Service Area Comprehensive Review and Four-Year Plan

Template and Instructions

INSTRUCTIONS:
Please find below the form that includes the specific elements that should be included in your Service Area Program Review. Feel free to include and attach additional information or documentation that you feel is critical to the understanding of your service area. This may include information on a particular challenge your area is facing, additional assessment information for your area, or details on a notable project your area has recently completed to support the College Core Themes, Student Success and Educational Pathways.

The purposes of a program review are improvement, alignment with established objectives, and planning for the future. The program review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. Program review conclusions and recommendations will be discussed and reviewed in department, division, College, and budgeting and strategic planning processes.

2018-2019 Service Area Program Review

Service Area: The Library

Prepared By:
Darci L. Adolf, Librarian

Review Submission Date:
31 Jul 2019

Supervisor Review Date
and Signature:

1.   Describe the functions of your service area. How does your area contribute to the achievement of College Core Themes, and, through them, the fulfillment of the College Mission?

 The Library partners in the educational mission of the College to develop and support information-literate learners who can discover, access, and use information effectively for research and lifelong learning. We provide access to collections that incorporate resources in a variety of formats in support of the research and teaching missions of the College, while providing safe, secure, and welcoming physical and virtual environments conducive to study and research. The Library contributes to the Core Theme of Student Success by helping students to "feel welcomed, included, engaged, and supported." The Library supports students as they progress/persist toward their educational goals and experience academic success.

2.   Describe the current staffing levels of your service area and use the table below to categorize them. Briefly describe the functions of each position, so that readers can better understand your area and its operations.

The first professional librarian was hired as the OCCC Library & Media Services Director in 1991, to establish a library and provide information services to faculty and students at OCCC. The College continued to grow and in 2000, a second professional librarian position was added as the Assistant Librarian to help with providing Information Literacy instruction and support. The staffing continued in this way until 2015, when the library organizational structure underwent a major revision, reducing the number of professional librarians down to one and adding a classified staff position to serve as the Library Assistant II, responsible for providing technical and user access services. The resulting positions are described below.

The Library & Information Services Manager is a professional librarian position, providing Information Literacy instruction and administering all aspects of Library collections, services, and spaces in support of academic programs, faculty teaching, and student learning. (13)

The Library Assistant provides Library technical services and user access services in support of the College mission, faculty teaching, and student learning. User access includes functions such as checking out and discharging materials, renewing items, issuing new library cards, account maintenance, and searching for items using an automated circulation system. The Library Assistant manages faculty course reserves including communicating with faculty, processing library and private materials for circulation, monitoring checkouts, and dismantling reserves as appropriate. They are responsible for resource sharing management through InterLibrary Loan services. They also serve as the functional expert in the operation of the library's OCLC Worldshare account to provide national resource sharing services to faculty, staff, students, and other libraries upon request. (14)

Library SEALS provide library support services to patrons. Work involves responsibility for shelf maintenance and periodicals management. Assignments may include assisting with filing, holds processing, interlibrary loans, labeling, sending overdue notices, shelf-reading, and special projects.

Position type:	# of positions:
Classified: Full time	1
Classified: Part-time permanent	
Classified: Part-time hourly	
Student workers	0-2
Administrators	1

3.   As you look to the next four years of your area's operation, what are the strengths of your service area? What opportunities may exist?

The biggest strength of the OCCC Library is their relationship with the college campus and the broader community through multiple strategies in order to advocate, collaborate, and educate.

The OCCC Library fosters a positive and collaborative relationship with all stakeholders and utilizes a user-centered approach to resource planning. We work closely with faculty and staff, and we listen to our students. We are inclusive of our local community and we welcome and value their input as well.

An example of this can be found in library and information resources planning, which is guided by data that includes feedback from affected users including faculty, staff, and administrators. The Library relies on faculty recommendations to provide resource suggestions; materials suggested by faculty carry an appropriate level of currency, depth, and breath, and a higher probability of use by both faculty and students. Opportunities may exist in the next four years to continue to build partnerships in various consortiums. Through these partnerships, the Library has been able to leverage their purchasing power through economies of scale. For example, the OCCC Library is a member of the Chinook Libraries Network, a group of public and community college libraries sharing a common Integrated Library System. This results in a more competitive pricing model than would normally exist alone, and also increases the

number of items available for check-out for our students. The end result is a higher level of student progression toward academic goals.

4.   Over the same period, are there particular weaknesses you may see in your service area? What challenges may exist for your area?

One weakness is the Library's lack of a digital repository which would serve both the institution and the community at large.   This institutional repository would be a digital collection of archival and other materials that the Library would manage and disseminate. The Library is committed to act as a steward of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution.   The challenge is in acquiring the appropriate equipment as well as staffing to take on this venture.

Another weakness is that the Library would like to be able to provide new and innovating technologies to students in a larger way. Technology continues to evolve, and as it does it is becoming more and more integrated within academic libraries. The NMC Horizon Report Summary 2017 Library Edition suggests that in the near future we will be seeing "libraries adapting to accommodate new applications of technology for learning, research, and information". Along with providing innovating technologies is the challenge of providing digital literacy instruction to students using Library resources. Digital literacy is more than gaining isolated technological skills—it includes a deeper understanding of the digital environment. (11)

5.   Attach to this review (or insert below) relevant quantitative data that you feel reflects your area's level of service to students, responsiveness to their needs, and/or provides evidence of service gaps. Examples might include: numbers of student served by different functions within your area, usage levels of different services, information about demographics of your students served, student feedback or evaluation of your services, etc.

Standards for Libraries in Higher Ed
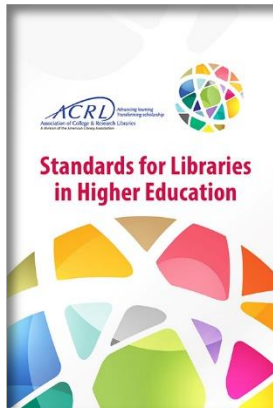
The OCCC Library chooses to look at the *Standards for Libraries in Higher Education* as a part of their program review to provide structure and to present evidence as a part of this formal report. The *Standards* were designed by the Association of College & Research Libraries (ACRL) to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions' missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. These standards articulate expectations for our contribution to institutional effectiveness and are structured to provide a comprehensive framework using an outcomes-based approach, with evidence collected in ways most appropriate for OCCC. (15)

1.   Institutional Effectiveness: *Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.*
1.1   The library defines and measures outcomes in the context of institutional mission.
Outcome: Library performance outcomes align with the College mission. Met. The Library standards were developed to align with the College Mission and Core Themes. (3)
1.2   The library develops outcomes that are aligned with accreditation guidelines for the institution.
Outcome: Library performance outcomes align with the NWCCU Accreditation Standards for the library. Met. The Library standards are based on the ACRL *Standards*

for Libraries in Higher Education which were created using regional accreditation standards for libraries. (12)

1.3   The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

Outcome: The campus community receives a communication monthly during the school term from the Library highlighting its value and institutional effectiveness. Met. The Library sent out infographics each month fall through spring terms, highlighting resource usage and our contribution toward institutional effectiveness. (6)

2.   Professional Values: *Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.*

2.1   The library protects each library user's right to privacy and confidentiality.

Outcome: Library users can find Library policies and procedures both online and in print telling users why we require certain information and how we safeguard it. Met. Students were asked in the spring survey, "The Library protects each user's right to privacy and confidentiality. Did you know that our privacy policy can be found both online and in print?" Only fifty-two percent of students answered in the affirmative, meaning we could make more efforts to get the word out. (16)

2.2   The library supports academic integrity and deters plagiarism through policy and education.

Outcome: The College community receives information on plagiarism from the Library in a variety of means each quarter. Met. Students were asked in the spring survey, "The Library puts out information on plagiarism. Has this info helped you understand and avoid plagiarism?" Over 98% responded that yes, the information did help with their understanding. (16)

2.3   The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

Outcome: Library users participate in a survey on library collections, services, and spaces at least annually and on other surveys as needed. Met. In the spring survey, we asked, "The Library is committed to a user-centered approach in service design and delivery. This is why we send out a student survey each year." All 55 participants answered that they knew this to be true. (16)

2.4   The library engages in collaborations both on campus and across institutional boundaries.

Outcome: Various segments of the college community partner with the Library to plan events or provide resources at least annually. Met. The Library routinely partners with others in events and displays. For example, during Mental Health week, the Library provided a display in addition to working with students and faculty to provide information at the front desk. (10)

3.	Educational Role: ***Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.***

3.1	Students are able to discover, access, and use information effectively for academic endeavors.

Outcome: Increasing numbers of students are able to search the databases and retrieve full-text documents to support their research projects each academic year. Met. According to the 2018 ACRL Survey, 10,835 full-text articles were downloaded from the databases. We will use this year to benchmark future years. (1)

3.2	Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for students.

Outcome: Faculty participate in collection development each quarter by making suggestions for resource acquisitions for use in the classroom or as a part of lifelong learning. Met. In response to our requests, faculty respond each quarter by providing suggested materials in their field of expertise for inclusion into the general collection, for use on course reserves, or as a part of our Textbook Affordability Plan.

3.3	Library personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

Outcome: Students receive tiered-reference at the Library Services window and reference sessions are available through regular, posted hours. Met. The Library Assistant provides tier one reference support to students and faculty as needed. In addition, the Librarian has regular reference hours, both at central campus and at the Lincoln City center. Also, a LibGuide has been matched with every Canvas course so students can easily find Library resources and view instructional videos.

3.4	Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

Outcome: Faculty receive training or professional development opportunities facilitated and/or promoted by the Library and other partners at least annually. Met. The Library provided Canvas training to college faculty in Fall 2019. We also offered database training to faculty, staff, and other libraries in Lincoln County in the Spring. (8)

4.	Discovery: ***Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.***

4.1	The library organizes information for effective discovery and access.

Outcome: Library patrons use signage and posters to navigate the Library and find resources. Met. The Library has updated their signage so users can find the Team Lab, Study Rooms, New Items, display, Spanish section, and Films section.

4.2	The library integrates library resource access into institutional web and other information portals.

Outcome: Students are able to access Library resources from the website and the LMS. Met. Working with the Web Dev team, the Library has completely remodeled their

website, moving the majority of the databases and electronic resources in to the LMS, with a short list of basic resources available on the library website. On the most recent student survey, students were asked, "Have you found it easy to access Library resources?" Over 83% responded that it was easy or very easy to access Library resources. (16)

4.3   The library develops resource guides to provide guidance and multiple points of entry to information.

Outcome: Students are able to access program and subject-level LibGuides on the Library website and in Canvas to locate physical and digital content. Met. LibGuides were added to the LMS as a pilot program in 2019 to house the electronic resource content. Instructors of the pilot program gave feedback indicating that these resources at "the point of need" are a huge success.

5.   Collections: *Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.*

5.1   The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

Outcome: Collection development includes faculty input to provide resources that support teaching and learning each quarter. Met. Faculty are contacted by the Librarian quarterly to solicit collection development suggestions and course reserves. Also, faculty are asked if they would like to place a textbook on Course Reserves for their class each term—this helps with our Textbook Affordability Plan by getting books to students who may need to wait on financial aid or a future paycheck.

5.2   The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

Outcome: Faculty and students access both digital and physical resources. Met. According to the ACRL Survey, OCCC had 2167 physical items circulate, 537 eBooks used, and 10,835 articles downloaded in 2017/2018. (1)

5.3   The library builds and ensures access to unique materials, including digital collections.

Outcome: As the student population grows, the Library budget increases to build and grow resource collections. Partially Met. The 2018 ACRL Survey shows that we had 7,778 physical items, 2,473 audio visual materials, 172,325 digital/electronic materials, and 36,856 streaming films in our collection. These numbers will increase as our student population increases. The same report indicated 0 items held in the institutional repository -- as we do not currently have a digital institutional repository to house historical and unique college documents. (1)
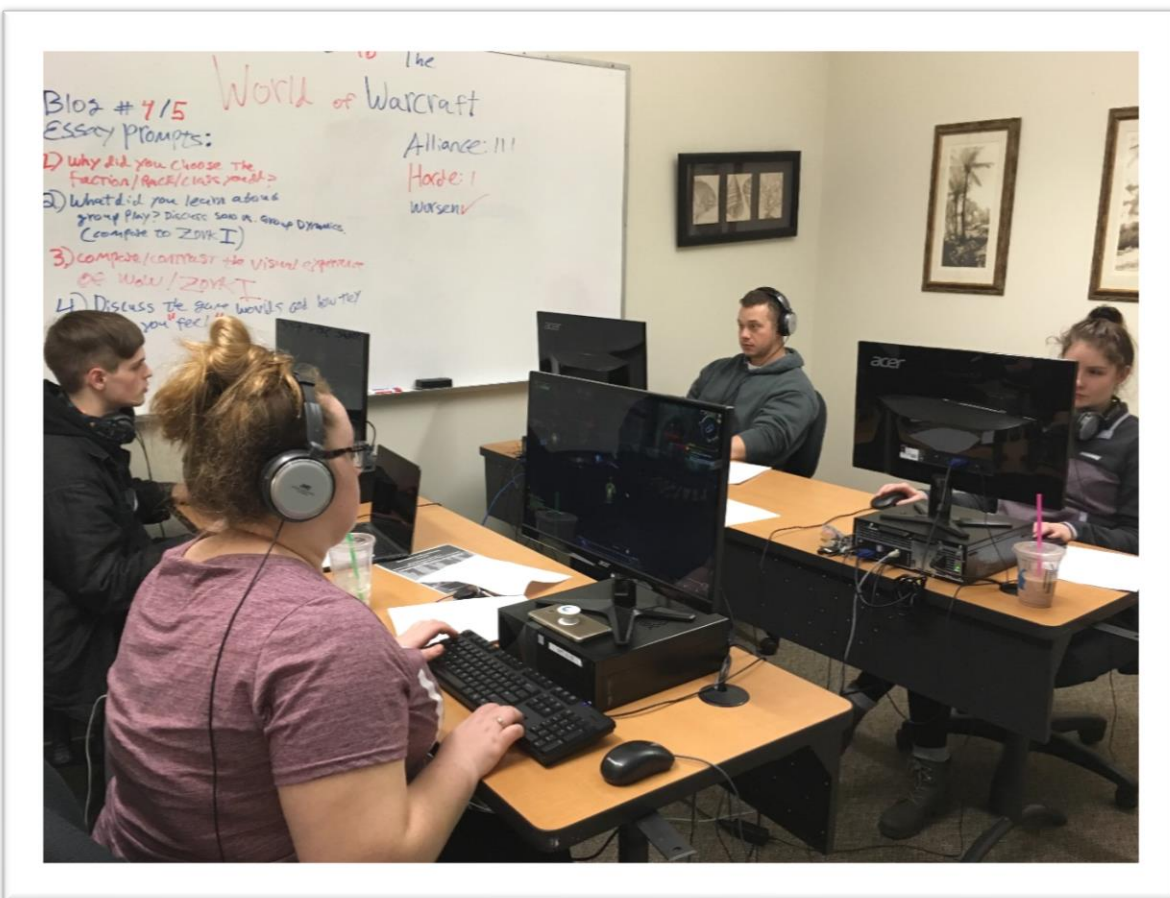
6.   Space: *Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.*

6.1   The library provides safe and secure physical and virtual environments conducive to study and research.

Outcome: Uses of the main Library and study rooms increase proportionately with annual student growth. Met. The Library gate counter indicated that there were 9341 uses of the main Library and Team Lab and 1250 uses of the Study Rooms between Summer 2017 and Spring 2018. This will provide a benchmark for growth in future years. (1)

6.2   The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

Outcome: The Library has a plan for furniture replacement and is considered in the Library budget each year. Unmet. A replacement plan for old and unsafe furniture was created in 2017 but has not been considered in the Library budget. Some of the Library and Study Room chairs and tables were purchased in the early 1990's and were brought over from the old building. The chair backs and table legs have been repaired repeatedly but are only getting worse with time. (9)

6.3   The library's physical and virtual spaces are informed by users.

Outcome: Students participate in surveys regarding Library Collections, services, and spaces at least annually. Met. In the spring survey, students were asked "The Library strives to provide safe and secure physical and virtual environments that are conducive to study and research. How satisfied are you with our safety and security?" Ninety-three percent were satisfied or very satisfied with our safety and security. (16)

7.   Management/Administration/Leadership: *Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.*

7.1   Library personnel participate in campus decision-making needed for effective library management.

Outcome: Library personnel participate on committees and governing bodies each academic year where decisions are made requiring library resource support. Met. The Librarian is a member of the Instructional Leadership Team, which makes important decisions on programs, curriculum, and other instructional items as well as the Junior Executive Team. The Library Assistant is a member of Co-Co, which makes recommendations to the College President on a wide array of items. The Library Assistant is also a member of the Safety Committee, which makes important decisions on safety-related issues campus-wide. The Library Assistant is also a member of AFT - Oregon Coast United Employees, Local 6020 union.

7.2   The library allocates human and financial resources effectively and efficiently to advance the library's mission.

Outcome: The Librarian participates in the budget process each year to inform resource allocation in order to meet the Library mission. Met. The Librarian meets with the Chief Academic Officer each Spring to review the proposed Library budget, and to make recommendations on changes and improvements.

7.3   The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

Outcome: The Library budget is in proportion to the overall College budget each fiscal year. Met. When looking at the Library budget compared with the College budget each year for the last four years, the Library was receiving a higher percentage in academic year 2015, which dropped in 2016, but has been stable the last two academic years at .54%. (1 and 2)

In 2015/2016 the College budget = $8,723,106 and the Library budget (excluding staff salaries and benefits) = $53,225 = 0.0061 or .61%

In 2016/2017 the College budget = $10,015,405 and the Library budget (excluding staff salaries and benefits) = $51,925 = 0.0052 or .52%

In 2017/2018 the College budget = $9,493,693 and the Library budget (excluding staff salaries and benefits) = $51,425 = 0.0054 or .54%

In 2018/2019 the College budget = $10,967,255 and the Library budget (excluding staff salaries and benefits) = $59,720 = 0.0054 or .54%

7.4   The library partners with multiple institutions to increase cost-effectiveness and to expand access to collections.

Outcome: The Librarian collaborates with outside partners to expand resources and minimize costs annually. The OCCC Library is an active member of the Chinook Libraries Network, the Lincoln County Library District consortium, and the Oregon Community College Library Directors Association, Oregon Library Association, the Association of College and Research Libraries, and the American Library Association. These partnerships provide cost savings and resource-sharing that couldn't be realized alone. For example, the Library is a member of the Chinook Libraries Network, sharing an online catalog with three public libraries and two other community college libraries. Through this partnership, our Library saves money and increases resource volume many times over.

8.   Personnel: *Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.*
8.1   Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.
Outcome: Faculty and students surveyed believe that the Library has sufficient personnel to meet their needs in a timely manner. Met. Students were polled in the spring survey with this question: "Do you feel that the Library has enough staff to meet your needs in a timely manner?" 34% said always, 58% said usually, and 7% said sometimes. This indicates that the Library may wish to do follow-up studies on adding additional personnel. (16)
8.2   Library personnel have education and experience sufficient to their positions and the needs of the organization.
Outcome: Library personnel have the education and experience required per their position descriptions. Met. Evidenced in position descriptions. (13 and 14)
8.3   Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
Outcome: All Library staff engage in one or more training opportunities each year that will enhance their job knowledge and skills. Partially Met. Some Library training has occurred in the past, for example the Library Assistant recently completed the ALA online course, Fundamentals of Cataloging May 20 - June 28, 2019. But training needs to happen regularly and consistently for all staff.
8.4   Library personnel engage with library student employees to provide mentoring and work that enhances the students' overall academic experience.
Outcome: The Library is a part of the College student-worker program and hosts one to two students each quarter. Met. The Library continues to mentor student workers, and in 2018/2019 we hosted two students.

9.   External Relations: *Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.*
9.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

Outcome: Library personnel participate with community and consortial library partners in events, meetings, and trainings at least annually. Met. This is met in numerous ways, for example, the Librarian attends the Oregon Community College Library Directors meetings quarterly, either virtually or in-person.

9.2   The library communicates with the campus community in a timely way using a variety of methods and evaluates the communication for effectiveness.

Outcome: Library staff survey faculty, staff, students, and the general public at least annually to evaluate Library communications from the users' viewpoint. Partially Met. A group of OCCC students were asked in an online survey about communication preferences in winter 2019. This type of survey needs to be expanded to include faculty, staff, and community members.

9.3   Library personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise.

Outcome: Library planning includes communication planning to target various audiences, messaging, methods, and continuous-improvement assessment. Met. User awareness is central to our messaging planning and the Library looks to technology and social media to reach users where they are.

a.   Explain the source of your data. Give a brief overview of each example you have provided. Sources of data and brief overview provided with each outcome, above.

b.   What does your data illustrate about student needs, the level and quality of service you provide, and the strengths or challenges you outlined above in Part One? The data shows that the library holds and provides access to the library and information resources in support of the college mission, core themes, programs and services. Library planning is user-centered, and students are using the collections, services, and spaces as a result of informed data.

c.   What opportunities for improvement are reflected in the data? Are there changes your area can make that would improve Student Success? How does the data inform your area's plans over the four-year program review period?

The evidence and numbers indicate some opportunities for improvement:
▪   One area for improvement is that the Library's physical space should feature connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
▪   Another area needing further evaluation was "Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students."
▪   Also, all Library personnel need to have regular and ongoing professional development, specific to library work.

- The library does a good job communicating with the campus community in a timely way—but we could do better assessing our entire community of patrons, not just students.
- The library needs to build a digital institutional repository to ensure access to unique materials.

1.   Use the attached Table I: OCCC Service Area Outcomes, Assessment, and Evaluation to list your Service Area Outcomes (SAOs) and the method you will use to assess your area's progress toward achieving each outcome. For each SAO, specify the following:

a. the core theme sub-objective supported by the SAO,

b.   the means of assessment you will use to evaluate your progress toward achievement of the SAO and the frequency of assessment (minimum once a year), and

c.   the threshold of performance you have set on each assessment that signifies achievement of your Service Area Outcome.

2.   How do your SAOs align with and support Oregon Coast Community College's Core Themes and/or Institutional Student Learning Outcomes (ISLOs)? The Library's Service Area Outcomes align with the following Core Theme and Sub-Objectives:

Core Theme: Student Success

Sub-Objective: Students feel welcomed, included, engaged, and supported.

Sub-Objective: Students progress/persist toward their educational goals.

Sub-Objective: Students experience academic success within three years.

Through the Standards for Libraries in Higher Ed, the Library advances our role as partners in educating students, achieving the College Mission, and positioning ourselves as leaders in assessment and continuous improvement at OCCC. ACRL defines outcomes as "the ways in which library users are changed as a result of their contact with the library's resources and programs." We strive to ensure that students are successful and persist toward their academic goals. (15)

3.   Describe how your service area plans to consistently engage in the discussion, review, assessment and revision of Service Area Outcomes.

Program review conclusions and recommendations will be discussed in Library planning meetings and reviewed annually in the Instructional Department budget and strategic planning process.

4.   (**Not Applicable in Initial Review Year One**). Attach or insert the results of your Assessment of your Service Area Outcomes (SAOs). Provide a brief summary of your assessment.

a.   Do the assessment results confirm your expectations? Why or why not?

b.   Are your assessments capturing the information you had hoped to obtain about your service area?

c.   What do the assessment results tell you about the level and quality of your area's services to students? What areas of potential improvement are indicated by the results?

d.　　How will you cause this improvement to occur during the next program review period? What changes will you implement in response to the assessment results?

e.　　How will you evaluate the impact of the change you have proposed above?

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Part Three: Service Area Program Plan

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1.　　Are there changes to your service area that you hope to implement over the four-year program review period to support student achievement of your Service Area Outcomes? Describe them here, with an explanation of how these changes would support your SAOs.

In response to SAO #2, the Librarian will be developing resource guides to provide guidance and multiple points of entry to information. These guides will be integrated into the Learning Management System using LibGuides with LTI. Students will have access to resources at the point of need, making it easier to access databases, eBooks, and other information.

In response to SAO #3, the Library's physical space could be improved with adequate and up-to-date equipment and furnishings. The Librarian will update the comprehensive plan to replace decades-old furniture and add newer computers, devices, and technology to our inventory, and bring this to the next budget meeting. This would support our SAO by providing safe environments conducive to study and research.

2.　　How will these changes improve the College's achievement of its two Core Themes, Student Success and Educational Pathways?

These changes will help the College with its achievement of the core theme of Student Success. Adding LibGuides to Canvas will support student research, allowing them to persist toward their educational goals and experience academic success. Updating the library learning environment also support Student Success, providing an intellectual commons where users interact with ideas to expand learning and create new knowledge.

3.　　How will your service area build on the existing strengths and/or opportunities you identified in part 1.3 over the program review period?

The largest strength of the OCCC Library is their relationship with the college campus and the broader community. The Library will continue to participate with community and consortial library partners in events, meetings, and trainings. The Library will

survey users at least annually to evaluate Library communications from the users' viewpoint. Library planning will include communication planning to target various audiences, messaging, methods, and continuous-improvement assessment.

4.   Over the program review period, how will you address any weaknesses or challenges you identified in part 1.4?

One weakness is the Library's lack of an institutional repository which would serve both the College and the community at large. The second weakness identified is that the Library would like to be in a better position to provide technology equipment, software, and training to students. Both of these challenges will be put on the OCCC Service Area Program, which is linked to the budget process.

5.   Based on your responses to questions 1-4 above, use the attached Table 2, OCCC Service Area Program Plan, Four-Year Program Review Period to identify three measurable goals your service area will undertake to achieve.   See Table 2.

Part Four: Identification of Future or Unmet Needs

If the achievement of a goal listed in question 5, Part Three, would require additional financial resources, or you have identified an unmet need in your area, complete Table 3: OCCC Service Area Program Plan: Identification of Future or Unmet Needs. If you are aware of a potential funding source for your request other than college general funds, identify the potential source.

1.   Describe each resource request. See Table 3.

2.   What measurable outcome will result from funding this resource request?

Goal #1: The College Repository
This will allow the College Library to meet Standard 5:
Outcome 5.3: The library builds and ensures access to unique materials, including digital collections. As the student population grows, the Library budget increases to build and grow resource

Goal #2: Acquire Turning Technologies Clickers for students
This will allow the College Library to meet Standard 5:
Outcome 5.2: The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically. Faculty and students access both physical and digital resources.

Goal#3: Replacement of decades-old furniture
This will allow the College Library to meet Standard 6:
       Outcome 6.2: The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings. The Library has a plan for furniture replacement and is considered in the Library budget each year.

3.   How will this request further college achievement of the College Core Themes and, through them, the fulfillment of the College Mission?
The College Repository provides a unique collection of materials specific to our local and College history. Faculty and students would have access to these materials for research and to further cultural enrichment. The Turning Technologies clickers would replace an older set for use in the classroom by instructors. The clickers provide a non-threatening learning activity. The furniture replacement provides adequate and well-maintained Library furnishings, encouraging students to use the Library for collaboration, research, and study.

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Table I: OCCC Service Area Outcomes, Assessment, and Evaluation				
Reporting Service Area: Library **Academic Year: 2019/20** **Program Review Year One**	**Core Theme Sub-Objective Addressed by SAO**	**Assessment Method**	**Frequency of Assessment**	**Threshold for Achievement of SAO**
SAO #1: Educational Role: Students are able to discover, access, and use information effectively for academic endeavors. Increasing numbers of students are able to search the databases and retrieve full-text documents to support their research projects each academic year.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	ACRL Survey	Annually	Percentage increases equal or greater than increase in student body increase.
SAO #2: Discovery: The Library develops resource guides to provide guidance and multiple points of entry to information. Students are able to access program and subject level LibGuides to locate physical and digital content.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	Spring Student Survey	Annually	Student Survey indicates 80% or better of students effectively using LibGuides within Canvas.
SAO #3: Space: The Library provides safe and secure physical and virtual environments conducive to study and research. Uses of the main Library and study rooms increase proportionately with annual student growth.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success	Gate Counter	Annually	Percentage increases proportionally to increase in student body increase.

	within three years.			
SAO #4: Collections: The Library provides collections that incorporate resources in a variety of formats, accessible virtually and physically. Faculty and students access both physical and digital resources.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	ACRL Survey/IPEDS	Annually	IPEDS indicates student usage of resources in various formats.
SAO #5: External Relations: The Library communicates with the campus community in a timely way using a variety of methods and evaluates the communication for effectiveness.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	Faculty and Student Surveys	Annually	Surveys indicate satisfaction with Library communications.

Table 2: OCCC Service Area Program Plan, Four-Year Program Review Period				
Reporting Service Area: Library **Academic Year: 2019/2020** **Program Review Year One**	Service Area Outcome Addressed by Goal	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO
Service Area Goal #1: To develop a Library digital repository that would be utilized by the college community and local libraries.	SAO #4: Collections: The Library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.	Evidenced	Annually	Equipment & software, and staffing secured, some collection in process.
Short-term (one year) Objective One: Secure funding				
Short-term (one year) Objective Two: Purchase equipment and software				
Service Area Goal #2: Purchase electronic devices for student use	SAO #4: Collections: The Library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.	Evidenced	Annually	Equipment purchased, processed, marketed, and in use by students.
Short-term (one year) Objective One: Secure funding				
Short-term (one year) Objective Two: Purchase, process, market devices				

Service Area Goal #3: Replace decades-old furniture to meet SAO, "The Library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.	SAO #3: Space: The Library provides safe and secure physical and virtual environments conducive to study and research.	Evidenced	Annually	Old worn out furniture replaced – along with increase in student usage of library.
Short-term (one year) Objective One: Develop a replacement plan				
Short-term (one year) Objective Two: Share with the budget committee				

Table 3: OCCC Service Area Program Plan: Identification of Future or Unmet Needs				
Reporting Service Area: Library **Academic Year: 2019/2020** **Program Review Year One**				
Resource Need:	Specific SAO Supported by Funding Request	Specific Core Theme Sub-Objective Supported by Funding Request	Requested Amount	Potential Funding Source
Personnel	Service Area Goal #1: To develop a Library digital repository that would be utilized by the college community and local libraries.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	$25,000 for P/T archives employee for 1 year to set up the system and archive the backlog	Budget
Facilities /Furniture	Service Area Goal #3: Replace decades-old furniture to meet SAO, "The Library's physical space features connectivity and up-to-date, adequate, well-maintained	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	Approx $3450 to replace 23 chairs and Approx. $3000 to replace four small tables and one large table in the study rooms --- Demco Total $6450 (5)	Budget

		equipment and furnishings.		
Equipment	Service Area Goal #1: To develop a Library digital repository that would be utilized by the college community and local libraries.	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	Scanner Approx $7995 plus shipping Large Document Solutions (7)	Budget or grant
Supplies				
Computer Hardware	Service Area Goal #2: Purchase electronic devices for student use	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their educational goals. Students experience academic success within three years.	Turning Technologies Clickers (17) Approx $110/each x 50 = $5500.00 https://www.turningtechnologies.com/turningpoint/	Budget or grant
Computer Software	Service Area Goal #1: To develop a Library digital repository that would	Students feel welcomed, included, engaged, and supported. Students progress/persist toward their	Software to provide the digital online library: Content dm (4) Quote Requested Approx $3500/yr Contentdm	Budget

	be utilized by the college community and local libraries.	educational goals. Students experience academic success within three years.	
Training/Professional Development			
Other (e.g. promotion)			
Total Requested Amount		$48,445	

References

1. [ACRL Survey, 2018](#)
2. [College Budgets](#)
3. [College Mission and Core Themes](#)
4. [Content dm](#)
5. [Demco Library Furniture](#)
6. [Infographic Example](#)
7. [Large Document Solutions](#)
8. [Learning Express Training Flyer](#)
9. [Library Equipment & Furniture Replacement Plan 2017](#)
10. [Mental Health Flyer](#)
11. [NMC Horizon Report](#)
12. [NWCCU Accreditation Standards](#)
13. [Position Description, Library & Information Services Manager](#)
14. [Position Description, Library Assistant II](#)
15. [Standards for Libraries in Higher Education](#)
16. [Student Survey](#)
17. [Turning Technologies](#)