Program Review - Learning Resource Center

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What are the strengths of your area?:

1. Facilities:
   - The Visalia LRC facility is in a prominent location and offers 38,804 square feet of library, computer and tutorial services.
   - The new Tulare LRC facility offers 11,514 square feet of library, computer and tutorial services allowing for future growth.
   - The LRC is able to provide services in Hanford in a shared use facility with the bookstore.

2. Hours & Use:
   - The Visalia LRC is one of the busiest places on campus with an average of 2,798 daily visitors (data averaged from the 2013/2014 academic year).
   - In the last year, the LRC has expanded service hours in Tulare and Hanford by 169%.

3. Library Collection & Staff:
   - The LRC has a print collection of over 59,200 items.
   - The LRC hosts more than 20 academic databases and 3 eBook databases containing thousands of full text-books, magazines, journals, newspapers and other scholarly publications.
   - The Librarians of the LRC are available to conduct Library Instructional Orientations upon instructor request. These 1 - 3 hour orientations are conducted in collaboration with the instructor and teach students to navigate library resources relating to their course. In the 2013/2014 academic year the LRC Librarians conducted over 87 Library Instructional Orientations for over 2,050 students. 15% of these sessions were conducted in Tulare and Hanford.
   - A Reference Librarian is scheduled for student assistance during all LRC open hours.

4. Library Courses:
   - Library (LIBR) 101, 102, 103 courses are offered every year. At least one Library course is offered at each site each year.
   - Library courses have an average success rate of 79% (see attached 2014 Program Review Data).
   - Students that successfully complete Library courses satisfy the COS General Education (GE) Information Competency requirement.
   - The Information Competency Exam allows students to take an exam which satisfies the COS GE Information Competency requirement. Students can register for the LIBR 490 Information Competency Exam and take the test in Blackboard. Within a week of passing, their successful completion is recorded in Banner Web.

5. Tutorial Services:
   - The LRC offers well established tutorial services, providing assistance in 9 subjects (Fall 2014, includes Math) with 905 monthly users (Fall 2014, includes Tutorial Center and Math Lab in both Visalia and Tulare).

6. Computer Commons:
   - LRC computer equipment is on a sufficient upgrading schedule with 146 student computers available across all three sites. All computers are newer than 5 years old.

What improvements are needed?:

1. LRC Awareness & Image:
   - Many students, faculty and staff are not fully aware of the programs and services available at the LRC.
   - The LRC does not present a clear, cohesive image to the campus community.

2. Equity of Services:
   - After 5pm tutoring is only available in Math.
   - After 5pm only one Reference Librarian is scheduled with no back up. If that Librarian is conducting a Library Instructional Orientation, the reference desk is left unstaffed for 1-2 hours.
   - No LRC site is open for weekend hours.

3. Library Collection Age & Budget:
   - The average publication age of a Library book is 1972. Our SAO goal has been set at 1990 based on data from California Department of Education (http://www.cde.ca.gov/ci/ct/cf/ceschoollibraries.asp)
The Library’s ability to update our collection is heavily reliant on funds. Though the Library book budget has benefited from COS Foundation fund augmentation, the base book budget has remained stagnant for over 8 years making it impossible to keep the Library collection up to date. (See Collection Budget data)

The addition of 2 site LRCs and expanded service hours have also increased the Library’s demand for a book funds.

In our updating needs and site and service expansion, a larger book budget is required to offset the growing cost of electronic and print materials.

Describe any external opportunities or challenges:

Opportunities:
1. Growth
   - The LRC has an opportunity to grow with the College. The COS Master Plan, developed in preparation for the next 10 years, projects steady growth of the LRC and College as a whole.
   - LRC Growth on all three COS campuses includes expanded Library, Computer, and Tutorial Service hours, a larger updated Library collection and increased student and faculty awareness and use.

2. Increased Awareness
   - Increasing student and faculty awareness of LRC services is an opportunity for the LRC to increase the number of students served, thus promoting student success.
   - With the end goal of increasing student awareness, the LRC aims to foster a collaborative relationship with COS faculty through a Librarian Liaison Program. This program assigns every COS degree/certificate program to a Librarian who will become the contact for faculty in that subject area. The Library Liaison Program is being partially implemented in 2013/2014 and hopefully expanded in 2014/2015 year (see attached liaison assignment example).

Challenges:
1. Information Competency
   - Promoting information competency is one of the LRC’s greatest challenges. While the internet is easy to access, the quality of that information is difficult to evaluate.
   - The LRC is regularly challenged to articulate to students the importance of quality information along with the benefit of specialized services which guide research such as academic databases and Reference Librarians.

2. Library Collection Age
   - Without an updated, quality collection, the LRC faces the challenge of finding appropriate materials for students working on assignments and research.

3. Student Tutor Recruitment:
   - Recruiting qualified student tutors can be difficult as a result of the segmentation of tutorial services on campus. Programs compete for the same pool of tutors and issues arise with hours of availability.

Overall Outcome Achievement:

Service Area Outcomes:
1. The LRC hours of availability in Hanford and Tulare increased by 169%.

2. The LRC Guide was published August 1, 2014. LRC Staff created and distributed brochures which included information about all available services.

3. Staff attempted to make contact with all students referred to the Tutorial Center through Early Alert.
   - Fall of 2013: out of 47 students contacted, 10 students utilized tutorial services (21%)
   - Spring 2014: out of 30 students contacted, 12 students utilized tutorial services (40%).
   - On average, less than 30% of the referred students contacted by the tutorial instructional aid utilized LRC Tutorial Services. See attached spreadsheets.

Student Learning Outcomes:
1. LIBR 101
   - The SLO of having 90% of students able to identify appropriate sources, was not met.

2. LIBR 102
   - 93% of the students were able to conduct a directory search with 100% accuracy.

3. LIBR 103
   - The SLO was met. Approximately 78% of students mastered identifying and defining the five criteria for evaluating information sources.

4. LIBR 423 & 425 have outcomes that will be assessed the 2014-2015 year.

Changes based on outcome achievement:

Service Area Outcome Changes
1. Addition of Full-Time Faculty Librarian:
   - The addition of one-time adjunct funds allowed for an increase in hours of availability for the LRC, but was not a sustainable solution. To create sustainable, equitable hours the LRC has hired an additional full-time Information Competency Librarian who splits her work hours between Hanford/Tulare.
   - The additional Librarian has stabilized the LRC hours of availability and aided in creating consistency at all three LRC sites (See attached SAO 2014 LRC Increase in Site Hours).
   - Expanded LRC site hours have led to staff investment in Tulare and Hanford. Note: to achieve this an adjunct position was relocated to Hanford.
2. The LRC Guide/Brochure is available in hard copy at all 3 LRC locations and is made available to other departments. The brochure is also hyperlinked on the Learning Resource webpages.

3. Conclude Tutorial Early Alert follow-up:
   • After reviewing the data regarding Early Alert follow-up from Tutorial Services, the LRC Director decided that contacting students in addition to the Early Alert process was not an effective way of increasing tutorial awareness. Other avenues of increasing tutorial awareness are being explored.
   • To improve awareness of Tutorial Services, new signage was created with an adjustable hour template for the Writing Center, Math Lab and Tutorial Center.
   • A joint effort is being made by LRC staff, Math Lab faculty and Writing Center faculty/staff to jointly disseminate information regarding Tutorial Services.

Student Learning Outcome Changes:
1. LIBR 101
   The modified outcome and the same assessment strategy will be used for all Library 101 courses in 2014-2015 academic year. The outcome results and analysis will be discussed between the three instructors that teach this course in Spring 2015.

2. LIBR 102
   The instructors stressed and demonstrated the two types of Web Directory searches and the students were able to grasp the difference in procedure and outcome. As this course continues, the instructors will continue to spend more time on demonstrations, reviewing the difference between the two types of searches. Instructors are content with the data for this particular outcome.

3. LIBR 103
   Approximately 19% of students could not define the "what" criteria and another 11% could not define the "who" criteria. These two areas will be emphasized by the instructor in subsequent semesters.

Outcome cycle evaluation: Service Area Outcomes will be assessed annually, after assessment some SAOs may need to be carried over to the following year.

Student Learning Outcomes for LIBR 101, 102, 103 will be assessed annually. See attached LRC Assessment Cycle Document.

LIBR 423 & 425 will be assessed every three years based on tutorial needs.

Action: Increase LRC Resource Awareness

Improve student/faculty awareness of Learning Resource Center (LRC) programs and services

**Implementation Timeline:** 2014 - 2015

**Start Date:** 07/01/2015

**Status:** New Action

**Identify related course/program outcomes:** The Learning Resource Center will create a brochure of all support services available in the Learning Resource Center that can be updated easily every year. This would include information for both Tulare and Hanford center LRC sites.

**Person(s) Responsible (Name and Position):**
Mary-Catherine Oxford, Director of Learning Resources

**Rationale (With supporting data):** The LRC has no base budget for marketing (43600-Duplication/Printshop Material). In the previous 6 years, the minimal amount of printing done by the LRC has costs an average of $230 per year. And the money to cover printing has been transferred out of Instructional or Library Materials.

In order for the LRC brochure to effectively increase LRC Awareness we estimate a need to print 2,700 brochures per year which will cost a total of $1,350. This estimate is based on the current distribution of 1,500 brochures in the first 3 months of Fall 2014.

To increase LRC Awareness through brochures, the LRC Director will be seeking a base budget augmentation of $1,350 in Duplication and Printshop Material funds.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No
Action: Equitable Access
Create equitable access to Learning Resource Center (LRC) programs and services for students.

Status: Continued Action

Identify related LRC SAO: COS evening students along, with Tulare College Center and Hanford Education Center students will be able to access an equitable level of LRC programs and services.

Person(s) Responsible (Name and Position):
Mary-Catherine Oxford, Director of Learning Resources

Rationale (With supporting data):
As mentioned earlier, the LRC has increased Tulare and Hanford hours by 169%. Services for evening and weekend students still need improvement.

Evening Services:
• Tutorial
  With the exception of a few student Math tutors, there are currently no tutorial services offered during evening hours. We can provide tutoring in more subjects and provide supervision of LRC student tutors by adding an evening Instructional Aide.

• Reference Librarian
  One Reference Librarian is scheduled in Visalia from 4-8pm. Roughly once a week this Librarian is responsible for conducting a Library Instructional Orientation in the upstairs LRC classroom, leaving the reference desk unstaffed for 1-2 hours. During these unstaffed hours the LRC is not providing the best service to students. We can provide coverage for the evening Reference Librarian by scheduling an additional hourly Librarian for the hours of evening Library Instructional Orientations.

To provide improved evening services, the LRC Director will be seeking a base budget augmentation for the following:
1. Additional funds for an evening Instructional Aide: $14,000
2. Additional Hourly Librarian funds for evening/weekend coverage: $7,000

Weekend Services:
The LRC is not open during the weekend at any site. Weekend and Distance Education students who are unable to utilize LRC during standard work week are left without access to academic resources. The Visalia LRC can open for 5 hours on Sunday with essential staff to meet student needs.

To provide weekend services, the LRC Director will be seeking a base budget augmentation for the following:
1. Sunday Reference Librarian: $10,000
2. Sunday student workers for circulation and tutoring: $4,500
3. Sunday Computer Helpdesk Instructional Aide: $3,300

Priority: High
Safety Issue: No
External Mandate: Yes
Mandate Explanation: ACCJC 2014 Standard for Library- II.B.1
"The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services."

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<td><strong>Resource Description</strong></td>
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Resource Type: Classified- New/Replacement
Action: Collection Improvement

Update the Learning Resource Center (LRC) collection of materials.

Implementation Timeline: 2013 - 2014

Status: New Action

Identify related course/program outcomes: Librarians will weed the collection and order appropriate replacement materials, based on current curriculum and established LRC collection priorities to increase the average age of the print collection to 1990.

Person(s) Responsible (Name and Position):
Librarians and Director of Learning Resources

Rationale (With supporting data):

Increased Collection Use:
• The LRC has added two additional site collections in Hanford and Tulare.
• The LRC checks out an average of 380 print books a week.
• The LRC purchases books based on curriculum and have minimized the need for duplication by creating an inter-library request system which allows a student to receive a book they need at their site in 1-2 days.
• The demand for an eCollection has increased. For the Library eBooks are almost always more expensive than print. Electronic books cost from 5% - 100% more than their print counterparts.

Insufficient Book Budget:
• The average book in the LRC collection was published in 1972. Though the Library book budget has benefited from COS Foundation fund augmentation, the base book budget has remained stagnant for over 8 years making it impossible to keep the Library collection up to date.
• According to a report published by the Government Accountability Office in June 2013, new textbook prices rose an average of 6% per year between 2002 and 2012, three times the rate of inflation. (http://www.gao.gov/assets/660/655066.pdf)
• The LRC seeks out the lowest cost materials by purchasing from multiple vendors and comparing prices.

Ongoing Need:
• If the collection were in good shape, the ideal maintenance budget would allow a 4.5% collection replacement rate or $29,862 annually. See Table in Documents for more details.
• A 4.5% collection replacement rate would bring expended dollars per FTES to $9.33 (see comparisons below)

Community College Budget comparison-dollars per FTES:
(based on the Chancellor’s Office 2010 survey data)
West Hills College: $13.05
Merced: $12.54
Fresno City: $11.15
Overall CCC Average: $10.34
Taft: $9.96
Porterville: $5.35
College of the Sequoias: $4.77
Reedley: $2.18

To improve the Library Collection, the LRC Director will be seeking a base budget augmentation of $29,862 in Library Book funds.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: ACCJC 2014 Standard for Library- II.B.1

"The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services."