

Support Program(s) under Review: Library Services: Instruction

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- A robust information literacy instructional program which includes a one-unit online LIBR 100 “Becoming a Skilled Researcher” class;
- a wide variety of workshops available through the Library Success Center link in a self-paced open Canvas format;
- as well as librarian-led format over ConferZoom and/or in-person when allowed.
- several information literacy modules, open to the public, on the Library’s SharePoint website under the “How to Do Research” link;
- outreach to students is through reference services, providing students one-on-one personalized research help;
- collaborative work by Librarians with all departments on campus, providing just-in-time classroom instruction, tailored to specific assignments and course requirements;
- quality Library staff, including the faculty, the administrators and the classified professionals;

2. Areas for Improvement:

- more qualified and dedicated full-time librarians;
- and an additional full-time tenure-track collection strategist librarian is highly recommended.

3. Projected Growth, Stability, or Viability:

The instructional portion of the program plan places the library in stability. Adequate staffing at both the paraprofessional and professional levels is a necessary component to move the library out of the stability stage.

B. New Objectives/Goals:

New Objectives and Goals for the library are tied to adequate support for increased personnel and library materials. It would be a futile endeavor to think that the library could continue to function as it has in the past without substantial fiscal support to maintain and enhance its role in student success. With college administrative support we envision a full offering of required information literacy curricula from the McCarthy Library. The curriculum, taught by library faculty, would be a co-requisite for other college courses; these co-requisites could be workshops, or the existing credit-bearing course focused on IL, Library 100. This approach would necessarily require adequate staffing—full-time librarians devoted to instruction, with supplemental support adjunct teaching librarians to teach the workshops and/or the credit-based course sections, depending on enrollment.

[Program Review Summary Page](#)

For Instructional Programs

Program or Area(s) of Study under Review: Library (Instruction)

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

The McCarthy Library has been well-placed to offer online services to our students with the development and expansion of its digital infrastructure. Beginning in 2009, several online information literacy modules were developed and placed on the Library’s SharePoint website. These modules were freely available to all, and required no special sign-in. In addition, digital “Tips of the Week” were begun in 2011 and have continued to the present time, alerting students, faculty and staff to important featured library resources. With the advent of the 2015 ACRL Framework for Information Literacy Instruction and the concomitant move from Blackboard to Canvas CMS, the instructional pathway was created with the development of a LIBR 100 course, “Becoming a Skilled Researcher”. All the while, each year, the library has endeavored to increase its database holdings to now over 48 databases. We are currently working to boost our e-book platforms through EBSCO’s GOBI. This year, the hiring of a new Library Director has brought a sea change to how the library is perceived and its immense untapped potential as a educational partner campus-wide. We have launched social media sites on Twitter and Instagram, boosting a following of the library that extends far beyond our digital newsletter’s radius. In Spring 2020, the library began an online partnership with the English Department to provide information literacy materials for their newly constructed English Research Lab on Canvas. This resource, which will be used by English 120 instructors as they teach a one-unit research class, will be maintained, and updated by NVC librarians. The curriculum, taken from the LIBR 100

modules, replaces the Bedford St. Martin canned information literacy course, with “home grown” modules, based upon the holdings unique to the McCarthy Library. Each module has embedded videos with lessons taught by librarians. This ensures that a greater number of students benefit from information literacy instruction aligned with the ACRL Framework. Past anecdotal information from students who took the course reveal that students found it extremely valuable and many had wished they had been able to take the class earlier in their college career, had it been available. A good deal of information literacy instruction occurs in one-off sessions requested by instructors throughout the campus. Librarians tailor their instruction to meet specific assignments assigned by discipline faculty experts. From a library orientation, to an introduction to databases, effectively evaluating websites, learning to use MLA and APA citation styles, library instruction runs a wide gamut. We are particularly proud of our outreach to instructors and students in STEM courses, MESA, and English, to name a few.

2. Areas for Improvement:

The Library is poised to undergo a major change in its' professional library staff. In August, a long-time tenured librarian retired, and we anticipate our second tenured librarian will retire no later than May 2021. The library has hired two part-time adjuncts (for a total of 18 hours per week) for fall 2020. The newest adjunct was onboarded in October 2020. The multifaceted and unique expectations for a library faculty for such engagement across the college require two full-time, tenure-track librarians at the very least. A third Collection Strategist Librarian to gather, access, and analyze qualitative and quantitative data and contribute to the strategic allocation of Library resources is key, especially in aiding the Library judiciously develop its collections in an environment of change in scholarly communication and publishing. Title 5 §58724 of the California Code of Regulations contains minimum standards for numbers of library faculty based on yearly full-time equivalent student enrollments. Per these standards, there should be 3 faculty librarians for colleges with FTES = 1,001- 3000. The McCarthy Library currently does not meet Title 5 Regulations, and this deficit continues to adversely affect library instruction and reference services. To ensure the library's successful contributions to student success, adequate staffing, both professional and classified, needs to be allocated to the library. It is recommended that two full-time librarians be hired, one with a focus on information literacy teaching, curriculum development and assessment. The second librarian position should be a systems librarian position. A systems librarian, with requisite information literacy instruction experience and ongoing responsibilities, is needed to fully develop and maintain the instructional and library services platforms supporting library resource discover and information literacy instruction. The Collection Strategist librarian is needed to guide evidence-based processes by developing content acquisition, format choice, location, and assessment strategies; design methodologies that promote best practices in making informed collection development and management decisions and conduct regular use reviews. It is beneficial that a Director of Library Services (an administrative position) has recently been created, a position which did not exist before. The Upper Valley Campus has been without a professional librarian and library support staff for many years, relying instead upon volunteers to staff and maintain the library. Librarians at the main campus have been able to provide a small amount of assistance, but more is needed as the Upper Valley Campus becomes reinvigorated with new programs and services. Not only will the shared use partnership with the City of St. Helena to occupy part of the campus inject a new influx of people at the UVC campus, but so too will a more advanced cooking school program, additional ESL classes, expanded community education classes continue to put increased demands on the

UVC Library. Maintaining the UVC library will help ensure that we can sustain and enhance community education programming and events and fulfill our mission of providing quality educational resources and information literacy instruction.

3. Projected Program Growth, Stability, or Viability:

The need for additional librarians will continue into the future as the need for students to become better and more sophisticated users and consumers of information is great. It is especially important for our students to develop their critical thinking skills to filter out “fake” stories and to participate in the democratic political process more effectively.

B. New Objectives/Goals:

With the success of the Library’s LIBR 100 course the library is poised to develop more information literacy modules devoted to particular disciplines. We endeavor to create a “Researching in the Sciences” Canvas course, along with a “Conducting Historical Research” course. In addition, we are considering partnering with our Viticulture Program to tailor a special research course for those pursuing viticulture and enology, a high-demand field of study in the Napa Valley.

Program Review Report Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Library
Area of Study	Library and Research Skills
Course	LIBR-100

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	11	--	14	27.3%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
Library and Research Skills	11	--	14	27.3%
LIBR-100	11	--	14	27.3%
Within the Program	11	--	14	27.3%
Across the Institution	36,115	32,545	33,102	-8.3%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Library Program increased by 27.3% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Library Program increased by 27.3%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following course and area of study changed by more than 10% ($\pm 10\%$) between 2017-2018 and 2019-2020:

Course and area of study with enrollment increases:

- *Library and Research Skills (27.3%)*
- *LIBR-100 (27.3%)*

Program Reflection:

From the outset, it must be acknowledged that a great deal of library information literacy instruction is done in the classes. Librarians have good working relationships with instructors campus-wide and are invited into classes each semester to introduce students to the myriad resources available to them both in print and online provided through the library. In many cases, librarians tailor their instruction to specifically meet the information need of the assignment for the course. Oftentimes, librarians create a Libguide as part of their instructional pedagogy to accompany their tailored lesson plan.

The LIBR 100 class was approved by the Curriculum Committee and one section was offered in Fall 2017 as an online Canvas course. The course was well received by students. We conjecture that enrollment was low due to the newness of the course. In 2018, the course was not offered, due, in part, to a reduction in one of our librarian’s workload (who has since retired), and the necessity of maintaining our full schedule of library workshops, reference desk coverage, library website maintenance, Libguide development, collection development, and library instruction requests. The LIBR 100 class was offered again in the Spring of 2019,

when both librarians were available full-time to cover the extensive workload. LIBR 100 was offered this time as a “late start” class, and this may have added to its attractiveness to students.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
Library and Research Skills	1	11.0	--	--	1	14.0	12.5	27.3%
LIBR-100	1	11.0	--	--	1	14.0	12.5	27.3%
Program Average*	1	11.0	--	--	1	14.0	12.5	27.3%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPiE Analysis: Over the past three years, the Library Program has claimed an average of 12.5 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program increased by 27.3% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following course and area of study changed by more than 10% ($\pm 10\%$) between 2017-2018 and 2019-2020:

Course and area of study with increases in average class size:

- o Library and Research Skills (27.3%)
- o LIBR-100 (27.3%)

Program Reflection:

A good part of the low enrollments may be due to the newness of the course, the fact that the course was not offered during 2018-19 and finally, to a lack of adequate marketing and outreach. This situation will be remedied, once the course is offered again, with the library's foray into social media. We anticipate much greater outreach to advertise our library course offerings.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2017-2018	11	25	44.0%
2018-2019	--	--	--
2019-2020	14	25	56.0%
Three-Year Program Total	25	50	50.0%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	FTEF	Productivity
2017-2018	0.4	0.1	4.0
2018-2019	--	--	--
2019-2020	0.6	0.1	6.0
Three-Year Program Total	1.0	0.2	5.0
<i>Source: SQL Enrollment and Course Sections Files</i>			
<p><i>RPiE Analysis: Fill rates within the Library Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 50% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2019-2020, enrollment increased while and capacity remained stable, resulting in an increase in fill rate.</i></p> <p><i>Productivity increased from 4.0 to 6.0 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 5.0 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)</i></p>			

Program Reflection:

The numbers are low in LIBR 100 but began to improve in 2019-20. We fully anticipate that with social media advertising and marketing, a LIBR 100 course could fill to 18 FTEs when next offered. In addition, developing additional Library Canvas courses targeted to disciplines, while in tandem working in strong collaboration with History, Science and Viticulture faculty to “get the word out” to their students will, we think, result in higher enrollment in the future.

4. Labor Market Demand

This section does not apply to the Library Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
Library and Research Skills	84.0%	--	--	60.0%	--	--
LIBR-100	84.0%	--	--	60.0%	--	--
Program Level	84.0%			60.0%		
Institutional Level	90.5%			76.3%		
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p>Bold denotes a statistically significant difference between the program-level rate and the institutional rate.</p> <p>Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.</p>						

***RPIE Analysis:** Over the past three years, the retention rate for the Library Program was lower than the rate at the institutional level. (The difference was not statistically significant.) The retention rate for the Library Program falls in the 2nd percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the Library Program was lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rate for the Library Program falls in the 1st percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (24.0%) was higher than the difference at the institutional level (14.2%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Library Program area of study and course claimed differences (between retention and successful course completion) that exceeded 10%:

- *Library and Research Skills (24.0%)*

- LIBR-100 (24.0%)

Program Reflection:

The LIBR-100 course, a one-unit course, has a very robust curriculum requiring students to complete weekly readings, regularly contribute to the class discussion board, and complete weekly assignments. We conjecture that students may have underestimated the amount of work the course entailed. This may account for the difference in the successful course completion rate at the program level (24.0%) being higher than the difference at the institutional level (14.2%).

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	100%	86.4%	0%	65.3%
Hispanic			63.6%	73.9%
First Generation			63.6%	75.0%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Library Program, the retention rate among Black/African American students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Library Program, the successful course completion rates at the program level were lower than the rates at the institutional level among the following groups:

- Black/African-American (0%)
- Hispanic (63.6%)
- First Generation (63.6%)

The difference among Black/African-Americans was statistically significant.

This pattern for the retention rate deviates from the findings from the comparison of retention at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. The pattern for successful course completion reflects the findings at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. (See Section I.B.1 above).

Program Reflection:

The Library would benefit greatly by hiring more diverse library faculty. Extending our reach to hire librarians who are Black, Indigenous, People of Color (BIPOC) will have a positive effect on attracting and retaining students of color, especially Black/African American students.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Library Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.

C. Student Achievement

1. Program Completion

This section does not apply to the Library Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Library Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM
A. Courses

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year	No Change
DISC						
DISC						

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[†]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year	No Change

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

†Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

N/A

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
1	1	0	100%	0%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Program	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
LIBR 100	1	1		100%	

Program Reflection:

We currently have four learning outcomes for LIBR 100, and the librarians may want to combine some of these into a total of no more than two outcomes. The two course learning outcomes pertinent to this reflection on assessment are:

CLO #2: The student will be able to access and search library resources including the online catalog, online databases, LibGuides and other information tools.

CLO #3: Students will be able to locate and evaluate information for currency, relevance, authority, accuracy, and purpose. Students will be able to integrate sources into their papers thereby entering the scholarly conversation.

Instructional librarians should be accessing the annotated bibliography capstone assignment because it builds upon the skills that students have learned throughout the LIBR 100 course. The learning outcome I will address in this section is composed of two outcomes combined: students' ability to access and use library resources to locate and evaluate information. The course had a pass rate of 10 with all students being at "C" level or above (70%).

B. Summary of Learning Outcomes Assessment Findings and Actions

In the final assignment, "Creating an Annotated Bibliography" students showed a strong ability to use library resources. Most students were able to provide a detailed description of their information search and use the library's online catalog to locate books as well as the library's online databases to locate scholarly journal articles. Students demonstrated a clear understanding of authority, accuracy and currency and were able to explain these concepts in relation to the quality of their sources. Also, students were able to modify the

keywords used in their search query, as well as use Library of Congress Subject Heading searches, to locate relevant articles. The challenge for a small number of students was that they did not fully explain their information search, choosing instead the first article that popped up on a Google Search. For this reason, students need to be reminded of the iterative nature of research so that they choose the “best” article to meet their information need. Thoroughly explaining and perhaps demonstrating an effective search will help students to complete this portion of the annotated bibliography with a more discerning eye toward Internet source quality. It was somewhat disappointing to see the inclusion of a few poorer quality websites in the annotated bibliography. Students who used scholarly journal articles or print sources in their annotated bibliography fared better than those who choose websites on the open Internet in terms of the quality, relevance, purpose, and authority of their sources. While most students were able to note if a source appeared biased, those using websites had more difficulty discerning such instances online. One student was confused about a .org site versus a .edu site in terms of the site’s authority: she included a .org site in her annotated bibliography that contained inaccurate information.

Program Reflection:

Based upon the above summary of learning outcomes, it is important for the LIBR 100 instructor to provide more detailed instruction in website evaluation, beyond just using the *CSU Chico CRAAP* test for source evaluation. We suggest using *Web Literacy for Student Fact-Checkers* because if students are looking to validate a fact, the question they want to ask is not always, “What is the bias of this publication? But rather, “What is this publication’s record with concern to accuracy?”

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

Stability - “Viability” describes a program that is not thriving in its current state. Yet, we have a program that meets the dictionary definition of “Stability”: it is strong, sound, resistant to external factors and pressures, durable and reliable. The Library program has managed to survive with limited staff and material resources for many years. It will take the additional measures of hiring more staff (both classified and professional) for the library to become stable. We recognize the need to relieve the workload burdens on current staff and avoid staff turnover, creating a truly stable library. **Potential for growth:** with campus housing in the near future, we see expanding Library Services both online and in-person.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.) Major Findings – Areas of Improvement outlines the need for increased staffing in the library at both the professional and para-professional levels.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Library Services
 Plan Years: 2020-2024

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
(Personnel) Hire 3 FT librarians (Personnel) Hire 1 PT librarian for Upper Valley Campus	b. Momentum – Student Equity Major Findings 2. Areas of Improvement	Fall 2021 hire two Tenure-track Librarians – (one instruction librarian and one systems librarian). Spring 2022 hire one Tenure-track Collection Strategist Librarian. Fall 2021 hire one Part-time (Adjunct) librarian for Upper Valley Campus	Librarians hired
(Personnel) Hire 1 FT Manager of User Services		Spring 2022	Manager of User Services hired

(Personnel) Change position of Director of Library to Dean of Library	Pg. 13 Description of Current Program Resources Relative to Plan	Fall 2021	Director of Library title and responsibilities changed to "Dean of Library"
(Materials) Provide adequate funding for e-books and additional databases to support Distance Ed students	Description of Current Program Resources Relative to Plan	Spring 2021 through Spring 2024	E-books and databases made available on demand through GOBI or other providers
Evaluate potential migration from Polaris to ExLibris ILS which has OneSearch Discovery Service. If no migration to new ILS, purchase another Discovery Service to provide one point of access for all the McCarthy Library's resources (print and online).	Description of Current Program Resources Relative to Plan Executive summary.	Fall 2022 through Spring 2024	Discovery Service in place and operational. Potentially tied to migration to new ILS ExLibris Alma.
Development of research materials in Spanish for our bilingual students		Fall 2021	Increase in student resources

Describe the current state of program resources relative to the plan outlined above. (Resources include personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The addition of three FTE librarians, with one focusing on instruction, one on library systems and the third on collection strategy, ensures that the library will be well-placed to grow the library's instruction program and grow and enhance its online presence. As the Upper Valley Campus continues to expand its programs and services, we are concerned about the accessibility, maintenance, and growth of the UVC Library's collection and urge the college to provide professional library staff to serve the Upper Valley students. At the main campus, we also see the need for a Manager of Library User Services as a key component to keeping the library's online catalog up-to-date and troubleshooting all the technical issues that arise with our Polaris, Link+ and OCLC Inter-Library Loan systems. Now is the time to invest in adequate materials (e-books and databases) to support our online and Distance Education students. The purchase of a one-point of search

Discovery Service will help students to better access all the resources of the McCarthy Library. In this time of Covid-19 and beyond, the library plays an increasingly pivotal role in ensuring that students have the requisite materials they need to be successful.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- The recent computer refresh completed in fall 2019 was a great improvement
- The creation of a new Director of the Library is a marvelous first step in building a cohesive library program.
- The addition of social media to the library's outreach efforts is going to help better inform students and the larger community of the vast array of services the McCarthy Library offers.

B. Effective Practices

"Community college libraries change lives. Library faculty throughout the California Community Colleges System play a significant role in helping students achieve success while supporting their colleges' missions and values, academic curriculum, and institutional learning outcomes. Moreover, libraries embody the spirit of community, creativity, and discovery that educators all seek to instill in their students. Libraries also promote literacy, equity, freedom of information, and lifelong learning. Students benefit greatly from access to library resources, services, instruction, and, more importantly, librarians. Libraries are the central resource for supporting faculty and students in their research and information needs, both physically and remotely. This essential role of libraries and library faculty has remained consistent amid significant technological and pedagogical changes within the community college system. ...The terms library faculty and librarian are used interchangeably to reinforce the faculty status of community college librarians. As librarians continue to determine their other roles within the California Community Colleges System and local districts in response to evolving demands, the inclusion and engagement of library faculty in college decision-making processes, program development, and other academic and professional matters are critical."

From the Academic Senate of the California Community Colleges, Position Paper: "The Role of Library Faculty in the California Community College", Spring 2019(1).

https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf

Completed by Supervising Administrator:

Senior Dean, Maria L. Villagomez

Date:

11.16.2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Innovation and Potential:** Due to the recent demand for online student and instructional services, the Library is in a tremendous position to engage in innovative ways by which to meet student demand and need.
 - **Qualified Staff:** Library Services counts with qualified administrators, faculty and classified professionals who are committed to student success and great customer service.
- I commend the Library faculty for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

- None identified.

Recommendations for improvement:

- Expand bilingual resources
- Continue the collaboration across the disciplines beyond English and the Sciences. Library Services is an area that allows for cross-discipline curricular innovations

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Quality faculty who can teach information literacy across disciplines
Personnel: Classified	None identified
Personnel: Admin/Confidential	None identified
Instructional Equipment	Refresh equipment in Library to stay current with new technologies
Instructional Technology	Refresh equipment in Library to stay current with new technologies
Facilities	Maintain a clean library and study rooms
Operating Budget	Funds to support professional development of staff and to expand ebook collection
Professional Development/ Training	Funds to support professional development of staff and to expand ebook collection
Library & Learning Materials	Some funds for books for our reserve section to support all students