

Student Services Program Review (Library) Latest Version

Student Services (1) - Program Description First Submission: Version by Chung, Lynn on 08/30/2024 21:09

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

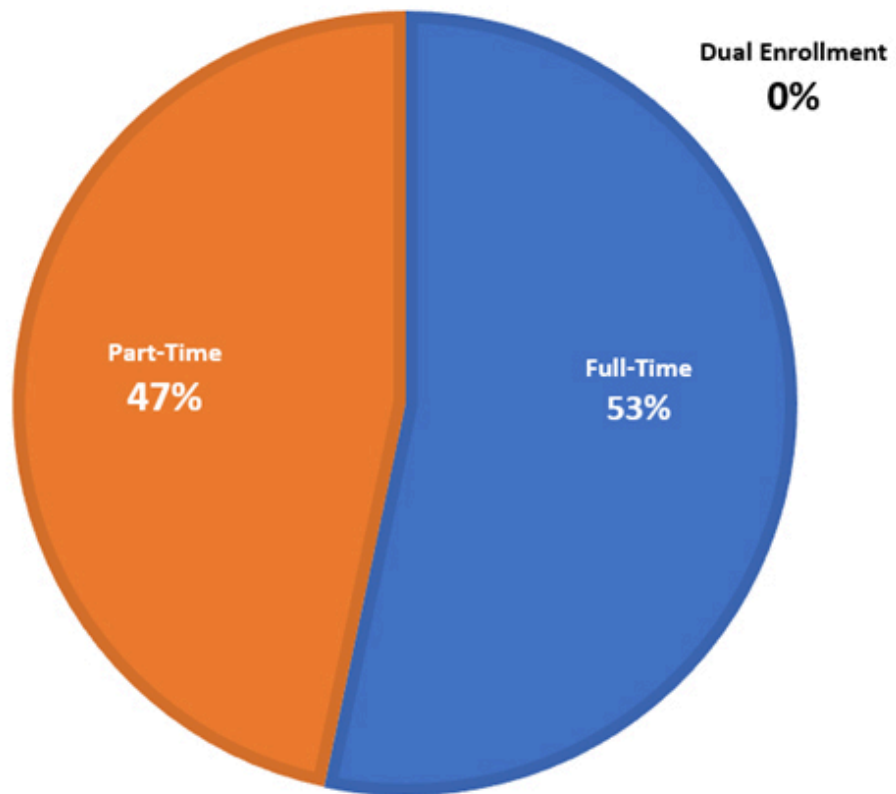
Compton College Library supports the College's mission, goals and curriculum by providing high quality resources that respect the diversity of the campus community. It supports all five goals of the strategic initiatives of increasing student engagement, continually improving teaching practices, improving instructional programs, and providing a supportive and welcoming environment where students can study collectively or individually to accomplish their goals by providing resources and supplemental academic support services that implement and complement the curriculum. The Library further provides avenues for accessing information for student learning and research to promote an enhanced learning environment.

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

The Library serves a diverse student population that has continued to struggle to return to pre-pandemic numbers. Data collection retrieved for academic years 2021-2024 through the online Library Satisfaction Surveys is subsequently impacted by several factors; these include an absence of survey distribution for 2021-2022 as the department readjusted to returning to campus after COVID, as well as lower library patronage generally and low survey participation specifically. Survey participation throughout 2021-2024 was low in proportion to actual students served; aggregated Library usage data drawing from Cranium Café, Library email, the online Library Help Desk Statistics form, and Circulation statistics identifies over 2,589 students served during this period. In comparison, only 39 students participated in the surveys distributed in this time frame. The Library's student population data should therefore not be viewed as fully representative, but rather a snapshot of its patrons throughout a transitional period of recovery.

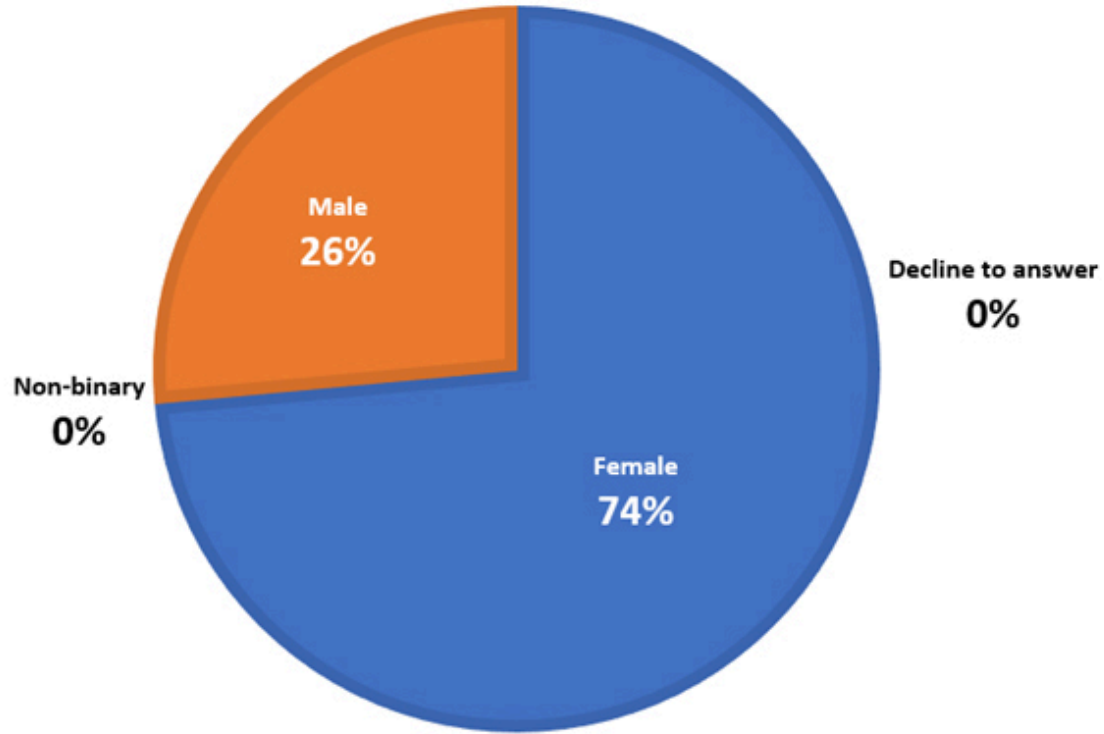
Based on survey responses, the Library's student population throughout this three-year period was comprised of majority female students, with an even distribution between full-time and part-time status. Most of this population is between the ages of 18 through 34 years old and identifies as African American or Hispanic.

STUDENT STATUS



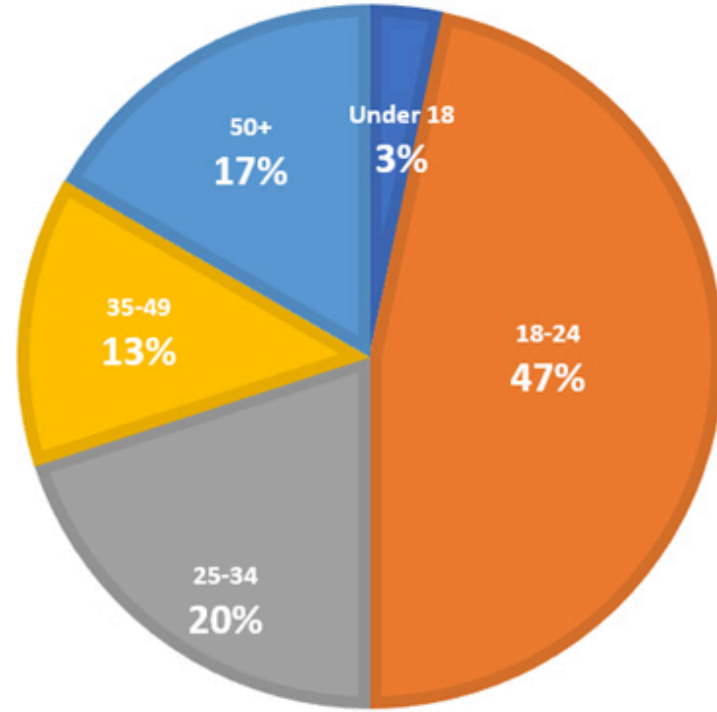
■ Full-Time ■ Part-Time ■ Dual Enrollment

STUDENT GENDER

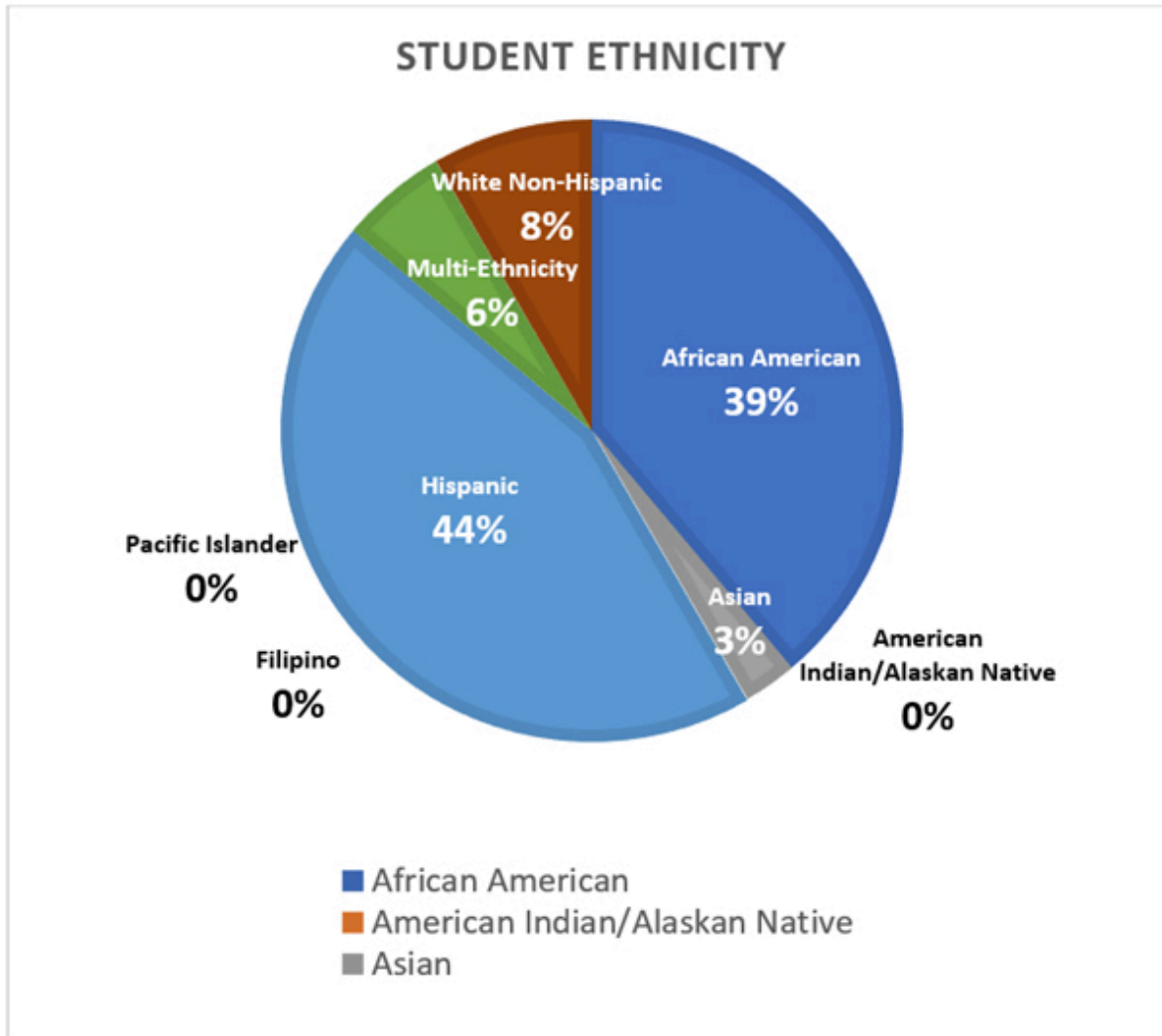


■ Female ■ Male ■ Non-binary ■ Decline to answer

STUDENT AGE



■ Under 18 ■ 18-24 ■ 25-34 ■ 35-49 ■ 50+



c) Describe how interaction with the program helps students succeed or meet their educational goals.

The Library offers both instructional and non-instructional services. Library faculty teach credit classes and orientation workshops that align with the Library's student learning outcomes, the Association of College and Research Libraries (ACRL) Information Competency Standards for Higher Education, and the information literacy needs articulated by departments or individual discipline faculty members. Library faculty also provide individualized reference service to all users. Non-instructional services provided by librarians include acquiring and organizing the Library's resources in response to the curricular, intellectual, and social needs of Compton College's diverse students and faculty. The Library also provides access to materials including print books and course reserve textbooks, electronic books and periodicals, online multimedia resources, and reference help needed to pursue academic success. By using the materials and services provided by the Library, students can complete their assignments, perform research on and off campus, and broaden their experiences through recreational reading. Library orientations and the Library 101 class also help students learn how to find, access, evaluate, and cite information.

d) How does the program interact with other on-campus programs or with off-campus entities?

The Library maintains reciprocal loan agreements with the libraries at El Camino College and California State University Dominguez Hills. Other on campus programs interact with the Library in various ways, including Library orientations for various classes throughout the year, the LIBR 101 course, and by encouraging faculty to recommend materials both individually and through the Library Advisory Committee, comprised of faculty from each division. Virtual workshops on library research topics are also held through Zoom as part of the Library series and/or in collaboration with the SSC's Research Paper Bootcamp series. Single events featuring external speakers, such as the digital resources workshop by the County of Los Angeles Public Library, are also offered.

Librarians work closely with faculty to promote student learning and help students succeed in their classes, most notably through the Library Advisory Committee. Faculty input is sought in collection development regarding titles to be added or removed from the collection and in promotion of Library resources, spaces, and services to their students. Students in online classes and others who wish to use the resources off campus have access to online databases, the online catalog, and thousands of e-books and streaming video. The Library's collection can be accessed through the Library's webpage <http://www.compton.edu/library/> via the Compton College website.

Students and faculty may also access the Library's webpage and supplemental learning resources—including curated videos, handouts, and websites—through the Canvas Library Resources Repository using their MyCompton account. Other information relating to hours of operation, announcements, subject pathfinders, and other library services such as an online tour of the building and online chat with librarians and library staff, is also available through the Library webpage.

e) List notable achievements that have occurred since the last Program Review.

Since the last Program Review, the Library has made several notable achievements in numerous areas:

- Hiring of a new library clerk;
- Acquisition and implementation of EZ Proxy, eliminating the need for individual login credentials specific to each different database;
- Acquisition of new streaming video science database JoVE;
- Acquisition of UV Tech Tub, a sterilization container for print materials and physical items;
- Introduction of a new program, the Library Bookmark Design Contest;
- Presentation of virtual video workshops on research and plagiarism via Zoom;
- Removal of book drops located outside of the L-SSC entrances, eliminating a physical obstruction to the building;
- Introduction of free testing materials;
- Multiple Library research video tutorials were updated and published through YouTube;
- Library staff participated in various professional development activities such as conferences, webinars, and workshops;
- The Library webpage was updated and maintained, eliminating and consolidating various pages to streamline efficient navigation; these include removal of the e-Reserves page and Library Staff page, in addition to the creation of the Library Survey Results page and Library Events page.

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

There are several recommendations made that have not yet been implemented due to lack of approval when submitted in the annual plan. More security cameras are urgently needed inside the building, particularly by the book stacks where staff have no visual access, as well as near the staff door by lounge; these are high priority needs that need approval following theft and damage to library property, in addition to posing security risks to staff members. Room 134 is underutilized and should be repurposed as a new space for the Archives. A Public Service Announcement System is also still needed to ensure efficient communication to all students, faculty, and staff within the building during emergencies, and especially around closing time. Electronic boards are needed in the building to post announcements and direct the community when activities and programs are being held.

Goals and Objectives	Met	Not Met
2024-2025: Students will be able to determine their information needs and be able to apply their information discoveries to meet their academic goals and for life-long learning	Met	Not Met

Goals and Objectives	Met	Not Met
Support the success of all students to meet their education and career goals.	Met	Not Met
2024-2025: Students will be able to identify the resources available to them and be able to utilize these resources to meet their academic goals.	Met	Not Met
Support the success of all students to meet their education and career goals.	Met	Not Met

Student Services (2) - Program Environment First Submission: Version by Chung, Lynn on 08/30/2024 21:09

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The Library is located on the first floor of the Library-Student Success Center (L-SSC). Its resources include the following:

- approximately 38,000 print book titles in the Reference, Reserve, and Circulating collections;
- access to over 173,000 electronic books (EBSCO ebook collections);
- 250 books on CD;
- 200 children's print books (mostly of interest to Child Development students, although other users, such as students who have young children or English language learners do use them);
- Subscriptions to fifty print periodicals and five newspapers;
- 42 online research databases (EBSCO, Proquest, etc.) – 20 of which are provided by the CACCL consortium;
- A streaming video service (Films on Demand) of over 48,000 videos, documentaries, and clips;
- A computer lab (Room 130) with 18 computers. These are primarily used for bibliographic instruction (Library Orientations); students with routine computing needs are directed to the much larger Computer Lab located upstairs;
- six computer stations for accessing the online catalog, including two dedicated for students with disabilities;
- A large reading area that houses the book stacks, the Reference Desk, Circulation Desk, one photocopier, and one printer/copier;
- Six study rooms, three on each side of the main library floor, allow groups of students to confer without disturbing other Library users. These rooms are also available for individual students desiring to study in additional quiet.
- Testing supplies (Scantrons, blue books, pencils) provided for free to current students.

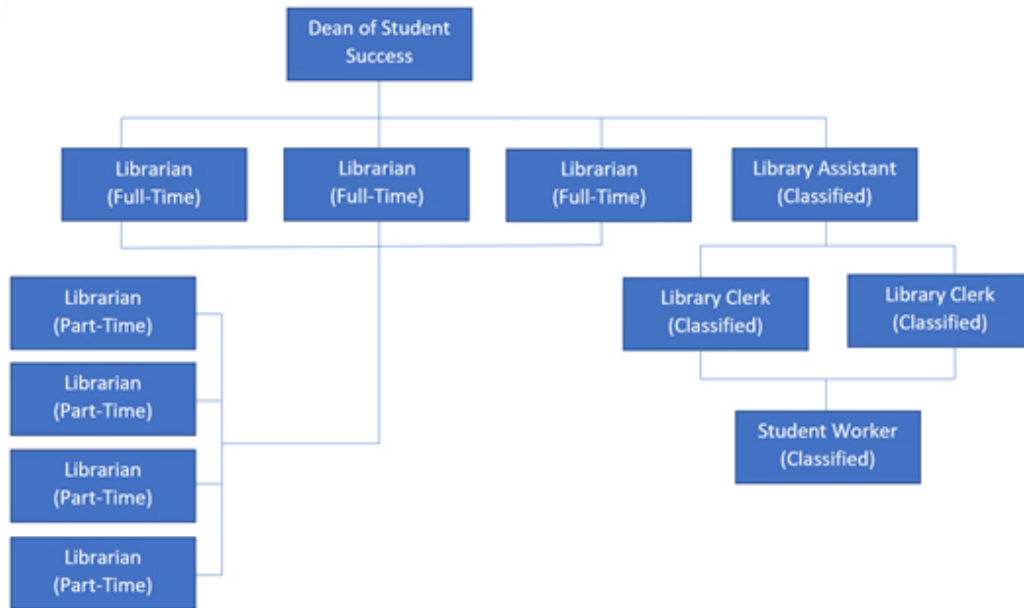
Outside the Library proper, the first floor also contains:

- The Archives collection located in a separate room inside Room 108, which consists of historical materials and artifacts depicting the history of the college;
- Room 108, with 30 computers originally meant for bibliographic instruction but are now being used for institutional training;
- An art gallery that provides a venue for art exhibits for students, staff and the community;
- Display cases available to campus departments.

The program has adequate resources overall and purchases new materials in response to emerging needs identified by faculty, staff, and students.

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The Library staff is comprised of three full-time librarians, four part-time librarians, three full-time classified staff, and student workers when available.



c) Describe the personnel needs for the next four years.

With the departure of one part-time librarian for retirement and two of the remaining part-time librarians of retirement age, at least two new adjunct hires are needed to fill these positions within the next four years.

d) Describe facilities needs for the next four years.

- Room 134 is underutilized, often serving as overflow storage for various campus department or as a secondary space for various PD training or other programs external to the Library. Instead, Room 134 should be repurposed as a new space for the Archives, as it provides the necessary temperature-controlled environment, space, and improved accessibility for archival storage and use by library staff, students, faculty, and other visitors from the community.
- Replacement of current emergency exit alarm batteries or emergency alarm system to improve safety of patrons and prevent theft/damage to campus property.
- Additional security cameras or replacement of security camera system to improve safety of library visitors and staff, in addition to preventing theft or damage to campus property with expanded surveillance.
- Public announcement system should be installed to enable transparent and timely communications throughout the building that addresses closures and operating hours, program announcements, and health/safety risks in case of emergency.
- Replace faulty lighting in the Library permanently,
- Lower the ceilings in the study rooms and/or adding acoustic tiles to help muffle sound; sound from the study rooms carries loudly throughout the building and prevents students from practicing presentations or viewing lectures without disturbing other patrons inside the Library.

e) Describe the equipment (including technology) needs for the next four years.

The Library has several equipment/technology needs that should be addressed:

- One flatbed scanner to enable digitization of the Library's archives, as well as enable accessible student use of resources;
- Two Archive bookshelves to provide much needed additional storage to support expansion of campus archives;
- Two low shelving units are needed to display and highlight rotating special collections (e.g. ethnic groups, LGBTQBT+, local or California history, visiting speakers, et al.);
- Six handheld barcode scanners to enable efficient scanning of library resources without restrictions of wired attachment, as well as supporting lower mobility library staff;

- One 360 camera for use in enabling student outreach through design of virtual tours through the Library and campus, as well as supporting Library programming;
- One or more copy machines, to replace the one removed and the other nonfunctional machine;
- LED information monitor to provide information display guiding student, faculty, staff, and visitors towards the appropriate program and department.

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

The Library's operating hours throughout the academic year fluctuated over the past three academic years according to changes in response to student presence on campus, which were affected by the pandemic early on. Onsite activity by the end of the 2023-24 academic year remained below pre-pandemic levels.

Generally, the Library's operating hours are Monday through Thursday, 7:30 a.m.-6 p.m., Friday 7:30 a.m.- p.m., and Saturday 8 a.m.-1 p.m. during regular semesters, for a total of 55.5 hours per week. Hours are modified during summer and winter sessions due to the shorter schedules. These hours offer access to resources and services that address the needs and schedules of students, faculty, staff, and community members.

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

The COVID-19 pandemic affected the operation of the Library starting in March 2020. In response to changing institutional policies prompted by state and federal health and safety guidelines, the entire campus, including the Library, was closed to students and all but "essential" employees. Instruction was provided via remote learning (Zoom teleconferencing, etc.). The Library switched to a chat service (ConexED) for reference and information interviews, Zoom was used to conduct library orientation sessions and Library 101 classes. Students were directed to use the Library's collection of Ebooks in lieu of print book access. The publisher-aggregators VitalSource and RedShelf provided free online access to textbooks, and students were encouraged to take advantage of these services.

In Fall 2021, as infection levels decreased and vaccines became available, the campus and the Library cautiously began to reopen to in-person use, and has by the 2023-2024 academic year been able to return to offering its full pre-pandemic resources and services. Many online services introduced during the closure have remained; all reference librarians can be accessed via ConexED, as well as by phone, email or in person, during their reference desk shifts. Faculty members may request that orientations be provided in the Library (Room 130), in the classroom, or remotely by Zoom.

Actual in-person use of the library, however, is still not as robust as pre-2020. Before, nearly every seat was filled with students. Even with the complete reopening and adjustment of the campus, the Library remains about one-third full at the peak of the day. Also, much of the library use in the past was at the photocopiers, as students who had no textbooks would check out one of the Library's reserve textbooks, and wait in line to copy their assignments for the book. With the increasing use of rental textbooks, online textbooks, and additional provision of access to those who can't afford them (EOPS, Student Equity, etc.), this activity has basically dried up. In fact, the Library no longer actively buys textbooks for its reserve collection, although faculty members are still welcome to leave their personal copies of books at the Library for their students.

Student Services (3) - Service Area Outcomes (SAO) First Submission: Version by Chung, Lynn on 08/30/2024 21:09

a) List and describe the program's SAO assessment results.

SAO #1: All students accessing Library resources and services will be able to determine their information needs.

SAO #2: All students accessing Library resources and services will be able to apply their information discoveries to meet their academic goals.

In addition to SAOs, the Library program offers LIBR 101 and LIBR 110 courses and have established SLOs. The curriculum of the LIBR 101 class is built around the Information Literacy Competency Standards for Higher Education established by both the Association of College & Research Libraries (ACRL) and adopted by the Council of Chief Librarians – California Community Colleges (CCLCCC), the California Community Colleges, the California State College System and the California State University System.

STUDENT SURVEY RESULTS

Chart 1. Preferred Modes of Library Access

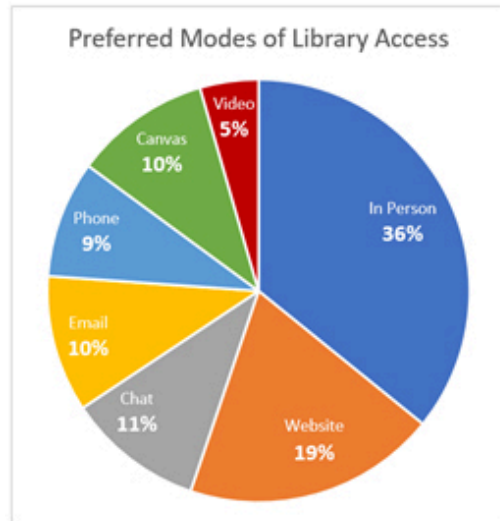


Chart 2. Preferred Resources

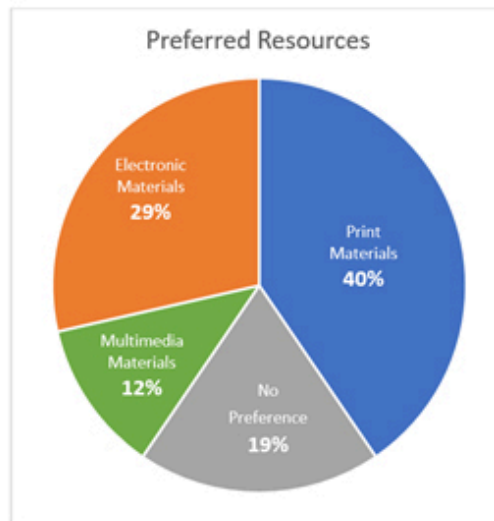


Chart 3. Library Usage Reasons

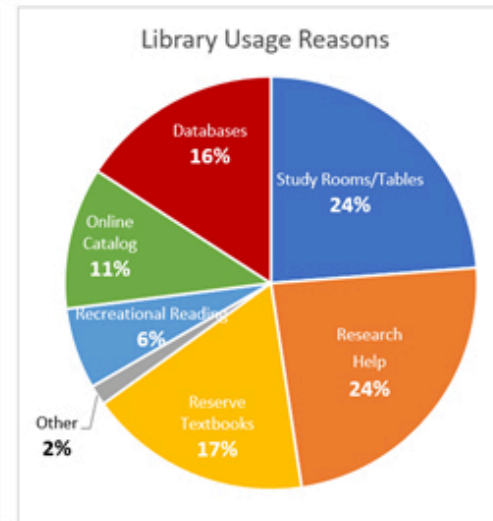


Chart 4. Library Usage Hours

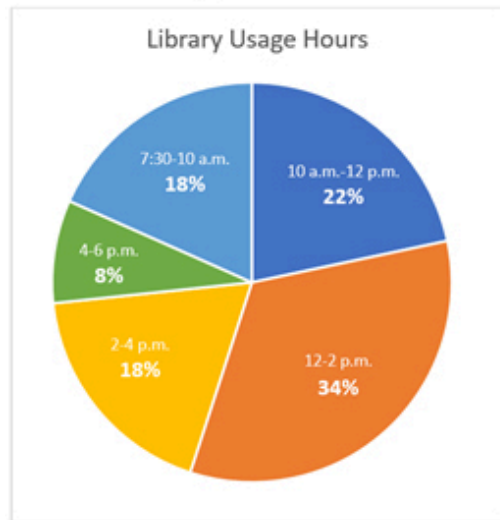


Chart 5. Print Resources

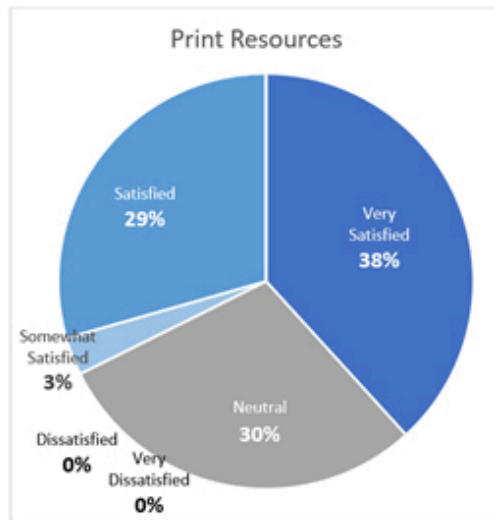


Chart 6. Electronic Resources

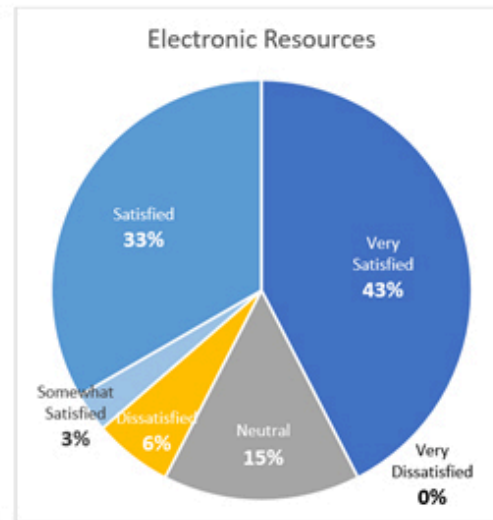


Chart 7. Library Service

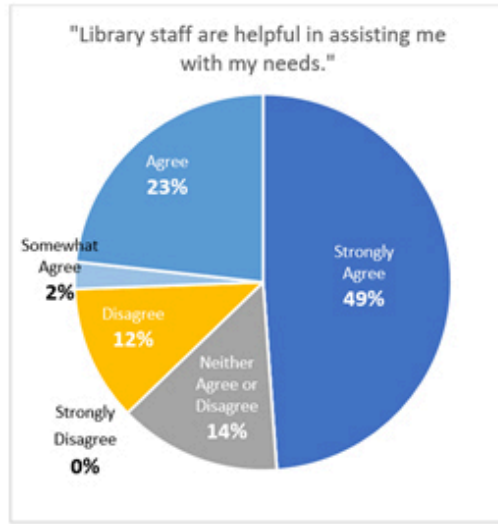


Chart 8. Library Facilities

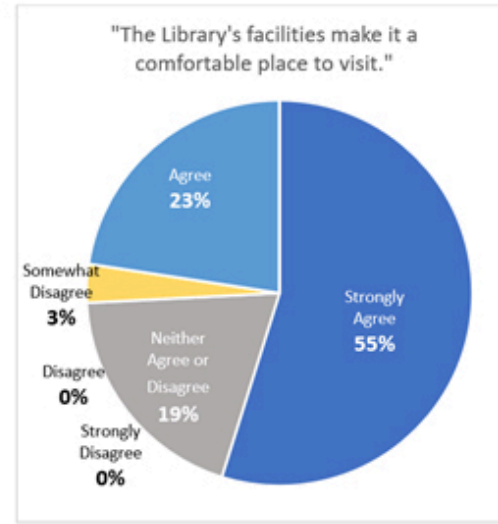
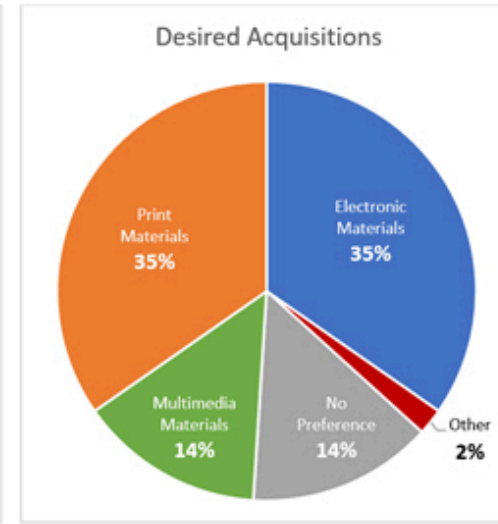


Chart 9. Desired Acquisitions



b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

SAOs were originally developed through the previous partnership with El Camino College, later modified through collaboration among Compton College Library faculty.

c) How often are the SAOs assessed and who is engaged in the discussion?

SAOs are assessed in the Spring semester of each academic year. Students, faculty, and staff are administered surveys through Institutional Research via Qualtrics. Once the results are collected, Library faculty and staff discuss changes needed to improve patron satisfaction.

d) What has been done if the SAO assessment results were not as anticipated?

Should SAO assessment results not meet expectations, discussion between librarians and library staff will ensue to identify problem areas, determine what changes may be needed to improve measurement tools, and develop a plan of action with timeline for implementation and increased intervals of assessment.

e) Where are the SAOs assessment results shared with staff, students, and the public?

SAO assessment results are entered into eLumen. Results are also housed on the Library's webpage under Library Survey Results.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Results and analysis of SAO and SLO assessments have indicated a need to improve promotion of the Library's resources and services to staff, who are instrumental in sharing the Library's offerings to students. Expansion of databases, including Kanopy for streaming video, in addition to increase of graphic novels were notable in survey feedback and should be addressed in future acquisitions and outreach efforts by the Library. These results have led to the gradual expansion of the Library's graphic novel and comics collection, promotion of free trials for databases for faculty, and consideration of improving marketing materials for the campus.

a) What activities has the program engaged in to improve services to students?

Multiple notable activities were completed to improve services to students:

- Acquisition and implementation of EZ Proxy, which removed the need for individual login credentials to access each different database;
- Removal of book drops located outside of the L-SSC entrances, eliminating a physical obstruction to the building;
- The Library Bookmark Design Contest was introduced for the first time to encourage student and faculty engagement with the Library through creative expression;
- Following evaluation of survey results, the Library Satisfaction Survey was split into two distinct surveys to provide a dedicated survey specifically for students, separate from one administered to faculty and staff. The improved survey allowed the Library to better identify the needs of students and address these with greater accuracy and efficacy;
- Plagiarism and research workshops were offered online in Zoom to provide a more convenient format for student learning;
- The Library began providing free testing supplies, including Blue Books and scantrons;
- Accessible video tutorials continue to be created and updated to offer students step-by-step demonstration of how to use the Library catalog, in addition to access and navigation of the Library's most popular databases.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Library statistics are gathered through the Library's internal Google Form used by librarians and library staff to track Circulation and Reference Desk transactions in person, by phone, and online. In addition, the Library administers a separate Library Satisfaction Survey for faculty/staff and one for students via Qualtrics; these are used to collect data on the student, faculty, and staff experience using its program services. Campus-wide data collection is performed annually, with surveys administered in the Spring semester; this data is used to inform SAO evaluation. Survey data is examined in detail in the next section. Meanwhile, the Library's usage statistics--which include circulation data and gate count--further informs the Library's evaluation and improvement of its services each year, and are provided in the charts below.

Library statistics are gathered in several places:

- Attendance stats are recorded from the gate counter located near the main entrance of the Library;
- Circulation stats for physical materials are kept by the ALMA ILS every time a print book or other item is checked out;
- Sign-out stats for Reserve materials are manually tallied;
- Emailed reference transactions sent to the Library's email account are tallied;
- Database and eBook use stats are provided by the database vendors (e.g. EBSCO, ProQuest, etc.), which can be downloaded upon request;
- Reference stats are collected from a Google Form (i.e. the Library Help Desk Stats Form) used by reference librarians and library staff to document each interaction with library users;
- ConexED saves details of reference interviews performed through online chat, though these stats are not included in the overall metrics to prevent redundancy in the data from the Library Help Desk Stats form;
- An annual Library Satisfaction Survey distributed campus-wide each Spring semester, with the data obtained used to evaluate SAOs and inform changes in Library operations as needed. Survey results are examined in detail in the Section 5.

Statistical analysis takes place annually in the Fall semester, following the closure of each academic year's data collection.

Library Usage Statistics (inclusive of Circulation stats, Gate Count, reference desk stats across all modalities):

AY 2021-22 (https://comptoncollege-my.sharepoint.com/:w:/g/personal/lchung_compton_edu/EUe8K82KShxluM0MmQuR7VsBLWRCj0QGueh21sH1FD-cvg?e=XLMKLB)

AY 2022-23 (https://comptoncollege-my.sharepoint.com/:w:/g/personal/lchung_compton_edu/EXnOLNc05ydPnKP08s8Ecz4BQs6p5u78OkiX3xa5qt986A?e=4HDqnJ)

AY 2023-24 (<http://Compton College Library Usage Statistics 2023-24.docx>)

c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

The identified areas of student success, retention, persistence, graduation, and transfer are not metrics directly measured by the Library. However, the Library's purpose is to provide resources and support research for academic, professional, and personal success, and so its program metrics may help inform identification of these patterns in other institutional areas. A general snapshot of student trends follows:

- Access of services is most popular in the first half of the week, Monday-Wednesday, with Saturdays more recently gaining popularity in the 2023-24 academic year;
- Access of services is most popular during the mid-morning to early afternoon hours, with the greatest distribution of activity between 10 a.m.-2 p.m.;
- Usage drops significantly towards the end of the week and in the evenings, with scant activity Fridays and Saturdays, and in the hours towards closing from 4-6 p.m.
- Online and in-person access is more evenly distributed during the regular sessions. During all sessions, in-person access accounts for the majority format of activity, with a larger representation of online access during 2021-22 and 2022-23 academic years; this is reflective of the overall college's gradual readjustment to becoming fully open after the pandemic.

These trends suggest that students are most active in seeking assistance and accessing resources in the first half of the day and week, regardless of session. Inconsistent availability of Library services due to the changing restrictions imposed by the pandemic must also be acknowledged as a potential factor in usage of the Library and corresponding levels of student success and/or persistence. In addition, staff observation suggests that the institution of AB 705 impacted student use of services as well; a substantial portion of foot traffic in the Library was previously driven by student use of math textbooks. With AB 705 and removal of remedial math, related textbooks were no longer used by faculty, leading to a drop in textbook loans to students.

Student Services (5) - Customer Service Final Submission: Version by **Chung, Lynn** on **08/30/2024 21:09**

a) How was the survey conducted? Please include a copy of the survey.

Surveys can be found at the following links:

Library Satisfaction Survey for Students (https://compton.co1.qualtrics.com/jfe/form/SV_71hyZtAQVDKsSVM\u00A0)

Library Satisfaction Survey for Faculty/Staff (https://compton.co1.qualtrics.com/jfe/form/SV_e3XfBRob2K2uH8G)

The Library Satisfaction Surveys were created online in Qualtrics. In the 2021-22 academic year, no survey was distributed as the Library and college readjusted to the return to onsite instruction on campus that year. Surveys were administered in the Spring semesters of the 2022-23 and 2023-24 academic years, with modifications to survey design; following the 2022-23 academic year, separate surveys were created for students and faculty/staff. These surveys were administered via scannable QR code on printed flyers posted throughout the L-SSC, as well as marketed online through links on the Library webpage and Canvas Library Resources Repository.

The surveys were further promoted to faculty and staff through email list serve and announcements at individual committee and department meetings, with request to forward to individual classes for student participation. Notable faculty who historically partner with the library were also contacted directly to request their aid promoting the surveys to their classes.

b) What were the major findings of the customer service survey?

Out of approximately 2,589 students served throughout the 2021-2024 academic years, a total of 86 responses were collected. Of these respondents, 39 students and 47 faculty/staff members participated in all. Student level of participation in the surveys remained the same each year, while two faculty/staff participated in the 2022-2023 survey and 45 participated in the 2023-24 survey. Survey questions differed slightly between the two versions, with topics exclusive to those in instruction/counseling positions covered in the faculty/staff surveys.

The sample size was subsequently determined to be too small to extract robust data that accurately reflects the population served. Summary analysis of the results is outlined below. However, the quality of results should be reviewed with consideration of the disproportionate number of responses relative to actual population served.

Overall, combined findings from surveys to students, faculty, and staff suggest consistently positive and satisfactory service by the Library.

Student Findings

- Students primarily use the Library in the morning to early afternoon hours, with 56% of access occurring between 10 am.-2 p.m. These results are in line with the usage statistics collected by the Library.

- The most popular reasons for student use of the Library include the study rooms and tables (24%), obtaining research help (24%), followed closely after by use of the reserve textbooks (17%) and databases (16%). Facilities, research resources, and research services are subsequently the top priorities for students.
- Among the type of resources provided, students favored print materials (40%), followed by electronic materials that include databases (29%). 19% reported no opinion, and 12% identified multimedia (including streaming video) as preferred resources.
- Students strongly prefer to engage with the Library in person (36%), followed by access through the Library's website (19%). Chat, Canvas, and email are comparatively equal (9-11%), with video coming in last at 5%.
- 72% agree/strongly agree that library staff are helpful with assisting student needs; 14% offered neutral views and 12% disagreed.
- 78% agree/strongly agree that the Library's facilities (e.g. study rooms, tables, seating, et al.) make it comfortable to visit. 19% were neutral, with no disagreement recorded.
- Desired acquisitions were evenly split between print materials (35%) and electronic materials (35%).

STUDENT SURVEY RESULTS

Chart 1. Preferred Modes of Library Access

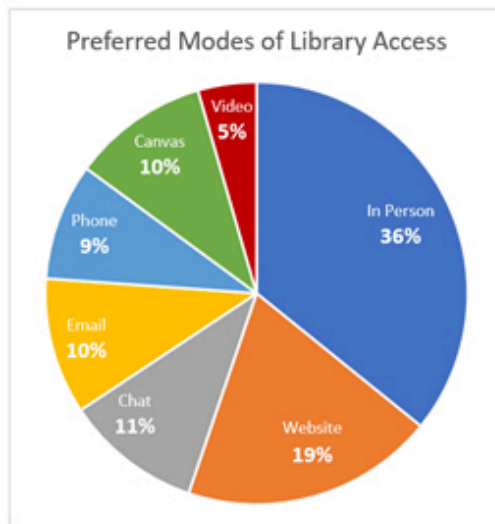


Chart 2. Preferred Resources

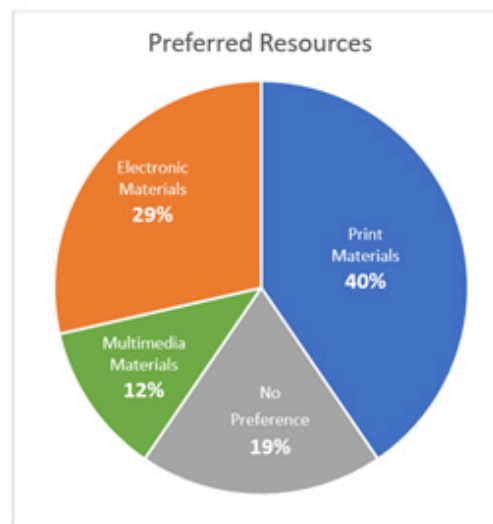


Chart 3. Library Usage Reasons

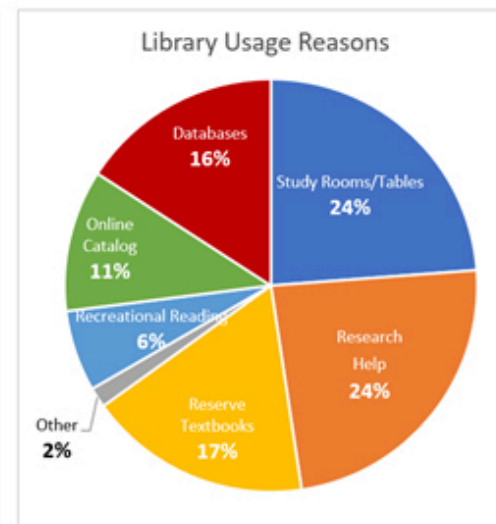


Chart 4. Library Usage Hours

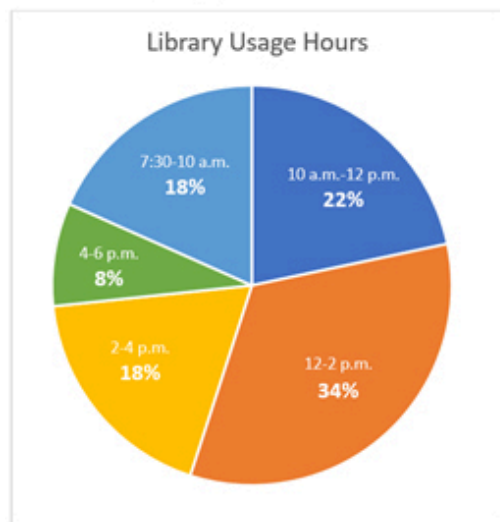


Chart 5. Print Resources

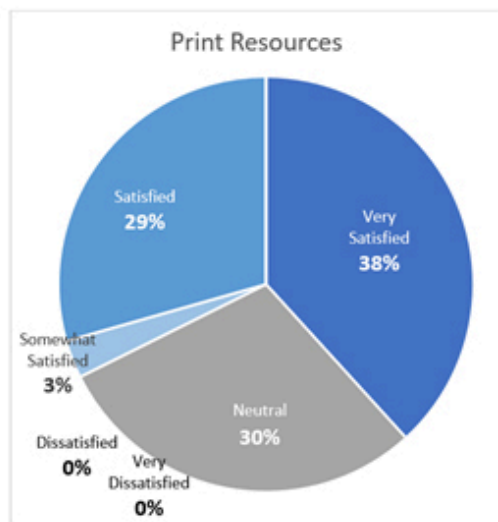


Chart 6. Electronic Resources

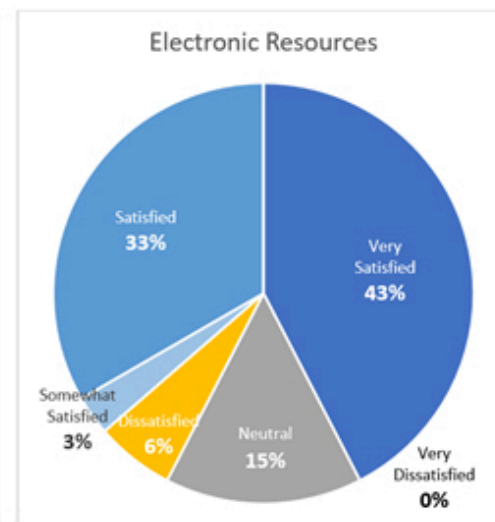


Chart 7. Library Service

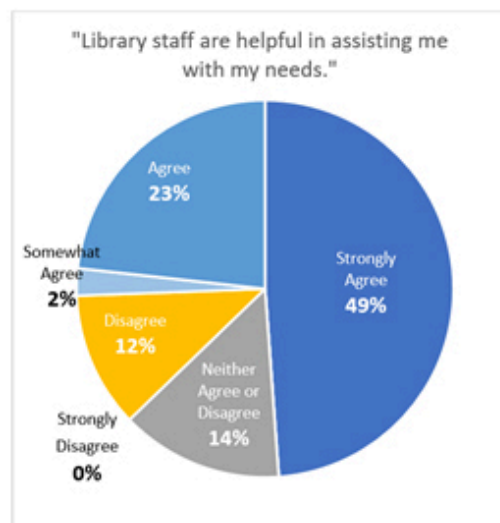


Chart 8. Library Facilities

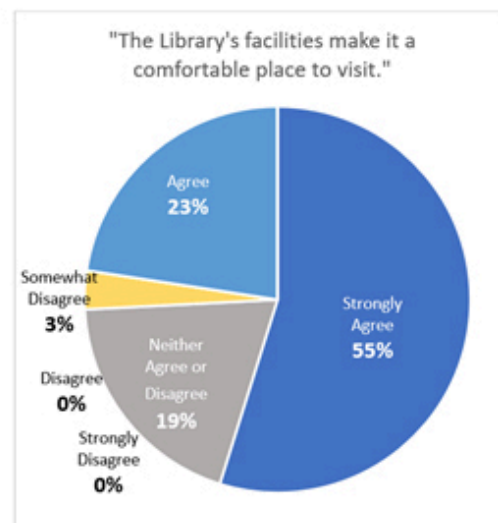
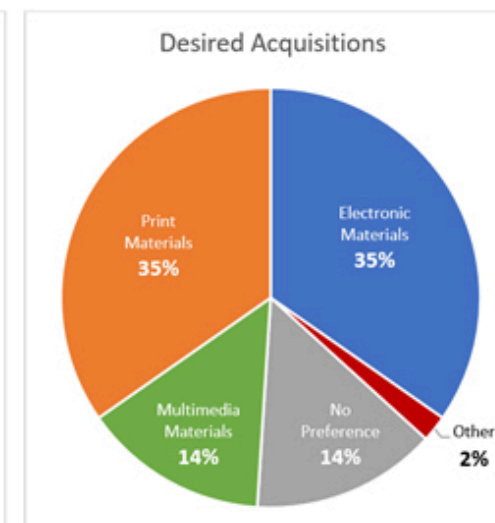


Chart 9. Desired Acquisitions



Faculty/Staff Findings

- Like students, the most popular format identified by faculty/staff for accessing the Library was in person (39%), followed by the Library website (22%), and further behind through phone (12%). Of the respondents, 10% also used Canvas or email to interact with the Library.
- The most popular reasons for faculty/staff use of the Library include print books (22%) and databases (19%) at the top, followed by the Library website (14%), Canvas Library Resources page (12%), and reserve textbooks (11%).
- Faculty/staff differed somewhat from students regarding preferred types of resources, with 38% of preferred resources identified as electronic materials (including databases), while 30% were comprised of print materials
- Interestingly, the circulation desk/course reserves were the most popular service identified for supporting faculty/staff roles (33%), with the reference desk following at 21%. Library

orientations and tours were equally popular, with 18% of respondents selecting these services.

- 42% were satisfied/very satisfied with the database collection, 43% felt neutral, and 9% were somewhat dissatisfied/dissatisfied. While the percentage of those dissatisfied was small relative to overall sample, these respondents were also direct about their views as evidenced in the open comment option (reviewed below).
- In terms of library service satisfaction, 79% agreed/strongly agreed that library staff were helpful, with 19% neutral and none reporting disagreement.
- 50% agreed/strongly agreed that library facilities were comfortable, with 33% neutral and no reported disagreement. These results were in line with general faculty/staff use of the Library, with few staying to sit and use the facilities.
- Online information hubs (e.g. Library website, Canvas Library Resources Repository) are largely considered helpful for research.
- More distinct preferences for acquisitions were apparent with faculty/staff versus student responses. The most popular acquisitions desired were electronic materials—inclusive of databases (38%), print materials (26%), and multimedia materials—inclusive of streaming media (21%).

FACULTY/STAFF SURVEY RESULTS

Chart 1. Preferred Modes of Library Access

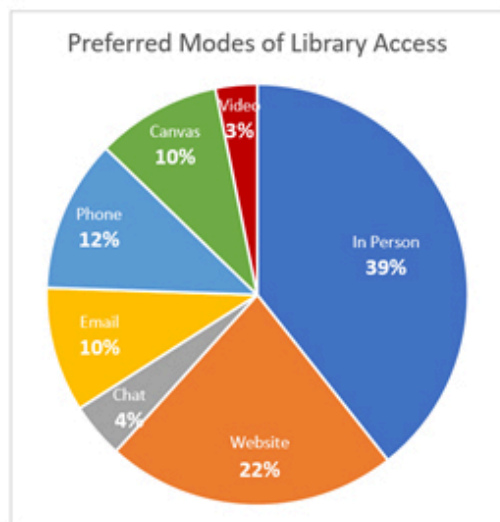


Chart 2. Preferred Resources

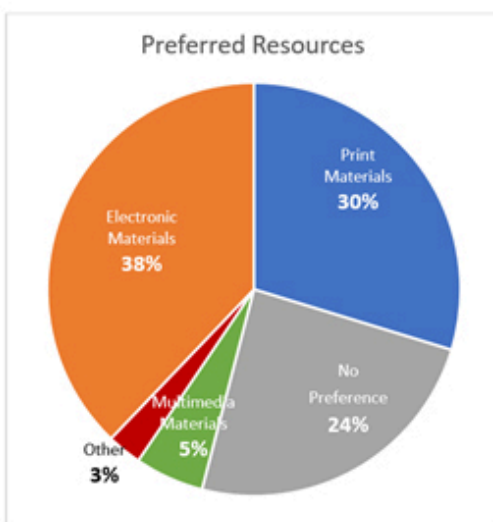


Chart 3. Library Usage Reasons

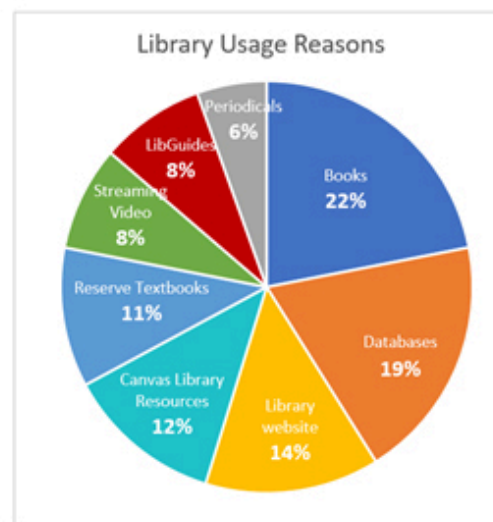


Chart 4. Services Used to Support Role

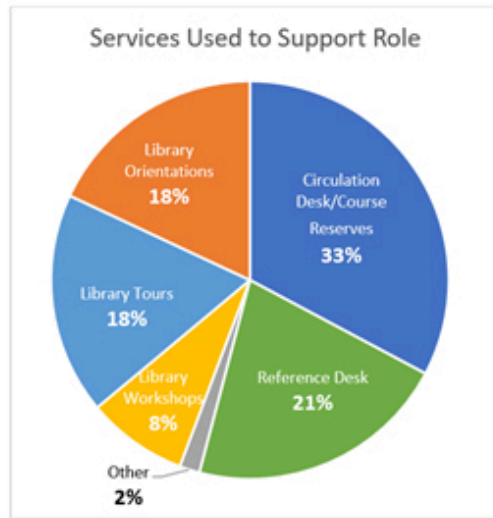


Chart 5. Reserve Textbooks

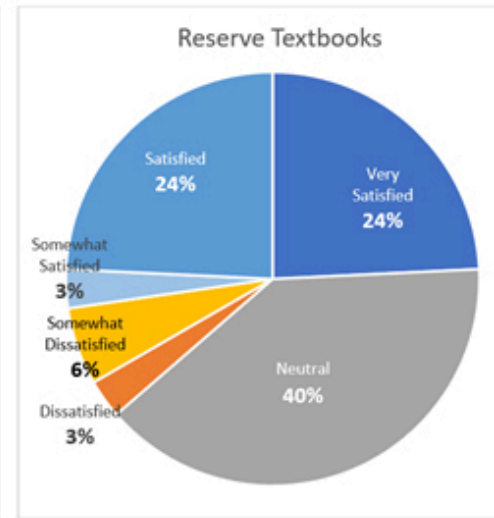


Chart 6. Databases

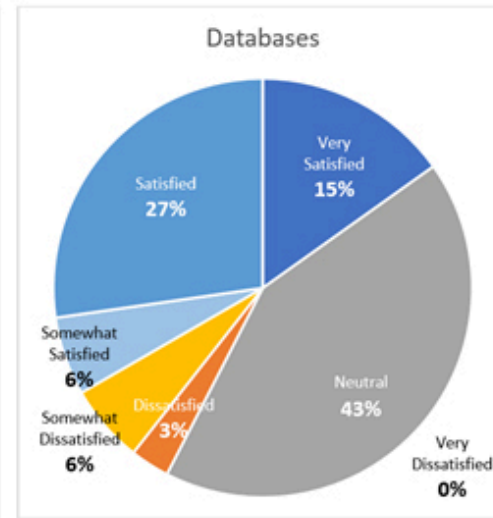


Chart 7. Library Service

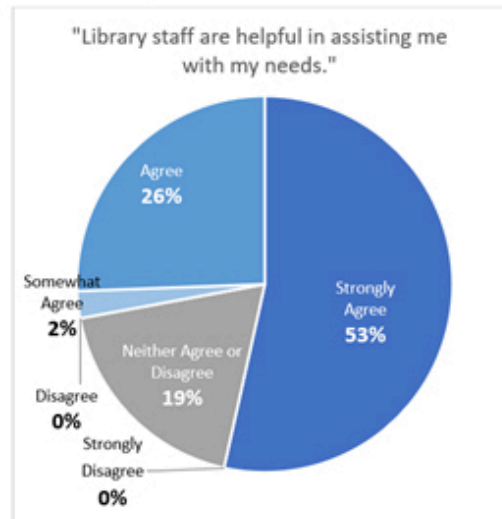


Chart 8. Library Facilities

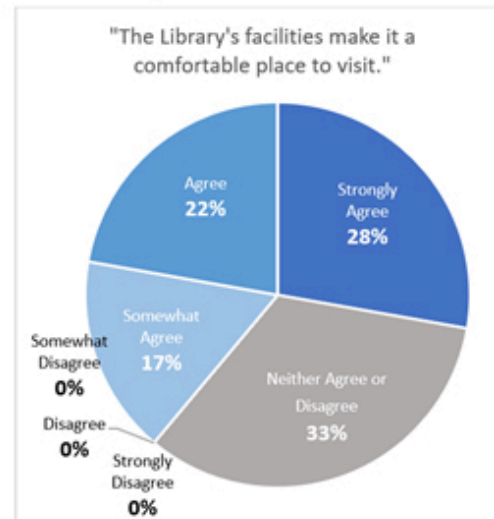
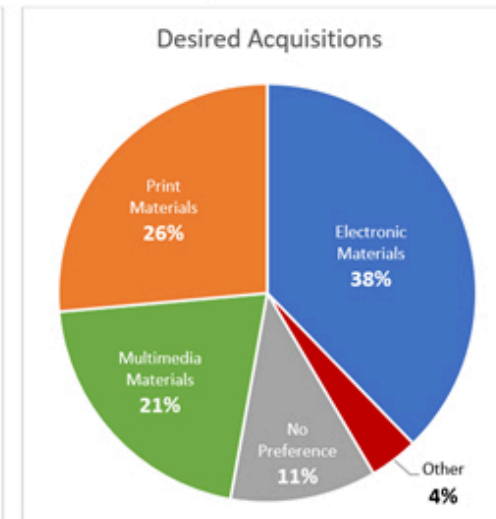


Chart 9. Desired Acquisitions



Overall Findings

- Facilities (i.e. study rooms and seating), research resources, and research services are top priorities for students.
- Students, faculty, and staff alike strongly prefer in person engagement, followed by use of the Library website.
- The large majority of respondents found library service helpful and satisfactory.
- Both print and electronic materials are desired for expansion, with streaming media notably preferred for purchase by faculty/staff.

While low survey participation has persisted among students, faculty/staff participation increased in 2023-24 by more than twenty times from the previous year. Promotion of the survey to students therefore demands greater effort, while marketing methods used for faculty/staff in 2023-24 may be repeated.

c) Describe exemplary services that should be expanded or shared with other programs.

The most exemplary aspect of the Library's service is undeniably its face-to-face engagement; even with multiple modalities of access offered ranging from online chat to video conferencing and email, students, faculty, and staff alike resoundingly enjoy in person access. Adding staff for peak onsite hours, or extending operating hours during the week may be worth considering to better assist college stakeholders.

The efficacy of marketing-driven engagement was also improved through use of QR code-based marketing materials, introduced in the 2021-2024 academic years. QR codes were incorporated into multiple marketing materials; examples include print and online flyers and posters for the Library Bookmark Design Contest—as well as insertion on the printed winning bookmark designs; flyers for the Library Satisfaction Surveys; and library brochures housed inside the facility. QR codes make it far more convenient for users to simply use their phone's camera and get desired information, increasing likelihood of engagement. Use of QR codes is subsequently highly recommended to other programs for consideration in any marketing materials.

Regular creation and update of video tutorials is further highly recommended to other programs, as these offer more accessible and engaging formats for content delivery. Videos can be created to ease the onboarding process for students new to a program's services, and shared campus-wide to expand awareness and potentially increase use of services.

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Based on the survey data, areas identified for improvement relate to quantity of resources, quality of equipment and facilities, and awareness of what the Library offers. General survey data suggests a desire for collection expansion in databases and comics. Among the comments received were the following:

- A request for working copy machines; as of this writing, one copy machine has been removed from the Library. Of the two remaining copy machines, only one remains functional.
- A request for improved seating and privacy;
- Misconceptions by two different respondents that staff cannot use Library materials;
- A request for acquisition/access to JSTOR database;
- Multiple general request for expanding the databases;
- A complaint about the lack of responsiveness in chat online.

To address these areas, the Library will first begin by including the identified equipment and facilities concerns in its Annual Plan budget and here in Program Review. This will consist of requesting replacement copy machines, while privacy may be addressed by lowering the ceilings in the study rooms and replacing ceiling tiles with acoustic tiles to help muffle sound. Existing eating will be evaluated for cleanliness, durability, and comfort, informing potential replacements. Expansion of the budget for databases will also be submitted, with specific databases identified through faculty and student input through the Suggested Materials for Purchase form.

The form will be highlighted in email announcements campus-wide at the start of each semester. This notification will also be circulated on the front page of the Library webpage and Canvas Library Resources Repository. Promotion of the Library Advisory Committee in an all-faculty email and announcements at committee meetings will further be performed each semester. These efforts will ideally facilitate greater communication and conversation between the Library, faculty, and students, informing expanded acquisition of materials relevant and desirable to patrons.

The Library will additionally improve efforts to advertise resources and services specifically for faculty and staff. This will begin with increasing awareness of what the Library offers by creating and circulating a digital flyer for faculty and staff to share with students. The Library will also forward a summary of its tools and services via the Dean of Student Success at the start of each semester to remind and inform faculty and staff of what is available to them; this will include promotion of the Library Services for Faculty page on the college website, where faculty and staff can complete a form to schedule library tours and orientations, suggest items for purchase, and find flyers in PDF and digital formats for distribution to students.

Finally, reminders to maintain active status in Cranium Café and regularly check the Library email account while scheduled on desk will be administered to all staff at the start of each semester to improve online responsiveness.

Student Services (6) - Conclusions and Recommendations Final Submission: Version by Chung, Lynn on 08/30/2024 21:10

a) Summarize the program's strengths.

The librarians and classified staff are welcoming and helpful with assisting patron needs, shining in particular through in-person service. Comfortable and quiet facilities make the Library a good place for students seeking a tranquil environment for study and relaxation. Expanded opportunities for research skills development through in person and Zoom workshops further support effective library instruction. Creation of and access to digital flyers, video tutorials, LibGuides, and Canvas Library Resources Repository further support learning and provide diversified modes of delivery. The introduction of new programming such as the Library Bookmark Design contest and emerging development of the graphic novel/manga collection additionally encourages student engagement with the Library.

b) Summarize the program's areas that need improvement.

The most urgently needed improvements lie in the maintenance of facilities—namely the emergency exit alarms and security cameras. These efforts are critical health and safety vulnerabilities and must be addressed to make the Library a more inviting place for those who use it as their primary location for study. Soundproofing the study rooms through cost-effective solutions such as installing acoustic ceiling tiles should be pursued to improve privacy and tranquility throughout the facility. Conversion of Room 134 into the new Archives demands attention as well, as this repurposing would substantially increase the accessibility of Archives to increase student and faculty use.

The program should additionally continue collection expansion in electronic and print areas relating to the various Guided Pathways divisions, with emphasis on increasing and diversifying both the database and streaming video collections; this may be addressed by raising visibility of the Library's services to faculty and staff through increased marketing via campus-wide email announcements, promotion on the front page of the Library website and Canvas Library Resources page, directed marketing towards known faculty/staff supporters of the Library, and announcements during various committee meetings. Visitation to classes and/or staff departments in person may be considered as future outreach initiatives, as well as tabling an information desk during Welcome Week or other high-profile campus events.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Redouble efforts to increase knowledge of Library offerings to the campus community.
2. Improve general quality of facility through regular evaluation and maintenance.
3. Continue improvement in print and digital areas of library collection.
4. Increase participation of faculty and other constituent groups in collection expansion and database selection.