Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Library

**Principal Author(s):**

Anya Shyrokova

**Manager:**

Dani Wilson

**Submission Date:**

11/27/2024 1:39:18 PM

**Author Signature:**

|  |
| --- |
| Electronically signed by Anna Shyrokova on 11/27/2024 12:48:59 PM |

**Manager Signature:**

|  |
| --- |
| Electronically signed by Dani Wilson on 11/27/2024 1:39:18 PM |

# Part 1: Review of Data

1. **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?**

Maintain current student participation level in all of the library instruction modalities throughout the next review cycle. - Assessed

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. - Plan to assess

Increase faculty participation in library instruction by 10% by the end of the review cycle. - Assessed

Increase library programming participation by at least 50% by the next review cycle. - Assessed

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. - Plan to assess

Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle. - N/A

Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle. - N/A

Increase library programming centering on information literacy by inviting at least two guest speakers by the end of the next review cycle. - Assessed

Increase the number of database views by 10% by the end of the review cycle. - Assessed

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. - Assessed

Increase the number of digitized lending materials available to students by 25% by the end of the review cycle. - Assessed

Update the library’s discovery service system to the most up-to-date system recommended by the CCLC. - Assessed

Maintain no DI gaps in the usage of physical materials or databases used each year. - Assessed

Increase average yearly physical book loans by 15% by the next review cycle. (Can also be update to “Increase average yearly physical item loans by 15% by the next review cycle.”) - Assessed

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

Purchase three thermal printers. - Assessed

Over the next three years, the library and ACT will review and implement an updated print management system. - Assessed

Renovate the first and second floors of the library by the end of the program review cycle. - Assessed

Maintain foot traffic levels at current level or above throughout the next program review cycle. - Assessed

Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle. - Assessed

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

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

As a result of the outcomes assessment process, the library is now looking at outcomes data regularly, at least once per semester. We prioritize projects that are directly related to outcome attainment. Examples of these projects include updating our technical infrastructure to include more digital options, investing in infrastructure to improve library browsing and discovery, increasing the number of displays, and being creative on the number and format of library programs.

We’ve also updated some of our outcomes and data collection practices. For example, we’ve updated how we group collection loans to include more nuanced material groups. As a result, we now have better tracking of kit loans, study room loans and laptop loans. We can update our outcome to include more physical item tracking instead of just physical books.

Because the CSSEE survey will no longer be available, we are not able to track these outcomes:

Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.

Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle.

Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle.

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

The library collects disaggregated, student-level data on these outcomes:

Increase average yearly physical item loans by 15% by the next review cycle.

Maintain current student participation level in all of the library instruction modalities throughout the next review cycle.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

We are seeking funding to enhance our library’s collection of print books, ensuring it remains current and relevant. This initiative aims to support students’ sense of belonging, boost circulation, and foster greater engagement with the library and campus community. The funding will be used to acquire materials for recommended reading displays, leisure reading, and general research.

Ongoing collection development is essential to keep our library resources valuable and interesting for all students. Our goals align with the college’s commitment to Goal 1, Objective 4: “Improve the sense of belonging and mattering in shared physical and online spaces for students of color”; and Goal 4, Objective 3: “Improve technological infrastructure to support flexible course schedules.”

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

The currency of resources is crucial for maintaining 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.

**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, for leisure reading, and as research materials.

In last year’s program review analysis, we reported seeing a rebound in book loans from the pandemic and a healthy interest in the service by Black/African American and Hispanic/Latinx students. In AY 2024, we saw a continuation of this trend with 3,569 book loans, up from an estimated 3,500 the year before. 2.89% of all students who checked out a physical book in AY 2024 were Black/African American and 62.05% were Hispanic/Latinx, trending at about their campus average of 3% and 60% respectively. Even as students return to campus and take more online courses, print books continue to be used by students as general interest materials and to supplement their research. We see books as a healthy part of both an online and in-person learning infrastructure.

Further analysis, however, reveals that we are behind our outcome goal of improving the recency and relevancy of our collection. In 2021, we aimed to improve collection recency by 15%, reducing the proportion of materials published before the year 2000 from 70% to 55%. Achieving this goal would align us with Cypress and help us move away from having one of the oldest collections among colleges of our size. However, a lack of program review funding in 2021 delayed our progress and resulted in only a 3% improvement, with 67% of our books still published before the year 2000.

Students are taking notice of our slow progress in this area. Multiple students have told us in interviews that our books feel “outdated,” that we need to include more “contemporary works,” and that as a result they “don’t even look” at some of our books because they feel “irrelevant.”

New and relevant books by contemporary authors are central to proper information literacy instruction. Currency is the “C” in the ubiquitous CRAAP test for source reliability. These books are also required to make culturally relevant displays. Books must be newer and in good physical condition to make the displays eye-catching, interesting and lasting.

In our previous program reviews, we discussed how student focus group data and academic research show that library displays contribute to students’ sense of belonging in the library and on campus. The presence of diverse and relevant reading materials can help students, especially those from marginalized groups, feel safer on campus. Disaggregated book loan data from AY 2024 indicates that students, particularly students of color, are indeed interested in the books we select for display. For instance, 50.6% of books checked out by Black/African American students were from face-out displays. Similarly, 25% of books checked out by Hispanic/Latinx students and 26% by Asian students were from these displays, compared to only 18.4% of books checked out by white students.

This year’s round of interview and outcome evaluation data shows that in order to serve student learning and achievement, we need to continue to keep our collection relevant and interesting to our students. At the very least, we should not fall behind our peer college libraries in this endeavor.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Not personnel related.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

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. 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 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 are a labor of continuous improvement.

Lastly, the library is an important part of student success and achievement on campus. We have an internal systems goal of “enabling users to access and discover information in all formats through effective use of technology and organization of knowledge,” which aligns with the campus goal of “improving technological infrastructure to support flexible course schedules.” Therefore, our outcomes in this area focus on recovering or improving both digital and physical library material usage since the pandemic. Our usage data indicates that despite a sharp increase in online courses, students still use physical books and want them to be current and relevant.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies | 90,000 |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | 90,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funding |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)No |

**For each separate resource request:**

1. **Briefly describe your resource request.**

This funding request is in response to student requests for an updated printing system. Our current system does not support credit card payments, a feature specifically requested by students, many of whom do not carry cash. Students are also requesting a more efficient printing process that can send their prints directly to the printer from their own personal device and upgraded coinboxes that are less likely to malfunction.

Funding this request will directly support College Goal 4: Commitment to Accountability and Continuous Improvement. Specifically, it is an investment in the technological infrastructure that supports flexibility in course schedules and supports students who need printed materials for in-person courses.

We are asking for $20,000 to purchase and install the upgrades to our current printing system that supports credit card printing, direct device-to-print station printing, and new coinboxes.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

We were not able to secure funding when we requested it during our 2021 comprehensive review. At the time it was not clear how much printing would be required, and which features would be preferred due to the shift to online learning during the pandemic.

Since then, Associated Students have come to us to request an updated print management system that is more streamlined and can accommodate credit card use. Waiting for another year would delay updating a critical resource that students are asking for and that we have known was needed since last program review.

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

Printing is a key resource that the library offers students. Even though they can also access printing at the computer lab, students often come to the library to print items for class, campus programs, and various other personal needs. As part of our service, library staff are available to answer student questions about printing and formatting. Printing is a convenient, low-cost way for students to take material offline and into spaces that are not amenable to device use, such as on the bus. Printing is also necessary whenever students need a physical copy of academic research articles or scanned textbook pages.

We know that the demand for our printing service is strong despite an increase in online courses and widespread instructor use of Canvas. We can indirectly track usage patterns based on the number of printing-related questions students ask of library staff. In the 2023-2024 academic year, students asked an estimated 3,679 printing-related questions, up 34% from the 2022-2023 academic year when they asked 2,744 print-related questions.

Although the current printing system is functional, it lacks some critical updates, namely an inability to print using credit cards, or any digital form of payment, and an inability for students to print directly from their devices. Consistent repeat use of the coinboxes also means that they sometimes jam or “eat” change, slowing down the printing process. These problems create a less-than-ideal experience for students that can cause tardiness for class or keep them from printing the items that they need.

In a statement letter, Associated Students have recently requested that the library “modernize and improve its print management system” because “the current system has created numerous challenges for students, limiting their ability to efficiently access essential printing services that are often critical for academic success.” They highlighted several issues with the current system, such as reliance on cash payment, malfunctioning coin boxes, and an inability to print from personal devices. They noted that the current process of needing to navigate several computers is “time-consuming” and “detracts[s] from the library’s goal of being a user-friendly, resourceful academic hub.” As a result, AS wrote that they “strongly support the library’s efforts to secure funding of the purchase of updated equipment and software” that “better meets the needs of our diverse student population and aligns with current technological standards.”

Students see library printing as an integral part of their on-campus experience. Despite the increase in online course availability, printing continues to be an on-demand service. It supports student success and achievement by allowing students to move educational material as needed from the online space to the in-person environment. Funding this request will support student requests to update this service to boost efficiency and improve user friendliness.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Not personnel related.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

In our last program review we stated that one of our outcomes will be: “over the next three years, the library and ACT will review and implement an updated print management system.” This outcome was in support of our systems-related goal to “enable users to access and discover information in all formats through effective use of technology and organization of knowledge.”

Updating the library’s printing service specifically works toward college goals of having a “technological infrastructure to support flexible course schedules,” and to “improve accessibility for students and employees in the physical and online space.”

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | 20,000 |
| **Total Requested Amount:** | 20,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funding |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)No |

**For each separate resource request:**

1. **Briefly describe your resource request.**

Request 1 - Reserve Kit and Model Funding:

We are seeking funding for maintenance and repair of our study kit and model collection. Students check out these items regularly as visual study aids that complement their course work. Some of these items have been damaged – for example, one anatomical model is missing a head – and others are showing signs of wear and tear with no backups to replace them. Repairing or replacing these study aids will make them available to students in good condition. We are asking for funding to: 1) replace one anatomical model ($10,000), 2) purchase two more boxes of bones ($500), and 3) add four portable whiteboards ($4,000).

Request 2 - Branded Library Apparel Funding:

We seek to purchase 25 branded hooded sweatshirts and 25 graphic t-shirts with custom Fullerton College Library branding for library faculty, staff, and frontline student workers. Unlike other divisions that regularly use branding to promote their departments and divisions, the library has not done so in decades. We are asking for funding to 1) fund 25 Fullerton College Library branded hooded sweatshirts ($1,000), 2) fund 25 graphic T-shirts ($350), and 3) applicable fees for customization, processing, and shipping ($650).

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

Request 1 - Reserve Kit and Model Funding:

Waiting until the Fall 2025 comprehensive self-study will delay our ability to provide these items in good condition to students.

Request 2 - Branded Library Apparel Funding:

Waiting until the Fall 2025 comprehensive self-study will delay outreach opportunities to become more visible on campus during outreach events.

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

Request 1 - Reserve Kit and Model Funding:

Study kits and visual aids are a popular library resource collection. By providing these resources, we reduce the financial barrier to accessing high-quality educational tools, ensuring all students have an opportunity to benefit from them.

In AY 2023-2024, students checked out 85 study kits and models a total of 5,316 times. Compared with calculator loans (5,557 loans for 704 items) and book loans (5,132 loans for about 95,000 items), these usage numbers make study kits one of our most popular physical item collections. What’s more, they are growing in popularity. Study kit loan numbers are up 27% from the previous year when study kits were checked out 4,190 times.

Disaggregated data of study kit loans shows that study kits are most popular with Hispanic/Latinx students and Asian students, who respectively make up 61% and 14% of all kit borrowers. More work can be done to promote kits to Black/African American students, who only make up 1.4% of all kit borrowers.

Maintaining our study kit and model collection in good condition is crucial for student success and achievement. These kits include chemical molecular models, boxes of bones, rock and mineral kits, STEM study aids, anatomical models, markers, erasers, and more. They support coursework in subjects such as chemistry, anatomy, math, geology, art, and physical education. Students use them for self-study, exploration, and to enhance collaborative learning and group discussions. For instance, anatomical models are popular not only with anatomy students, but also with students looking to improve their recreational art skills. In 2023-2024, 18 anatomical models and skeletons were checked out a total of 612 times.

Funding this request to maintain and expand our study kit and model collection will support student success and achievement. The increasing popularity and usage of this collection underscores the importance of funding this request in a timely manner. By ensuring that these resources are available in good condition, we can continue to support diverse student needs across various disciplines.

Request 2 - Branded Library Apparel Funding:

Branded apparel worn by staff and faculty helps to foster team identity and pride. As posited by social identity theory, individuals derive part of their self-esteem and sense of belonging from group membership (Tafjel, Turner, & Schulz, 2010). Branded T-shirts visually reinforce this group identity, fostering pride and a shared purpose among employees. Wearing the same clothing signals unity and collaboration, creating a "this is us" mentality that boosts team morale. Part of Fullerton College’s mission, vision, and values encourages actions that help reinforce a sense of belonging in student, faculty, and staff communities.

In a recent set of student interviews about what the library could do to help students, students indicated that the library could do more to proactively promote its services. To underscore the importance of proactive promotion, one student noted that “students don't really have the effort to just go and search for [information about services] themselves. They usually must be told about it, or it must be mentioned for them.” As part of our efforts to promote library services, library staff have been increasingly present at campus events, outreach opportunities, and program promotions. In the past year, library staff have participated in over 23 events and talked directly to over 380 students about library services. More work needs to be done for us to be on par with promotional programming of other campus programs, such as EOPS or Cadena, including providing library-branded apparel.

Another justification is the “basking in reflected glory” or the BIRGing effect. Primarily studied in professional and college sports team apparel among fandom, the BIRGing effect explains how individuals associate themselves with successful groups to enhance self-esteem (Trail et al., 2011). In past accreditation cycles, the Fullerton College Library has not only received high marks but was given commendations. Additionally, in the 2024 NOCCD Districtwide Survey Summary the researchers highlighted a finding that “students generally indicated high levels of belonging in various services across the colleges, particularly in libraries...” Branded clothing associates department members with the larger FC organization's success efforts, reinforcing a sense of pride and cohesion.

 As librarians interact with students both inside and outside of the library, cohesive branding efforts are intended to help support and foster a sense of belonging for students who associate with the library as the key to their success. Students who recently interviewed with us said that they visit the library several times per week and spend between 2 and 4 hours per visit. Part of why they come is to be in a space where they can be surrounded by like-minded peers. One student put it this way: “knowing that the library is a place where I can go and not talk but also be accepted into the group is a comforting feeling for me, because I know I can go there while being accepted among my peers.” Anecdotally, the library also fields many requests by current students about work-study and hourly employment. For these reasons, we believe that students will respond positively to a strategy that portrays the library as a cohesive “winning team.”

Lastly, branded apparel serves as a mobile outreach advertisement for the library. Staff and faculty who wear branded T-shirts outside the workplace increase visibility and reinforce the library’s brand identity in public spaces during outreach efforts. According to The Industry Outlook (2023), branded apparel builds a positive organizational perception, highlighting professionalism and unity to external audiences, among other general benefits.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Request 1 - Reserve Kit and Model Funding:

Not personnel related.

Request 2 - Branded Library Apparel Funding:

Not personnel related.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Request 1 - Reserve Kit and Model Funding:

This resource allocation supports the library’s collection development goal: “Develop and promote an inclusive, diverse collection that supports the curriculum and the information needs of the campus community.” This goal aligns with the broader College objective of “success for every student” by providing high-quality educational tools at no cost to students.

Our specific outcomes related to collection development focus on increasing usage numbers across our various collections. This allocation is particularly aligned with our goal to “increase average yearly physical item loans by 15% by the next review cycle.”

Given the 27% yearly increase in physical kit and model loans, this request is about ensuring we have the resources to adequately support growing student demand.

Request 2 - Branded Library Apparel Funding:

This resource allocation will help satisfy Core Value #2 of FC’s 2024-25 Strategic Master Plan, which states, “Belonging: We promote belonging and connection that fosters the well-being of those on our campus and the surrounding area.”

One of the library’s programmatic outcomes for this review cycle 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.”

Fostering a collective visible identity can help library staff appear more visible to students, make faculty and staff more approachable, and passively market the benefits of the communal common space that is the library.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies | Request 1 - Reserve Kit and Model Funding:14,500 Request 2 - Branded Library Apparel Funding:2,000 |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | Request 1 - Reserve Kit and Model Funding:14,500 Request 2 - Branded Library Apparel Funding:2,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funding |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)No |