

**Program Review Summary Page**  
For Academic & Student Support Programs

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

**Term/Year of Review: Fall 2020**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- Library's digital collections (e-books, databases, streaming media) are a key, if not primary strength of the NVC Library.
- Research/reference consultations are a strong and needed service especially as the library continues to operate primarily online.
- Quality of staff
- New Technology: refresh of the technology our ability to offer new and reliable technology to our students

**2. Areas for Improvement:**

- Expand facilities and onsite collections and services to support student success.
- Redesign spaces in the library to include places for knowledge creation and collaboration (active, open, and visible exhibition and multi-media presentation and production spaces, makerspaces, etc.)
- Strong outreach via social media, educating faculty and staff across the college about the Library-as-place will be exceedingly important to reverse the decline in onsite services.
- Expansion to include weekend hours in the next few years to meet the needs of projected on-campus residential student needs.
- Strengthen the Library's collection of textbooks Provide print textbooks including multiple copies of textbooks for highly enrolled gen ed courses) for loan especially is a major equity issue. Continue to evaluate (for relevance) the collection of general circulating print books
- Create a well-defined collection development policy for print book acquisitions and weeding
- Update technology for self-service printing/scanning Update technology for the group and individual study rooms to adequately support digital collaboration and multi-media use.
- Better integration of instructional offerings, information literacy workshops, LibGuide resources into the overall curricula. Strongly support College's General Education Learning Outcome related to information literacy

### 3. Projected Growth, Stability, or Viability:

- Based on pre-2020 (and pre-pandemic usage), there are notable declines, and the Library can only be considered in a state of “Viability”. However, usage of online collections has exponentially grown and online services as measured at the end of Spring 2020 indicate consistent demand and support to meet that demand pointing to a state of “Stability” for a portion of the services.

### B. New Objectives/Goals:

1. Strengthen the collections in support of curricular needs
2. Upgrade technology and facilities supporting informal learning spaces (study rooms etc.) and services
3. Strengthen information literacy instruction supporting the English 120 curricula
4. Strengthen information literacy across the curriculum through enhanced provision of library instructional resources
5. Strengthen discovery of reliable, authoritative digital and print information resources, to support information literacy and overall academic achievement
6. Strengthen the value of the “Library as place”
7. Seek cross-discipline collaboration and partnerships

**I. PROGRAM DATA**

**A. Library Access**

	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020*</b>	<b>Change over 3-Year Period</b>
Gate Count	180,586	156,251	113,540	-37.1%
Number of Identified NVC Students who Checked out Circulation Items	209	185	161	-23.0%
<i>Source: NVC Library Circulation Summary for Program Review, NVC Library Student Checkout Data</i>				

***RPIE Analysis:** Between 2017-2018 and 2018-2019, the gate count decreased by 13.5%. Between 2018-2019 and 2019-2020, the gate count decreased by 27.3%, resulting in a total decrease of 37.1% over the past three years.*

*Between 2017-2018 and 2018-2019, the number of identified NVC students who checked out circulation items decreased by 11.5%. Between 2018-2019 and 2019-2020, the figure decreased by 13%, resulting in a total decrease of 23% over the past three years.*

*Although decreases were found between 2018-2019 and 2019-2020 for both gate count and the number of NVC students who checked out circulation items, the figures were likely impacted by NVC’s move to the online environment during the spring 2020 semester as a result of the Covid-19 pandemic.*

**Program Reflection:**

The declining gate count could be due to various factors: the overall declining enrollment at the College, the declining need for print (book) resources and greater reliance on online resources; the availability of other study spaces on campus where individual study, group collaboration/social spaces with free printing (and no prohibition on food) are available; also, the lack of weekend hours could be an impediment or deterrent to use of the library, especially for students with work and other obligations during the weekdays. The number of identified NVC students who checked out circulating items is likely not entirely representative, since NVC students could have used their Napa County Library cards, rather than their Napa Valley College Library cards to checkout materials—NVC students are not obligated to have an NVC Library cards check out general circulating books. The 2019-20 decreases in gate count and circulation of materials is likely partly correlated to the closure of the physical library and the pause on the circulation of print materials starting mid-March 2020. The declining circulation over 3 years could also be related to the limited inventory of current textbooks in the Reserve collection; textbook circulation is likely a major driver for library gate counts.

**B. Demographics of Students Served by Program**

	2017-2018	2018-2019	2019-2020	3-Year Proportion of the Program	3-Year Proportion at the Institutional Level
<b>Number of Students</b>	209	185	161	506	15,837
<b>Gender</b>					
Male	38.8%	44.3%	42.2%	<b>40.9%</b>	45.0%
Female	61.2%	55.7%	57.8%	<b>59.1%</b>	55.0%
<b>Race/Ethnicity</b>					
Asian	4.3%	1.6%	4.3%	3.8%	3.4%
Black	5.3%	5.4%	6.8%	5.7%	5.8%
Filipino	9.1%	8.1%	7.5%	8.7%	8.8%
Hispanic	51.2%	50.8%	52.8%	51.3%	<b>40.2%</b>
Multiple Race/Other	7.7%	7.0%	6.2%	7.5%	9.5%
Native American	--	--	0.6%	0.2%	0.3%
Pacific Islander	--	0.5%	0.5%	0.4%	0.4%
White	22.5%	26.5%	21.1%	<b>22.4%</b>	31.9%
<b>Age</b>					
19 or less	15.8%	42.7%	40.4%	<b>32.2%</b>	39.2%
20 to 24	47.4%	29.2%	29.8%	37.6%	35.2%
25 to 29	14.8%	13.5%	13.0%	12.9%	15.6%
30 to 34	9.1%	3.8%	5.6%	<b>6.0%</b>	8.5%
35 to 39	4.3%	1.1%	3.1%	<b>2.9%</b>	5.0%
40 to 54	6.2%	6.5%	5.6%	5.6%	7.4%
55 and older	2.4%	3.2%	2.5%	2.9%	4.6%
<b>First Generation</b>	41.6%	47.0%	52.2%	46.0%	43.8%
<i>Source: NVC Library Student Checkout Data, NVC student records</i>					

*RPIE Analysis: This section describes the demographics among NVC students who accessed Library Services over the past three years with their student identification number associated with their usage. The following demographic groups accounted for a majority or plurality of the student population that accessed Library Services during that period:*

- *Students 24 years old and younger (69.8%)*
- *Females (59.1%)*
- *Hispanics (51.3%)*
- *First Generation (46.0%; the remaining 54% includes students that were not first generation as well as students without information reported)*

*The following demographic groups claimed a significantly lower proportion of the population share among Library users than they did among the population of NVC credit students over the past three years:*

- *Males (-4.1%)*

- Whites (-9.5%)
- Students 19 or less (-7.0%)
- Students 30 to 34 (-2.5%)
- Students 35 to 39 (-2.1%)

*Females and Hispanics claimed a significantly higher proportion of the population share among Library users compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)*

**Program Reflection:**

The significantly lower proportion of white students and the significantly higher proportion of Hispanic students as compared to their overall population NVC during this period could be related to economic status, with white students possibly having greater economic advantages related access to technology , and ability to acquire textbooks, etc. than Hispanic students.; consequently white students could have less need to the Library. Conversely, for Hispanic students, who might be comparatively disadvantaged economically and therefore have less access to technology and have less ability to purchase textbooks, there could be greater need to use the Library. The significantly lower proportion of students 19 years old and younger checking out Library resources could be correlated to various factors: lack of awareness of library resources available; lack of textbooks for introductory courses, available for checkout in Reserves, etc. The significantly lower proportion of students 30-39 years old checkout library materials suggests possible lack of appropriate resources (required textbooks) for required courses, or perhaps lack of need for textbooks or technology to borrow (due to ability to acquire textbooks and technology for learning); it is possible that 30-39 year old students are employed, and with the income to support costs for needed textbook and technology (computers, ISP, wifi, etc.)

**C. Library Circulation and Room Usage**

	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>Change Over Three-Years</b>
General Books	4,680	4,489	3,268	-30.2%
Textbooks	4,369	3,477	2,306	-47.2%
Group Study & Media Room Usage	5,109	4,397	3,406	-33.3%
Class Support Material	331	181	126	-61.9%
Gadgets (Headphones, USB, webcam, chargers, etc)	458	269	345	-24.7%
Media (CDs, DVDs, Games)	712	597	261	-63.3%
Laptop Checkout	561	173	300	-46.5%
Calculator Rental	761	824	731	-3.9%
4-Hour	289	249	297	2.8%
Semester	472	575	434	-8.1%
<b>Total Circulation Items</b>	<b>16,981</b>	<b>14,407</b>	<b>10,743</b>	<b>-36.7%</b>
<i>Source: NVC Library Circulation Summary for Program Review</i>				

*RPIE Analysis: Library circulation, use of technology/instructional support materials, and room usage decreased by 15.2% between 2017-2018 and 2018-2019 and an additional 25.4% between 2018-2019 and 2019-2020 (amounting to a 39.7% decrease over the past three years.*

*Areas that experienced decreases greater than 10% between 2017-2018 and 2018-2019 included (additional decreases between 2018-2019 and 2019-2020 are noted in parentheses):*

- *Laptop Checkouts (-69.2%)*
- *Class Support Materials (-45.3%; with an additional decrease of 30.4% between 2018-2019 and 2019-2020)*
- *Gadgets (-41.3%)*
- *Textbooks (-20.4%; with an additional decrease of 33.7% between 2018-2019 and 2019-2020)*
- *Media (-16.2%; with an additional decrease of 56.3% between 2018-2019 and 2019-2020)*
- *Group Study & Media Room Usage (-13.9%; with an additional decrease of 22.5 between 2018-2019 and 2019-2020)*
- *Calculator Rental – 4-hour (-13.8%)*

*The only area that experienced an increase exceeding 10% between 2017-2018 and 2018-2019 was Calculator Rental – Semester, with an increase of 21.8%.*

**Program Reflection:**

The notable overall decline in library circulation is possibly partly correlated with the declining enrollment at NVC. The decline in circulation of print books (general collection and textbooks) are possibly correlated to a general decline in the reliance on print materials for research and learning; also, the textbook circulation usage decrease is likely related to the lack of current textbooks available for checkout from Reserves, and the lack of current and relevant print books in the general circulating collection. The laptop checkout usage diminished 2017-19, since the available laptops during this period were old and inadequate (lacking proper software, etc.) for learning needs. The decline of laptop checkouts however was countered by a significant increase from 2018-19 to 2019-20 because the library immediately scaled up to provide laptops (recently purchased by other departments) late Spring 2020 due to the wholesale pivot to online instruction with the Covid-19 pandemic.

Media checkout and classroom support materials usage precipitously declined likely due to greater availability and use of streaming media and digital teaching support materials. Group student and media room usage declines likely represent a decreased usefulness of these spaces, due to lack of up-to-date technology supporting multi-media use and digital collaboration—the lack of updated computers and digital display/monitors has been a noted issue.

Though usage counts for print books (general collection and textbooks) combined exceeded group study and media room usage exceeded general collection usage combined, group study and media room usage was higher than textbook checkout counts; this is possibly indicative of the increasing value of library as study and collaboration space, than as provider of required course materials.

**D. Number of Library Card Registrations**

	2017-2018	2018-2019	2019-2020	Change Over Three-Years
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Number of Library Card Registrations	900	938	714	-20.7%
Number of Library Card Registrations by NVC Students	898	881	546	-39.2%
Proportion of Registrations Claimed by NVC Students	99.8%	93.9%	76.5%	-23.3%

Source: NVC Registration Data for Program Review

*RPIE Analysis:* Between 2017-2018 and 2018-2019, the number of library card registrations increased by 4.2%. Between 2018-2019 and 2019-2020, the number of library card registrations decreased by 23.9%, resulting in total decrease of 20.7% over the past three years. The number of library card registrations among NVC students decreased slightly (by 1.9%) between 2017-2018 and 2018-2019, before decreasing by 38% between the next two years, totally 39.3% over the past three years. While NVC students accounted for more than 90% of library card registrations in the first two years, they claimed 76.5% of library card registrations last year.

**Program Reflection:**

The overall decline in library card registrations, and decline in proportion of NVC students registering for NVC library cards is possibly correlated to the drop in enrollment at the college, and the declining utility of print library resources supporting academic needs.

**E. Collection and Circulation for Physical and Digital/Electronic Items**

	2016-2017	2017-2018	2018-2019	Change Over Three-Years
<b>Physical Collection</b>				
Books	65,337	61,894	62,760	-3.9%
Media	1,101	2,120	1,521	38.1%
Serials	34	31	24	-29.4%
<b>Total Collection</b>	<b>66,472</b>	<b>64,045</b>	<b>64,305</b>	<b>-3.3%</b>
<b>Circulation of Physical Collection</b>	<b>17,851</b>	<b>21,309</b>	<b>18,649</b>	<b>4.5%</b>
<b>Proportion of Collection in Circulation</b>	<b>26.9%</b>	<b>33.3%</b>	<b>29.0%</b>	<b>2.1%</b>
<b>Digital/Electronic Collection</b>				
Books	1,656	10,419	212,328	12,722%
Media	--	121,298	739,544	--
Serials	1	2	122,290	12,228,900%
Databases	41	43	27	-34.2%
<b>Total Collection</b>	<b>1,698</b>	<b>131,762</b>	<b>1,074,189</b>	<b>63,162%</b>
<b>Circulation of Digital/Electronic Collection</b>	<b>3,252</b>	<b>5,564</b>	<b>64,075</b>	<b>1,870%</b>
<b>Proportion of Collection in Circulation</b>	<b>192%</b>	<b>4.2%</b>	<b>6.0%</b>	<b>-186%</b>

Source: IPEDS Library Data for 2016-2017, 2017-2018, and 2019-2020 Fiscal Years

*RPIE Analysis:* Within the Library Services Program, the number of items within the physical collection decreased by 3.3% between 2016-2017 and 2018-2019, while the number of items within the physical

collection in circulation increased by 4.5% over the same period. During this time, the proportion of the physical collection that was in circulation increased by 2.1%. The number of physical media items in the physical collection increased by 38.1%, and the number of books decreased by 3.9% over the past three years.

The number of items within the digital/electronic collection increased by 63,162% over the past three years, and the number of items within the digital/electronic collection in circulation increased by 1,870%. During this period, the number of digital/electronic books increased by 12,722%, and the number of databases decreased by 34.2%

**Program Reflection:**

The decrease of the number of items in the physical collection is likely correlated to the weeding of the collection (“the consistency project”) during this period. The increase in circulation of items in the physical collection is possibly correlated to acquisitions of current resources supporting the curriculum; also, since the Library is a net lender to other libraries, the usage of the print collection is possibly correlated to non-NVC borrowing. The tremendous increase of digital items in the collection represents increase in ebooks, streaming media particularly (the e-serials increase is not representative since data for 2017-18 and 2017-18 reflect grossly underreported numbers). Overall, the usage of the digital collections significantly and exponentially surpasses the use of the physical collections; this is aligned with national trends for academic libraries.

**F. Interlibrary Loans**

	2016-2017	2017-2018	2018-2019	Change Over Three-Years
Loans Provided to other Libraries	496	4,725	3,383	582%
Loans Received from other Libraries	236	1,493	1,493	533%
Out-to-In Loan Ratio	2.1	3.2	2.3	10.0%
<i>Source: IPEDS Library Data for 2016-2017, 2017-2018, and 2019-2020 Fiscal Years</i>				

*RPIE Analysis:* Between 2016-2017 and 2018-2019, the number of loans provide to other libraries increased by 582%, while the number of loans received from other libraries increased by 533%. Across the three-year period, the number of loans provided to other libraries consistently exceeded the number of loans being received from other libraries. Between 2016-2017 and 2017-2018, the “out-to-in” interlibrary loan ratio increased from 2.1 to 3.2. Between 2017-2018 and 2018-2019, the out-to-in loan ratio decreased from 3.2 to 2.3. Across the three-year period, the ratio increased by 10.0%

**Program Reflection:**

The significant increase of interlibrary loans (lending and borrowing) in the first two years is likely due to the implementation of the new integrated library system (Polaris) and the increased discoverability of NVC Library resources to borrowers in the Napa County Library system and in our regional multi-type library network; the 2016-17 numbers are possibly inaccurate, due to limitations of the prior library system reporting features. Considering the Library circulation data as reported in Section C (above), the Library seems to be trending to

lend more to external libraries and non-primary users than it does to NVC students. This trend is indicative is possibly indicative of the diminishing value of the print collection to the NVC students.

**G. Contacts Made for Assistance (Research Consultations and Circulation Front Desk)**

	<b>2019-2020*</b>
<b>Patron Type (n=281)</b>	<b>281</b>
Student	73.7%
Faculty	12.1%
Staff	9.3%
Community Member	5.0%
<b>Reference Consultation Contact Method (n=87)</b>	<b>87</b>
E-Mail	55.2%
Phone	13.8%
In-Person	4.6%
Confer Zoom	26.4%
<b>Front Desk General Information (n=188)</b>	<b>188</b>
Technology Support	10.6%
General Library Services	45.7%
General Campus Information	7.5%
Other	36.2%
<b>Total Virtual Classroom Presentations</b>	<b>3</b>
<b>Average Time Spent in Session (in minutes)</b>	<b>24.2</b>
<i>Source: Library Services Database 2019-2020</i>	
<i>*Data collection began spring 2020</i>	

*RPIE Analysis: In spring 2020, the large majority of patrons who used contacted the library for assistance were students (73.7%), while faculty, staff, and community members accounted for 12.1%, 9.3%, and 5%, respectively.*

*The majority of contacts for Reference Consultations was via e-mail (55.2%), while Confer Zoom and phone accounted for 26.4% and 13.8%, respectively. Contacts made in person accounted for the remaining 4.6%. It is important to note that the Library closed due to the Covid-19 pandemic during the spring 2020 semester, which may effected the figures above.*

*The near majority of contacts to the Front Desk was regarding general library services (45.7%), while other information accounted for 36.2%. Contacts related to technology support and general campus information accounted for 10.6% and 7.5%, respectively.*

*Across the period, there were three virtual classroom presentations scheduled via the Research Consultation .*

The average time spent in a session (Research consultation and Front desk) among all patron types was 24.2 minutes.

**Program Reflection:**

As assessed during the end of Spring 2020, Reference/Research consultations constituted about half the overall requests, a strikingly positive and robust number considering national trends in reference/research requests. Though the overall data shows activity only for late Spring 2020, they are likely indicative trends to continue especially as the Library remains a primarily an online service in the near term with COVID-19 pandemic.

**H. Checkout Type Summary**

	2017-2018	2018-2019	2019-2020	Change Over Three-Years
Auto-Renewal	2	303	143	7,050%
Circulation Checkout and Renewal	16	--	1	-93.8%
INN-Reach Lending Checkout and Renewal	1,160	1,045	763	-34.2%
Leap Checkout and Renewal	15,781	13,254	10,054	-36.3%
Mobile PAC Renewal	7	3	14	100%
Power PAC Renewal	601	369	246	-59.1%
Self- Checkout	7	22	10	42.9%
<i>Source: Circulation Summary Data 2017 to 2019</i>				

*RPiE Analysis: Across the three-year period, Leap Checkout and Renewal accounted for the large majority among all checkout types. Reach Lending Checkout and Power PAC Renewal accounted for the 2<sup>nd</sup> and 3<sup>rd</sup> highest among all checkout types, respectively.*

*Auto-Renewal, Mobile PAC Renewal, and Self-Checkout had the largest increases across the three-year period, while Circulation Checkout, Power PAC Renewal, Reach Lending, and Leap Checkout had the largest decreases across the three-year period.*

**Program Reflection:**

The Checkout summary data here underscores the overall decline in use of physical collections, whether borrowed from the NVC Library or sourced from other libraries (INN-Reach Lending)

**I. Printer Meter Count**

	September 2018 to March 2020
<b>Copy</b>	<b>1,403</b>
Black	901

Full Color	502
<b>Print</b>	<b>214,587</b>
Black	141,944
Full Color	72,631
Two Color	12
<b>Total</b>	<b>215,990</b>
<b>Black</b>	<b>142,845</b>
<b>Full Color</b>	<b>73,133</b>
<b>Two Color</b>	<b>12</b>
<i>Source: Printer Meter Count Data, 2018 to 2019</i>	

*RPIE Analysis: Between September 2018 and March 2020, counts originating from a printer accounted for 99.3% of all print jobs while copies accounted for the remaining 0.7%.*

*For all copies, black prints accounted for 64.2%, while full color prints accounted for the remaining 35.8%. Similarly, for original prints, black prints accounted for 66.1%, while full color prints accounted for 33.8%. Two color prints accounted for less than 1%.*

*For totals between copy and print jobs, black prints accounted for 66.1%, while full color prints accounted for 33.9% (rounded). Two color prints accounted for less than 1%.*

**Program Reflection:**

The most salient information here is the overall total number of prints. Since prints have required cash (coin) payments, face-to-face transactions, and wireless printing is not supported, there has been an inordinate amount of staff time over the three years spent on cash handling and troubleshooting of the self-service print production. The existing self-service payment system has the credit/debit card option disabled. There needs to be consideration of wireless printing, with automated charge to student accounts and book scanners (current technology in academic setting) for digital copying.

**II. CURRICULUM**

*This section does not apply to Library Services.*

III. LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Program	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Library (designated as Learning Resource Center in TracDat)	2	2	2	100%	100%

Program Reflection:

**PLO 1 - Information Literacy: Students will find, evaluate and use information appropriately at the college-level** is appropriate, but assessed primarily through satisfaction surveys administered to selected sections of English 120, after a single library IL workshop presentation by a faculty librarian. To more robustly assess this PLO, librarian-led Information Literacy workshops (with PLO1 defined outcomes) should be administered to *all* Eng 120 sections at the end of each semester. Assessment of this PLO can be done using multiple methods, including performance-based tests, cognitive tests, and assessing the bibliographies and use of sources in students’ final papers, using an Information literacy rubric.

**PLO 2- LibGuides: Students will use resource guides for guidance and multiple points of information** This PLO was assessed by surveying students in an English 120 course section and through instructor interviews with individual students. This approach could be expanded to all English 120 sections, to provide more robust assessment results; moreover this assessment should be conducted each semester or at least annually, to provide useful assessment data that can improve the usefulness of the the LibGuides.

For long-term assessment of both PLOs it would be useful to have longitudinal data—assessing these same PLOs throughout students’ academic trajectory, to assess the possible lasting impact that IL instruction could have on information literacy and use of LibGuides beyond Eng 120.

B. Summary of Learning Outcomes Assessment Findings and Actions

Assessment of PLO#1 indicated that students were able to find information using library databases, but need to learn more about evaluation and selecting information. Actions are to providing more professional development workshops to faculty to support information literacy in their courses; also to provide access to more academic library resources.

Assessment of PLO #2 indicated that 85% of the students found the guides useful; the action is to involve the Eng 120 instructor earlier in the semester to incorporate the LibGuide into the course.

**Program Reflection:**

Since PLO1#1 and PLO#2 are supported primarily through the Library's instructional interventions (workshops, one-on-one research consultations with students) with the English 120 curricula, there have been in last 2-3 years ongoing dialogue with the English 120 faculty about formally incorporating information literacy instruction into the Eng 120 curricula. This semester Fall 2020, the English department is now using a core set of instructional resources that includes information literacy modules developed by Library faculty. This resource is intended for Eng 120 faculty (fulltime and adjunct) to use in building their curricula.

#### IV. PROGRAM PLAN

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

- Viability
- Stability
- Growth

\*Please select ONE of the above.

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

It is difficult to assign a single state for the Library. Based on pre-2020 (and pre-pandemic usage), there are notable declines and the Library can only be considered in a state of “Viability”. However usage of online collections has exponentially grown and online services as measured at the end of Spring 2020 indicate consistent demand and support to meet that demand pointing to a state of “Stability” for a portion of the services.

Most of the assessed services have demonstrated a decline in the past three years:

- I.A. “Library Access” shows steady, precipitous decline in onsite visits to the Library
- I.C. “Library Circulation and Room Usage” shows steady decline in print collections and the use of group and individual study rooms
- I.D. “Number of Library Card Registrations” shows steady decline
- I.E. “Collection and Circulation for Physical and Digital/Electronic Items” shows steady decline of use of *physical* collections only
- I.H. “Checkout Summary” shows steady decline in use of physical collections
- I.I. “Printer Meter Counts” the high count indicates an inordinate amount of staff time supporting an inefficient and outmoded printing service
- III.A, III.B. “Learning Outcomes Assessment” shows limited formal alignment information literacy instruction with the English 120, the primary venue for information literacy instruction at NVC; however limited, the alignment shows the ability of the Library to provide broader scope information literacy across the curriculum. This ability can only be fully realized with adequate librarian staffing to provide instruction and development of instructional resources

However, usage of digital resources (ebooks, streaming media, databases, etc.) grew exponentially during the 2016-19 period; and there was notable demand and concomitant support for remotely provided assistance (online, phone) with the pivot to online instruction late Spring 2020 due to the COVID-19 pandemic:

- I.E. “Collection and Circulation for Physical and Digital/Electronic Items” shows exponential increase in the of use *digital* collections only
- I.G. “Contacts Made for Assistance (Research Consultations and Circulation Front Desk)” shows steady demand and provision for remote assistance April-May 2020, when the closure of the physical Library with the onset of the COVID-19 pandemic .

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

Program: \_\_\_\_\_ Library Services \_\_\_\_\_

Plan Years: \_\_\_\_\_ 2021-24 \_\_\_\_\_

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Strengthen the collections in support of curricular needs	I.C.	Acquire current textbooks loan for the Reserves collection. (2021-24)  Acquire books (e-books and print) aligned with current and developing curricular needs (2021-24)	Textbook circulation increases  Print book circulation increases and increase in ebook usage
2. Upgrade technology and facilities supporting informal learning spaces (study rooms etc.) and services	I.C.  I.I.	Upgrade monitors and computers in the multi-media and individual study rooms; install BYOD system for group collaboration and content sharing; install whiteboards (2021-22)  Implement wireless printing, with digital payment system for print charges; deploy self-service Book scanners for no-fee digital coping (2021-22)	Group and multi-media room use increases  Increase in student satisfaction with print services; decline in staff time devoted to servicing printing operations.
3. Strengthen information literacy instruction supporting the English 120 curricula	III.A	Provide required information literacy workshops for all Eng 120 sections (2022-24)	Demonstrated achievement of information literacy outcomes, based on regular assessments

4. Strengthen information literacy across the curriculum through enhanced provision of library instructional resources	III.B	Develop LibGuides for all disciplines and majors (2021-24)	Demonstrated use of LibGuides across the curriculum (based on usage metrics, student surveys)
5. Strengthen discovery of reliable, authoritative digital and print information resources, to support information literacy and overall academic achievement	III.A, III.B.	Implement the statewide Library Services Platform (Alma), the single search platform for all the library's resources (print a digital, streaming media, LibGuides)	Demonstrated increase in use of collections overall.
6. Strengthen the value of the "Library as place"	I.A.	<p>Increase access to Libraries by adding Saturday hours (4 total)</p> <p>Explore redesign of existing open public spaces on main floor, to include active group collaboration areas (with whiteboards), expanded exhibition and presentation spaces for showcasing student creative and scholarly work (2022-24)</p>	<p>Gate count increase</p> <p>Increased engagement with curricula, use of the library for student presentations</p>

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

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

## Description of Current Program Resources Relative to Plan:

The current FY 2020-21 for library services is flat. However, very recently (Fall 2020), Equity funding has been provided for collections resources (15K) which directly supports the Strategic Initiative 1 (“Strengthen Collections...”) There is no current funding to support the remaining initiatives. Strategic Initiatives 3 and 4 will depend on adequate library faculty staffing to provide information literacy instruction. A full-time library faculty position has been approved, starting Fall 2021, but a second full time tenure track librarian position is needed. Strategic Initiative 6 has funding from the recently awarded HSI grant, which has planned funding for Saturday open hours; however, there needs to be clear support for both Librarian presence (@15K, annually) and Library staff (.5 FTE) to support the Saturday open hours. Strategic Initiative 5, will depend on partial funding from the College (estimated at 5K or less annually), and dedicated library staff and librarian time devoted to implementation] ideally, a second Full-Time Librarian (with systems duties), yet unfunded, which be required for the implementation.

Also, the successful implementation of the Strategic Initiatives depends on overall adequate staffing of the Library. Title 5 §58724 of the California Code of Regulations contains minimum standards for numbers of library faculty and library support staff based on yearly full-time equivalent student enrollments, or FTES. For colleges such as NVC, with FTES 1,001 < 3,000, the number of faculty librarians should be 3, and the number of library staff should be 4.5. The Library’s current staff of faculty and support staff falls below those standards, reflecting a decline of Library FTE over the last several years.

## V. PROGRAM HIGHLIGHTS

### A. Recent Improvements

- Director of Library Services hiring, new position
- Equity funding awarded (15K) for digital resources and print textbooks
- Outreach and access improvements (Social media initiated; New students now automatically invited to Library Homepage on Canvas; Library presence on Cranium Café to implemented Fall 2020)
- Weekly operations planning meeting implement
- Tracking of all incoming requests for assistance (for assessment, planning)
- Library homepage on Sharepoint recently redesigned for improved access to key resources
- Refreshing of Library student computers

### B. Effective Practices

**Assessment:** Ongoing assessment of all services to inform strategic and operations planning. Assessment including usage metrics (online and in-person), ongoing assessment of SLOs associated with the information literacy instruction, regularly RPIE administered student satisfaction surveys of library services.

**Collection Strategies:** Adept stewardship of collections (digital and print), supporting increasing digital usage as well as need for critical print resources (especially textbooks) for high-enrollment gen ed courses.

**Technology:** The library strives to have an IT infrastructure that supports reliable and robust virtual and physical environments needed for study and research, as well as supportive technology for remote learning.

**Space:** The library strives to maintain and develop pedagogical spaces that facilitate learning and the creation of new knowledge. The library's physical space should have connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean, Maria L. Villagomez

**Date:**

11/13/2020

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

**Innovation:** The Library Services area staff is engaging in innovative ways by which to meet student need, particularly in the online environment.

**Student-Focused:** Through reflection and analysis, the Library Services area remains focused on supporting students who can benefit from its collections, e-books, textbook reserves, and online support.

**Quality of the Staff:** The Library Staff is dedicated to great student service and committed to student success.

I commend the Library Services staff for their outstanding diligence and their dedication to our students and college.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Continue the collaboration across disciplines. Library Services is an area that allows for cross-discipline innovations on the instructional and student services side.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Additional FT Librarians Qualified PT Librarians who can teach information literacy, preferably, bilingual staff.
Personnel: Classified	None identified
Personnel: Admin/Confidential	None identified
Instructional Equipment	Full implementation of wireless printing
Instructional Technology	Full implementation of wireless printing and upgrade technology in study rooms
Facilities	Ongoing and frequent maintenance of furniture, desks, surfaces, floors

Operating Budget	Funds to increase ebook collection
Professional Development/ Training	Some funds to support professional development
Library & Learning Materials	Funds to increase ebook collection