



Student Services and Administrative/Operational Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** student services programs and administrative/operational offices.

- Programs or offices must submit their Annual Program Review Update form to their manager or dean by 5pm, Monday, November 27, 2023.
- Managers or deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm, Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Manager and classified professional representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program:

Division:

Date:



We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*



We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: *Monique Delatte & Anya Shyrokovaa* Printed Name: Monique and Anya
Date: 11.22.23

Manager or dean Signature: *Dani Wilson* Printed Name: Dani Wilson
Date: 11.22.23

Part 1: Review of Data

List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year? What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?

Because of the return to campus and recovery from the pandemic closures, assessment has been focused on activities related to student participation, with an eye toward restoration. We are encouraged to see students coming back to the library in-person and faculty booking an increasing number of in-person library instruction sessions. At the same time, we are excited about our continued growth in the online space, with more faculty signing on to use online workshops, increasing usage of online database, and sustained engagement in online author talks and events. Future assessment will be focused on more long-term projects that are still in progress.

Outcome	Assessment Timeline	Updates & Notes
Maintain current student participation level (as a proportion of headcount) in all of the library instruction modalities throughout the next review cycle.	Assessed Fall 2023	Currently student participation in library instruction is increasing, however more data is needed over a longer period of time to properly assess semester-to-semester trends.
Maintain no DI gaps in student self-assessment of their comfort level, or level of preparedness, as a result of library instruction throughout the review cycle.	Scheduled for assessment Spring 2024	
Increase faculty participation in library instruction by 10% by the end of the review cycle.	Not yet scheduled for assessment.	Engagement efforts are underway. Too early to assess impact, though some new faculty have already signed on to do online workshops.
Increase the number of database views by 10% by the end of the review cycle.	Assessed Fall 2023	Currently, database views are increasing and will likely achieve the outcome.
Improve the age/relevance/recency of the collection by reducing the proportion of books published before the year 2000 by 15% by the next review cycle.	Scheduled for assessment Spring 2024	New items are currently being processed and other rounds of acquisition & weeding are expected. The launch of the Hornets Lending Program also needs to be assessed.
Increase library programming centering on information literacy by inviting at least two guest speakers by the end of the next review cycle.	Assessed Spring 2023	The library added an online guest speaker program that provides students with access to speaking events with 3-4 best-selling authors per month.
Increase library programming participation by at least 50% by the next review cycle.	Assessed Fall 2023	Online access to best-selling authors has increased library program participation statistics from around 20-30 per semester to 50-150 per month.
Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.	Assessed Fall 2023	Survey results and focus group results indicate that library programs help to foster a sense of belonging on campus.
Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle.	Awaiting CCSSE	Engagement efforts are underway based on conversations with the Library Instructional Success Team. Because efforts are based

		on a “meet students where they are” philosophy, may need to revisit the meaningfulness of this outcome.
Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle.	Awaiting CCSSE	
Increase the number of digitized lending materials available to students by 25% by the end of the review cycle.	Not yet scheduled for assessment.	This project is in progress.
Update the library's discovery service system to the most up-to-date system recommended by the CCLC.	Not yet scheduled for assessment.	This project is in progress.
Maintain no DI gaps in the usage of physical materials or databases used each year.	Scheduled for assessment Spring 2024	
Increase average yearly physical book loans by 15% by the next review cycle.	Scheduled for assessment Spring 2024	
Each year, 85% of the student workers will report that working in the library has had a positive impact on either their academic/ personal development or work skills and all student workers will demonstrate an understanding of circulation procedures and policies by scoring at least 85% on a quiz.	Assessed Spring 2023	After looking at survey data, we see that the outcome was attained for the 2022/23 academic year.
Purchase three thermal printers.	Assessed Spring 2023	Three thermal printers have been ordered.
Over the next three years, the library and ACT will review and implement an updated print management system.	Not yet scheduled for assessment.	This project is in progress.
Renovate the first and second floors of the library by the end of the program review cycle.	Not yet scheduled for assessment.	This project is in progress.
Maintain foot traffic levels at current level or above current level throughout the next program review cycle.	Not yet scheduled for assessment.	Library foot traffic counts are currently trending upwards (up about 20% from last year) and are expected to maintain the pattern.
Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.	Awaiting CCSSE	
Staff person will be able to move to another office space within 1.5 years. One MLIS or Fullerton Heritage intern will be mentored during this Program Review cycle.	Assessed Fall 2023	Staff person completed office move. Two interns are scheduled to be mentored this fall.

Part 2: Additional Resource Request Reasoning and Support

For each request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program or office growth, or increased demand.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies	\$90,000.00	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$90,000.00	

Part 2: Additional Resource Request: Print Book Funding

For each request, complete steps A, B, and C.

Step A: Briefly describe the request.

We are requesting funding that will be spent on print books to keep up to date the library collection of materials that help support students' sense of belonging and increase circulation while improving student engagement with the library, library materials, and, thus, the campus. These books may include materials for recommended reading displays, leisure reading, or general research materials. Library print materials are available to all students, though our data indicate that African American and Latinx students may prefer them over digital materials and benefit from continued access to current materials in this format.

Collection development efforts are ongoing and involve constantly updating the currency and relevancy of library materials to ensure their value and interest to students. Our collection development outcomes and goals are focused on these updates as part of our commitment to college goals of "Ensuring Equitable Access and Outcomes" and "Commitment to Accountability and Continuous Quality Improvement."

Step B: Answer the following questions:

4. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Resource currency is an important aspect of the value and usefulness of research materials. Waiting until the next Program Review cycle would mean that our print material collection will be dated, less valuable, and less interesting to students.

5. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

Funding this request will put up-to-date books in the hands of students who are using them to enhance their learning, as research materials, and for leisure reading.

In our past Program Review analysis, we were concerned that print book checkout numbers were potentially declining after the pandemic. However, we have since re-evaluated our data and it appears that print material usage has not only rebounded since the pandemic but even increased. In Academic Year (AY) 2020 students checked out 2,176 books from the General Collection and 7,581 books from the Reserves Collection. In AY 2023 those numbers increased to 3,497 checkouts from the General Collection and 26,404 from the Reserves Collection. AY 2024 usage numbers look to be on track to match or surpass 2023 trends: 541 General Collection and 4,383 Reserve Collection checkouts were recorded in September 2024, while 454 General Collection and 2,946 checkouts were recorded in September 2023. These numbers indicate to us that students are interested in print books as general interest materials and to supplement their research.

A deeper dive into our data also shows that students from select groups may actually prefer their library resources to be in printed format. From internal library disaggregated data on print usage, we know that African American and Latinx students comprise a significant proportion of students who borrowed physical items in the last three years. Of all the students who borrowed books during this period, 4.1% were African American and 60.2% were Latinx, proportions that are higher than their

representation on campus as a whole -- 3.2% and 55.5% respectively. Librarian observations during one-on-one instruction also confirm that African American students have in several cases preferred print book versions over their digital counterparts. Conversely, our disaggregated digital database usage data show that African American students represented 2.27% of all students who used library databases off-campus in AY 2023; a slightly lower percentage than their overall representation of 3.18% on campus that year. Although this data does not definitively prove that African American students as a group prefer printed material over digital materials, it is enough for us to worry that not collecting up-to-date print books could run the risk of hampering access to needed research materials.

Additionally, compelling are focus group conversations where students identified library displays of print materials as important to their sense of belonging. During a campus-wide focus group effort, one student specifically mentioned library books as being important for their sense of belonging: "I like the library and the kind of diverse books that they have. I like when there's specific months or holidays and there are cases of books focusing on that holiday or anything like that." The connection between book displays and sense of belonging is also supported by academic research, which shows that the presence of diverse reading materials can help students, especially those from marginalized groups, feel safer on campus. (Joseph G. Kosciw, et al. (2020): "The 2019 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools," *GLSEN*.) The library continues to collect books that are relevant and interesting for students with an eye to putting them up for display as a way to help cultivate a sense of belonging on campus.

6. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

As stated in our last program review, one of the library's primary goals is to "develop and promote an inclusive and diverse collection that supports the curriculum and information needs of the campus community." To achieve this, one of our stated outcomes for this program review cycle was to "improve the age/relevance/recency of the collection by reducing the proportion of books published before the year 2000 by 15% by the next review cycle." This outcome comes from an internal analysis of print material currency which showed that about 70% of library materials were published before the year 2000. In our professional opinion, more work needs to be done to keep the collection relevant and up to date.

Another library goal is to "apply equity-minded practices that create inclusion and foster a sense of community for the diverse student body." To support this goal, we have created outcomes to grow our programs, specifically those that help to foster a sense of belonging on campus. One of our outcomes in this area is to "maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle." After reviewing focus group data and internal professional conversations led by our Instructional Success Team, we've begun to more closely couple our programs with book displays and promotions because they have been shown to help students feel welcome and safe. Displays that are relevant and of interest to students must be kept up to date and is a labor of continuous improvement.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies	\$90,000	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$90,000	