# Program Review, Analysis, and Planning

## Department Name: Library

## Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

   Our enrollment has decreased for all sections of Library 110 and Library 120. It is important to note our department decline in enrollment mirrors the overall general decline of enrollments college-wide.  If the college enrollment goes down, then it is likely the library courses will experience a decline in enrollment.  Our enrollment peaked in 2013-14, however, there has been a steady enrollment decline from 2014-17.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

   The primary factor is declining enrollment college-wide. The decline enrollment can be attributed to a variety of factors such as the high cost of living expenses in Orange County and a robust job market.

   The faculty librarians have taken an active role in addressing declining enrollments in the department over the last couple of years. For example:

   - In spring 2016, Library 110 was revised to make the course UC transferable. In summer 2016, the course was reviewed and approved for UC transferability.
   - In 2017, the library made a schedule change for the Library 110. Rather than the course being taught the first eight weeks of the semester, it now begins on the last eight weeks of the semester.
   - In spring 2018, Library 120 was designated as a zero-cost course. This designation is listed in the schedule of classes and grouped with other zero cost courses.
   - In spring 2019, preparations are being made to convert Library 110 into a zero-cost course.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve?  (250 words limit)

   The student demographic data indicates that Library 110 and Library 120 have a diverse student enrollment. In fact, the data illustrates that both courses have significant representation from the following demographics groups:

- Over the five year period, on average, 18.22% EOPS/CARE students are served by our instructional courses.
- Over the five year period, on average, 68.74% students are economically disadvantaged.
- Over the five year period, on average, 4.94% are international students, with 2017-18 reaching a high of 15%.
- Over the five year period, students come from the following racial and ethnic groups:
    - 32.1% Asian, 21.4% Latinx, 32.1% White.

The following strategies will be implemented:

- The conversion of all library courses to zero-cost. This will ensure a more inclusive environment for economically disadvantaged students who make up a largest demographic for both courses. Library 120 was designated as zero cost in 2018. Library 110 will designated as a zero cost course starting in fall 2019.
- Department Co-chair will remind all faculty assigned to teach library courses at the start of the semester to fill out progress reports for students in the EOPS program when they are provided to them in order to promote student success.
- The Department Co-chair will share with faculty that an increasing number of international students are taking the library courses.
- The Department Co-chair will encourage faculty to include in the syllabus information about student support services on campus, including information on student well-being services such as The Stand, The Rack, and Food Security. Since a large percentage of students enrolled in the library sections are from economically disadvantaged backgrounds, awareness of these programs could alert students in a discrete manner to use these service in order to enhance student success and retention.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The Library department course success rate for students is below the GWC overall course success rate. From the period of 2013-2018, our success rate on average is 5% short from the overall GWC course success rate. As a result of this gap, the Library will address the deficiency in the following ways:

- In spring 2019, the faculty librarians met as a group to update in a collaborative manner the Course Outlines of Record (COR) for both Library 110 and Library 120 to address declining enrollments and to improve the campus course success rate.
- The newly updated CORs included revised course content in order to ensure students are learning relevant and up-to-date information as it relates to libraries and research practices.
- The Student Learning Outcomes (SLO's) were revised to reflect the changes in the COR's as well as to help faculty make more precise assessments of information literacy competency among students. These new SLO's, in turn, will give faculty the ability to make changes in their own pedagogy and teaching practices to ensure student success

rate is increased, therefore, decreasing the current success rate gap with the campus at large.

- Explore an OER textbook as an option for both courses.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

Four disaggregated subgroups in the 2017-18 academic year experienced disproportionate outcomes in comparison with the total student population.

- Male students were 42% of enrolled students. The Percentage Point Gap (PPG) is -8.3% (Total=42)
- Students in the DSPS program were 6% of enrolled students. The PPG is -32.6%. (Total=5)
- Economically disadvantaged were 59.5% of students enrolled. The PPG is -2.6% (Total=50)

It is important to note that the library served 84 students that academic year in its courses. Because the library courses are only one component of the overall library instruction literacy program that serves thousands of students each year, the statistics need be examined at a holistic level in order to ensure that the lack of sample size is taken into account.

That said, it is clear that male students, DSPS students, and to a lesser degree economically disadvantaged students did experience a disproportionate impact that requires further introspection. In short, disproportionate outcomes for all three groups could be related to the format delivery of the course. Library 110 and Library 120 are online courses, with the former a hybrid and the latter fully online. Online courses have their own distinct challenges for students who are not accustomed to the pace of an online course. Thus, the Library's plan is to encourage library faculty to be aware of the disaggregated subgroups that have experienced disproportionate outcomes prior to teaching the courses so as to ensure that these students are not left behind. The Department Co-chair will also encourage faculty teaching the library courses to take advantage of training opportunities offered on campus as they relate with online teaching so as to develop best practices in helping all students succeed in an online course format.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

Not applicable.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Not applicable. However, Library 110 and Library 120 do support students who are transferring to 4 year institutions. Both courses are UC and CSU transferable.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)
   - Not applicable.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

   The Library has finished all SLO assessments.  SLO assessments are turned into the SLO coordinator at the end of each semester.  Assessments are done for LIBR 110 and LIBR 120, respectively.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

    In spring 2019, the faculty librarians met as a group to update the Course Outlines of Record (CORs) for both Library 110 and Library 120.

# Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The library completes an annual state report submitted to the Chancellor's office (See attachment). The library also submits an annual IPEDS report every spring to ORPIE and federal government (See attachment).

Since the last Program Review, the Library has made a number of contributions to the campus at large. For example, here is a list of items accomplished thus far since the last Program Review analysis.

DATA:
- Information literacy lectures over a three year period
  - 2016-17 academic year: 124 lectures, 3930 students
  - 2017-18 academic year: 176 lectures, 5532 students
  - 2018-19 academic year: **still in progress**, but as of March 31st, 2019: 116 lectures, 3625 students
- Eighteen Research Guides created thus far for faculty and students. The research guides have been viewed 10,458 views thus far by faculty and students.
- Summer presentations to newly hired faculty regarding Library instruction and services as well as outreach events and symposium presentations.
- Forty-four Reference eBooks added to the collection to support online students' access to quality sources.
- The creation of a new fiction book collection in spring 2016 to support student reading and literacy.  Thus far, the Library had had 846 circulations.
- The library coordinated with Viet Nguyen, a Pulitzer Prize winning author, in spring 2017 to speak on campus regarding his book, *The Sympathizer*, in celebration of the 50th year anniversary for GWC.
- LibCal group study room reservation software implemented in spring 2017. 41,696 reservations have been made by students via the software since its implementation.
- Chrome book loan program introduced in spring 2016 that provides students access to 81 chrome books for checkout as part of the SSSP grant program. Thus far, over 2,101 circulations have been documented since the program's inception.
- Streaming video database Films on Demand Popular added to the collection in spring 2018, which offers hundreds of full-length feature films for educational instructional purposes.

# PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

**Curriculum goal:** Ensure the library courses maintain enrollment
- Format and offer the library courses at a time that all students can benefit from the curriculum.


**Instructional Goal:** Increase the number of students who are skilled in information literacy.

- 100% students and faculty are trained to use the new Alma and primo library services platform. (Technology)
- Seek new opportunities to promote information literacy to the campus at large
- Collaboration with faculty on Research Guides


**Facility/Technology Goal:** Increase and modernize technology and optimize the space in the library for students by providing them current technologies that recognizes equity issues and increases student access.
- Ensure the library databases are funded from the General Fund each year
- Introduce a cloud based printing system for students to print in the library
- Update all the library student computers in the Reference area and Library Classroom 251.
- Ensure the Chrome Book Loan program continues for students with campus support.

## Program Planning

| Description of Department's Goal? | What metric will you use to measure your goal? | What actions will the department take? | Which of the College's mission and goal does this goal support? | | List necessary support and/or resources if applicable. |
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| Curriculum goal:<br><br>Ensure the library courses maintain enrollment | **Enrollment, Program Review, SLO learning outcomes and Research Office Data, Library surveys** | **The department will actively monitor student enrollment in the library courses as well increase the rate of successful course completion. In addition, the department will reevaluate the COR's for the library courses on consistent basis.** | ☐ Transfer<br>☐ Degrees<br>☐ Certificates<br>☐ Career advancement<br>☒ College readiness | ☒ Student Success<br>☐ Equitable Achievement<br>☐ Learning Environment<br>☐ Communication<br>☐ Engagement<br>☐ Resource Optimization | **None** |
| **Instructional Goal:**<br><br>Increase the number of students who are skilled in information literacy. | **Student Learning Outcomes, Library surveys** | **A new library management system will be introduced in spring 2020. The librarians will introduce Faculty and students to the new search system through its information literacy instruction program.** | ☐ Transfer<br>☐ Degrees<br>☐ Certificates<br>☐ Career advancement<br>☒ College readiness | ☒ Student Success<br>☐ Equitable Achievement<br>☐ Learning Environment<br>☐ Communication<br>☐ Engagement<br>☐ Resource Optimization | **Fiscal resources for faculty and staff training. Software needed to create tutorials.** |
| **Facility/Technology Goal**:<br>Increase and modernize technology and optimize the space in the library for students by providing them current technologies that recognizes equity issues and increases student access. | **College Technology Committee Master Plan and Facilities Master Plan, Library Surveys** | **The department will advocate for new computer labs. The department will advocate that database funding become a line item. In addition, the department will advocate for the Chrome Book loan program to continue into future.** | ☐ Transfer<br>☐ Degrees<br>☐ Certificates<br>☐ Career advancement<br>☒ College readiness | ☒ Student Success<br>☒ Equitable Achievement<br>☒ Learning Environment<br>☐ Communication<br>☐ Engagement<br>☐ Resource Optimization | **Fiscal resources to fund the databases.** |