

# Student Services Unit Review Report

Library and Learning Resource Center



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# Executive Summary

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## Institutional Mission Statement

San Joaquin Valley College prepares graduates for professional success by offering Baccalaureate, Associate of Science Degrees and Certificates of Completion in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. *The College is committed to the success of every student.*

## Mission of the Campus Libraries

The San Joaquin Valley College campus libraries will offer a collection of resources to effectively support student learning and success. Library staff partner with the faculty to provide ongoing instruction in information literacy to equip students with the knowledge and skills to effectively utilize the library and its resources. Furthermore, the campus libraries support faculty and staff enrichment through the provision of resources for continued professional development.

## Objective

San Joaquin Valley College is committed to excellence and has developed a unit review process that ensures the services and resources provided and meet the needs of students through regular evaluation and improvement. Student Services systematically reviews the health of the units through quantitative and qualitative assessments, evaluation of outcomes, and improvements. The review is a platform for staff, faculty, and students to make impactful contributions to the services that contribute to the student development and success. The Student Services Unit Review is an inquiry process that provides a structure for continuous quality improvement of the College's student service units. The process brings together key stakeholders to evaluate a wide range of data about the service in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to increase outcomes.

## Summary

The Library and Learning Resource Center (LLRC) Student Service Unit Program Review was delivered in an asynchronous format via teleconferences, emails, and surveys. This format allowed for increased stakeholder participation, effective timeframe and historical capture.

# Service Unit Outcome Assessment Summary

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## Student Service Unit Outcomes (SSUOs)

The Library and Learning Resource Center function has been identified as a Student Service Unit (SSU); these units provide student support resources and services outside of the classroom or lab that are critical to student learning and achievement. Outcomes specific to each SSU have been defined to enable assessment of the key services each provides. The original outcomes for the LLRC unit were reflective of committee work in 2011. Based upon further analysis of the outcomes and their associated targets, it was determined that they needed to be rewritten and targets needed to be reassessed. The 2018 committee has identified the following three Student Service Unit Outcomes to be more reflective of assessing the intent of the original committee. Thus, the LLRC committee has decided to modify the LLRC SSUO's in 2018. While the data gathered is the result of the 2011 committee's work through 2017, the targets have been since redefined in order to accurately assess the Student Service Unit Outcomes.

- 1. Train faculty and students to successfully navigate through available resources to locate a variety of materials for their coursework.**
- 2. Provide training resources and instructional support that will help students develop information literacy skills.**
- 3. Develop and maintain library resources that adequately support users' information needs.**

<b>Student Service Unit Outcome</b>	<b>Achievement Target</b>
Train faculty and students to successfully navigate through available resources to locate a variety of materials for their coursework.	Both targets were met.
Provide training resources and instructional support that will help students develop information literacy skills	Both targets were met.
Develop and maintain library resources that adequately support users' information needs.	Two of the three targets were met

### Student Service Unit Outcome 1

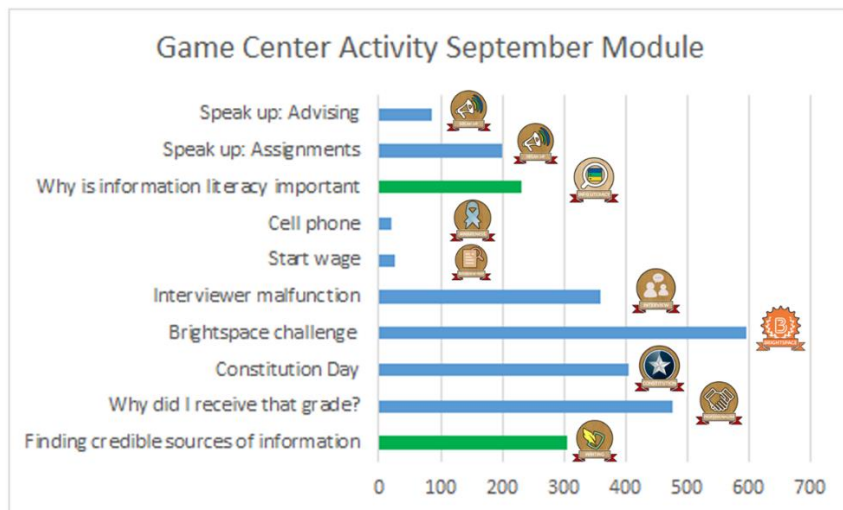
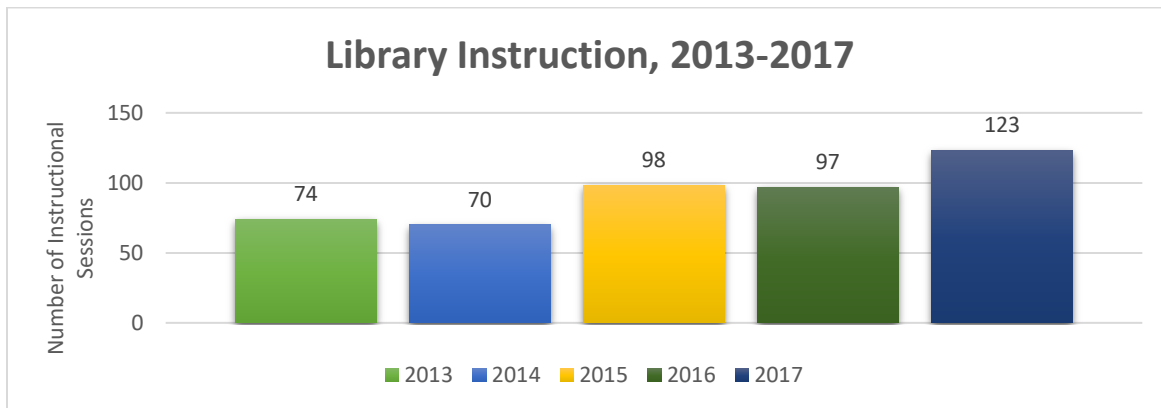
Train faculty and students to successfully navigate through available resources to locate a variety of materials for their coursework.

Student Service Unit Outcome	Achievement Target
Train faculty and students to successfully navigate through available resources to locate a variety of materials for their coursework.	Both targets were met.

### Library Instruction

The targets determined for this outcome were as follows:

1. 80% or higher on institutional survey questions regarding library user training
2. Increase the number of presentations to 150 by the final year of the next review period



Both targets were met. The unit review committee examined survey results, circulation statistics, library usage, and LIRN usage to assess how well the library meets Service Unit Outcome 1. As noted above, the first target set by the 2011 review committee focused on survey results. Survey results from the 2015 Institutional Survey indicated that 87% of student respondents agreed or strongly agreed with the following statement: *“My instructors teach me how to use library resources (library books, periodicals, LIRN) to locate information for my course assignments.”* Similarly, 83% of faculty respondents agreed or strongly agreed that *“LLRC Coordinators provide effective instruction to users of library services that support the development of information competency skills.”*

Faculty are trained to navigate through available resources and to locate materials in a variety of ways. Faculty receive training in utilization of LIRN during the onboarding process, on their respective campuses. As faculty are not given a graded assessment upon completing the onboarding, quantitative data is difficult to find for this outcome.

Currently, library instruction is offered in group settings – such as in course training sessions or workshops and focused presentations that are relevant to specific course and research assignment objectives. In these group trainings, library staff work with students to identify appropriate resources using the library’s electronic subscription databases & journals as noted below, using the institutional catalog to find and print resources, and in the use of bibliographic and in-text citation and APA formatting. The depth, breadth, and rigor of the instruction depends upon the length of the session, students’ research needs, modality and faculty requests. For example, library staff may hold classroom workshops, by instructor invitation, to help students start the research process for an assigned class project. Library staff devote time to prepare and teach training sessions.

Additionally, library staff provide on-demand, one-on-one research assistance to students, staff, and faculty. On-demand instruction provides help to students with immediate research needs, such as using the library catalog, locating print and electronic materials, and using research databases.

The library’s webpage is available on InfoZone and serves as a centralized location for additional learning support services and resources. Users, regardless of location and mode of instruction (online and ground), can easily access library resources and training materials, as well as communicate with a librarian to submit questions, comments, or resource requests. The 2015 Institutional Survey results reflected that 91% of student respondents either agreed or strongly agreed that *“My campus librarian is available to answer questions I have about library resources or locating information.”* Given these survey results, the review committee agreed that it met its first target.

Efforts to increase student instruction on how to access and utilize library services were significantly increased. To reach the target, each campus was asked to present one workshop each quarter (four workshops a year). In 2012, there were 11 workshops presented by the libraries. Between 2013-2017 institutionally, 439 workshops were offered. The Online campus, as part of its overall gamification strategy, introduced a library and information literacy training badge that students could earn after completing additional tasks associated with earning the badge. During 2013-2017, 537 badges were earned either on ground or online, resulting from training related to APA, LIRN, Credo Information Literacy, Destiny Catalog training, and other topics. There has been a continued increase in the

number of instructional sessions into 2017 with an average increase of 31.08% over the five-year period.

The Library has committed itself to evolving its instructional work through New Student Orientation, faculty workshops, and classroom workshops on LIRN, APA format, and information literacy in order to better serve its users and to increase student success. Institutional Survey results indicate that as a result of the investment in faculty training and onboarding, instructors are able to effectively teach students how to use library resources.

### **Student Service Unit Outcome 2**

**Provide training resources and instructional support that will help students develop information literacy skills.**

<b>Student Service Unit Outcome</b>	<b>Achievement Target</b>
Provide training resources and instructional support that will help students develop information literacy skills	Both targets were met.

The targets determined for this outcome were as follows:

1. 80% or more survey participants respond positively to questions relating to the development of information literacy skills
2. 5% of library visits will consist of reference interactions by the time of the next review
3. Provide additional information literacy training to students

Targets were clearly met. The unit review committee examined survey results, library usage, and CREDO usage to assess how well the library meets Service Unit Outcome 2. The 2015 institutional survey revealed that 83% of faculty respondents either agreed or strongly agreed that *“LLRC Coordinators provide effective instruction to users of library services that supports the development of information competency skills.”*

A target set by the LLRC review committee was for the library to maintain the number of visits for reference purposes. Reference interactions are instances in which students request assistance with locating and utilizing various resources for obtaining information, such as course assignments or even personal needs (e.g., scholarship information and professional, career, and social resources). In 2012, 32.6% of all user visits were for the purpose of computer use and referencing information. By 2017, that number increased to 58%.

In order to prepare students to demonstrate the information competency skills associated with LLRC outcome 2 and based upon WASC recommendations to provide training to LLRC staff with respect to Information Literacy, the College purchased a subscription to CREDO Information Literacy Courseware, which was developed by educators, librarians, and instructional designers and

provides students with the theory and practical applications of information literacy skills. CREDO may be accessed at any time through InfoZone or by navigating directly to <https://sjvc.credocourseware.com/>. This courseware provides a self-directed learning environment in information competency and critical thinking. The content, which contains 11 instructional modules that consist of approximately three to five 20-minute lessons, is aligned to the Association of College & Research Libraries' (ACRL) Framework for Information Literacy for Higher Education. A product description link is provided for further reference: <https://corp.credoreference.com/product-services/learning-tools/instruct.html>.

Since the inception and introduction of CREDO, 22 LLRC coordinators have enrolled in and completed the course. There have been 780 users (staff, faculty, and students) who have signed up to utilize CREDO. While the number of staff and faculty enrollees was greater than the number of students, completion of CREDO coursework enhances staff and faculty ability to train students and grow their knowledge of information literacy. Out of that 780, 270 users thus far have fully participated and completed the content, with 63% of those being faculty and staff.

The gamification strategies noted above that were implemented by Online are a demonstration of further efforts to improve information literacy in the Online division by utilizing a multimedia learning object (badges) to increase students' competencies. In its first module of operation, of 1102 students enrolled in online courses, 537 completion badges in information literacy skills have been generated, earned on the basis of grade-based competency in information literacy.

Additionally, the LLRC has prepared students to demonstrate the information competency skill of evaluating a source and determining its reliability, authority, and point of view. For diploma programs, there is an English requirement. CLO 4 from English 121 requires students to "incorporate principles of research, sources, and APA documentation into original writing." English 122 includes that same CLO and adds CLO 5: "Demonstrate information literacy, including analytical use of an electronic environment, to effectively research."

### **Student Service Unit Outcome 3**

**Develop and maintain library resources that adequately support users' information needs.**

<b>Student Service Unit Outcome</b>	<b>Achievement Target</b>
Develop and maintain library resources that adequately support users' information needs.	Two of the three targets were met

1. Coordinate with Information Systems to develop ability to track usage of the LLRC IZ site
2. 2% overall increase in holdings by the next review
3. 2% increase in circulation and overall library usage by next review

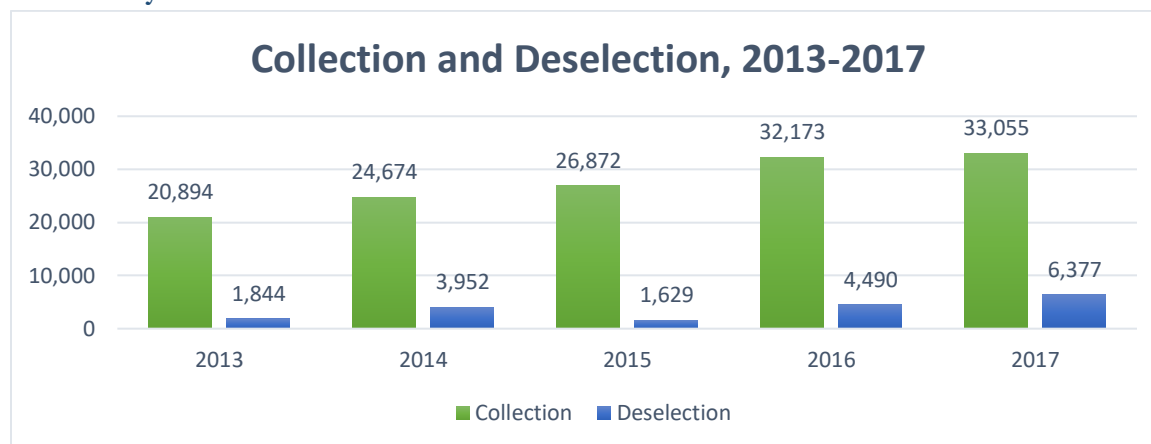
The unit review committee examined library holdings, circulation statistics, and LIRN usage to assess how well the library meets Service Unit Outcome 3. Targets 2 and 3 were clearly met.



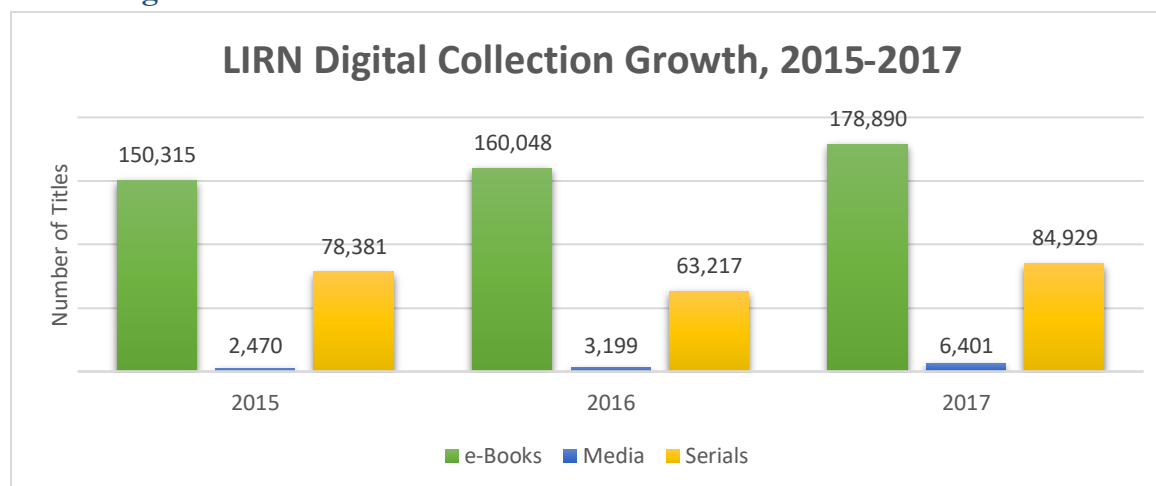
The committee established a target to track the number of hits to the online non-academic content featured on the library’s InfoZone site. In 2018, per the College’s help desk staff, it was determined that we are currently unable to track hits, or visits, to the LLRC IZ site. With the assistance of the IS team, the LLRC review committee will explore ways to quantify student visits to the LLRC IZ website, to better inform usage, availability, and socialization of resources located on the site.

As part of the WASC recommendation and the Library Resources Development Policy and Plan, the College has increased the quantity, depth and variety of library resources. As shown in the tables below, both the physical and digital collections held by the College have shown significant growth in the 2013-2017 period. The Library Resources Development Policy and Plan informed an institutional initiative to purchase program-specific materials with the goal of new materials distributed to the campus LLRCs by the middle of 2018, which in turn has informed the increase in resources.

### Physical Collection



### Digital<sup>1</sup>



<sup>1</sup> Reporting features for collection growth not available from LIRN until 2015.

Programmatic migration, change in programs offered, student census, and the addition of new programs led the LLRCs to increase of program-specific periodicals to further support the goal of increased and appropriate holdings. Collections per campus should continue to increase in 2018 and 2019 as campuses will continue to receive new books and periodicals with the roll-out of phase II of the Library Resources Development Plan.

To ensure currency of library resources, the Learning Resource Coordinators participate annually in a review of periodicals received through the subscription service EBSCO. During that review, library staff, with faculty input, review circulation statistics of existing materials and decide to either keep, change, or remove certain subscriptions from their catalogs.

The third target focuses on circulation and overall usage. The 2011 committee established a 2% increase in circulation from 2012 to 2014. Since 2012, circulation statistics have experienced an average increase of 23.25% each year for five years.

The committee agreed that two of the three targets that were established were clearly met. The library's selection process shows that faculty and academic administration have opportunities to suggest library resources and purchases. Holdings have increased, as have circulations and overall library usage. With the assistance of the IS team, the LLRC review committee will explore ways to quantify student visits to the LLRC IZ website, to better inform usage, availability, and socialization of resources located on the site.

# Achievement Highlights: 2013 to 2017

## Physical Collection Growth

Physical Collection	2013	2014	2015	2016	2017
Books, Serials, Media	20,894	24,674	26,872	32,173	33,055
% increase/decrease over 2013		+18.09%	+28.61%	+53.98%	+58.20%
<b>Average 5-Year Percent Increase: 39.72%</b>					

## Circulation

### Physical

#### Circulation Statistics, 2013-2017

Physical Circulation	2013	2014	2015	2016	2017
Circulation Totals	9,947	13,612	10,643	13,052	11,729
% increase/decrease over 2013		+36.85%	+7%	+31.22%	+17.91%
<b>Average 5-Year Percent Increase: 23.25%</b>					

The physical circulation increase of 17.91% may be attributed to multiple factors over the five-year period from 2013 to 2017, which include: the increase in comprehensive & current physical materials across both established and new campuses, the increase in library instruction in information literacy, training in research & available resources, and increased education regarding access to library resources, and materials.

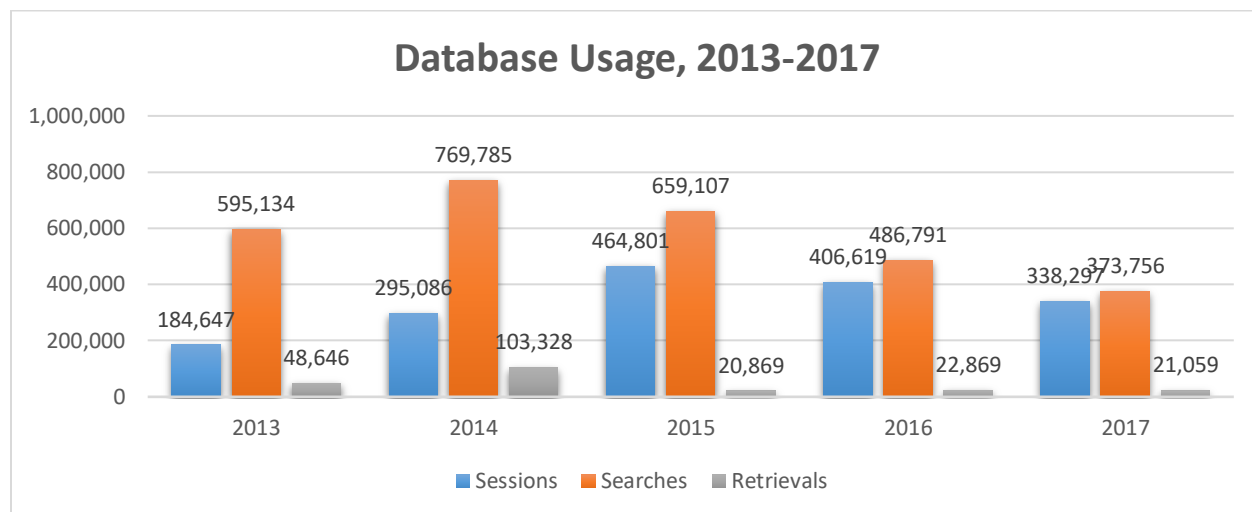
### eBooks

#### eBook Circulation Statistics, 2014-2017

eBook Circulation	2014	2015	2016	2017
Circulation Totals	6,296	6,201	11,145	10,266
% increase/decrease over 2014		-1.51%	+77.02%	63.06%
<b>Average 4-Year Percent Increase: 46.19%</b>				

The digital circulation increase of 63.06% is attributed to the increase in library instruction in information literacy, training in research, and available resources through our online holdings. From 2014 to 2017, the library staff have developed training materials to assist students on how to use resources such as eBooks, available in our LIRN database subscription.

## Gale Electronic Database (LIRN) Usage



For the LIRN system of databases, usage is tracked in the following categories: sessions, searches, and retrievals. A *session* is any time a user spends logged in to LIRN completing searches and retrievals. *Searches* refer to the different and numerous searches completed during a single session, while *retrieval* counts the number of articles and resources that are actually printed, saved, sent, or downloaded before a session is ended. As shown in the table above, there has been a steady decrease in searches and retrievals since 2014, and an overall decrease in sessions since 2015. To increase database usage, the libraries will focus on promoting LIRN resources and developing information literacy materials to help with ease of access and assist users with conducting successful sessions that result in increased retrieval of database resources.

### Periodicals

The library subscribes to a wide variety of multi-disciplinary and subject-specific periodicals. Print titles vary by campus and are selected in collaboration with library staff and faculty, with the goal of supporting the academic programs of each individual campus. Back issues of periodicals are kept up to five years, or as needed.

Electronic periodicals are available through both subscription-based databases and individual electronic subscriptions. All electronic journals are accessible from any computer on an SJVC campus, and most from off-site locations (some access is only permitted through SJVC's network). Examples of electronic periodicals include, but are not limited to:

- Air Conditioning, Heating, and Refrigeration News
- Chest Journal – American College of Chest Physicians
- Journal of Diagnostic Medical Sonography
- Journal of the American Dental Association (JADA)
- Journal of the American Medical Association (JAMA)
- Journal of the American Veterinary Medical Association (JAVMA)

- Journal of Ultrasound in Medicine
- Scientific American Medicine

## Electronic Databases

The library's electronic database subscription to Library and Information Resources Network (LIRN) provides users access to a variety of electronic resources, many of which are peer-reviewed and include full-text journal, magazine, and newspaper articles, eBooks, podcasts, audio and video resources, transcripts, and more. Examples of electronic databases include but are not limited to:

- American Society of Registered Nurses Online
- Directory of Open Access Journals
- Elsevier Open Access Journals
- Hygiene Town
- Library Information Resource Network (LIRN)
  - Gale Cengage
  - Statista
  - Credo Reference
  - eBook Central
- Peer-reviewed Open Access Journals

## Milestones

### Action Items

<b>Action Items from Student Services Unit Review 2018</b>			
<b>2018 Actions</b>	<b>Assignee</b>	<b>Status</b>	<b>Expected Outcome</b>
<b>Action 1:</b> <i>Committee</i> to revise 2011 outcomes.	Natalia Dominguez	Completed	Outcomes will be ACRL-aligned and follow standard academic library guidelines.
<b>Action 2:</b> LLRC staff to create instructional sessions for library services and resources including, but not limited to: Destiny, LIRN, and APA using Brightspace.	Natalia Dominguez and Pat Fox	In progress To be completed: June 2019	Improve access to all users, regardless of location.
<b>Action 3:</b> LLRC staff to investigate electronic methods as an option of capturing sign-in data and standardize sign-in tracking institution- wide.	Lizzy Francis	In progress To be completed: June 2019	Update and improve methodology and accuracy for data tracking library and library services usage.

<b>Action 4:</b> <i>LLRC staff to review and/or refine library questions for the 2019 Institutional Survey.</i>	Lizzy Francis and Nancy Hale	In progress To be completed: November 2018	Improve library services based on user feedback.
<b>Action 5:</b> <i>Li staff to create informational messages on IZ and on campuses for a library awareness campaign that will promote the library and its resources.</i>	Nancy Hale	In progress To be completed: June 2019	Increase knowledge of resources and the number of library visitors.
<b>Action 6:</b> Develop an eCourse Program Review format for the next LLRC Student Service Unit Program Review.	Lizzy Francis and Jo Cuevas	To be completed: June 2019	Increase participation and add guidance and structure needed on the Program Review process.

### Closing the Loop

<b>Action Items from Student Services Unit Review 2012</b>			
<b>2012 Actions</b>	<b>Status</b>	<b>Expected Outcome</b>	<b>Impact</b>
<b>Action 1:</b> Service Unit Outcomes to be finalized by the group.	<b>Complete</b>	Reword the language of the initiatives for final approval by the committee.	SUOs are measurable, relevant, current, and appropriate.
<b>Action 2:</b> Update Department Assessment Plan based on reworded Service Unit Outcomes.	<b>Complete</b>	The final Department Assessment Plan reflects the reworded Service Unit Outcomes.	Future assessment of the service unit will be based on the reworded Service Unit Outcomes.
<b>Action 3:</b> Refine the purchasing process of LLRC collection requests.	<b>Complete</b>	Clarification and improved communication with the requesting, budgeting and ordering system.	Requesting parties receive communication relating to their purchase requests.

<p><b>Action 4:</b> Research an Information Literacy online tutorial to assist with Service Unit Outcome #2</p>	<p><b>Complete</b></p>	<p>Provide an additional tool to assist in expanding learning opportunities for students in alignment with SO #2.</p>	<p>Provides a self-paced tutorial to assist students with improving information competency skills for evaluating a source and determining reliability, authority and point of view.</p>
<p><b>Action 5:</b> Research the cost of adding a LIRN account for SJVC graduates to collect information on life-long learning.</p>	<p><b>Complete</b></p>	<p>LIRN accounts for graduates to monitor learning beyond SJVC was researched, but not feasible as subscription services depend upon enrollment numbers from IPEDS data (graduates could not be included in this number).</p>	<p>Provides an additional tool to assist with collecting data to measure DO #3 &amp; SO#4.</p>
<p><b>Action 6:</b> Create a virtual suggestion box for each LLRC site.</p>	<p><b>Complete</b></p>	<p>Provide evidence that constituents have input regarding collection acquisition decisions.</p>	<p>Improves services and resources.</p>
<p><b>Action 7:</b> Collect gate counts to the LLRC nuggets on InfoZone.</p>	<p>Per college's help-desk team, there is no current method of track usage of InfoZone nuggets. See new Action 3.</p>	<p>Development of ability to track the number of "hits" to the LLRC website <b>nugget</b> on InfoZone which displays information on a variety of personal interest topics.</p>	<p>Increases student interaction with online content of personal interest topics.</p>
<p><b>Action 8:</b> Update the LLRC Department Assessment Plan to</p>	<p><b>Incomplete</b> The Department Assessment Plan was</p>	<p>Provide more data on the variety of</p>	<p>Increases the amount of data to support constituents' ability to</p>

reflect the need for additional evidence for a variety of LIRN resources accessed.	not updated. However, we can access information about specific LIRN databases accessed through a LIRN reporting tool.	LIRN resources accessed.	retrieve information from a variety of databases.
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## **Summary**

In keeping with the College’s mission and commitment to student success and in meeting the WASC standards **(II.C.1.b)**, the LLRC supports the academic achievement of students by partnering with faculty to increase students’ information literacy skills through the use of seminars and classroom workshops. The LLRC staff was required to complete the information literacy CREDO modules. These instructional services were designed to teach library users skills, such as identifying, locating, evaluating, & using information, using library resources, and using APA format to properly cite and reference information sources and research.

The review committee agreed that there are areas for improvement. First, the library has been challenged with capturing accurate visitor (electronic and in person) data. The committee agreed that the library should work towards standardizing the library usage count process so that each campus library can capture specific service usage data. A second area of improvement includes increasing marketing and usage of the LLRC IZ website. The committee agreed that creating a stronger web presence will help the library improve the accessibility of its resources. Additionally, this will further support the library’s mission to support equitable access to library materials and services, regardless of their locations or means of delivery. In addition, the LLRC is committed to providing ongoing instruction to users of library services such that students are able to develop information competency skills, as recommended by WASC in 2016.

The participants gave feedback on the process that provided affirmation and areas of opportunity that is being taken into consideration and will inform improvement to the future process.

## **Positives:**

- Working with other staff from different departments and locations
- Reviewing data and seeing new ways the library can provide better service
- Affirmation of how effective we are at providing service to our students and employees

## **Feedback for Improvement:**

- More guidance needed on the Program Review process.
- Use the same eCourse training and repository used in instructional Program Review to share data and discussion.
- Continue the Program Review so we apply what we learned in the process.
- Survey faculty and students more than every seven years



### Committee Members

Members	Title	Campus
Natalia Dominguez	LLRC and Student Center Coordinator	Modesto
John Hall	Dean of Students	Temecula
Bryan Hurlburt	GE Instructor/Faculty Coach	Hesperia
Rochelle McEvoy	Library & Learning Resource Coordinator	Bakersfield
DaShannon Mason	Financial Aid Officer	Lancaster
Erin Schlanger	Library & Learning Resource Coordinator	Ontario
Pat Fox	Director of eLearning Curriculum and Instruction	Online

### Meetings

Meeting	Meeting Type	Date	Participants
Review Committee Introduction*	Teleconference	1/29/2018	5/6
Library Review Meeting 1	Teleconference	3/1/2018	5/6
Student Services Unit Review Training*	GoTo Meeting	3/12/2018	5/6
Library Review Meeting 2	Teleconference	5/14/2018	6/6
Student Services Survey Questions	E-mail	6/7/2018	6/6
Library Review Meeting 3	Teleconference	9/13/2018	5/6
Service Outcome Assessment	E-mail	9/17-9/21	3/6

\*Meeting not hosted or scheduled by the committee chair; no meeting minutes taken.