SPARC – Service Areas (Updated 11-23)

**Service and Program Area Review - Comprehensive
Template and Instructions**

INSTRUCTIONS:
Please find below the form that includes the specific elements that should be included in your Service Area 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. Service Area Review conclusions and recommendations will be discussed and reviewed in department, division, College, and budgeting and strategic planning processes.

Service Area Review

Due Date: August-September of the Academic Year Assigned
Submission year: July 2024
Program Name: Library Services

 Instructions: SPARCs are due in August/September of the scheduled year. They consist of:
- a look back and evaluation of assessment outcomes and goals/objectives from your previous SPAREs (annual reports)
- identification of long-term goals (upcoming four year cycle) and short-term objectives (to support the achievement of these goals)
- funding requests for the next fiscal year, subsequent to the reporting year.

Supervisor Review Date and Signature:

Part One: Service Area Overview

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 OCCC Library acquires, curates, and provides access to library collections in support of teaching and learning. We provide safe and welcoming physical and virtual learning environments promoting study and research.   The Library helps students feel welcomed, included, engaged, and supported through the collections, services, and spaces we provide. The Library supports the College mission by developing and supporting information literate

students who can discover, access, and use information effectively for research and beyond.

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.

Position type:	# of positions:	
Classified: Full time	1	The Library Assistant provides circulation services, technical processing of materials, and user access assistance.
Classified: Part-time permanent	0	
Classified: Part-time hourly	0	
Student workers	0-1	Student workers assist with clerk-type jobs such as reshelving, assisting with technical processing, and special projects.
Administrators	1	The Library Director 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.

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?
   - One of our strengths is embedded in the Library Mission Statement—it is the provision of comprehensive Information Literacy instruction and support. This is accomplished in a variety of ways: through the LIB 101 Research Skills class taught by the Librarian, library instruction in the classroom (one-shots), individual reference support, and LibGuide Research Guides. There are many opportunities for continued growth in all of these areas.
   - Another of our strengths is our collection of eResources. The librarians began to slowly build the electronic resources starting with databases provided by the Oregon State Library. Contingency planning indicated a need for further

development as we answered the question, "How would we operate if we couldn't be in the building?" We had our eLibrary fully functional in the Fall of 2019-- we couldn't know that just a few months later we would be fully online as the College closed its doors due to Covid19. There are additional opportunities to provide instruction around our eResources, in areas that meet students at their point of need.

4. Over the same period, are there particular weaknesses you may see in your service area? What challenges may exist for your area?
   ▪ In the July, 2019, SPARC, we noted that one of our weaknesses was our ability to provide technology to faculty and students in a larger way. This continues to be a weakness and an area of focus.

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.

    a. Explain the source of your data. Give a brief overview of each example you have provided. The Library has done a Student Survey in the Spring of each year since 2014. The source of data is from the Spring 2024, survey, attached.

Question 1: Several studies show correlations between students' use of academic libraries and positive changes in their grade point averages. Which of the following do you think help students succeed? The choices were laptops, study rooms, library computers, library resources, help from Library Services, and reference help from the librarian. The majority at 74% chose all of the above; the next largest choice were study rooms at 47%.

Question 2: The Library provides services that help students stay in school and finish. Eighty-six percent of students agree or strongly agree with this statement.

Question 3: The Library protects each library user's right to privacy and confidentiality. How important is your privacy? Of the 79 responses, eighty nine percent thought it was very important or extremely important.

Question 4: The Library provides safe and secure environments conducive to study and research. Ninety-four percent of students agreed or strongly agreed with this statement.

Question 5: OCCC Library personnel are sufficient in quantity to meet the needs of students. Nearly 52 % strongly agreed with this statement, indicating room for improvement.

Question 6: Do you think that academic libraries support student learning in areas that employers seek, such as: critical and creative thinking, written and oral communication, and lifelong learning? Of the 79 responses, an overwhelming 95% agreed.

Question 7: If you received help from the Library that made you feel supported in your time at the College, would you tell us about it?

"I have been helped a lot by the ladies at the library! I first time I used their services was back in 2020 when I was finishing my GED. My house had burned down at the start of 2020 and they supported me by lending me a laptop so I could continue studying. These last few terms I have checked out a laptop again so I can keep all my work in one place and can work when I am not at home. I also use the study rooms after classes to do some school work and they are so helpful to me! The databases are hard for me sometimes and I really value that they have always been there to answer a question about a source and help me find sources. Lastly, the people working at the library are just so kind. I feel very comfortable talking to them and I will often wander over there just to say hello! In conclusion the resources

provided at the library have helped me when I have been struggling and have helped me feel comfortable at the college, and I really value that."

"I do not own a computer, so borrowing one from the library was important for my success. Also for a painting class, I needed to borrow several art books from the library and the librarian Shannon helped me with this process."

"I have received much help from library services, books, laptops, and study rooms. I have received articles that are crucial to the success of my classes. They are very friendly and always willing to help."

"I could not afford a computer at the time when I first started classes, not only was I able to use that computer for the first term. I was so glad to see I was able to use another computer a year later. The Library has not only been able to help with computer situations, but also with textbooks, online resources through our databases, and calculators! Which I have been able to use throughout my time so far at occc. Textbooks are expensive and so are those calculators. Thank you !!"

"Study rooms! With the chaos of home life, having somewhere dedicated, private, and quiet to study is an amazing resource."

"I used to use the study rooms a whole lot and they were so helpful because I find myself getting distracted when I am HOME doing the work. Also one time I needed a phone charger and they gave me one for the day which was so nice of them. Also, the library has one of the two sofas on campus which I nap on a little bit when I get out of tough classes. ALSO, I got one of my textbooks from there which would have set me back 200 dollars US, but instead I got it for free ninety nine. Kind regards."
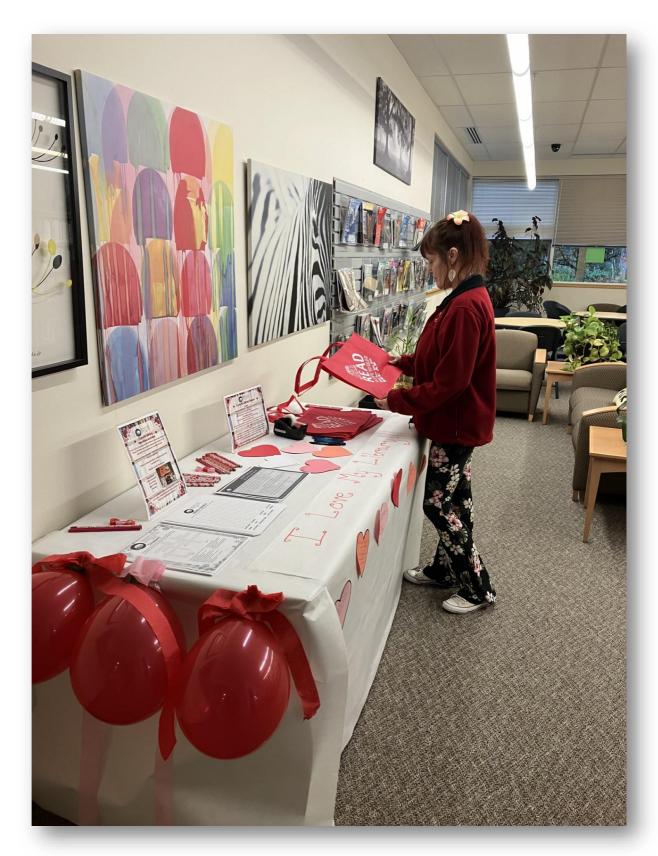
"I received a prompt response during my first quarter of classes from Librarian and that made good first impression. I used the online media source material for several courses that I have taken and find that extremely helpful that it is so accessible."

"Yes. As a nursing student, the help and support from the librarian and the staff have helped me pass my theory classes in nursing. These classes involved extensive research papers!!"

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?

Question #1 was there to find out which resources students value that help them succeed in college. The majority of students chose all of the choices, but study rooms and laptops were crucial. Students know that Library support means completion. Question #3 reminded students of the importance of privacy and confidentiality – something we strive for in every area of our service. We asked about our online and physical study spaces – students agree they are safe and secure at over 90% -- we're doing a good job. Question #5 was to see if students felt that staffing was appropriate-- and we would've liked to have had results of 80% or better indicating that we were sufficiently staffed. Instead that number was at just over 51 percent-- there is room for improvement. Both the numbers and the comments spoke to the strengths of our Information Literacy instruction and support and our eLibrary. Technology such as laptops continue to be important, but it is a Library weakness, and we saw no improvement last year.

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?

We have opportunities to increase staffing and technology in the short-term, and the potential of additional study spaces in the next three years. Students are requesting spaces for study and collaboration, and as we move into some college-wide remodeling, we need to regain our focus on academic supports.

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Part Two: Reporting on Past Period's Service Area Outcomes, Assessment, and Evaluation

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1. Use the attached **Table I: OCCC Past Period Review of Service Area Outcomes, Assessment, and Evaluation** to list your *past period* Service Area Outcomes (SAOs) and the method you used to assess your area's progress toward achieving each outcome. For each SAO, specify the following:
    a. the core theme sub-objective that was supported by the SAO,
    b. the means of assessment you used 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 established for each assessment that signifies achievement of your Service Area Outcome.

2. How have your SAOs aligned with and supported College Core Themes and/or Comprehensive Institutional Learning Outcomes?
    Core Theme 1 - Student Success: "Students feel welcomed, included, engaged and supported."
    All of the Library's SAOs promote student success, whether through academic supports such as calculators, course reserves, eResources, laptops, research help, and study spaces or whether it's through one of our many spots for connection and engagement (activities, candy, contests, displays, newsletters, programming, and so forth).

3. Describe how your service area consistently engaged in the discussion, review, assessment and revision of Service Area Outcomes.   It's an annual requirement, so the Librarian completes the SPARE or SPARC each year and plans for the assessments.

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? Most of our results were evidence-based assessments, and one supplied with vendor reports. We were expecting to provide students with laptops and a new display which could be kept in the library and rolled into the Commons, but both were denied, for reasons unknown.

b. Are your assessments capturing the information you had hoped to obtain about your service area?   We assess collections, services, and spaces continuously for use in the annual ACRL Survey and IPEDs. In addition, we send out a Student Survey in the Spring each year to hear the students voices directly.

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?   The results tell us that students appreciate and value library collections, services, and spaces. They realize that the support they get from the library helps them achieve their academic goals.
Since the previous SPARC that was done five years ago in 2019, none of our goals that required College funding were approved. And in the last academic year, the two goals that were tied to library budget requests were denied; therefore it might be better to select goals without any money-ask attached.

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?   In Part Three, I will create outcomes that do not require funding, such as goals around circulation and resource usage. We will also continue the Spring Student Surveys to hear directly from students around a variety of topics.

e. How will you evaluate the impact of the change you have proposed above? Our assessments will be data-driven where we can ascertain the impact, or through a student survey where we can hear directly from the students on what is or is-not working.

Part Three: Development of Next Four-Year Service Area Plan

1. Are there changes to your service area that you hope to implement over the four year 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.   As a part of the bond measure, the Library is hoping that there will be some positive changes in our space for students as they collaborate, research, and study both alone and in groups. We are also hoping that an Academic Technology Center (ATC) might be designed and built, similar to what Lane Community College uses (https://inside.lanecc.edu/atc). The ATC provides support services, workshops and training, self-help, digital tool hub, equipment checkout, and Student Worker Training.

2. How will these changes improve the College's achievement of its two Core Themes, Student Success and Educational Pathways? Core Theme 1 - Student Success: "Students feel welcomed, included, engaged and supported." Students need places where they are welcomed and included that support their academic journeys. Increasing the spaces where students can meet together to research and study would be beneficial. The ATC would provide the support services that are currently lacking today.

3. How will your service area build on the existing strengths and/or opportunities you identified in part 1.3 over the review period?   Instructional support around eResources will need to be increasingly innovative to reach students right where they are. This might mean use of AI in providing Information Literacy instruction and support.

4. Over the review period, how will you address any weaknesses or challenges you identified in part 1.4? Supplying technology to the classroom, instructors, and students through the ATC will directly address our current weaknesses in this area.

5. Identify two or more long-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for

students at the College.   The OCCC Library continues to use the Standards for Libraries in Higher Education (attached) as a part of their program review to provide structure and to present evidence as a part of this 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 our Library.

6. Based on your responses to questions 1-5 above, use the attached **Table 2: OCCC Update to Service Area Plan, Upcoming Four-Year Review Period** to identify three measurable goals your service area will undertake to achieve or continue to work on achieving, and the two long-term objectives you have identified to support equity and inclusion.
    a. Specify which Service Area Outcome is supported by your program plan goal.
    b. Identify at least two interim objectives necessary to make progress toward the achievement of each goal you have identified above.
    c. How will you measure or assess your area's achievement of this goal?

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 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.   (None).

1. Describe each resource request.

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

3. How will this request further college achievement of the College Core Themes and, through them, the fulfillment of the College Mission?

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Table I: OCCC Past Period Review of Service Area Outcomes, Assessment, and Evaluation					
Reporting Service Area: Library Services **Academic Year:** 2023_24 **Review Year One**	Core Theme Sub-Objective Addressed by SAO	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO	Evaluation of SAO
SAO #1: Working with the Finance and IT directors, purchase five laptops from the new budget account as a part of the new stepped process for sustainable technology in the Library's long term technology plan.	Core Theme 1 - Student Success: Students feel welcomed, included, engaged and supported.	Assessment: Student satisfaction on a survey. By the end of the fiscal year, were the laptops purchased and put into service. When surveyed, were students satisfied with the service?	Annually.	The threshold was 80%-- was a minimum of five laptops per year purchased and put into service for students? And did 80% or better of students	Not met. The budget line was set up, but the VP of Academic & Student Affairs denied the purchase without explanation.

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				admit satisfaction?	
SAO #2: As part of our two-year plan, the Library will acquire a second mobile display unit to showcase books and other resources, highlighting subjects of equity, diversity, and inclusion value to the campus community.	Core Theme 1 - Student Success: Students feel welcomed, included, engaged and supported.	Assessment: Survey. Was the second display unit purchased and put into use, And then on a survey did students at 80% or better say that the display make them feel welcomed, included, and engaged?	The end of year 2.	80%: was the second display unit purchased, and did 80% or better say the display made them feel included and engaged?	Not met. The requisition was sent for approval with monies designated. But the VP of Academic and Student Affairs denied the request saying he did not want additional library materials in the Commons.
SAO #3: The OCCC Library will partner with other Lincoln County libraries to provide programming around a diverse author in the Fall of 2023.	Core Theme 1 - Student Success: Students feel	Evidence based: did OCCC Library participate with other local libraries to host "Lincoln County	Once, at the end of calendar year 2023.	The threshold was 100%-- did the College Library participate in	Met. The OCCC Library Director and Library Assistant participated in

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	welcomed, included, engaged and supported.	Reads" featuring a diverse author?		author programming?	planning Lincoln County Reads, Nov 2023. The Book chosen was "As the condor soars."
SAO #4: Database reports indicate an increased usage of main database, Academic Search Premier.	Core Theme 1 - Student Success: Students feel welcomed, included, engaged and supported.	Assessment: Usage reports for 2023_24 academic year, and prior year.	Annually, at the end of the academic year.	The threshold: usage increases a half percent per year.	Met. The vendor usage report shows total requests in 2022_23 at 6754, and the total requests in 2023_24 at 7138, which is a 0.95 percent increase.

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	Table 2: OCCC Update to Service Area Plan, Upcoming Four-Year Review Period				
Reporting Service Area: **Academic Year:** **Review Year One**	Service Area Outcome Addressed by Goal	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO	
Service Area Goal #1: 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.					

Short-term (one year) Objective One: 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.	SAO1	Counter 5 reports from database vendors.	Annually.	Looking for a one percent increase each year.
Short-term (one year) Objective Two: Library personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies. Outcome: The librarian	SAO1	Evidence based—does the LIB 101 class run annually (Fall)?	Annually.	LIB 101 taught annually.

offers LIB 101 at least once per academic year. Outcome: the librarian offers LIB 101 annually.				Target: 15 students.
Short-term (one year) Objective Three: The Librarian offers a growing number of 'one-shots' in the classroom each term	SAO1	Evidence based: from ACRL survey, the number of one-shots increases each academic year.	Annually.	Target: all gateway classes.
Service Area Goal #2: Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.				
Short-term (one year) Objective One: The library spotlights portions of the collection with a focus on diversity and format. Outcome: the library continues to provide displays each month with a focus on diversity, equity, and inclusion.	SAO2	Evidence based: listing of multi cultural/DEI displays.	Monthly.	Target: the library continues to provide educational displays each month.
Short-term (one year) Objective Two: 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.	SAO2	ACRL Survey.	Annually.	Proportional increase between FTE and resource budget.
Service Area Goal #3: 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.				

Short-term (one year) Objective One: 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.	SAO3	Main stacks gate counter and study room reservation logs.	Annually.	Proportional increase between FTE and library space usage.
Short-term (one year) Objective Two: 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.	SAO3	Student Survey	Annually.	Threshold of 80% of students are satisfied with library spaces.

Table 3: OCCC Service Area Plan: Identification of Future or Unmet Needs				
Reporting Service Area: **Academic Year:** **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				
Facilities				
Equipment				
Supplies				

Computer Hardware			
Computer Software			
Training/Professional Development			
Other (e.g. promotion)			
Total Requested Amount			