop attendance remain steady from recent years, but circulation totals (both regular stacks and textbooks) continue to decline. This is likely the happy result of the increasing adoption by faculty of Open Educational Resources – free digital textbooks.

Library services and resources demonstrate a measurable positive impact on student success rates. Students who use library resources and services succeed at significantly higher rates than those who do not.

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.

- I feel welcome in the library, and comfortable asking staff for help. – 98%
- Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89%
- Library hours of operation are sufficient and match my schedule well. – 86%
- The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84%
- As a result of my visit I have a better understanding of how to conduct my own research. – 86%
- The resources and/or assistance I received during my visit will help me earn a better grade. – 93%

Hours of operation, building temperature and noise levels are most frequently mentioned in user comments.

- The Library now regularly expands hours of operation during final exams.
- Air circulation solutions will be investigated, to better balance temperatures on the first and second floors.
- The second floor study areas have been established as “Quiet Study” areas, and are regularly in full use.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

- 1) Library services and resources will continue to demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA).
- 2) A minimum of 80% of library users will continue to be satisfied with library services and resources, and satisfaction levels surrounding hours of operation and library environment will increase by at least 3%
- 3) The library will complete the transition to Alma/Primo before the start of Spring semester.

• **Challenges & Opportunities:** (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

- The biggest challenge and opportunity facing the library this year continues to be the process of migrating to the new CCC system-wide library management system (Alma/Primo by Ex Libris) to be completed by December 2019.
- Physical plant issues (HVAC, roof leaks) remain, and will be addressed.

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

| Action Steps | Department Goal | Necessary Resources to Complete | Target Completion Date |
|---|---|---|------------------------|
| Continue the transition from OCLC WMS to Alma/Primo | Transition will be completed by the start of Spring, 2020 | Step-by-step guidance and timelines are contractually set with Ex Libris. SBVC Library management, faculty and staff will be called upon to varying degrees. All will be involved in training as the “cutover” date approaches. | December 2019 |

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

In 2015 the Library revised its Service Area Outcomes, to better employ quantitative measures of student success and to disaggregate "user satisfaction". Specifically, the library now aims at the following outcomes:

1. Library services and resources will demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA). Students who utilize library resources and services will succeed at higher rates than those who do not.
2. A minimum of 80% of library users will express satisfaction with services and resources by agreeing or strongly agreeing with the following statements:
 - I feel welcome in the library, and comfortable asking staff for help.
 - Library services and resources are sufficient to meet my needs as a student and a member of the community.
 - Library hours of operation are sufficient and match my schedule well.
 - The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study.
 - As a result of my visit I have a better understanding of how to conduct my own research.
 - The resources and/or assistance I received during my visit will help me earn a better grade.

The library continuously assesses Service Area Outcomes. Circulation and lab usage is recorded throughout the school year. Data is submitted to the office of Research, Planning & Institutional Effectiveness in the summer, yielding the analysis reflected in the tables on the previous page. The library also collects surveys responses throughout the year, to measure user satisfaction, as reflected in the summary below from our most recent SAO and EMP reports. These responses exceed our stated minimum goal of 80% positive, and have every year since the survey was introduced in 2015.

The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements:

- I feel welcome in the library, and comfortable asking staff for help. – 98%
- Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89%
- Library hours of operation are sufficient and match my schedule well. – 86%
- The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84%
- As a result of my visit I have a better understanding of how to conduct my own research. – 86%
- The resources and/or assistance I received during my visit will help me earn a better grade. – 93%

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program’s student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

As stated in response to Part I the demographic breakdown of library users generally reflects that of the student population at large, but since the library offers open access to all registered students, demographics are not generally useful as a specific measure of accessibility. However, further “drilling down” into our user satisfaction survey might be possible by cross tabulating Likert Scale responses with student demographics (Student ID’s are requested but optional) as well as recording days and times of visits. This would allow us to answer questions such as “Are female students more or less satisfied with library services and resources than male students?” or “Do evening and weekend students feel that hours of operation meet their needs?” This would obviously require more complex data analysis, but the user information can and will be easily collected up front.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

N/A – The library does not offer a degree or certificate.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|------------------------------|---|--|--|
| Communication | The program does not identify data that demonstrates communication with college and community. | The program identifies data that demonstrates communication with college and community. | In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that demonstrates the need for additional resources. |
| Culture & Climate | The program does not identify its impact on culture and climate or the | The program identifies and describes its | In addition to the meets criteria, the program provides data or research that |

| | | | |
|--|---|--|--|
| | plans are not supported by the data and information provided. | impact on culture and climate. Program addresses how this impacts planning. | demonstrates the need for additional resources. |
|--|---|--|--|

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The library's most recent annual SAO and EMP reports are posted on our website, and student success rates are presented as compelling evidence to new students during orientation sessions at the start of each year. Over the past five years the library has welcomed an annual average of 275,781 visitors. That number does not include students and members of the community who attend regularly-scheduled events in the Library Viewing Room (e.g. free AL&D movie screenings). Library faculty (full- and part-time) communicate and collaborate with faculty campus-wide, to promote library resources and services, and to conduct general and course-specific bibliographic instruction throughout the year.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The library building, particularly the Viewing Room, is continually used to host events for both students and the community. Rotating seasonal and topical displays are designed to engage students and pique interest in current events. Library faculty and staff, perhaps more than those of any department on campus, participate in start-of-year activities such as "welcome tables", etc.

Describe one or more external/internal partnerships.

Library faculty continuously solicit collection development recommendations from discipline faculty across campus and the Library Technology degree and certificate program is advised by a committee comprised of librarians and paraprofessionals from local libraries of various types (public and academic).

One of the library's strongest on-campus partnerships is with the Veteran's Center. Several vets serve every semester as student workers at the circulation desks, and a faculty librarian serves as liaison to the Veterans Club.

Discussions are underway to position a librarian in the Tutoring Center.

In collaboration with DE coordinators and other faculty, librarians are central to the identification, curation and promulgation of open educational resources.

Library faculty and staff continue to communicate, collaborate and share "best practices" with CCC colleagues to fully implement Alma/Primo.

Based on the principle of "embedded librarianship" faculty librarians liaise with curricular (academic departments) and co-curricular entities (e.g. Tutoring Center) campus-wide.

What plans does your program have to further implement any of these initiatives?

The library will continue to nurture these partnerships and seek new opportunities to collaborate with colleagues and constituents both on- and off-campus.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|---------------------------------|---|---|--|
| Professional Development | The program does not identify currency in professional development activities. | Program identifies current avenues for professional development. | In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth. |

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Library faculty and staff regularly attend conferences and workshops sponsored by professional organizations such as ALA, CLA and CSLA, as well as statewide consortia and vendor-sponsored meetings and workshops. Many classified staff are actively engaged members of campus-, district- and state-wide governance and advisory committees.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Collectively, library faculty and staff serve in the following capacities and/or on the following committees:

Arts, Lectures & Diversity; Black Faculty & Staff; CA Emerging Technology Fund liaison; Classified Funding Oversight; Classified Senate; CSEA Communications Officer; CSEA Political Action coord; EEO; Enrollment Management; Faculty Senate; HIS Task Force; Latino Faculty, Staff & Administrators Assn; LGBTQ+ Safe Spaces; My Valley Partner; OER Task Force; SoCal AQMD Steering Cmte; Technology Cmte; Veteran’s Club

Library faculty and staff are actively encouraged - and accommodated - to identify and seek opportunities to expand their professional activities and contributions outside the library walls.

3. Discuss specific ways staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

As stated above, library faculty and staff regularly attend conferences and workshops sponsored by professional organizations such as ALA, CLA, CSLA and other statewide consortia and vendor-sponsored meetings and workshops (recently, Open Educational Resources, Zero Textbook Cost and Guided Pathways workshops) As listed above, many classified staff are actively engaged members of campus-, district- and state-wide governance and advisory committees. Two classified staff member are pursuing higher degrees, with accommodations to work schedules.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|--|--|---|---|
| Mission/ Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, and it links clearly with the institutional mission. | |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. | The program demonstrates that it is highly productive and is positioning itself for growth. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricuNet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses. | In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion. |

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

“The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors.”

How does this mission or purpose relate to the college mission?

The library supports the college’s mission to “provide high-quality education, innovative instruction, and services to a diverse community of learners ... [and] to prepare students for transfer to four-year universities, [or] to enter the workforce by earning applied degrees and certificates” by providing learning resources and instructing students in their use.

The library houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

| 2015-16 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 70% | 88% | 92% | 2.02 | 2.37 |
| Used Library Book(s) | | 74% | | 93% | | 2.53 |
| Used Textbook(s) | | 68% | | 90% | | 2.25 |
| Attended Workshop(s) | | 72% | | 93% | | 2.34 |
| Used <i>Learning Express</i> | | 71% | | 91% | | 2.30 |

| 2016-17 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 68% | 70% | 89% | 90% | 2.15 | 2.67 |
| Used Library Book(s) | | 73% | | 92% | | 2.77 |
| Used Textbook(s) | | 71% | | 91% | | 2.70 |
| Attended Workshop(s) | | 73% | | 94% | | 2.68 |
| Used <i>Learning Express</i> | | 68% | | 91% | | 2.56 |

| 2017-18 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 65% | 74% | 84% | 91% | 2.65 | 2.60 |
| Used Library Book(s) | | 68% | | 90% | | |
| Used Textbook(s) | | 69% | | 91% | | |
| Attended Workshop(s) | | 73% | | 94% | | |
| Used <i>Learning Express</i> | | 71% | | 90% | | |

| 2018-19 Success Rates of All Students vs. Library Users | | | | | | |
|---|-----------|-------|-----------|-------|--------|-------|
| Service/Resource | Pass Rate | | Retention | | GPA | |
| | Campus | Users | Campus | Users | Campus | Users |
| Used Computer Lab | 67% | 74% | 85% | 91% | 2.43 | 2.57 |
| Used Library Book(s) | | 78% | | 93% | | |
| Used Textbook(s) | | 76% | | 92% | | |
| Attended Workshop(s) | | 77% | | 95% | | |
| Used <i>Learning Express</i> | | 76% | | 92% | | |

The library measures its “productivity” against our stated Service Area Outcomes, which represent the most meaningful metrics of the library’s contributions to student success. And, as revealed in the last four years of data (above) library services and resources demonstrate a measureable positive impact on student success rates (Pass Rate, Retention and GPA). Students who use library resources and services succeed at significantly higher rates than those who do not, and margins between users and non-users have generally widened over the past few years.

The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.

- I feel welcome in the library, and comfortable asking staff for help. – 98%
- Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89%
- Library hours of operation are sufficient and match my schedule well. – 86%
- The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84%
- As a result of my visit I have a better understanding of how to conduct my own research. – 86%
- The resources and/or assistance I received during my visit will help me earn a better grade. – 93%

Relevance and Currency, Articulation of Curriculum:

Review **all** mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

Yes, and it is reviewed each semester.

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

N/A

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

N/A

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given about your program in the catalog accurate? If applicable, list the courses that are no longer offered. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Yes, and it is reviewed each semester.

Planning: Challenges/Trends/Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the document, readdress them here.

The library successfully completed the migration to the new system-wide Alma/Primo library services platform in January 2020. Individual features and modules will be implemented and introduced over the next year.

While online database subscription costs continue to rise, lottery funding for acquisitions remains static, resulting in the need to shift funds from print acquisitions (books and periodicals) to online access. This has been manageable for the past few years, but will become unsustainable in the near future, and increased funding must be secured if access and acquisitions are to continue at current levels.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|-------------------|--|--|--|
| Facilities | The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs. | Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation. | In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth. |

Facilities:

1. Describe current facilities:
 - a. Classroom space
 - b. Access to equipment
 - c. Maintenance
 - d. Technology
 - e. Other

The 40,000 square foot library building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction.

The building includes one general purpose classroom, one computer classroom, and the Library View Room (lecture hall). All are heavily used.

In 2019 the entire 2nd floor and all of the 1st floor offices were re-carpeted, and upholstered furniture was replaced throughout the building. Also, two new “quiet study” areas were created on the 2nd floor, by condensing sections of the collection and removing or relocating several ranges of shelving.

During peak periods it is not unusual to see nearly every seat in the library occupied. If/as enrollment grows, the library will need to grow with it. Long range plans for replacement of the Liberal Arts building offer intriguing opportunities for expansion, if the new building physically adjoins the library.

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The library roof is scheduled for complete replacement this summer. Leaks during the rainy months have been a problem almost since the building opened. Minimal disruption is expected.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No previous Does Not Meets.