



Library & Learning Center Program Review



June 2017

Modesto Junior College

Library & Learning Center Program

Review

2017

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Program Mission and Accomplishments

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

Our Mission: We support the mission of the college: "MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens."

Our Vision

To touch the life of every student.

Our Values

The Library & Learning Center is committed to the following Core Values:

- Empowerment
- Equity
- Engagement
- Empathy
- Excellent Service

Strategic Goals

To help achieve its mission, the Library & Learning Center, guided by its strategic goals, strives to do the following:

- Embed the L & LC into the student learning experience both face-to-face and online.
- Integrate the L & LC into instructors' academic routines.
- Work collaboratively with student services departments to promote L & LC services.
- Use its unique college-wide interdisciplinary position to impact student equity and success initiatives.
- Continue to document, assess, and improve L & LC Services.

Overview of the Program

The focus of the Modesto Junior College Library & Learning Centers is to support student success and the academic mission of the college by conducting information literacy instruction, providing a full range of library, tutoring, and computer services and assistance to MJC students, staff and faculty, and facilitating access to a broad range of information resources. Our Centers are places for patrons to learn, study, read and reflect, and to work together or individually. Our faculty and staff work to create an inviting, respectful atmosphere that facilitates access to resources and services and provides a successful learning environment.

The Library & Learning Centers (East and West) are responsible for a variety of instruction, services, and programs that support student learning, impact student equity and success, and support the greater institutional mission of Modesto Junior College:

- Information Literacy Instruction provided by Librarians
- Library Skills Course taught by Instructional Librarian
- Academic Support Services and Resources provided by Learning Center staff
- Academic Support Services and Resources provided by Library staff

Information Literacy Instruction provided by Reference Librarians/Faculty: The Library & Learning Centers support the institutional goal of Information and Technology Literacy via instruction through multiple channels and platforms. This includes the following:

- visit classes to present 80-minute curriculum-specific instruction sessions arranged by instructors;
- present a variety of drop-in research workshops in the L & LC's computer lab;
- workshops conducted by subject faculty under the auspices of the Library;
- provide instructional experiences to individual students at the L & LC Research Help Desk in person and remotely via chat, text, email, and phone;

- design, curate, and host online tutorials and subject-specific research guides on the MJC L & LC web site (<http://www.mjc.edu/library>);
- provide course-specific small group instruction initiated by students ("Workshops-on-Demand");
- support online instructors and students through the embedded librarian model; and
- present workshops in the Library & Learning Centers by faculty in the Literature and Language Arts Division.

Library Skills Course taught by Instructional Librarian: The Library & Learning Center is responsible for offering a transferrable 3-unit course: LIBR 100 Research Concepts and Practice.

Academic Support Services and Resources provided by Library & Learning Center Staff

A variety of services are offered by Learning Center staff, including the following:

- drop-in and by-appointment tutoring for math, English, BBSS, and STEM;
- supplemental instruction (SI), or small-group study sessions to support student learning;
- computer labs staffed with employees and student workers who assist students with logging in to PiratesNet, accessing MJC email, applying for financial aid, registering for classes, logging into Canvas, and managing documents including downloading, copying, printing, and scanning;
- space for group and individual study, including rooms and study space for individuals;
- collection including books, periodicals, media, textbooks, models, electronics, and other materials are available for checkout;
- course reserves, in which students are loaned textbooks and other course materials for two- or four-hour periods;
- interlibrary loan services, which allow students and faculty to borrow books from libraries worldwide.
- 24/7 access to the library's online catalog (www.mjc.edu/library) as well as an online article and research database and customized research guides designed and maintained by faculty librarians.

Continuous Quality Improvement

The Library & Learning Centers make efficient and creative use of resources through the following Shared Governance committees composed of faculty, staff, and management:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Marketing and Outreach Committee; • Budget Committee; | <ul style="list-style-type: none"> • Assessment Committee; and • Safety Committee |
|--|---|

By participating in these committees, members identify areas on which to focus improvement efforts. From raising awareness on campus of the Library & Learning Centers and its resources to understanding how to work with the institutional budget structure to obtain resources, to measuring the value of the services provided by the L & LC, participation on these committees allows committee members the opportunity to collaborate and share information and ideas for improving the various component services and resources that comprise the Library & Learning Centers.

In 2016-17, the Safety Committee completed Safety Plans for both East and West Library & Learning Centers for active shooter situations; staff also underwent ALICE Training to experience simulations for active shooter scenarios.

In 2016-17, the Assessment Committee conducted assessments in Reserve, Computers Labs, and Tutoring. The Marketing and Outreach Committee created a brochure and a bookmark for the L & LC.

Briefly describe the activities and accomplishments of the department since the last program review.

Over the last two years, the Library & Learning Center has coordinated a variety of activities and accomplished a great deal. Some of its accomplishments include the following:

- Increases in embedded librarians;
- development of two InfoLit Kits;
- organizing Workshops on Demand (student-initiated workshops);
- development of a recreational reading collection;

- formation of eight-week summer reading program to encourage recreational reading, an activity which supports academic reading skills;
- purchase of new databases for use in CTE programs (CINAHL and streaming video databases); and
- plans to digitize MJC newspapers and yearbooks over Summer 2017.

Describe how your department has responded to the commendations and recommendations of the previous review.

The primary finding of the previous Program Review was that the Library & Learning Center has difficulty assessing its services under the same model used for Academic divisions; the department has responded by working with the MJC Office of Research and Planning to remake the Program Review template for the Library & Learning Center so it can account for the wide array of non-credit-bearing instructional activities provided by the Library & Learning Centers which contribute to student success.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCO Scorecard by 2022.

Success

The following questions refer to data from the [**Success Rate Data Dashboard**](#) or data regarding student achievement from the Office of Institutional Effectiveness. If using the data dashboard, use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

First, define the achievement data you are using for program review. What groups are you measuring? What indicators are you measuring? For how long (two-year trends are recommended)? Is there a comparison group—for example, against the college average or students who do not participate in your activity?

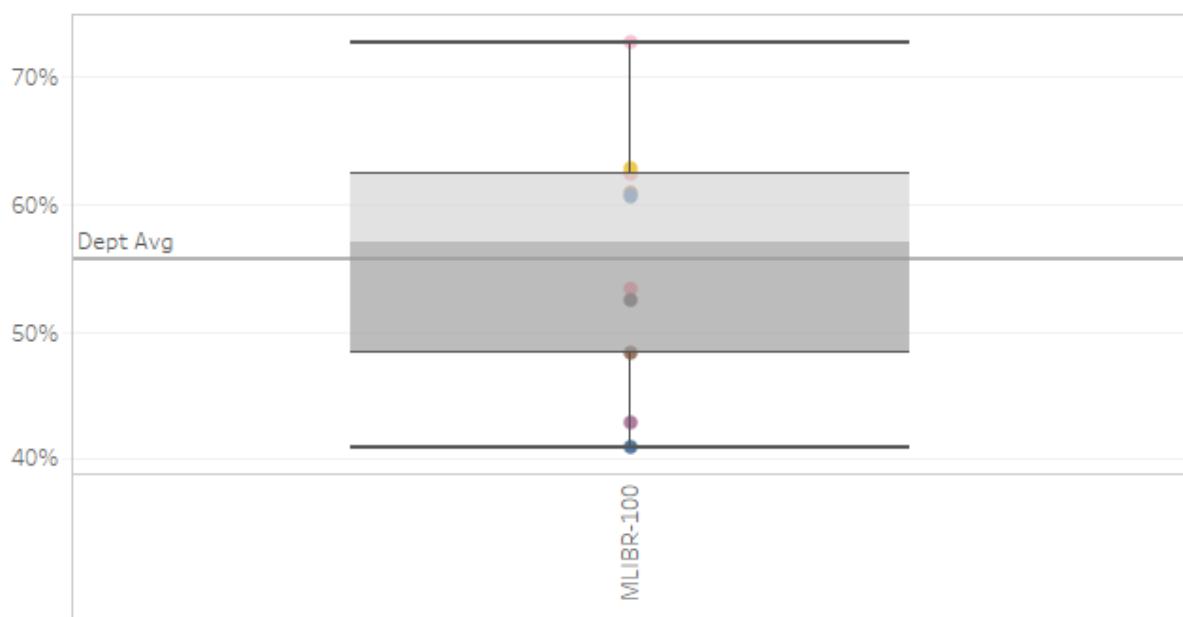
Course Success



Course Success and Fill

| | Season | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------|--------|-----------|-----------|-----------|-----------|-----------|
| Census | FALL | 59 | 56 | 45 | 33 | 29 |
| | SPRING | 53 | 40 | 44 | 51 | 39 |
| Capacity | FALL | 65 | 65 | 64 | 32 | 32 |
| | SPRING | 65 | 67 | 64 | 64 | 64 |
| Fill Rate | FALL | 91% | 86% | 70% | 103% | 91% |
| | SPRING | 82% | 60% | 69% | 80% | 61% |
| Successful | FALL | 37 | 24 | 24 | 20 | 14 |
| | SPRING | 33 | 21 | 32 | 31 | 16 |
| Success Rate | FALL | 63% | 43% | 53% | 61% | 48% |
| | SPRING | 62% | 53% | 73% | 61% | 41% |

Course Success Rates for Selected Terms - Dots represent sections, box central distribution



Course Success

Division
All

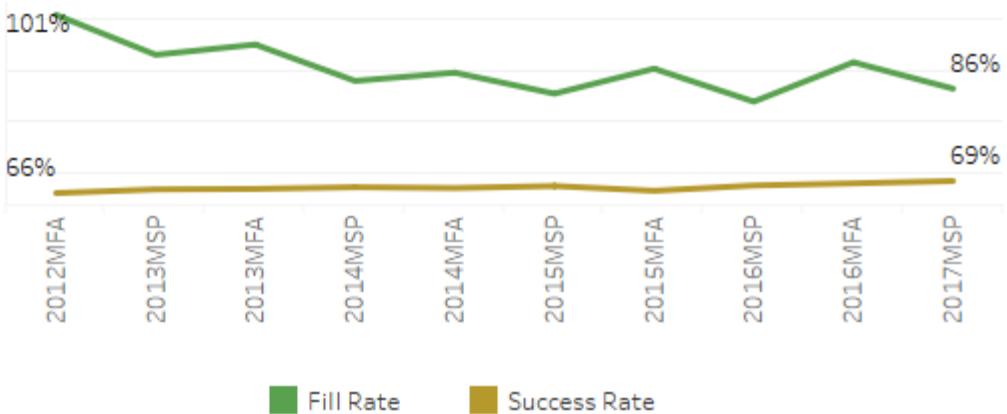
Department
All

Terms
Multiple values

Online vs Face to Face
All

Filter to Course
All

Course Success - All All



Course Success and Fill

| | Season | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------|--------|-----------|-----------|-----------|-----------|-----------|
| Census | FALL | 47,866 | 48,969 | 49,947 | 49,640 | 49,351 |
| | SPRING | 46,778 | 48,403 | 47,884 | 47,318 | 45,846 |
| Capacity | FALL | 47,490 | 51,531 | 55,767 | 54,953 | 53,890 |
| | SPRING | 50,281 | 55,032 | 56,018 | 56,378 | 53,033 |
| Fill Rate | FALL | 101% | 95% | 90% | 90% | 92% |
| | SPRING | 93% | 88% | 85% | 84% | 86% |
| Successful | FALL | 31,667 | 32,793 | 33,533 | 33,059 | 33,583 |
| | SPRING | 31,281 | 32,575 | 32,337 | 32,002 | 31,406 |
| Success Rate | FALL | 66% | 67% | 67% | 67% | 68% |
| | SPRING | 67% | 67% | 68% | 68% | 69% |

Consider your data. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data? Write a brief analysis.

ANALYSIS: After years of existing as a full-term course, faculty were asked to morph LIBR100 into a short-term course (10 weeks) to increase fill rates. Fill rates across the institution had dropped in the 2013/14 academic year, continuing to dip in 2014/15. As we know, this often happens as the economy becomes more robust and potential students decide to eschew academic pursuits in lieu of paychecks. LIBR100 has an added challenge, as it is one of the institution's rare stand-alone courses, not connected with any program. When the economy tanks, LIBR100 has strong fill rates as students scramble for classes – any classes. When the economy ticks upward, an "elective" course like LIBR100 has trouble competing with core program requirements. It was hoped that a late-start class would allow us to "catch" students who didn't make wait list cuts and who dropped classes and needed a curricular home. It was successful to a degree, although there were several problems. First, this strategy seemed to work better in Fall than Spring. In Fall 2015 and Fall 2016 there was only one section of LIBR100 offered, which may explain the difference. Again, since LIBR100 is not part of a program, nobody is "required" to take it. Secondly, although retention remained strong, success rates plummeted. Taking a class from 15 to 10 weeks while maintaining 3 units means there is less time for students to master learning outcomes. Couple this with the fact that many students were now turning toward LIBR100 not because they wanted to take a research class, but because they had unexpectedly

lost one or more classes and needed units. These students often find the condensed workload intimidating, and there is less time for them to recover from a bad start in the class. So much of LIBR100 is "hands on," with research activities and assignments taking place almost every day. This means it is a particularly bad course for students who don't attend regularly, or who attend but simply do not turn in work. This has always been the case for LIBR100, and a 10 week window for the curriculum only exacerbates the problem.

Given the data, what is your set goal for success? Do your department and individual course rates meet this goal? If your rates for success are lower than your goals, what are your plans to improve them?

POTENTIAL SOLUTIONS: Next spring LIBR100 will once again be offered online, with one section offered face-to-face, and one section online. It is hoped that this will increase fill rates. The one face-to-face section will be scheduled in a M-W slot that has traditionally filled better than its T-TH counterpart. Our goal is a beginning fill rate of 100%, a strong showing at census (at least 90%) and an increase in success rates to at least the college average. The instructor of LIBR100 is going to experiment with success teams to see if that will motivate students to attend, participate, and turn in work on a more regular basis. Additional time will be allotted at the beginning of the course to employ some On Course strategies designed at keeping students feeling connected to the course instructor and their peers. Also, more of the in-class activities will be made available online for students who do have to miss class.

Consider your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab) or through the data provided by the Office of Institutional Effectiveness. Examine your disaggregated data over the last two years. Consider any student equity gaps—the differences across student populations, especially in relation to the highest performing group. How do you plan on addressing issues of equity in your area? In other words, how do you plan on closing achievement gaps across student populations?

Student Equity Data

In 2015-16 and 2016-17, of all students enrolled in MLIBR 100, 3 students identifying as Asian experienced the highest achievement (80%), followed by 32 students who identify as White, Non-Hispanic (60%). Eight students identifying as Black or African-American had the lowest achievement in MLIBR 100. One factor for the disparity in student equity data among White, Non-Hispanic and Asian identifying students versus African American or Black identifying students might be the late-start factor, which the Instruction Librarian noted in the Student Success section.

In addition, while the achievement rates among various student populations generally follow institution-wide success rates, the sample sizes for MLIBR 100 are extremely small; it is unreasonable to expect that the equity data from two class offerings during the review period reflect a holistic view of achievement among various student populations taking library skills courses over the long term.

Nevertheless, the Instructional Librarian has collaborated with faculty and personnel in the First Time in College program to establish information literacy instruction in that program and to introduce more first-time students to the L & LC; we might expect this exposure to influence the enrollment of students in populations which might not typically enroll in a library skills course. Also, the Instruction Librarian uses themes connecting with popular issues to attract students to her course.

Course Success Rates by Ethnicity, Gender, and Modality

Division
All

Department
MLIBR

Academic Year
Multiple values

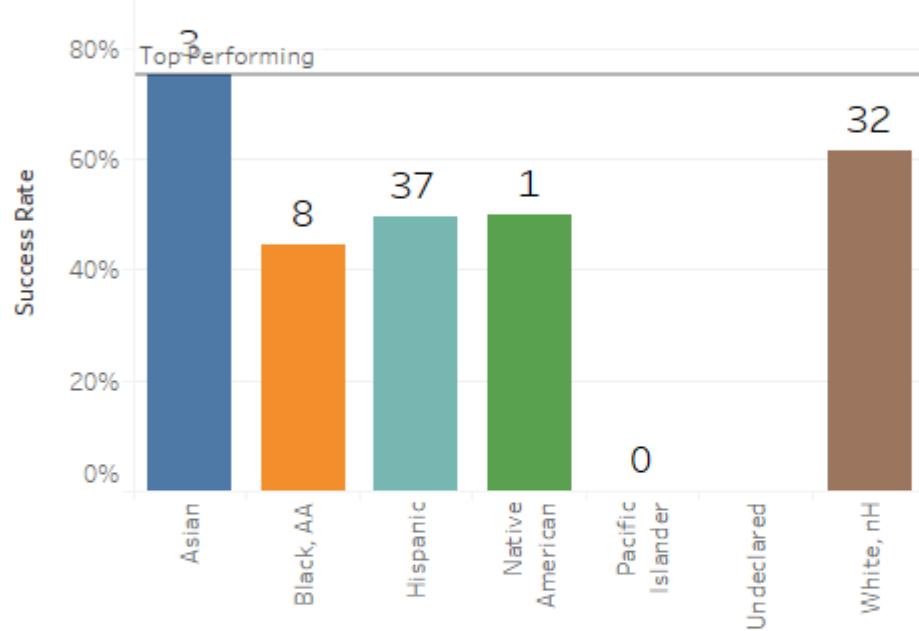
Term
All

Filter to a division and/or department - individual courses can be unselected to view similar courses together. Select chart elements to filter other charts to same, e.g. Pick Asian success bar to see Asian gender and Asian modality. Select again to clear.

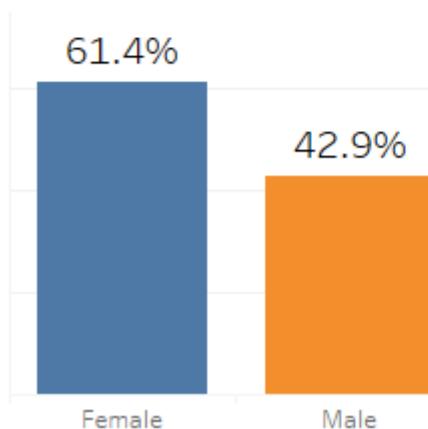
Course Name
 MLIBR-100

Ethnicity for 2015-2016 & 2016-2017

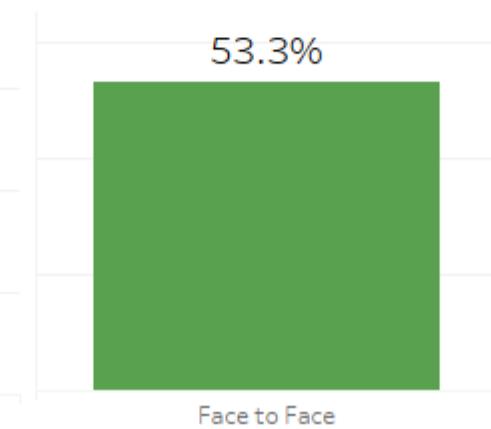
All MLIBR



Gender



Modality



Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.

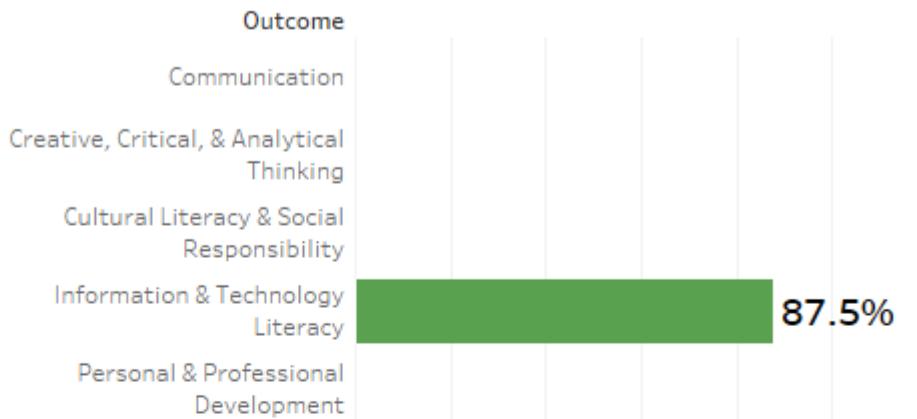
Hover over chart elements for details.

1) Division
All

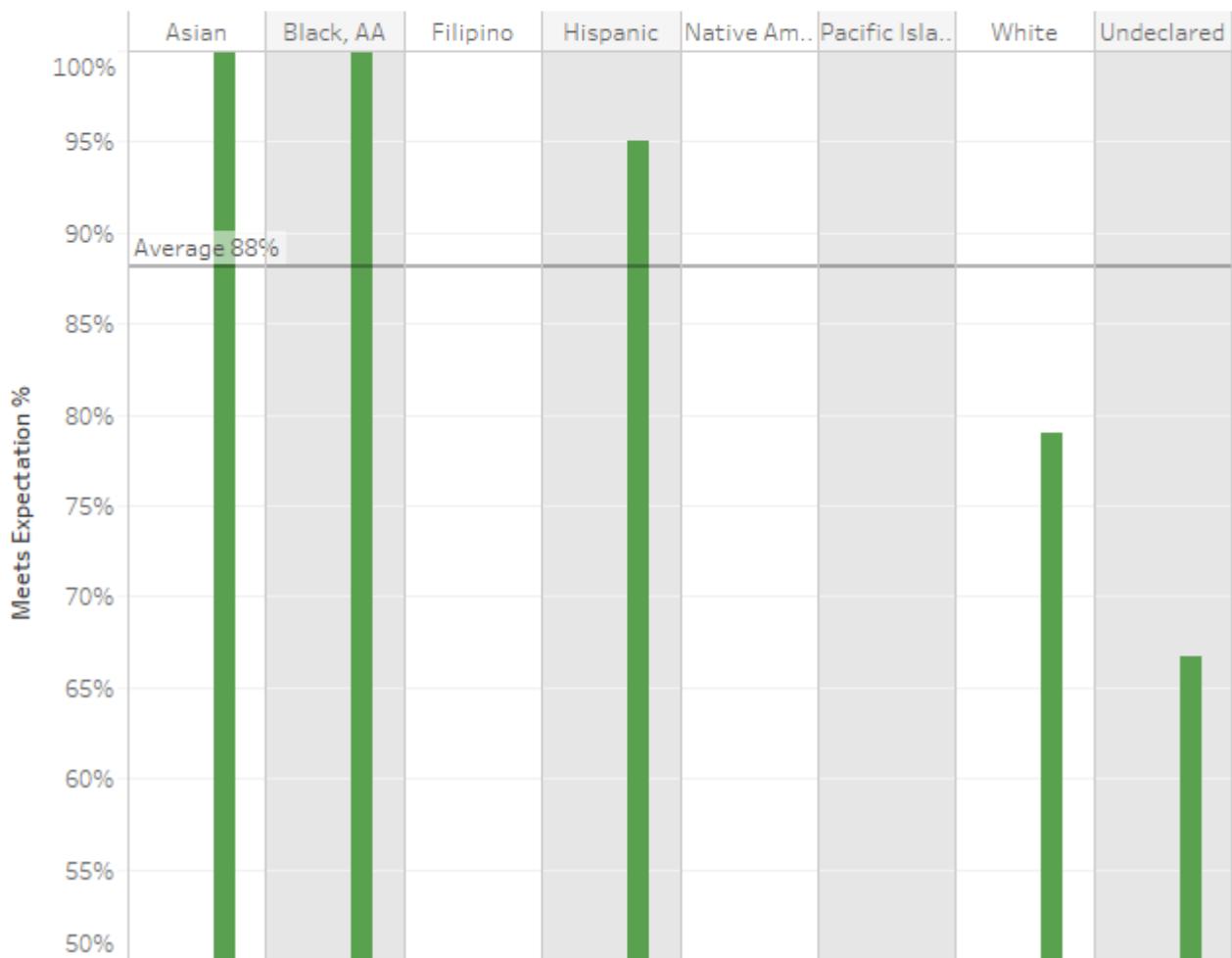
2) Department
MLIBR

Overall Outcome Results for All, MLIBR

(Select outcome to filter to ethnicity)



ILO by Ethnicity, All, MLIBR



Student Learning Outcomes

Instructions

This section of the Program Review measures support services learning outcomes, service area outcomes, and institutional learning.

SSLO / SAO/ ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website or through a specific data set prepared for your area. Using these charts, you can identify your current rates in student learning outcomes. You will consider your outcomes, set a department goal, examine your SLO data, and outline a plan for any needed improvement.

Note for those using the [Learning Outcomes Dashboard](#) website: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each SSLO will need to be mapped to each applicable SAO and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at gopalin@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Student Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website or through the specific data set prepared for your area.

For each SAO that your SSLOs inform, you will find your overall rate. You will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your support services areas.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the service area outcomes (SAOs), and institutional outcomes (ILOs) in your analysis.

Service Area Outcomes (SAO)

What is your set goal for SAO success? Do your overall rates meet this goal?

The MJC Library & Learning Centers have noted 7 outcomes for its Service Areas.

1. The MJC Library & Learning Center provides resources and services that allow its community of users to be served by attentive, helpful, knowledgeable, respectful, and friendly staff. (Staff)
2. The MJC Library & Learning Center provides resources and services that allow its community of users to be able to access library resources in print and online conveniently and consistently. (Collections)
3. The MJC Library & Learning Center provides resources and services that allow its community of users to have access to librarians, reference services, and instructional opportunities at times and in a manner that meets their needs. (Instruction)
4. The MJC Library & Learning Center provides resources and services that allow its community of users to be able to work in an environment that facilitates learning and is conducive to multiple learning styles. (Facilities)
5. Students coming to the MJC Library & Learning Centers will be served by staff who are knowledgeable, friendly, and willing to serve as evidenced by the departmental annual point-of-service survey (to be developed).
6. Students coming to the MJC Library & Learning Centers will experience an encouraging learning environment as evidenced by the departmental annual point-of-service survey (to be developed).
7. Students receiving tutoring services in the MJC Library & Learning Centers will be helped by knowledgeable tutors as evidenced by the tutor evaluation survey.

Our set goal for Service Area Outcomes is that 100% of students, staff, and faculty who utilize the MJC Library & Learning Centers will access services and resources which allow them to connect with librarians, reference services, instructional opportunities, a multifaceted and productive learning environment, knowledgeable and friendly librarians and staff, at times and in manners that suit their needs.

Supporting the ILOs and GELOs: Through its varied services and resources, the Library & Learning Centers support the Information and Technology Literacy Institutional Learning Outcome (ILO) as well as the Language and Rationality General Education Learning Outcome (GELO).

General Education Learning Outcome (GELO)

MJC's Library & Learning Centers directly address MJC's General Education Learning Outcome for Language and Rationality, specifically the clause that notes students will demonstrate "the ability to find, evaluate and use information in a variety of formats." Instructional services, whether occurring in the classroom setting, individually with Librarians in person and virtually, and in workshops and classroom visits from Embedded Librarians, all address this outcome specifically. The resources and materials accessible via the L & LC facilitate this GELO by increasing access to information, offering instruction on locating and evaluating sources, and incorporating information into student work.

Institutional Learning Outcomes (ILOs)

What is your set goal for ILO success? Do your overall rates meet this goal?

For the other services offered by the Library & Learning Centers, the goal is 100% of students, faculty, and staff who utilize the Library & Learning Centers' resources are able to access services and resources which support and positively influence the outcome of their coursework at Modesto Junior College. Tools for measuring success are being developed and planned; this Program Review marks the first step in that process.

Communication

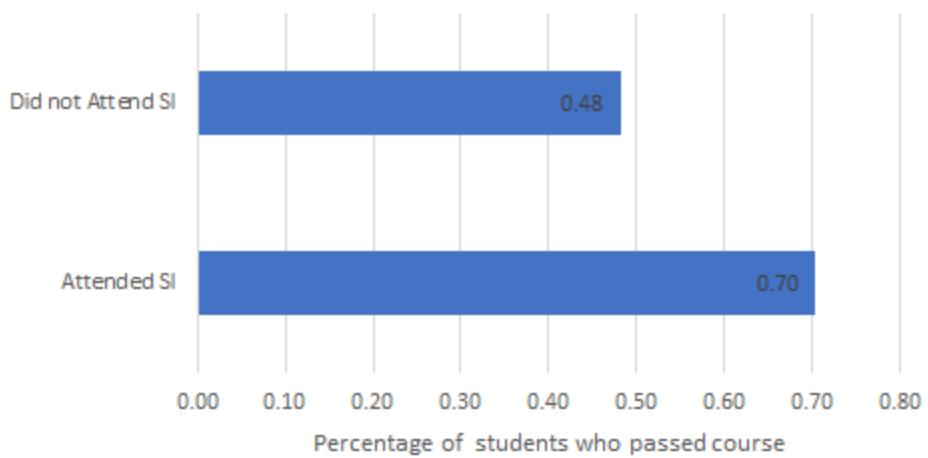
The Library & Learning Centers support the development of communication skills in a variety of ways. Through the L & LC's Supplemental Instruction program, students utilize group and interpersonal communication skills to study for courses. Supplemental Instruction is course-specific, peer-led tutoring. The tutor is someone who has been successful in the past; tutors partner with the instructor to provide course specific tutoring. Data suggests that such problem-solving, teamwork, and collaboration of the Supplemental Instruction groups helps students pass courses in which they might not otherwise succeed (see narrative and tables below).

70 percent of the students who attended Supplemental Instruction sessions during Spring 2017 passed the course. In those same course sections, students who did attend passed 48 percent of the time.

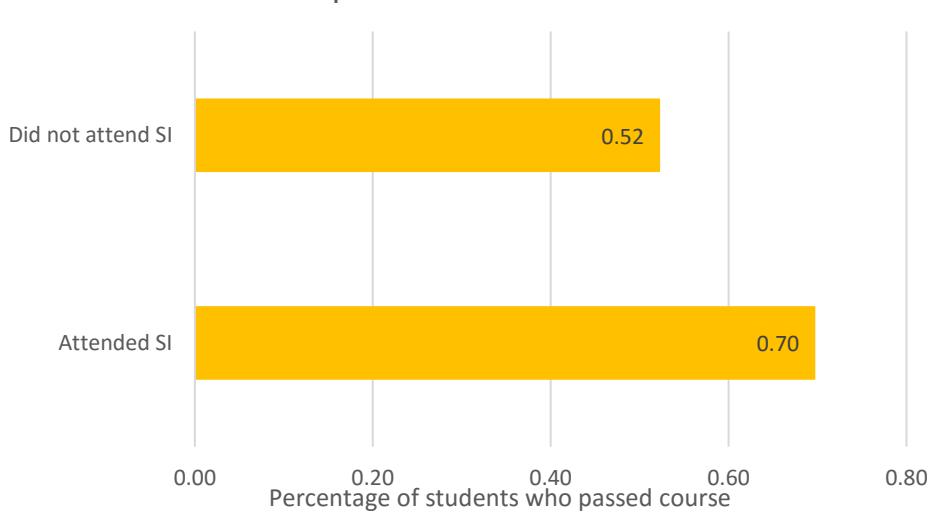
During Summer 2017, students who attended Supplemental Instruction passed at nearly a 70 percent rate. Those who did not attend Supplemental Instruction only passed half of the time.

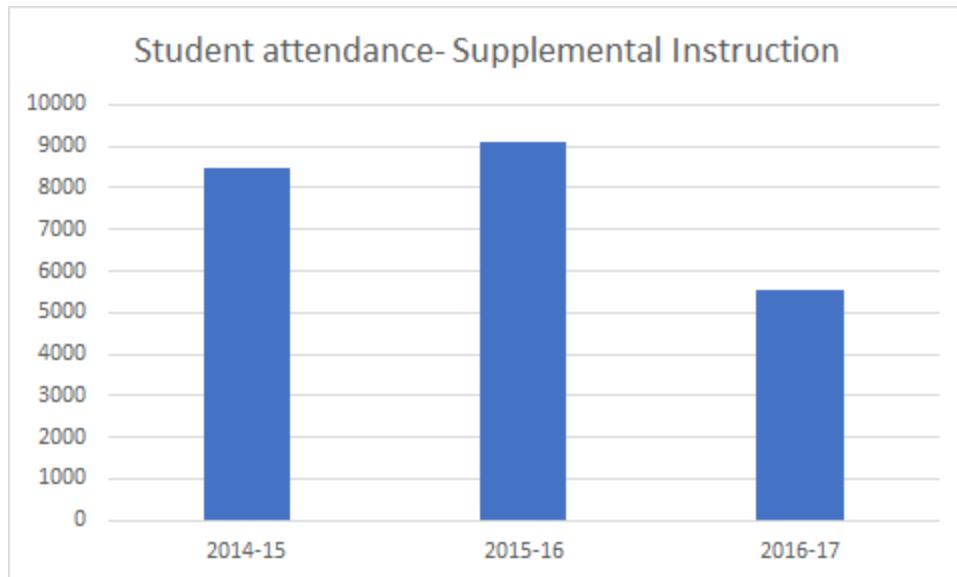
These figures suggest that Supplemental Instruction has potentially significant impact on course success rates. Please note that the drop in SI attendance reflects a drop in the number of sessions available due to the end of a STEM grant, not a drop in student or instructor interest.

SI Impact on Course Success Spring 2017



SI impact on Course Success





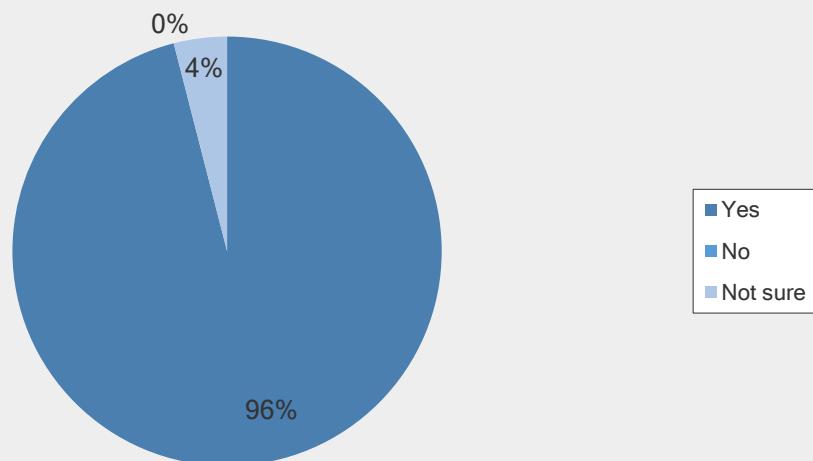
Information and Technology Literacy

For Library & Learning Center services, ILO goals have not been set; however, the Department is working to develop them. Through research instruction—whether it takes places in LIBR 100, through an instructor-initiated classroom presentation, one-on-one at the information desk, InfoLit kits, embedded librarians, or through student-initiated Workshops-on-Demand—the Library & Learning Center clearly connects to the development of information literacy. The Library & Learning Centers support technology literacy by offering computing labs; laptops and calculators available for checkout; and the technical assistance offered by five librarians, three instructional support assistants, and numerous student workers.

In a Fall 2016 survey of student computer lab users, 71 percent of the respondent rated the service provided by library staff as excellent, and another 23 percent characterized the service as very good.

Students also felt that they learned transferrable skills. Nearly all of those surveyed felt that they would be able to apply the skills they learned in their current session in the future.

After receiving help from the computer lab assistants, will you be able to apply what you learned the next time you come into the L & LC?

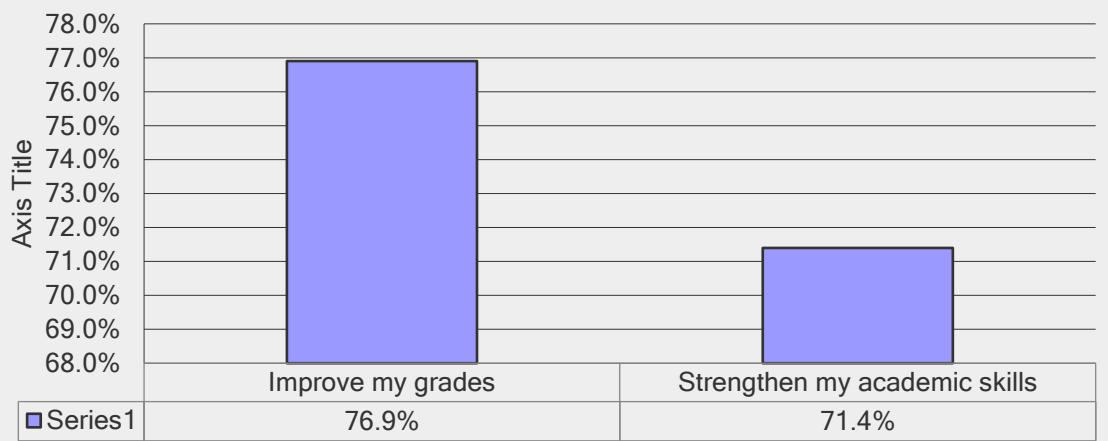


Creative, Critical, and Analytic thinking

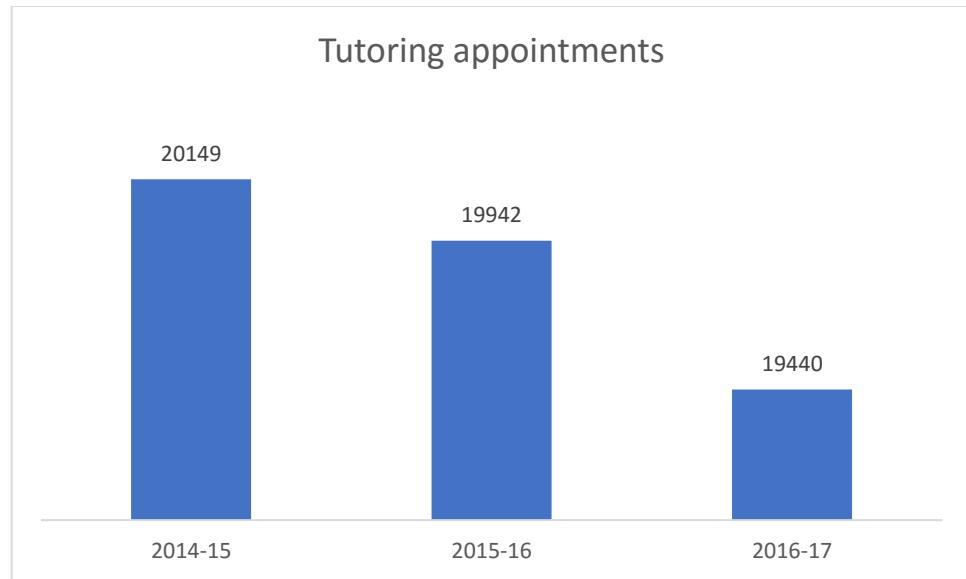
The tutoring program assists students in passing classes that support creative, critical, and analytic thinking. Tutoring offered varies from semester to semester based on tutor availability. Math and Writing assistance are always available, and the West Campus Learning Center provides STEM tutoring.

According to a Fall 2016 survey, students who used tutoring reported a number of benefits, not least of which was better performance in their classes. Of the 91 students surveyed, over 3/4 reported that it had improved their grades, and similarly high numbers felt that it helped them strengthen their all-around academic skills.

As a result of attending tutoring sessions in the Library & Learning Center, I have been able to (check all that apply):



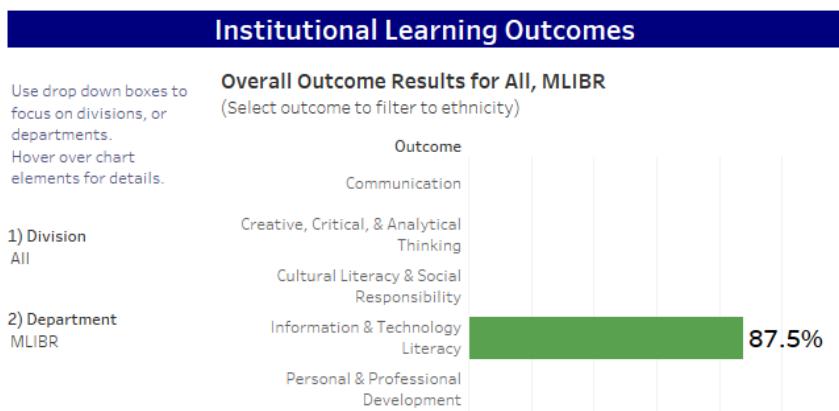
Tutoring numbers have seen a slight decline over the last three years, roughly following the trend in FTES (see chart below, Tutoring Appointments).



According to a survey conducted by the Library & Learning Centers in 2016, 87% of students surveyed were able to get a tutoring appointment at their preferred time, fulfilling the Library & Learning Center's SAO of providing "instruction at a time and in a manner that meets their needs" while 94.5% of respondents were satisfied with tutors' knowledge of the subject for which students sought out tutoring, satisfying the SAO that "students receiving tutoring services in the Integrated Learning Centers will be helped by knowledgeable tutors." Our goal is to meet those SAOs 100% of the time. We expect that the Library & Learning Centers' addition of drop-in English tutoring starting in Fall 2017 will give students another way to access the tutoring they need when they need it.

LIBR 100 ILOs

Library 100 was last assessed in 2016. During that semester, 87.5 percent of students met the standard for Information and Technology literacy. All MJC courses met the standard at a 80% rate.



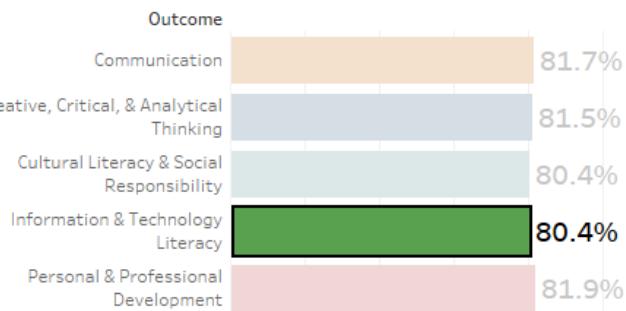
Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.
Hover over chart elements for details.

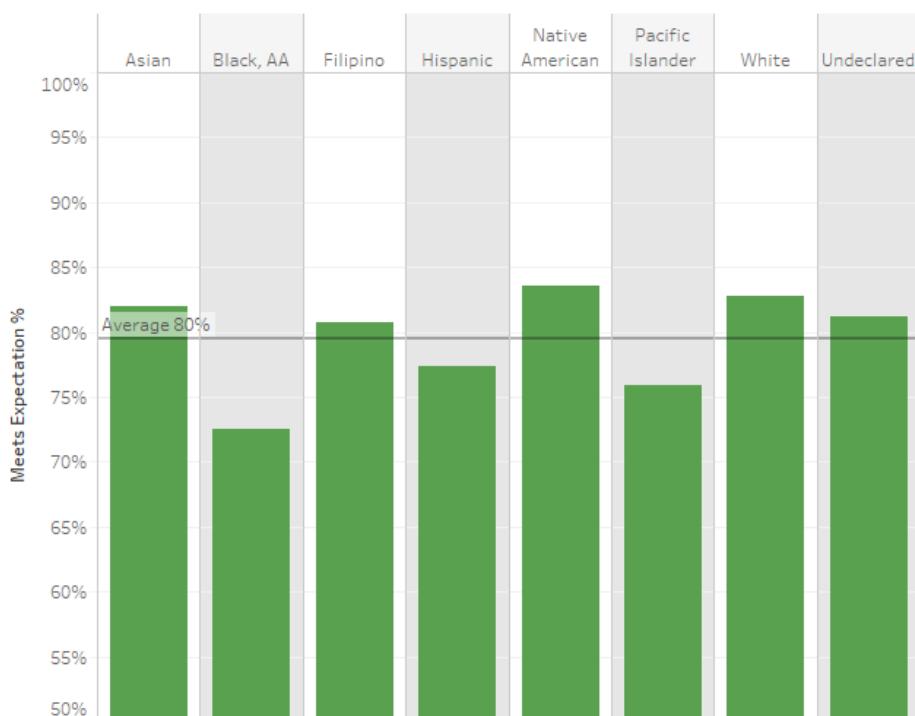
1) Division
All

2) Department
All

Overall Outcome Results for All, All (Select outcome to filter to ethnicity)



ILO by Ethnicity, All, All



Continuous Quality Improvement

If your rates for success for any SAOs or ILOs are lower than your goals, what are your plans to improve them?

Equity and Success

Do your rates for your SAOs and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

It is the department's goal to develop methods to get equity data for all of our services, but currently we only have data for those students who enroll in LIBR 100 or Tutoring 850. Note: Equity and Success data for LIBR 100 are addressed in the STUDENT ACHIEVEMENT AND COMPLETION section.

The tutoring data below details the number of students signed up for Tutoring 850 by ethnicity. The figures

mirror the overall institutional breakdown by ethnicity.

| Population | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Grand Total | Percentage |
|-------------------|------------------|------------------------|------------------|------------------------|------------------------|-------------------|
| African American | 79 | 98 | 111 | 116 | 404 | 4.27% |
| American Indian | 9 | 7 | 11 | 12 | 39 | 0.41% |
| Asian | 149 | 159 | 170 | 175 | 653 | 6.91% |
| Filipino | 27 | 20 | 31 | 42 | 120 | 1.27% |
| Hispanic | 1114 | 1219 | 1200 | 1358 | 4891 | 51.73% |
| Multi | 30 | 22 | 13 | 17 | 82 | 0.87% |
| Pacific Islander | 19 | 31 | 27 | 32 | 109 | 1.15% |
| White | 754 | 763 | 690 | 759 | 2966 | 31.37% |
| Decline to State | 43 | 58 | 42 | 47 | 190 | 2.01% |
| Grand Total | 2224 | 2377 | 2295 | 2558 | 9454 | 100.00% |

Support Services Area Program Data

Program Data

You may be asked to include additional data—or want to include additional data—regarding your service area. Please include your data below or attach it to your program review, set a goal regarding your data that would indicate success, and develop a plan for any improvements.

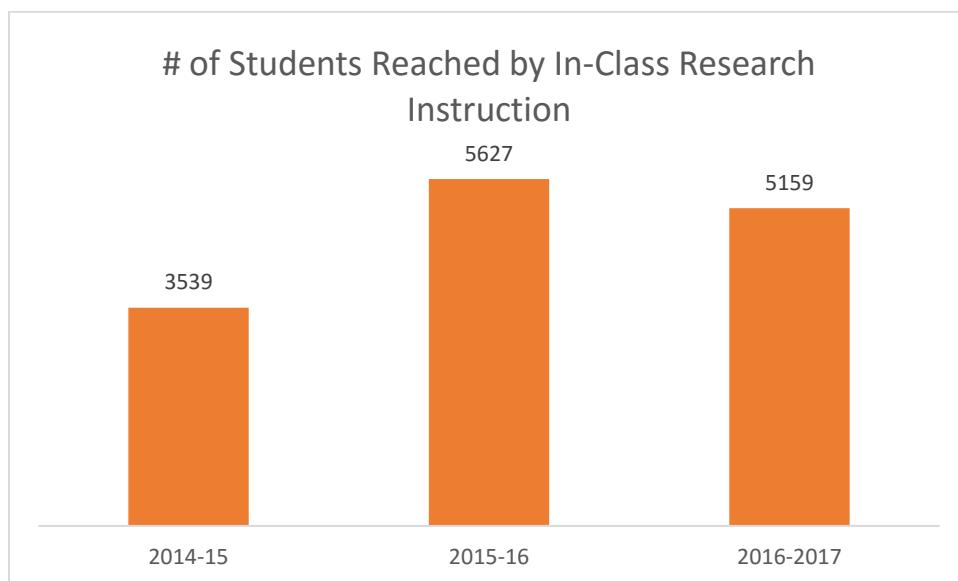
Program Data

Please include your data in the box below or via an attachment. Write a brief description of the data, why it is important, and what it shows about your program. If you have different data sets, please identify and write about them separately.

Classroom Research Instruction

Classroom Research Instruction supports the L&LC's strategic goal to become embedded in the students and instructors' college experience, as well as introducing students to research practices that support the information and technology ILO.

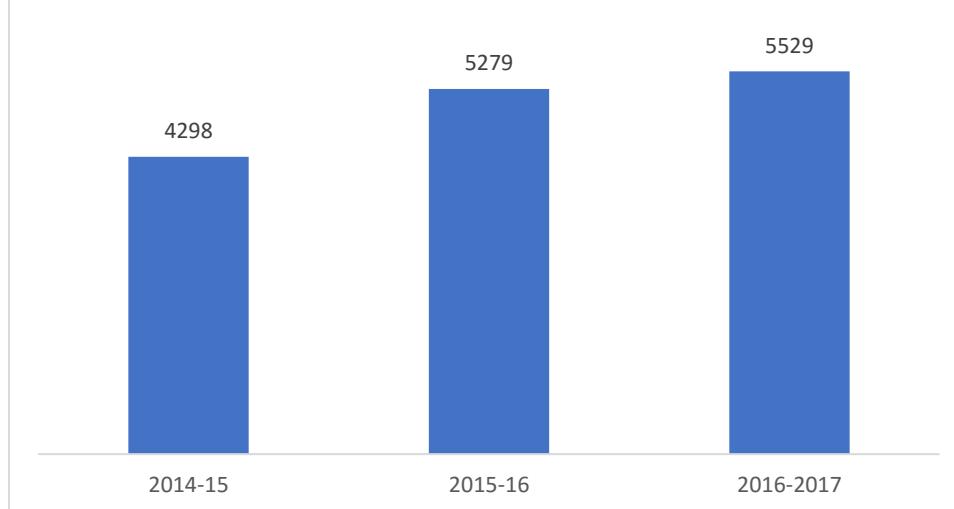
Over the last two years, librarians have increased the number of Classroom Research instruction sessions by 48 percent and increased the number of students reached by these by 45 percent.



Individual Research Instruction

Librarians provide one-on-one research/information literacy instruction at the reference desk throughout the school year. Over the last 2 years, the number of questions answered by Reference Librarians increased by 28%. This could reflect success in outreach to students who were previously reached in classroom instruction sessions who now felt comfortable approaching the librarians for research help; it could indicate also that instructors are more regularly including library research assignments in their lessons.

Individual Research Instruction



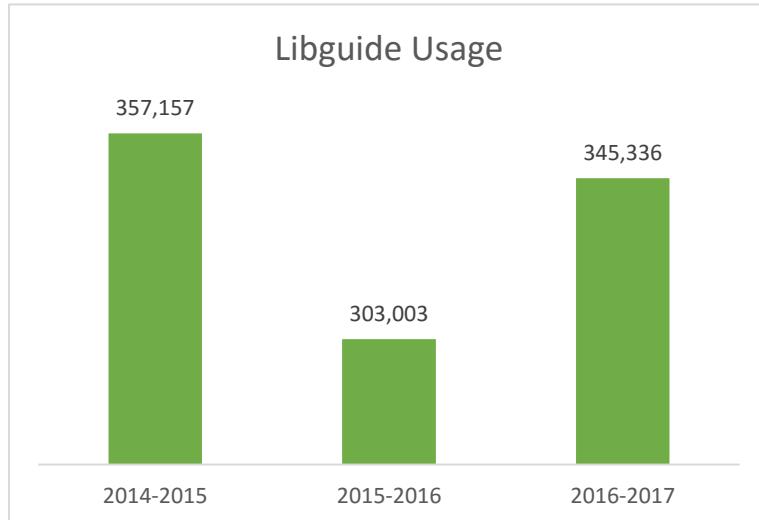
Workshops on Demand

Workshops on Demand were implemented in Spring of 2017 as a response to flagging attendance at scheduled library workshops. Instead, the Library began offering groups of at least 3 students the opportunity to create their own customized workshop. In the Spring of 2017, librarians provided 27 Workshops on Demand, serving 126 students.

Libguides

Libguides are online research guides created by faculty librarians and intended to assist students in research. They are arranged by subject and often created in response to a specific demand made by faculty teaching in subject areas. Data for 2014-2015 Libguide usage shows 357,157 visits to Libguides, and in the next academic year (2015-16), that figure dropped to 303,003 visits. In 2016-17, the figure increased to 345,336 visits. The 2015-16 decrease could be seen as a statistical anomaly; over time, we expect to see relatively similar usage with a slight increase over time as Libguides are more integrated into course structures, whether online or face-to-face.

Libguide Usage



InfoLit Kits

In 2015-16, 44 students took advantage of 2 newly-designed InfoLit Kits, intended to instruct students how to find, evaluate, and use information sources. The kits are completed by students and graded by librarian faculty, who issue certificates of completion to students. That number increased to 57 in 2016-17.

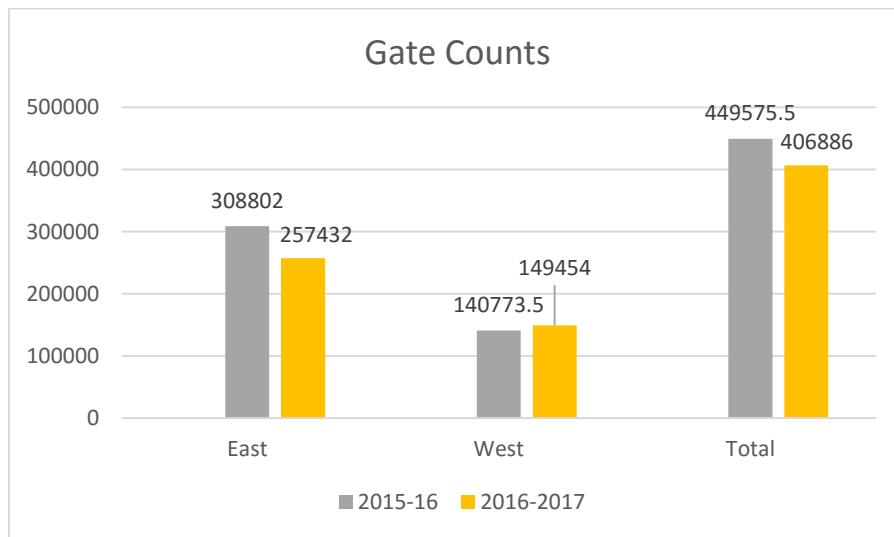
Embedded Librarians

The Embedded Librarian model allows instructors of online courses to offer a library experience, complete with research help and other services, to their off-campus students. Librarians embed research guides and resources directly into online or hybrid classes, often working with subject faculty to customize library resources specifically for the class.

In 2016-17, 21 courses had embedded librarians, serving a total of 470 students. Librarians in those embedded courses answered a total of 155 student questions.

Gate Counts

Gate counts indicate entry and exit from the library and show overall use of the physical space. A cursory look at the data from 2015-16 and 2016-17 shows that gate counts dropped for the East Campus L & LC, while counts increased slightly for the West Campus L & LC. Overall, gate counts decreased. This decrease could reflect a number of factors, the most likely of which is that great enrollment in online courses and more embedded librarian experiences preclude the need for on-campus library visits; the preponderance of electronic resources available via online access renders in-person library visits unnecessary for many students.

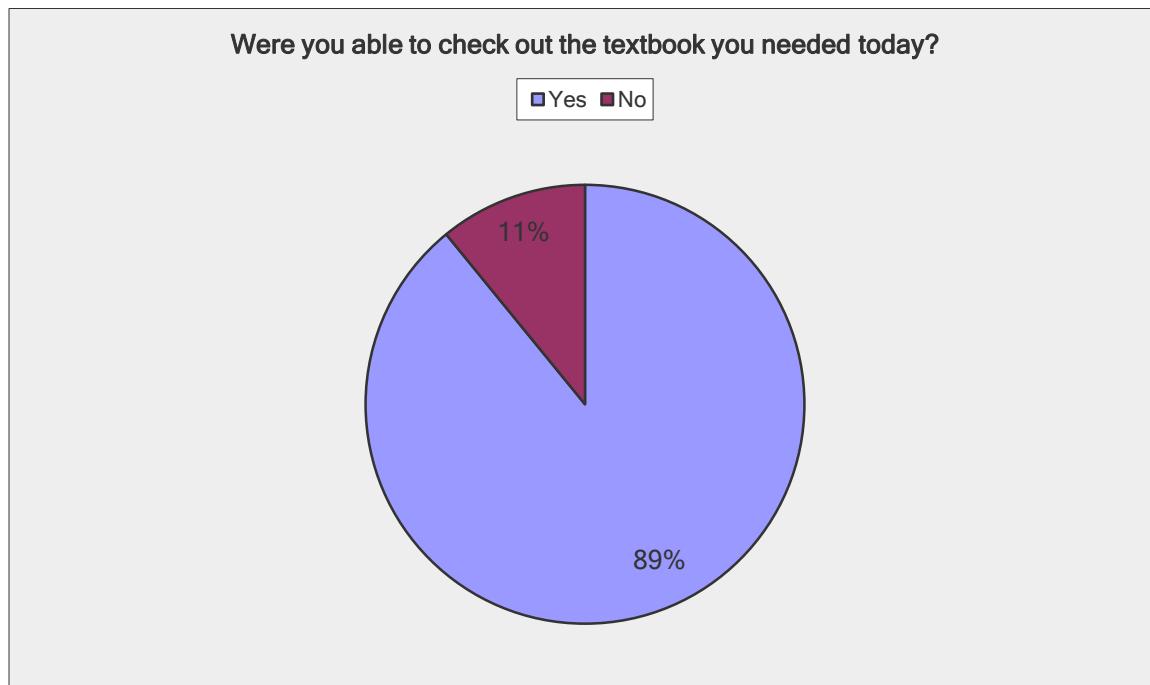
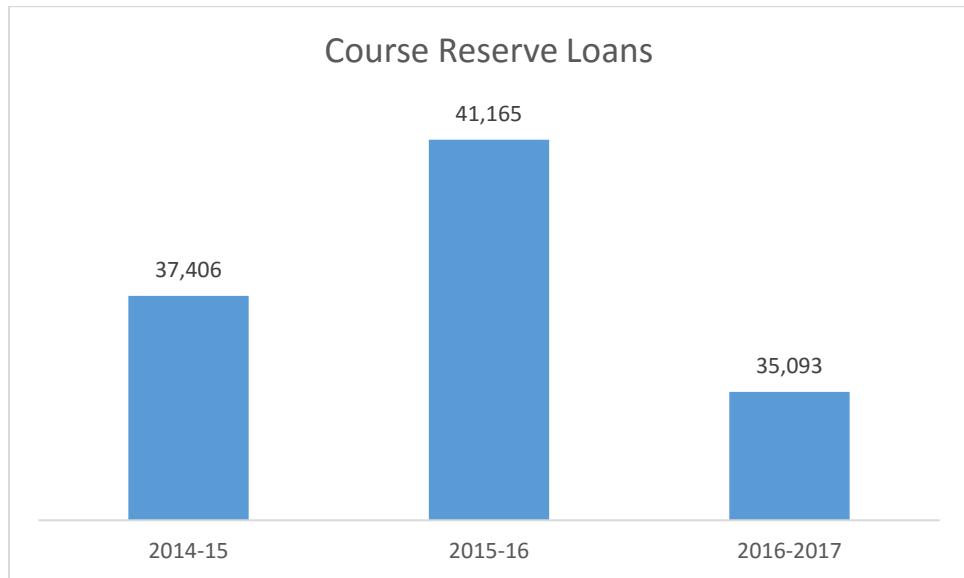


Course Reserve Loans

There have been large fluctuations in course reserve usage over the last three years. In 2016, 56 reserve users were interviewed. 89 percent were able to access the book that they came for. However, there was roughly a 6,000-item drop in course reserves usage between 2015-16 and 2016-17, and roughly 500 fewer students took advantage of the service. The same survey revealed that nearly half of students heard about course reserves from their professors.

The drop in course reserves usage could be explained in several ways: there have been changes in the type of loans from 2-hour loans to semester-long loans; this may have resulted in one reserve checkout in 2016-17 whereas the same student enrolled in that course might have checked out the same item numerous times.

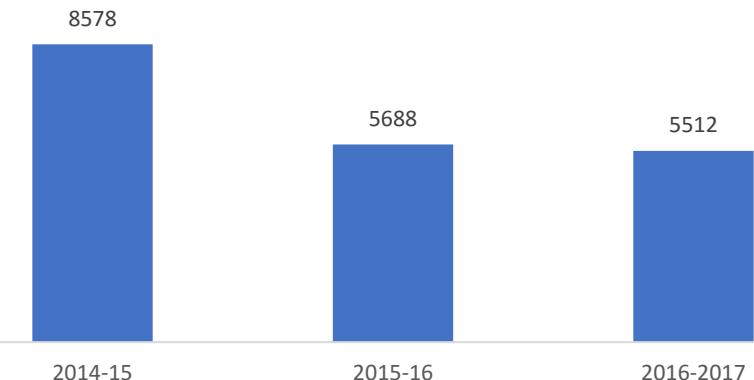
throughout the semester. This explains how the number of actual students using Course Reserves has remained steady where as the number of items loaned on reserve has declined.



Check-outs

Checkouts of non-digital items continue to trend downward, a trend not isolated to Modesto Junior College libraries. This is a challenge faced by all academic and public libraries; national data reflects the overall decrease in usage of traditional library services such as book checkouts.

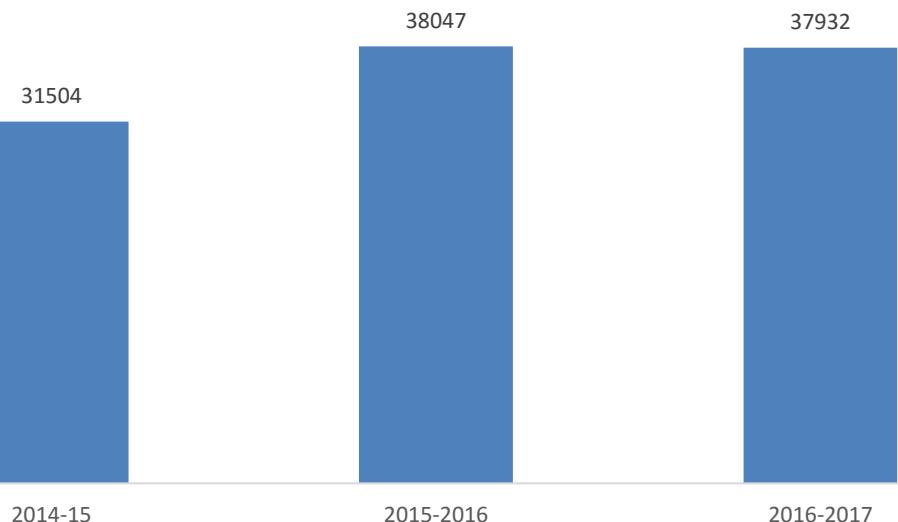
Non-Reserve Checkouts



E-Book Usage

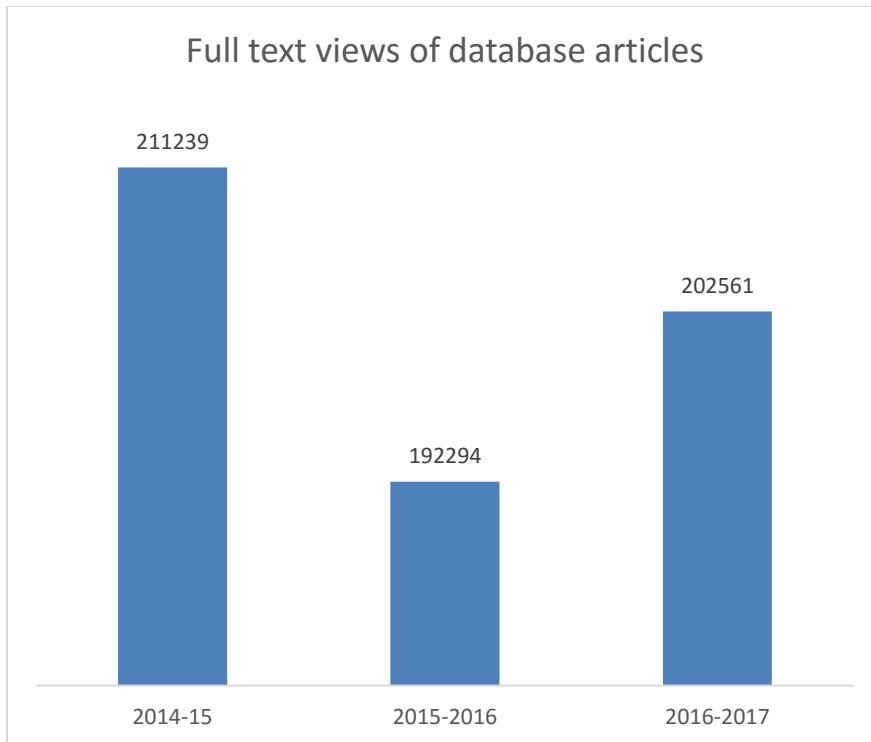
E-book usage has continued to increase, with a slight drop off in usage between 2015-16 and 2016-17. However, the overall healthy growth from 2014-15 to 2016-17 reflects an increase in students who are aware of this resource as well as an increase in the number of e-books offered by the library.

eBook Usage



Database Usage

Database usage, after flagging in 2015-16, made a significant movement towards recovery in 2016-17. Students continue to use Library & Learning Center databases as their primary method of research. Keep in mind that this number reflects the number of articles found and viewed full text, not the number of searches. Students use the databases from home and at the library, on both campuses, and across all disciplines.



Workshops Conducted by Subject Faculty in Library & Learning Center

Subject faculty in Literature and Language Arts Division led workshops for students at the Library in Fall 2016 and Spring 2017. During that time period, a total of 14 workshops were presented; 454 students were served in topics ranging from Comma Splices and Fragments to Presentation Skills and Integrating Evidence into Writing.

Study Room Reservations

In 2017, to date, 1402 unique students reserved study rooms on East and West Campus. In total, students have used the study rooms for over 9,736 hours in 2017.

Prompts: What is your departmental goal for each of these rates? Are you meeting these goals? If not, how are you addressing meeting your goals?

In the 2016 Program Review, the Library & Learning Center set a goal to begin tracking data that would allow us to better assess our services. To this end, three surveys were given in Fall 2016, the results of which inform the Student Achievement and Completion portion of this document. However, there was no stated desired result. The same is true of much of the data collected here. In general, we want to see increases in those numbers over which we have some control (the number of in class research instruction sessions, for instance.)

Analysis

The Library & Learning Center is still in the process of creating baselines for the data we are collecting. The Assessment Committee, working with all staff, will evaluate the data collected for this program review and

- Determine which data points best demonstrate our impact on student success.
- Establish baselines for that data, including identifying peer libraries.
- Propose assessment methods and tools that will allow us to move from measuring outputs to outcomes, including: surveys, pre- and post-tests, observation, and interviews.

- Work to obtain equity data about all of our users, not just those enrolled in tutoring.

Program Analysis

Program Personnel

Please refer to the **Department Faculty and Sections Dashboard** to supply the names of faculty and adjuncts for the periods requested, and also supply the names of classified professionals and administrators in your area. Additional comments or narrative can be added below.

| Faculty Name | Position Title: Full-Time or Part-Time |
|-----------------|--|
| Bonnie K. Ennis | Librarian Full-Time |
| Iris Carroll | Librarian Full-Time |
| Ellen Dambrosio | Librarian Full-Time |
| Brian Greene | Librarian Full-Time |
| Susan Cassidy | Librarian Full-Time |
| Debra Budding | Adjunct Librarian Part-Time |
| Jon Torkelson | Adjunct Librarian Part-Time |
| Kim Valenzuela | Adjunct Librarian Part-Time |

| Classified Professional Name | Position Title: Full-Time or Part-Time |
|------------------------------|--|
| Linda Occhipinti | Library Specialist Full-Time |
| Kimberly Schrader | Administrative Secretary Full-Time |
| Prasad Mathai | Instructional Support Assistant Full-Time |
| Todd Mathais | Instructional Support Assistant Part-Time |
| Marybeth Gish | Library Technician Full-Time |
| Manual Vargas | Instructional Support Assistant Part-Time |
| Jacqueline Jordan | Instructional Support Assistant Full-Time |
| Yia Vang | Library Technician Full-Time |
| Cheryl Chavez | Library Technician Full-Time |
| Alice Giagou | Instructional Support Assistant Full-Time |
| Allan Jaramillo | Library Technician Full-Time |
| Mark Rodriguez | Instructional Support Assistant Full-Time |

| | |
|-------------------|--|
| Natasha Sligar | Instructional Support Assistant Full-Time |
| Roland Bernard | Instructional Support Assistant Full-Time |
| Christian Cavalho | Program Assistant Full-Time |

| Administrator Name | Position Title: Full-Time or Part-Time |
|---------------------------|---|
| Jillian Daly | Dean Full-Time |
| Sheri Lima | Learning Center Manager Full-Time |

Long Term Planning and Resource Needs

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

Opportunities and Threats

The Library & Learning Centers play significant roles in the life of Modesto Junior College; the department is poised to demonstrate its ongoing value to the institution. For example, department faculty are currently strategizing on data collection tools and methodology as well as identifying peer libraries which will aid in collecting data to address how key Library & Learning Center resources, services, and activities (beyond the MLIBR 100 course offering) contribute to student success and institutional equity efforts. The Library & Learning Center is also developing non-credit modules and InfoLit kits to make the department a critical and more accessible piece of student learning. New faculty librarians have the potential to bring new perspectives and community connections into the department, with an expectation of increasing outreach and marketing efforts. In addition, there is a possibility of approval for MLIBR 100 to be an elective in targeted programs. Finally, there is an opportunity for library faculty, along with the L & LC Manager and Division Dean, to operate as a visioning team which works together to guide the development of Library & Learning Center facilities, activities, and services.

Threats to the department include the challenge of fully integrating the Library and the Learning Center operations. Moreover, library resource costs are increasing and planning purchases is often challenging due to the variety of funding sources that must be coordinated and utilized. In addition, the Library & Learning Center experiences an ongoing difficulty in assessing how its varied services and resources directly support and connect to student success. Finally, rapid changes in IT demand aggressive and proactive planning for computing resources; unfortunately, the library's budget precludes necessary upgrades of hardware, software, and other IT resources in a timely fashion across the board. Workarounds include phased replacements of outdated hardware on an annual basis.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

We anticipate that usage of the West Campus L & LC will increase in terms of tutoring and supplemental instruction, computer lab and study room use, and research help. In response to this, the West Campus L & LC Help Desk will need to be reconfigured in such a manner as to increase visibility and student access. The West Campus collection will be weeded on an ongoing basis with an eye toward maximizing the floor space to serve the needs of the programs located on the West Campus.

Due to changes in the California State University General Education Transfer Pattern, there is a possibility that MLIB 100 will qualify for Area E in Fall 2018; we expect to offer at least one additional section of this course to respond to anticipated need.

The trend towards digital resources will continue, resulting in increased IT infrastructure needs and database costs. In addition, the success of tutoring and supplemental instruction programs points to a continuing need for resources to pay for these services.

Resource Request and Action Plan

The link below will launch the Launch SLO Resource Allocation Request portion of the review. This will open in a new window, allowing you to input your program requests in regards to improving student learning outcomes. Overall program needs can be added at the end of the review.

Please **number the beginning of each line on your resource request with the priority ranking**, 1 most important, 2 next, etc.

| Priority | Name | Resource Type | Estimated Cost | Objective |
|----------|---|-------------------|----------------|--|
| 1 | Replacement of 4 circulation desk computers | Equipment | 5000 | Per IT, the 2009 workstations that are currently at the check out desk no longer work with our library software and will be completely outdated soon. This directly affects our ability to provide prompt customer service to the over 6000 students and faculty who check out library and reserve materials at our two locations. |
| 1 | Budget to maintain subscription databases | Library Materials | 34,000 | As noted earlier in this report, over 200,000 full text articles and nearly 40,000 E-books were used by students over the 2016-2017 school year. Despite this fact, allocated Fund 11 monies cover less than 60 percent of the projected database budget for 2017-18. In order to continue to provide the same array of resources moving forward, other funding sources (either IELM or Lottery) will need |

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| | | | | to be acquired. This increase in cost reflects new databases for the Respiratory Care B.A. and databases that were started under equity grant funding but now need a consistent source of support. |
| 2 | Immediate replacement of 5 staff computers | Equipment | 6250 | Update all pre-2013 computers on a rotating basis, maintain standard of staff workstation age not to exceed 10 years. This supports student success by allowing Library & Learning Center staff do their jobs quickly and efficiently. As of this year, there are 12 computers that are 2007 or older. Each year we hold off replacing computers, we get further and further behind . |
| 2 | Maintain funding for our cataloging system (OCLC), and for annual 5% cost increases to electronic resources, and for our security system (3M). | Contract/Lease/Maintenance | 50,000 | This item needs to be an ongoing budget allocation, but with no process in place, the L & LC is using this form to assure funding occurs for proper functioning . These are three core elements for the L & LC to do business, but in past years were funded via a one-time budget augmentation. The rest of this budget request is to pay for the ongoing maintenance contract for the |

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| | | | | security gate system for both facility and for expected cost increases in yearly subscriptions for e-resources. NOTE: OCLC, the catalog system, is what tracks the entire district Library collection of print materials, databases, and reserves, allowing students to search for materials and determine what is available. |
| 3 | Purchase new textbooks and new editions of textbooks for course reserves | Instructional Supplies | 15,000 | Support Student Success and Equity. (note: rec'd \$10,500 to use specifically for CTE course reserves for 2016-17; but this particular request is for non-CTE reserves—new editions of textbooks to support student learning and equity efforts. |
| 3 | Budget for continual replenishment/replacing calculators, laptops, power cords, headphones and anatomical models for reserves; replace Dell laptops on East Campus as well as other checkout items. | Instructional Supplies | 20,000 | Support Student Success and Equity with regular replenishment of necessary equipment and materials. Library and Learning Center laptops were checked out 7,398 times in 2016-17, by over 1000 different students . 1,391 calculators went out on semester loan, saving those students from having to purchase those calculators at roughly \$100 each. These |

| | | | | |
|----------|--|------------|--------|---|
| | | | | resources need to be kept up, and if possible expanded. |
| 4 | Supplemental Instruction | Staffing | 50,000 | Our analysis shows that SI supports student success, changing the chance of a student passing a class from %50 percent to 70%. The drop in SI sessions over the last school year is not because of a lack of demand from instructors and students, but rather because of a lack of funds to provide the service |
| 5 | Reconfigure Research Help desk at West Campus L&LC | Facilities | 5,000 | Support Student Success and Equity; create welcoming entrance with centralized service point |
| 6 | Purchase Springshare LibInsight | Software | 3,000 | Assessment: Would allow us to create a data dashboard that would make it easier to analyze and communicate pertinent program data to our stakeholders |
| 7 | RFID Pad for Library Technician | Equipment | 3,500 | Library Assistant processes books at his desk, but does not have a RFID pad, meaning that he has to log into another computer in order to do a large amount of his work. This will increase efficiency. |

| | | | | |
|----------|---|------------|--------|--|
| 8 | Flexible wall between L&LC 134 and 135 on East Campus | Facilities | 30,000 | Funding this would further student success by giving the L&LC the ability to accommodate larger class presentations and workshops |
| 9 | Color copier for West Campus | Equipment | 2,300 | Currently must utilize laborious workaround involving scanner, USB drive, and color printer when students wish to make color copies of course materials. |

Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?
(<https://www.mjc.edu/governance/rac/documents/ielmallocationssummary20142015.pdf>)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

As a result of the 2016 Performance Review, the library received funding to purchase reserve materials tied to Stem courses, funds that allowed us to maintain and expand our database offering, and monies to purchase instructional materials such as anatomical models.

- The \$15,000 allocated to reserve purchases was received in Spring 2017, but not spent until summer. As such, no data is available to support the expenditure at this time. However, the use of those titles will be tracked for the 2017-18 school year.
- The anatomic models purchased checked out 2284 times during the 2016-17 school year.
- As noted earlier, database access is the backbone of student research at MJC. Continued access to a variety of high quality databases benefit all faculty and students. Students accessed over 212,000 full text articles in 2016-17, a number that would have been significantly lower, by nearly half, without continued supplemental database funding.

Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Library & Learning Centers at MJC support the mission of the college and serve the needs of all programs, institution-wide. Research help and library instruction in every step of the research process--from topic selection to citing sources—are available one on one at the Research Help desk (or remotely through text, chat, email and phone) and in group settings through our workshops; tutoring in writing, math, and many other subjects is available 6 days a week; and assistance with using computers, printers, scanners, and copiers is available at our Computer Help desk. The heavy use of our online databases, reference services, course reserves, tutoring services, and computer labs underscores the importance of the L & LC. In order to continue supporting students and subject faculty campus-wide, we need to be sure to update our technology regularly: the library's computing needs go beyond simple document creation and in fact support the library website, research guides, and the Integrated Library System, the foundation of the library's online catalog and circulation activities. Strong gate counts mean that our facilities are well-used by students on campus; we are addressing noise concerns by installing noise reduction baffling in the East Campus L & LC. To better serve our most at-risk students, we need funds to increase our textbooks on reserve for all courses on an ongoing basis. In general, our materials budget depends too much on fluctuating lottery funds; since most of our materials are housed in online databases for which we must pay in advance and be able to sustain year after year, an increase in our Fund 11 allotment for library materials is needed. Finally, in terms of ongoing assessment and program review, the L & LC engages in many activities beyond the Library Skills course. To that end, librarians are working on outcomes assessment which goes beyond those readily available for the LIBR 100; they have identified possible outcomes assessment tools and areas, and they are designing a systematic and continuous program for evaluating performance.