Feather River College

ACADEMIC PROGRAM LINK TO COLLEGE MISSION

Feather River College Mission Statement

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

FRC Library Connection to the College Mission

The FRC Library's vision is to provide outstanding, innovative academic library services by supporting the dynamic information needs of its diverse users with high-quality, relevant resources in a variety of useful formats while educating them for the information literacy challenges of 21st century research. Our mission is to empower our users to identify, collect and critically evaluate a diverse array of scholarly information sources while applying learning, scholarship and intellectual growth throughout their academic and professional lives.

Aligning our library services, programs and resources with these ideals helps us equip our diverse on-campus and distance education student population with the skills to succeed in their degree completion, transfer and workforce objectives.

FRC LIBRARY COMPREHENSIVE PROGRAM REVIEW

A. STAFFING

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).

   The full- to part-time faculty ratio for the FRC Library is 1:0 with the library faculty comprised of one full-time 11-month faculty librarian serving all programs, courses, and departments at the college.

2. How does the current staffing structure positively and/or negatively affect the program?

Permanent library staffing consists of 2.6 FTE as follows: one full-time (11 month) professional faculty librarian (title: Library Director), one full-time (12 month) classified library assistant (title: Senior Program Assistant/Library), one 0.45 (9 month, 22 hours/week) classified evening library assistant (title: Library Assistant), and 0.15 FTE student assistants. The recent increase from 18 hours/week to 22 hours/week for the classified evening assistant is directly proportional to the four added service hours on weekends. A helpful increase in our student hourly allocation from 10-hours per week to approximately 14.5-hours per week has allowed us to perform some much-needed inventory work and special projects in the library (digitization, archives, shifting, de-selection work, systems migration, indexing, etc.).

Library staffing has remained static for over twenty-five years despite the introduction of additional programs at the college and a significant increase in full time equivalent student (FTES) enrollment that has reportedly more than doubled in this time frame. Library hours, workload, and patron activity has increased, with the only staffing allocation being directly proportional to newly-added weekend hours. Additionally, our new space has been tremendously popular with the students, resulting in dramatic increases in patron assistance requests. In the 2016-2017 academic year, our gate count totaled 29,989 (up from approximately 8,200 in 2011); however, in the 2017-2018 academic year, the gate count again increased to 37,089 (a remarkable 24% increase in just one year). Our circulation activity (print books, reserves, holds, A/V circulation and renewals), totaled 2,425 in 2016-2017, increasing to 2,873 in 2017-2018 (over 1,000 transactions more than the 1,850 in 2011). Our reference transactions, directional questions, technical assistance requests and classroom research instruction questions have also increased dramatically. In many cases, these numbers are up over 300% from recent prior years, largely due to our popular study areas, computing areas, study rooms and improved opportunities for serving students.

If the staffing situation remains static for the given number of library hours, our library staff will continue to be overextended and/or service to our students may be compromised. Circulation, cataloging, technical processing, collection development, electronic resource management, reference and classroom presentations are prioritized, but other important initiatives are often placed on hold or suspended in order to maintain our basic operations. If important initiatives such as the redesign of the library website, creating additional electronic subject guides, or improving service to our distance learning students, additional student hours will be needed to re-allocate staffing priorities and fulfill routine processing and clerical tasks. Similarly, if the

library's hours of operation are to be increased, at least one more employee will be needed.

3. What are the objectives and goals in staffing to make this program more effective?

The library was allotted a helpful increase in student hours (totaling approximately 2-hrs/week). Allocating additional student hours to total 20-hours/week would greatly enhance our ability to serve the students by adjusting library staff and faculty priorities and shifting more of the clerical and processing duties to the student assistants. This would also diversify the student's job experience and enhance the students' ability to enter the workforce with additional marketable skills.

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer).

The FRC Library plays a key role in the academic success of our students. The library faculty member engages in instructional activities in the form of a) reference transactions; b) research appointments; c) technical assistance requests; d) student support inquiries; and e) classroom library instruction sessions. Each of these activities follows criteria and guidelines modeled from the Association for College and Research Libraries Information Literacy Competency Standards for Higher Education as indicated below. Each instruction session affords an opportunity to address one or more of the information literacy concepts, and cumulatively they lead to the development and demonstration of these competencies as documented and assessed in the FRC Library student learning outcomes.

Standard One: The information literate student determines the nature and extent of the information needed.

Performance indicators

A. The information literate student identifies a variety of types and formats of potential sources for information.
B. The information literate student considers the costs and benefits of acquiring the needed information.
C. The information literate student reevaluates the nature and extent of the information need.

Standard Two: The information literate student accesses needed information

effectively and efficiently.

Performance indicators

A. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
B. The information literate student constructs and implements effectively-designed search strategies.
C. The information literate student retrieves information online or in person using a variety of methods.
D. The information literate student refines the search strategy if necessary.
E. The information literate student extracts, records, and manages the information and its sources.

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance indicators

A. The information literate student summarizes the main ideas to be extracted from the information gathered.
B. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
C. The information literate student synthesizes main ideas to construct new concepts.
D. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
E. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
F. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
G. The information literate student determines whether the initial query should be revised.

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance indicators

A. The information literate student applies new and prior information to the

planning and creation of a particular product or performance.

B. The information literate student revises the development process for the product or performance.
C. The information literate student communicates the product or performance effectively to others.

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance indicators

A. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
B. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
C. The information literate student acknowledges the use of information sources in communicating the product or performance.

2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.

   a. Curriculum (including articulation and course scheduling)

   These information literacy standards reflect concepts and principles that follow best practices in professional library reference service and instruction.

   b. Instructional methodology (i.e., distance education)

   Instructional methodology for reference transactions, research appointments, technical assistance requests, student support inquiries library instruction sessions include various modes of delivery including: one-on-one in-person instruction, collaborative group instruction, distance-learning delivery via telephone, asynchronous instruction via text message and e-mail, and traditional classroom instruction.

   Reference, research appointments, technical assistance requests and student support inquiries are performed from a "teach them how to fish" philosophy rather than a service delivery standpoint, helping students develop a range of

information literacy skills over time. These sessions cover a range of curricular items including: how to find books using an online library catalog; Boolean logic and critical thinking search strategies; advanced information search and retrieval techniques using a variety of electronic databases including scholarly, peer reviewed journal sources; evaluation of Internet-based resources; information discovery for specific facts, quotations, poems, definitions, statistics, biographies, legal framework, art or music, or other information needs.

Often, instruction involves working with students to define research topics and help them develop skills for seeking a range of facts and information to be compiled and analyzed for the purpose of a) writing a comprehensive research paper; b) preparing for a speech or debate; c) creating a scholarly presentation; or d) engaging in original research to be presented in a poster session or college-related publication. These facts and bits of information may come from an array of sources: statistics from a government website, graphic illustration from a department at a university, or background information from one or more books. The assignment may require that the student use scholarly, peer-reviewed journal articles as secondary sources of information. Entry-level community college students often have yet to develop the wide range of academic skills necessary to perform this kind of research their own. Moreover, a good percentage of community college students do not possess the verbal communication skills to accurately and succinctly ask for the information they are seeking. The exchange that occurs between the reference librarian and the patron to determine just exactly what is being sought is known as the "reference interview" and the resulting interaction helps the student to develop, refine and apply the above-referenced information literacy competencies that will empower them throughout their college, career and lifetime experiences.

Classroom research instruction sessions are performed by the faculty library director upon request from FRC instructors in all areas of the curriculum. Faculty who assign research projects to their students are encouraged to contact the library director for the purpose of introducing the students to the resources that will aid them in their research. The presentations are tailored to the assignment, but usually include the following elements:

1. An introduction to the library website, including instructions for accessing library resources from off-campus (print book locations, full-text e-books, scholarly articles, research database resources, academic streaming videos, etc.);

2. An interactive demonstration of searching the library catalog to find books and non-print media, including a discussion of the LC classification system and subject headings;
3. A demonstration of searching for and evaluating Internet resources, including a discussion of criteria for assessing the legitimacy and quality of any website (website's domain, purpose of website, qualifications of website author, source of author's material, etc.);
4. An introduction to and demonstration of the library's subscription electronic databases;
5. Information regarding citing sources and a discussion of plagiarism and academic integrity.

c. Assessment

An assessment tool in the form of a detailed reference log was developed by the former library director. This hand-written version was later modified and brought into a spreadsheet format for use on multiple workstations and portable electronic devices for greater accuracy and subsequent qualitative analysis. It was also linked to electronic calendar events to support a broader range of best practices in academic librarianship. All reference questions are logged onto the form, along with the steps followed in responding to the question. Additionally, the outcome and level of satisfaction expressed by the patron at the end of the transaction is documented and the data is used to inform library collection development practices and refine instruction methods. The library staff routinely refers in-depth patron research inquiries to the library director. However, there are times, such as during the evening or when the director is participating in college meetings and library staff are required to field the questions. Reference logs reflect the initial question, resources found, and follow-up contact information as needed for further instruction. The director reviews the log daily and discusses unique research questions and appropriate response methods with the library assistants as needed. This constructive exchange helps all parties to better understand the nature of reference assistance and constantly improve service to students and faculty. Qualitative and quantitative methods are used to analyze the reference logs for ways to improve instruction, student learning outcomes and library resources.

Assessment of library instruction is gathered after each library research instruction session. Feedback has been positive from faculty and there is an enthusiastic response to library research presentations that have been delivered

most every subject area. Student feedback has also been positive. In the spirit of identifying and quantifying student learning outcomes for library instruction, an assessment form is completed by the instructor of the class. It has two parts: one which is filled out following the presentation and the other which is filled out after the assignment has been turned in by the students.

3. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.

The assessment process has revealed gaps in the scope of our library print and electronic resource collections. The need for budget restoration and additional funding to bring sections of the print book collection into higher relevancy is discussed later in the Library Holdings section of the Physical Resources portion of this document. The electronic resources have been refined based on an assessment of student and faculty needs and database use studies.

Using creative re-assignment techniques and packaging strategies, the FRC Library has been able to subscribe to a leading science database, SPORTDiscus, to address the numerous requests for movement and sports sciences articles (biomechanics, sports injuries, etc.). Additionally, the library was able to re-configure an underutilized resource and add a major foundational nursing and allied health database, CINAHL (Cumulative Index to Nursing and Allied Health). These are full-text databases that readily bring scholarly articles within easy reach of our students to greatly enhance the quality of their research projects. Another finding addressed by assessment was the addition of a comprehensive streaming video package. Our FRC instructors were having difficulty with the scope and content of our limited VHS and DVD non-print media collection. Feedback has been incredibly positive among faculty and students alike.

4. What are the program's weaknesses and strengths in the area of curriculum and instruction?

The strengths of the FRC Library instruction program primarily center on the level of personal attention each student receives upon asking for assistance. Strengths were also found in the way library research instruction in the classroom is tailored to the unique needs of each course and assignment in each discipline. The drawbacks included the lack diversity in methods of delivery and support (primarily for distance-learning students) and the lack of structure in the context of the aforementioned ACRL Information Literacy Standards.

5. What are the objectives and goals in curriculum and instruction to make this program more effective?

One identified curriculum and instruction objective that surfaced was to more accurately include the ACRL Information Literacy Standards in the assessment process. While these standards have been at the forefront of all instruction and reference transactions, the outcomes assessment can be designed to more accurately gather and reflect the information in their respective information literacy standards categories. This should provide a better degree of resolution and help identify opportunities and gaps that can be addressed while providing instruction and support.

The other objective identified during this process is to continue seeking adequate budget allocations to restore the print and non-print media collections to improve relevance and currency as discussed further below in the Physical Resources Library Holdings section.

C. PHYSICAL RESOURCES

1. How is the program affected by the size, type and quality of available:

   a. Physical space and facilities

   The FRC Library and Learning Resource Center moved into an attractive space that is almost three times the size of the former space with usable square footage increasing from 3,308sf to 9,957sf. Study area capacity has increased from 67 to 104 seats with two additional group study rooms (seating capacity of 12) and a film screening/language lab room (seating capacity 4).

   These areas are heavily used throughout the day, and the increase in facility use has a dramatic impact on staffing demands (our patron count was approximately 8,200 in 2011 and increased to 29,989 by 2017 because of the new facilities and new library initiatives that were introduced starting in 2012).

   b. Information technology

   Similarly, with the library moving into the new space, our computer lab capacity has increased from 11 workstations to 30 workstations. All 30 workstations are routinely occupied and there are an additional 93 internet-accessible stations/ports for student laptops. Wireless technology supports laptops and mobile devices, although increased bandwidth is necessary to handle peak demand.

   c. Library holdings

   The library is the primary source of scholarly academic research materials and resources for instructional support. Print book, non-print media and periodical subscription costs rise at a rate of approximately 10-12% each year and the library budget for these essential resources was reduced from $10,000 to $7,000 (books); $3,000 to $2,000 (non-print media); and $10,500 to $8,000 (periodical subscriptions) in the 2011-2012 final budget. These budgets have remained static since that time and it is difficult to maintain relevance in the collection without the restoration of these budgets.

   Over 80% of the collection is now greater than 30-years out of date with time-sensitive research materials often dating back to the mid-1960s through the early 1980s. Since the faculty rely heavily on print book resources that are unavailable

in electronic form, the use of e-books and electronic journal databases alone will not adequately support the research needs essential for student learning. Thoughtful yearly allotments from block grant funds have helped start restoration of the library collections. Library budget restoration would sustain the collection's currency.

d. Instructional equipment and supplies

A portion of the library equipment purchased in 2012 with Group 2 funds for the completion of the LRC building remains uninstalled, making it unavailable for patron use and student learning support. Facilities personnel are responsive and helpful with routine requests, but facilities but will likely need support to handle these types of outstanding projects given their current staffing limitations.

2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

Yes. As indicated above, the physical capacity to serve students in the new facility increased dramatically with additional learning spaces, group study rooms, and a large computer lab area. The quality of the space has made the facility tremendously attractive for students and the library has seen a dramatic increase in patron traffic, research appointments, technology sessions and educational support for students.

3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals?

The FRC Library facilities are tremendously successful in attracting students and providing a productive environment for student success. Patron traffic, reference sessions, reserves, print and non-print materials circulation, technology use, and technology assistance requests have increased dramatically.

However, custodial budgets reportedly fall short of building maintenance needs and technology infrastructure is often beyond capacity for IT and Facilities support, resulting in lengthy system outages and delayed upgrades and implementations that directly impact student success and staff productivity. Additionally, a significant portion of library equipment and furnishings purchased in 2012 remains uninstalled, making it unavailable for patron use and learning support.

As a popular place on campus, the increased student traffic presents a tremendous opportunity to serve our students. In order to maintain cleanliness and to serve the

students with the equipment acquired two years ago, the library needs additional support from facilities. New networking equipment from facilities may also be necessary to provide additional bandwidth to the facility. Library employees have found it necessary to perform custodial tasks and would be better-equipped to serve students if the building equipment installation was completed. Facilities will likely need additional staffing to handle these projects and maintenance tasks effectively.

D. STUDENT RETENTION AND SUCCESS

1. Describe any significant trends within the student demographics of the program.

   The FRC Library hosts a widely diverse student population including out-of-state and international student athletes from diverse cultural backgrounds. Historically, athletes were reportedly not encouraged to frequent the library. Study hall areas were designated outside the library for use by student athlete study groups. Student athletes now routinely make use of library study rooms and the library computer lab, arriving individually or with teammates. This helps with team bonding and motivation to participate fully in academic endeavors.

   Another trend in the student demographics is the continuing and increasing need to equitably serve off-campus distance learning students in various programs. The library's newly- designed website and related subject guides improve discovery of electronic resources, including streaming videos, ebook collections, article databases, and more. Enhanced outreach to faculty serving the Incarcerated Student Program includes subject guide content and face-to-face meetings.

2. What are the program's strengths or weaknesses in the area of student retention and success?

   Currently, the library faculty and staff have cultivated a welcoming and supportive environment for student athletes. Since these students range internationally from South America, the African continent, Western Europe and Australia, there are often language and acculturation barriers that can significantly hinder their learning experiences. The library has embraced the opportunity to serve these students and the personalized assistance they receive provides them with an important means of improving their experience.

   Our library serves the distance learning students by offering e-book collections, full-text online databases, streaming videos and other electronic resources. Our ability to

serve these students well is limited by our staffing resources and our ability to create and maintain effective tutorial subject guides. Unfortunately, student success also continues to be hindered by lack of Facilities and IT responsiveness and capacity as follows: 1) Library systems have remained down for weeks at a time, including long durations during mid-terms and finals; 2) Library technology continues to be largely unsupported with longstanding unfulfilled service requests (networking for student printing, digital signage, courseware compatibility to systems in the study rooms, etc.); 3) Lack of custodial and facilities support has resulted in risk to student health despite the best efforts of library staff to fill in the gaps (especially during flu season or in the context of slip/fall, personal safety and indoor/outdoor lighting, or pathogen exposure); and 4) Ongoing support issues and lack of progress on building completion with funds transferred to Facilities and IT since 2012, including the completion of environmental sound attenuation measures shown to improve student concentration and address privacy concerns; completion of processing workspaces to improve student work-study projects; safety and security measures for inventory control and library entrance/egress solutions; and essential student-focused networking projects to support student printing, courseware, and group-learning needs.

3. What objectives and goals are needed to better ensure student retention and success?

Over 110 California Community College libraries have signed on to migrate to a new Statewide library management system (LMS), Ex Libris's Alma & Primo. This system will enhance student success and improve efficiencies in countless ways by enhancing information literacy, discovery, access, research effectiveness, and competency. At the beginning of the semester, the FRC Library initiated the year-long migration to this new LMS, which serves as a platform for managing all library records and resources, including patron records, acquisitions, cataloging, public services and the online public catalog. This process involves conferences, meetings, multiple weekly webinars, and specialized training sessions to support complex migration and implementation efforts. Joining the vast majority of peer California Community Colleges in migrating to this new LMS will allow for a high degree of synergy and collaboration among California community college libraries. The entire Cal State University (CSU) system recently migrated to this platform as well, allowing students to seamlessly transition their research skills if they transfer to a CSU. Migrating to a new system is a major undertaking that is being supported by reassigned time and as much as two full time positions at other institutions. For our library, we will need additional student help, additional part-time substitute coverage, training, and support to learn the new systems and conduct the complex array of tasks associated with migrating physical and electronic collections, patron records, and system settings. Professional development and training meetings are essential for the success of this statewide endeavor. Regular

meetings have been scheduled, some of which require travel in order to participate. Additionally, in order to realize the full potential of Statewide library initiatives in the context of aligning services with new Student-Centered Funding Formula, the library needs funds to attend related meetings, workshops, training sessions, and/or conferences. Historically, the Library Director has paid out of pocket to attend meetings, but continuing this practice will be impossible at this point because the Senior Library Assistant is also taking a major role in this project. Library staff will need full, timely support from Facilities and IT to make this major transition possible, and additional professional development funds will also be paramount to make this important transition that will benefit student success on campus and across the State.

Additionally, the library has embraced the opportunity to serve our athletes and international students, and will continue to strive at improving their retention and success. Unfortunately, many of our students have difficulty obtaining textbooks due to financial constraints. Our library maintains a representative selection of textbook reserves for use in the library, but it would be helpful for all students if we could continue promoting adoption of and access to Open Education Resources. increased staffing in the form of additional student hours would allow the library director to re-purpose some of the time he spends doing clerical work or staffing the reserves and circulation desk and designate more quality time to migration efforts, reference and research assistance, outreach for our distance learning population, and engaging in related curriculum design, and online subject guides tutorials.

E. COMMUNITY SERVICE

If program faculty and staff are tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities?

   The library director served as the president of the local community radio station board as a technical consultant and offering perspective on intellectual property and copyright issues. He also was an active member of the Quincy Rotary Club, participating in literacy initiatives and community service projects. Professionally, he served as the Council of Chief Librarians California Community Colleges Chair of the Electronic Access and Resources Committee and as a member of the Executive Board as well as on the Institutional Effectiveness Partnership Initiative Advisory Committee. These

activities assist the California Community Colleges system-wide in assessing library resources, sharing best practices, and promoting statewide collaboration on library resources, initiatives, and services. Library faculty and staff are actively soliciting and collecting donations and loans of material related to the college's history to support the 50th anniversary events and to enhance FRC Library archives and special collections that will further preserve college history.

F. ADVISORY COMMITTEES

If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

G. APPENDICES

1. SLO Assessment Forms
   https://www.frc.edu/instruction/sloac-info

2. Data Sets
   http://frc-sps-01/Admin/IR/PowerPivot%20Gallery/Forms/Gallery.aspx
   a. Program FTES
   b. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
   c. Number of Students with Declared Majors in Program
   d. Number of Courses Offered
   e. Number of Sections Offered
   f. Duplicated Headcount
   g. Average Enrollment per Section
   h. Course Completion Rate (# of students who received a grade/total students enrolled at census)
   i. Student Success Rate (# of students with C or better/total students enrolled at census)

THE PROGRAM REVIEW PROCESS

Program review ensures that the college's academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:
1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.
file location: Faculty-Staff/IR/Planning/CPR/Academic/important documents/instruction cpr template

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