SVC
Skagit Valley College

AD HOC REPORT

Addressing Spring 2018 Year Seven Peer-Evaluation Report Recommendation 3

Prepared for the Northwest Commission on Colleges and Universities

March 1, 2020

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I. INTRODUCTION

In a letter dated July 24, 2018, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed the accreditation of Skagit Valley College based on the Spring 2018 Year Seven Self-Evaluation Report. The Commission requested the College address Recommendation 3 of the Peer-Evaluation Report in an Ad Hoc Report (without visit) in Spring 2020.

RECOMMENDATION 3: "Perform regular and systematic evaluation of the quality, adequacy, utilization, and security of library resources and services (2.E.4)."

II. STATUS ON RECOMMENDATION 3

Standard 2.E.4 states: *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

Performance Indicators

Based on the Commission's Recommendation, the College undertook a comprehensive and holistic program review of the SVC Libraries and information resources and services and is pleased to report that Standard 2.E.4 has been met, as evidenced by:

- ✓ The development of a comprehensive framework for the SVC Libraries Program Review based on the Association of College & Research Libraries (ACRL) standards;

- ✓ The adoption of a calendar for regular program review using the new framework;

- ✓ The completion of a comprehensive Program Review Report based on the framework that systematically evaluated the quality, adequacy, utilization, and security of the Libraries and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered (see Appendix A).

III. BACKGROUND

Skagit Valley College Libraries provide onsite and online resources, instruction, and reference assistance for students in all programs as well as for College employees. The Libraries provide and operate facilities on the Mount Vernon Campus and Whidbey Island Campus. Since 2012, the College has systematically worked to improve student outcomes and close opportunity gaps. In an effort to ensure that all students succeed, the College 1) conducted a targeted student success equity review, 2) implemented a comprehensive Student Achievement Strategy, and 3) provided intensive equity training for faculty, staff, and administration.

The Libraries played a key role in the implementation of the Student Achievement Strategy. For example, as part of this comprehensive effort to improve student outcomes and close opportunity gaps, the Libraries embarked on a multiyear study designed to examine the impact of course-imbedded workshops on improving student success rates. These workshops are a key component within the First Quarter Experience course that is now required of all new degree-seeking students.

The Libraries last conducted a comprehensive Program Review in 2010. However, within the College's annual planning process, the Libraries collect and evaluate data annually regarding the quality, adequacy, and utilization of library resources and services. The Libraries then use this data to develop its annual plan to improve the quality of its resources and services. For example, the Libraries' faculty reviewed usage statistics for databases and print materials, along with gate counts, to determine that students

are using online resources more than print materials. On that basis, the Libraries increased spending on online resources that students can access anytime and anywhere.

In response to Recommendation #3, the Libraries began a comprehensive Program Review in Fall 2018 and completed it in December 2019. As part of the College's new Program Review structure, the Libraries will review program data annually as well as complete a comprehensive program review every four years.

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IV. IMPLEMENTATION OF COMMISSION RECOMMENDATIONS

The SVC Libraries Program Review Process began in 2018 by researching the literature, collecting academic Library Program Reviews created by other colleges, and seeking advice from experienced Library administrators. Based on the results of information gathering, Skagit librarians and staff agreed that using the newly revised Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education as a template would provide a comprehensive framework to guide the review. The ACRL Standards define nine Principles of library work and one to nine Performance Indicators for each Principle. Libraries can choose which Performance Indicators are the most relevant and thereby contextualize the library within its institution. The librarians and staff agreed to use all nine Principles and selected at least one Performance Indicator for each Principle.

After deciding on the framework, the Libraries collected annual statistics and gathered additional information, such as the findings from the Libraries' ongoing Research Skills Instruction (RSI) Project. The Libraries also used data from the Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE), which are administered by the College in alternate years.

THE 2019 LIBRARIES PROGRAM REVIEW FINDINGS ARE:

Institutional Effectiveness: The librarians created assessable Program Learning Outcomes (PLOs) and had them uploaded into the Canvas Outcomes Modules as part of the overall College initiative to establish and assess PLOs. In the coming year, the librarians will work with classroom faculty to integrate Library PLOs into courses with rubrics for assessing student artifacts.

The librarians have been conducting a research project for the past three and a half years to measure the impact of course embedded library workshops. The results indicate that students attending their class sessions on the day of the library workshop showed significant improvements in outcomes for retention, pass rates, and decimal grades for the course over their non-attending peers. A linear regression performed by the Office of Institutional Research showed that attending a library workshop had a strong positive correlation with decimal grade, even stronger than testing into College Level English. Librarians will continue to disaggregate the data, determine where they can apply qualitative methods to understand the challenges, and use the results of this study to advocate for greater inclusion of library workshops in courses. This study provides strong evidence of the Libraries' contributions towards institutional effectiveness and student achievement in particular.

Professional Values: Librarians protect library users' rights to privacy and champion academic integrity. All libraries workers attend FERPA training and are instructed on the importance of confidentiality of borrowers' records. Once students return items, the Libraries' management system breaks the link between patron and the borrowed items to protect users from unwarranted investigations. For statistical purposes, Libraries' faculty and staff track student questions, but do not record student names or identifiable information. Librarians conduct assessments and ask for input anonymously to protect confidentiality and guard against bias.

The librarians have created a number of ways to help students cite their sources appropriately and avoid plagiarism. These include in-person help, library workshops, Canvas Modules, and Research Guides. The librarians plan to retool the Research Guides in the coming year and are also considering other options for helping students appropriately cite sources, such as Writing Lab workshops and online short videos.

Educational Role: The Libraries and classroom faculty work closely to develop relevant workshops to help students to successfully complete classroom assignments. The librarians work with classroom faculty to assess the Libraries' PLOs within courses using a rubric to evaluate student artifacts. The librarians use the results to improve their praxis in workshops.

Librarians have received requests from faculty for more online options for library workshops that will not take class time. The librarians are moving forward with plans for an overhaul of Research Guides and more Canvas Modules. Short tutorials that students watch independently may prove to be popular with classroom faculty.

Librarians support faculty professional development through presentations, one-on-one consultations, and online webinars. Librarians have presented to faculty on a variety of workshops, including Avoiding Plagiarism, Curating Your Online Presence, Using Analytics, and Copyright. Librarians are collaborating on Backward Design and Open Educational Resources workshops.

Discovery: Having a collection of information resources is not useful unless students can find them. The Libraries provide multiple ways for students to find help and access resources. The librarians teach workshops, provide Canvas Modules, post helpful information on the Library's website, answer questions at the Reference Desk, provide 24/7 online chat sessions (through a consortium), and create Research Guides.

The Libraries track gate counts, usage of the print collection, and usage of the online databases. The Libraries have experienced a decline in gate counts and a decline in the use of most library physical items, but there is an increase in online database use. It is clear that students prefer online information resources. The flexibility of access when and where it is convenient allows students to have agency over their study time.

One exception to the decline in the circulation of physical items is the newly created Fiction Collection. Use of fiction for sustained silent reading in Basic Education for Adults classes means that students are asking for fiction on a daily basis. Combining literature, paperbacks, and graphic literature into one collection with genre labels has been a hit with students. Students report they are able to find fiction they like much more easily.

Usage of the English Language Acquisition (ELA) collection is also growing. The librarians continue to build this collection. Organizing it into beginner, intermediate, and advanced levels is appreciated by the instructors and helps students to find reading materials at the appropriate level.

There is a slight decline in the use of laptops, but they are still the most heavily used items in the Libraries' collection. This is an equity issue, and the Libraries will continue to offer quality laptops for students to check out and take home.

As mentioned earlier, the librarians plan to revamp the Research Guides. This revision will help students find relevant information through contextualized guides to which faculty can link in their Canvas courses.

Collections: The librarians looked at the Age of Collection Reports to understand what areas of the collection are old and analyzed the circulation of the collection to understand what students are using. By examining the copyright dates of books that circulate, it is clear that students tend to use newer books.

The librarians weed the collection on an annual rotation. Since 2012, there is a significant reduction in the number of books with copyright dates in the 1960s, 1970s, and 1980s. The librarians are continuing to remove and to reduce out-of-date books.

Compared to peer institutions in Washington, the Libraries have fewer items per FTE student. The Libraries also spend less per year as a percentage of its budget than peer institutions on one-time purchases of books. In part, this is due to a focus on purchasing online databases, including eBooks. The shift and adoption of online resources allows students to access resources 24/7.

The librarians examined student satisfaction data for the Libraries from the Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE). The three latest years of data from Noel Levitz indicated that the Libraries are closing the gap on the difference between student expectations and student satisfaction. Sixty-one percent of students indicated they were satisfied or very satisfied with the Libraries' resources and services. The 2017 Means Report from CCSSE indicated that Skagit Valley College students used the Libraries more than Achieving the Dream (ATD) schools or the 2017 CCSSE student cohort. The survey also showed that students were more satisfied with the Libraries' resources and services than ATD schools or the 2017 CCSSE cohort. In addition, students ranked the importance of the Libraries' resources and services higher than the ATD schools or the 2017 cohort. Though the Libraries have conducted surveys on a variety of topics (for instance, weekend hours and format preferences), the Libraries could do more local surveys of students and faculty to solicit input. Quantitative and qualitative assessment projects are under discussion.

Space: The Libraries have shown their age with water intrusion problems, lack of electrical outlets and limitations on network infrastructure. Heating and cooling systems have also been challenging at the Mount Vernon Campus. The College has prioritized improving the Mount Vernon Campus Library space by including the replacement of the Library on the College's Master Plan. A new Library building is currently on the state capital projects list and is awaiting funding from the legislature. In the meantime, the Library staff have provided space that is conducive to study, including small group study rooms that provide equipment to help students work collaboratively.

The Libraries work with Campus Security and Information Technology (IT) to create an environment in which students and staff can feel safe. Campus Security conducts regular safety drills and IT protects the data network. The Libraries' staff ensure secure access to the Libraries' databases through authentication software and protocols that protect Library and network data.

Management/Administration/Leadership: The Libraries' faculty and staff participate in college-wide governance, curriculum, safety, and IT committees. The Library administrator serves on the Instruction and Student Services Planning Group, which meets once per quarter. The Director of Library Services also meets quarterly with peers on the Library Leadership Council where she contributes to statewide library initiatives.

The Libraries use data and outcomes assessment to plan the direction for Libraries' curriculum, Library services, and collection development. The 2019 Libraries Program Review is the first since 2010, but going forward, the College will conduct Libraries Program Reviews, along with other instructional programs, according to a regular four-year schedule.

The Director of Library Services and faculty will continue to advocate for inclusion of library workshops and PLOs in courses. They will also advocate for scaffolding library instruction touchpoints within Guided Pathways to help students achieve success.

Personnel: The Libraries have seen some changes in personnel in the last year. Library faculty FTE has increased from 3.29 FTE to 4 FTE. However, the Libraries lost 2.67 FTE classified staff positions in the Great Recession and some of that workload shifted to the librarians and the Director of Library Services. This year, Whidbey Island Campus Library lost Student Technology Fee funding for part-time

hourly staff. The Director of Library Services has identified supplemental funding to the end of the academic year and will advocate for replacement funding in the new fiscal year. The Libraries' staff and faculty have been participating in a number of professional development opportunities and presented at conferences and published papers.

External Relations: The librarians and staff are active across campus and share a consistent message about the Libraries' resources and services. They are also participants in their communities and contribute their time in projects such as the Anacortes Arts Festival, Skagit Reads, and Eagle Watch.

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V. CONCLUSION

As demonstrated with the 2019 SVC Libraries Program Review, the Libraries systematically evaluate the quality, adequacy, utilization, and security of library and information resources and services. The Libraries' annual collection of key data, coupled with the four-year program review cycle, demonstrates the Libraries' regular assessment of its services and resources.

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APPENDIX A

Skagit Valley College Libraries Program Review December 2019

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SVC Libraries | Program Review

DECEMBER 2019

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INTRODUCTION

Skagit Valley College Libraries last completed a Comprehensive Program Review in 2010 using a template developed by the Office of Institutional Research. For the current Program Review, SVC Libraries' faculty and staff chose to adopt the Standards for Libraries in Higher Education as a structure for the document (http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/slhe.pdf). The Standards were recently revised (approved February 2018) and published by the Association of College & Research Libraries (ACRL, a division of the American Library Association). The introduction states, "The Standards articulate expectations for library contributions to institutional effectiveness. The Standards are structured to provide a comprehensive framework using an outcomes-based approach, with evidence collected in ways most appropriate for each institution" (p. 5). The Standards are intended to be adaptable to assess the library within the context of its institution.

The Standard consist of nine Principles and related Performance Indicators. All of the nine Principles from the Standards were used as a framework for this document. The Principles are:

- ◆ **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

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

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

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

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

- ◆ **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

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

- ◆ **Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

- ◆ **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value. (p.9)

For each Principle, the Libraries' faculty and staff chose at least one relevant Performance Indicator to document, through outcomes or evidence, that the Libraries are fulfilling the Principles and contributing to the institutional mission.

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PRINCIPLE 1 INSTITUTIONAL EFFECTIVENESS

Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

PERFORMANCE INDICATORS

1.1   The Libraries defines and measures outcomes in the context of institutional mission.

Skagit Valley College Mission

Skagit Valley College cultivates student learning and achievement; contributes to the educational, personal, and economic success of students; and promotes equitable and thriving communities.

Core Themes

- Equity in Access
- Equity in Achievement
- Equity in Community

The Libraries' program provides information resources and information literacy instruction to improve equity of access to information, support equity in academic achievement, and foster equity in our community. To do this, most student-focused library research instruction is embedded into college course curriculum in the form of workshops. These workshops provide students with research skills that meet course-level student learning outcomes as well as the Libraries' program outcomes. SVC Library faculty recently revised their Program Learning Outcomes (PLOs) to improve their ability to assess library instruction. Students will be able to:

1. Create an appropriately-scaled research question or statement;
2. Demonstrate an appropriate search strategy;
3. Critically evaluate information for relevance and quality;
4. Articulate how library resources and services support academic research practices.

The Libraries' PLOs are part of the college-wide outcomes assessment project. They support SVC's Core Themes, General Education Learning Outcomes, and Degree Learning Outcomes. These PLOs have been uploaded to the Canvas Outcomes Modules and are available for faculty to incorporate into their courses. SVC Librarians designed these outcomes to improve assessment of librarian instruction and to serve student success. While not exhaustive of all librarian-desired student learning outcomes, these four outcomes represent the foundational skills students require to complete coursework successfully and move on to upper-level College courses.

The librarians intend to incorporate authentic library assessment into the Canvas-driven assessment system in order to close the loop on instructional improvement. To that end, the librarians are currently inventorying the departmental PLOs in their respective liaison areas (accounting for all PLOs college-wide) to identify overlapping PLOs. The librarians hope to build partnerships with discipline instructors to assess library PLOs and generate a representative body of data each quarter. The librarians are also working with the Outcomes Assessment Workgroup, eLearning, and the General Education Committee to develop a way to use Think outcome data to reliably measure library PLOs in a valid way.

SVC Libraries also plan to articulate faculty-facing PLOs in order to assess its faculty development role. These will account for activities such as liaison responsibilities, faculty orientations, APA & MLA

workshops, OER facilitation, library programming, faculty development partnerships, Director of Teaching & Learning partnerships, and general campus outreach.

1.2 The Library develops outcomes that are aligned with accreditation guidelines for the institution.

Outcome

Identify outcomes that align with institutional accreditation guidelines.

The NWCCU Standards pertaining to Skagit Valley College Libraries will be addressed throughout the Program Review followed by an analysis of SVC Libraries' efforts in these areas.

NWCCU Standard 2.A.13 *Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.*

The Libraries' circulation policies are published on the Libraries' website. SVC Libraries do not charge overdue fines for the majority of its holdings. This policy could be marketed more strongly as a practice supporting access and equity. Only course reserves, Interlibrary loans, and technology incur overdue fines.

1.3 The Libraries develop and maintain a body of evidence that demonstrates its impact in convincing ways. The Libraries contribute to student recruitment, retention, time to degree, and academic success.

For the past three Academic Years, the librarians have engaged in a research project for the purpose of learning the impact of course-embedded library workshops (Research Skills Instruction or RSI) on certain student achievement metrics. The librarians took a roll in each workshop to determine who was attending. The Institutional Research Office provided class rosters and library staff created a spreadsheet indicating whether each enrolled student attended the workshop. The charts below were created by the College's Institutional Research Office using Tableau.

The first chart presents a comparison of students who attended (YES) a course-embedded library workshop versus those who did not attend (NO) for each Fall Cohort of students over three consecutive years. The bar graph indicates the percentage of students retained (TRUE) versus the number of students not retained (FALSE). The data show significant difference in retention between students who attended and those who did not.

RSI Session Retention Dashboard
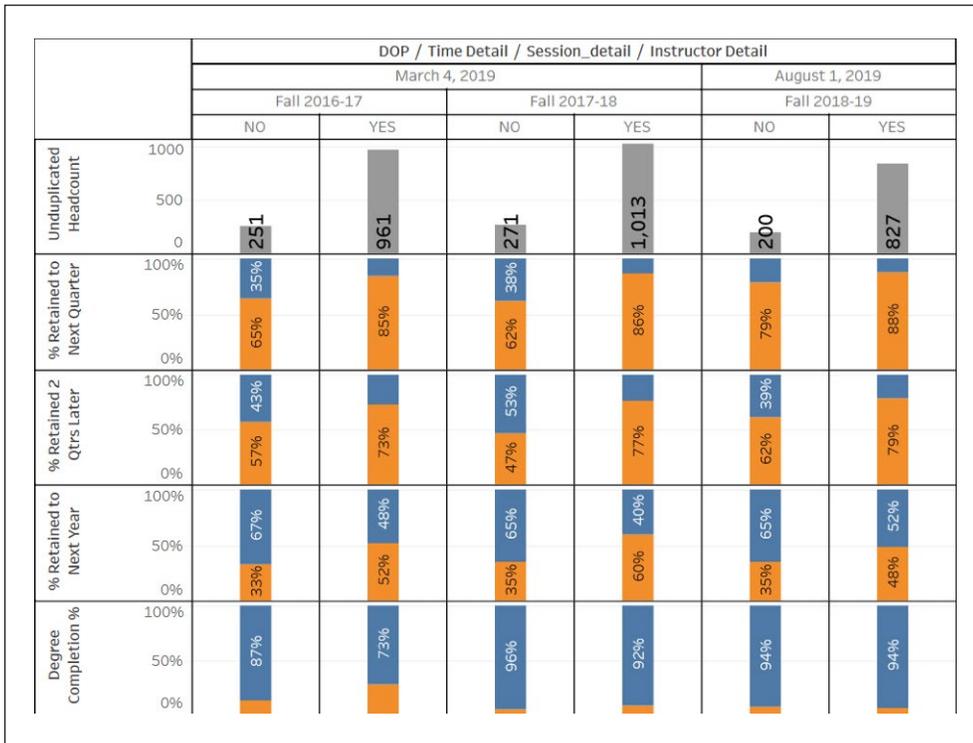
The second chart provides a comparison in pass rate between students who attended (YES) a course-embedded library workshop versus those who did not (NO) within three academic years. Students who attended workshops in the first two years of the study, enjoyed, on average, a 30% higher pass rate than those who did not attend. In the third year, that difference closed to a 16% percent advantage for those who attended. Further analysis is needed to see if a difference can be determined between the student experience in the first two years versus that in the third year. The chart still shows a significant difference in student achievement.

At the bottom of the chart are the average course decimal grades for students who attended (YES) versus those who did not (NO). For the first two years, the difference in decimal grade was a full grade difference. The third year showed a difference of 0.732 in the decimal grade for those in the class who attended a library workshop.

RSI Class Pass Rate and Decimal Grade by Participation
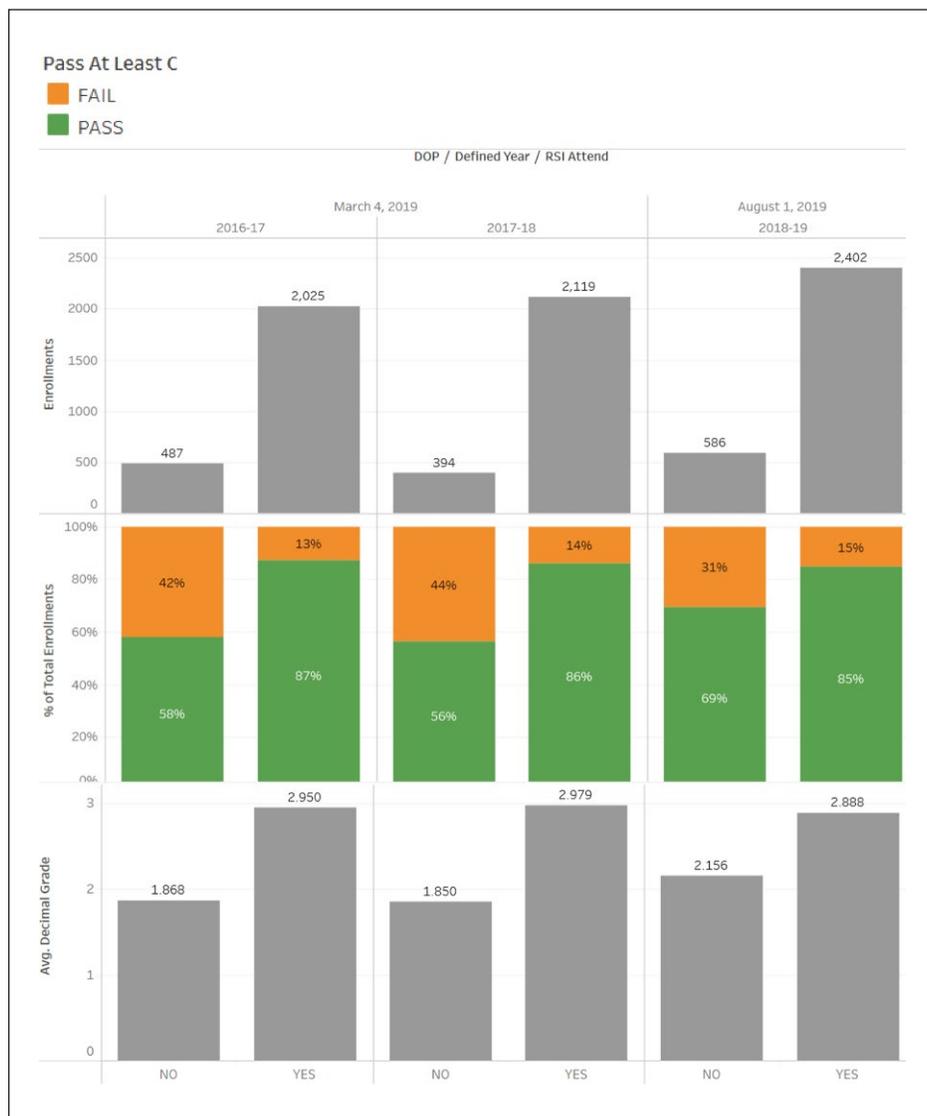
The librarians were conscious that a correlational study does not prove causation. To determine the strength of the correlation, the Institutional Research Office conducted a Linear Regression analysis of all English classes in the first two years of the study, whether or not a library workshop was embedded in the course. The regression used the mean decimal grade as the constant and controlled for variables of gender, race, English Placement, number of English credits attempted, and attendance in a library workshop. The results (the second column from the left) showed the effect of these variables as increases or decreases from the mean decimal grade. The biggest effect on the decimal grade was attendance in a library workshop, which provided a 0.640 decimal grade advantage with a standard error of 0.084.

Linear Regression of Decimal Grade—All English Classes					
Variables	Unstandardized Coeffic.		Std. Coeffic.		
	B	Std. Error	Beta	t	Sig.
Mean Decimal Grade (Constant)	2.253	0.174		12.938	0.000
Female Advantage	0.261	0.067	0.105	3.913	0.000
Hispanic Disadvantage (vs white)	-0.233	0.087	-0.075	-2.693	0.007
Other Races Disadvantage (vs white)	-0.205	0.098	-0.058	-2.096	0.036
Coll. Lvl. English Placement Advantage	0.385	0.107	0.099	3.599	0.000
Sum of English Credits Attempted/10 Disadvantage	-0.082	0.032	-0.088	-2.603	0.009
Attended Library Workshop Advantage	0.640	0.084	0.258	7.630	0.000

Many factors could contribute to the difference in student achievement. The librarians will continue this study and disaggregate the data by student demographics searching for equity gaps. They will follow up as necessary with qualitative research methods to search for greater understanding of factors leading to improved student achievement.

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PRINCIPLE 2 PROFESSIONAL VALUES

Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

PERFORMANCE INDICATORS:

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

Evidence:

- The protection of online information at the College is supported at the IT level via computer systems that employ software programs to monitor network traffic to identify unauthorized attempts to upload or change information, or otherwise cause damage. Base data logs are used for no other purposes and are scheduled for regular destruction in accordance with public records retention schedules.

- At the library level, all staff users must sign into the Alma library management system via personal log-in. In the Primo Discovery platform (the public-facing library catalog), students, college staff, and guests must use their network logins and passwords in order to access any personal information.

- To protect users' right to read, the Libraries anonymize their library circulation records so that the link between patron and library materials is broken once the items are returned. All library employees are instructed that checkout records are confidential and cannot be divulged.

- Gimlet software is used to track patron interactions at both Libraries. These interactions include both directional and reference questions. The patron's identity is not recorded.

- When gathering data for statistics or conducting research, student data is anonymized to protect student identities.

- All staff are required to attend online Family Educational Rights and Privacy Act (FERPA) training via Human Resources.

2.2 The Libraries support academic integrity and deter plagiarism through policy and education.

Evidence

The SVC Libraries address plagiarism and academic integrity in three places; face-to-face instruction classes, Canvas modules, and Library Research Guides.

FACE-TO-FACE:

- In face-to-face instruction classes, when appropriate, the College librarians direct students to suitable resources and materials with the intention of educating about how to avoid plagiarism.

SKILL:

- Prior to 2017, there was a library tutorial on plagiarism and academic integrity accessible from the website, called SKILL. Due to server obsolescence, the technical services librarian converted the SKILL tutorial to CANVAS modules. The modules replaced the SKILL tutorial in 2018.

Access points for SKILL by year	
Year	Times Accessed
2017-18	1050
2018-19	1209

CANVAS:

◆ Canvas Module #5 tutorial covers academic integrity and avoiding plagiarism. The modules can be downloaded by instructors and embedded into their Canvas classes online. Library data shows that in the 2018-19 school year, there were 51 downloads of the module into Canvas. Unfortunately, at this time, the Libraries cannot collect analytics on the number of students using these modules.

RESEARCH GUIDES:

◆ The librarians have created Library Research Guides (aka Libguides) that provide information on citing sources and avoiding plagiarism. As part of our plans for the 2020-21 school year, the Research Guides will be examined, revised, and repurposed which will include the citation and plagiarism guides.

Access of the Plagiarism and Citing Sources Research Guides by Year			
Years	Views Of Plagiarism RG	Views Of Citing Sources RG	Total Views Of All RGs
2016-2017	342	1359	7,638
2017-2018	155	998	10,251
2018-2019	378	1224	11,093

The Style Manuals for Modern Language Association (MLA) and the American Psychological Association (APA) were recently revised. SVC librarians are planning to collaborate on citation style initiatives to empower and encourage college-wide alignment to promote academic integrity.

Analysis

Evidence indicates views of our Plagiarism Research Guide has gone up and Citing Sources Research Guide has decreased slightly from two years ago. Total views of all Research Guides are rising. It is unclear why there is a distinct dip in views in the 2017-2018 academic year. Once we overhaul our Research Guides (estimated finish date end of Spring Quarter 2020) the librarians will be able to direct students and faculty to those guides more frequently. Additionally, a cohesive push toward the citation and plagiarism materials campus wide may facilitate a more robust use of the tools and result in stronger abilities throughout the district.

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PRINCIPLE 3 EDUCATIONAL ROLE

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

PERFORMANCE INDICATORS:

3.1 Libraries' personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

NWCCU Standard 2.C.6 *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

SVC Librarians fulfill liaison duties at both the Area of Study and program/department levels, ensuring all programs have a designated library representative to support curriculum, collections, and teaching partnerships. SVC Librarians work with the eLearning department to ensure Canvas tutorials designed around specific outcomes are available for faculty use. Librarians work with faculty to ensure collections are relevant and faculty are able to integrate the Libraries' resources into appropriate learning environments: Canvas, Research Guides, PowerPoints, reading lists, handouts, etc. This work is managed at the liaison level.

NWCCU Standard 2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

Evidence

In its educational role, the SVC Libraries have four Program Learning Outcomes (PLOs):

5. Create an appropriately-scaled research question or statement;

6. Demonstrate an appropriate search strategy;

7. Critically evaluate information for relevance and quality;

8. Articulate how the Libraries' resources and services support academic research practices.

These PLOs are utilized across the various the Libraries' instructional environments. For instance, a librarian participated on the committee to create the course College Success Skills 103 (CSS 103) to ensure information literacy navigational skills were included in the curriculum. This course directly addresses the Libraries' Program Learning Outcome number four and is required for all new students. It provides the foundation for the libraries to scaffold instruction across students' degree paths.

These four outcomes will be assessed college-wide through the data collection system developed in Canvas. Librarians will partner with disciplinary faculty to identify representative assignments for each outcome, import the outcome and its attendant rubric into Canvas, and assess student artifacts accordingly. The eLearning department compiles and shares these data each quarter, which can be disaggregated by program, department, and course, as well as student demographic categories. SVC Libraries will analyze these data on a quarterly basis, both within the context of the Libraries and within the contexts of liaison partnerships. The librarians expect to identify learning and equity gaps, then develop interventions to close them through this process.

The PLOs reflect frequently requested outcomes in library RSIs, however, they do not comprehensively represent the breadth of outcomes librarians address across their various instructional contexts. The librarians assess these other assorted outcomes on a case-by-case basis in the context of their instruction. The number of library workshops taught over the past three academic years (AY) is presented in the chart below.

Number of Library Workshops and Student Attendance		
Academic Year	*Workshops Total*	*Student Total*
2016-2017	178	3,125
2017-2018	183	3,439
2018-2019	180	3,406
Total	**541**	**9,970**

3.2 Libraries' personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

Evidence

SVC Librarians teach in multiple modalities: embedded library workshops; Canvas modules; Research Guides; Library 201; and individual reference assistance. Library workshop data have been shared in this report.

Canvas modules

There are currently 8 tutorials available to faculty in Canvas Commons, which have been downloaded a total of 215 times. The modules include readings, multimedia and interactive content interspersed with formative assessments. The titles include:

Canvas Modules Imported	
Title	*Downloads*
SVC Library Navigation	18
Welcome to Library Research Skills!	2
Library Research Skills 1: Introduction to the SVC Library & Research Process	33
Library Research Skills 2: Choosing & Focusing a Topic	35
Library Research Skills 3: Search Strategies for Print & Online Sources	22
Library Research Skills 4: Choosing & Evaluating Sources	29
Library Research Skills 5: Academic Integrity & Avoiding Plagiarism	56
Evaluating Your Sources	20
Total	**215**

The librarians plan to focus on these tutorials in Winter and Spring 2020 and expand SVC Libraries' offerings. The suite of available instructional content will expand to include more Canvas tutorials as well as video tutorials and Research Guides tailored to disciplinary needs. The librarians are working with the eLearning department to develop a library Canvas shell where all instructional content can be housed, easily findable and accessible by disciplinary faculty. There is evidence of demand for more online library instructional content from faculty who cannot afford to sacrifice in-class time for face-to-face library instruction. SVC Libraries are also planning instructional touchpoints in Areas of Study to provide students with consistent, scaffolded, and equitable information literacy instruction that is

situated within their disciplinary courses. There are considerable staffing constraints on librarians: 4 FTE librarians + 1 library director across 2 campuses of 3,565 State-funded FTE students. SVC has 1 FTE librarian per 891 students. Given this disparity, librarians must provide alternative instructional modalities beyond face-to-face instruction in order to reach all students equitably at the points-of-need.

Research Guides

SVC Libraries' Research Guides service is another crucial way of delivering instruction tailored to disciplinary needs. There are currently 152 public-facing guides on 47 unique subjects, with annual visitors as follows:

Research Guide Views		
Year	*Number of Guides*	*Guide Views*
2016-2017	157	7,638
2017-2018	157	10,251
2018-2019	157	11,093

The SVC Librarians recognize a need for an overhaul of its Research Guides. Much of the content requires updating, redesigning, and alignment with Guided Pathways Areas of Study. Two librarians have assumed leadership over this project, which will begin February 2020. This work will dovetail with the bolstering of online instructional content and alignment with Areas of Study to inform a more targeted and comprehensive library outreach program.

Library 201: Critical Information Studies and Research Methods.

LIB201 is a 5-credit hybrid information literacy and research skills course taught by a librarian, starting Fall 2019. It is an elective in the Social Sciences distribution approved for transfer to Western Washington University. Course Learning Outcomes include:

9. Define and develop an academic-level research topic.

10. Develop project and information management skills related to academic research.

11. Practice information finding and evaluation skills across multiple format type and genres

12. Analyze their information-seeking behavior and explain how they search.

13. Practice citing sources and ethical use of information in academic research.

14. Discuss and evaluate current issues in scholarly communication, including copyright, open access and intellectual freedom.

15. Discuss and evaluate arguments related to information issues in society, including privacy, Digital Divide, impact of social media, "fake news" and our own consumption and management of online resources.

Initial enrollment has been low, with only 2 students in both the Fall 2019 and Winter 2020 sections. Librarians are working to market the course to the campus community as a standalone course as well as a part of a learning community. There are multiple proposals for future LIB201 learning communities, with Early Childhood Education, Chemistry, History, English, and Environmental Conservation.

Individual reference assistance. SVC Libraries offer drop-in or by-appointment reference services during all open hours at the Mount Vernon Campus (57 hours per week), and up to 35 hours per week at Whidbey Island Campus. Reference assistance is also provided through telephone, email, and a 24/7 live chat cooperative available on the Libraries' homepage.

The librarians use the product Gimlet to log reference questions received. Gimlet allows the librarians to disaggregate the reference interactions to determine type of question, duration of the transaction, type of patron, format (i.e. phone, email, walk-up), and location. Reference reports can be tailored for day of week, time of day, among other factors, and can be used to understand patterns in reference service needs.

Reference Question Statistics (Gimlet)	
Year	*Reference Questions*
2016-2017	2,332
2017-2018	1,936
2018-2019	1,834

3.3   Libraries' personnel collaborate with campus partners to provide opportunities for faculty professional development.

A tenured librarian has served on the Professional Development Committee for the past 6 years, and chaired 5 of those years.

Faculty presentations

SVC Librarians co-presented workshops with the SVC Writing Center to faculty:

◆ Avoiding Plagiarism (2015);

◆ Curating Your Online Presence (2014).

In 2017, librarians shared their findings at the SVC Faculty Teacher-Scholar Retreat in a session called Preference for Tomatoes: What Analytics Can Tell Us About Student Search Behavior.

In 2017, librarians partnered with eLearning to teach a copyright workshop. Librarians are regular presenters at new faculty orientations and in the New Faculty Learning Community. The librarians also are in the midst of partnering with the Writing Center and other campus stakeholders to devise an instructional approach to the new APA 7th Edition as well as MLA 8th Edition.

Outcomes and pedagogy

SVC Librarians are planning campus-wide Backward Design workshops for faculty as part of the college-wide accreditation recommendations to perform comprehensive program review.

Open Educational Resources (OER)

SVC librarians delivered OER presentations in partnership with eLearning in Fall 2018, Winter 2019, Spring 2019, and Fall 2019. In Fall 2019, they also shared an OER presentation with IBEST faculty groups. Librarians conduct individual OER consultations and are working to convert two courses to fully open course materials as part of a Faculty Excellence Award.

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PRINCIPLE 4   DISCOVERY

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

PERFORMANCE INDICATORS:

4.1   The Libraries organize information for effective discovery and access.

Outcomes

- Library users can easily find print materials in the library;
- Library users can access and search the library's electronic collections 24/7 via the website.

Evidence

- In Summer 2018, the Libraries created a separate Fiction Collection that incorporated a paperback collection with declassified literature and graphic literature. The collection is now in alphabetic order by author. This change was in response to increased demand by the Basic Education for Adults program for materials for Sustained Silent Reading in classes. The Libraries took the extra step of designating fiction by genre labels to help students find books they might like;
- Libraries consider accessibility when choosing databases, videos, or updating the Libraries' webpage.

Provided below are the figures for circulation of fiction materials compared to all print materials. In comparison, our general library circulation of print materials has decreased from last year.

Circulation of Print Materials		
Date	*Fiction*	*All Materials*
2016-17	N/A	N/A
2017-18	442	11,329
2018-19	934	9,729

Source: Alma Analytics: Circulation of materials in the FICTION and GRAPHIC LIT locations for 2018-19 and for materials in paperback, and selected 800 call numbers in Stacks for 2017-18.

Note: Figures before 2017-18 are not available due to the migration from one library management system to another.

- The Libraries' website provides access to digital materials 24/7. Between 2016 and 2019, we had 209,807 views of the Libraries' home page;
- The Libraries relocated the English Language Acquisitions Collection and reclassified the readers so that they can be found by reader level;
- Materials such as films, CDs, audio books and browsing periodicals are kept in separate locations;
- The Primo Discovery Interface allows for searching of local collections.

Analysis

The Libraries have a number of special collections that are located separately to ease access for pa-trons. The most recent special collection was the creation of a Fiction Collection in 2017. This was in

response to faculty who are using Reading Apprenticeship and requiring students to access recreational reading. The number of fiction items checked out of the Libraries increased substantially following the reclassification and relocation of the fiction items that previously had been located in the Literature call numbers (800s) of the Main Stacks and Paperback section. It is significant that the fiction circulation increased while the number of physical items circulated overall decreased. We believe these materials were now more centrally located and easier to find contributed to the increase. Because we switched to our new Libraries' system in 2017, there are no circulation statistics prior to that by call number, and so those figures are not represented in the table.

In addition to the physical collection, the Libraries' website has a number of features to provide access to the Libraries' collections, both online and in print. Google Analytics numbers tell us that we reach tens of thousands of users every year, and it shows us that the most popular pages, after the Libraries' home page and the Librarians' Reference Page, which is used by staff, is our Articles & Databases and Library Services Page. The relatively high bounce rate of almost 65% means that users are almost immediately leaving our website, which indicates that they are using our databases, which are provided by third-party vendors. And, indeed, statistics show strong access of our database resources. Our number of online full-text access has increased steadily over the past three years. Usage of Research Guides, which allow students to find materials by subject, has also increased slightly. We believe this evidence shows that students are able to easily access materials on the site.

The Libraries strive to make our collections and services accessible. The Technical Services/Systems Librarian serves on the college's Accessibility Committee. She worked with IT during the Fall 2019 Department of Education accessibility audit to make the Libraries' website more accessible by fixing outdated coding and ensuring that images and other documents linked to the site are accessible. Any videos that we create and post on our site are captioned. The Libraries are committed to ensuring that our databases and resources we subscribe to are accessible to students. When looking at streaming video subscriptions, we consider only vendors who had captioning or full transcripts available. In Fall 2019, the Libraries had IT install a screen reader, NVDA, on all computers in libraries. We have an accessible computer stations, with an ergonomic keyboard, adjustable desk and chair. The Mount Vernon Campus Library also has a text enlarger available for students with low vision to magnify printed materials in the library. We are in the process of codifying these practices and developing an accessibility policy related to collections and services.

One question for further analysis is why the overall number of website accesses has declined slightly from 2016. According to Google Analytics, we had 67,973 page views of the site's home page in 2018-19 compared with 71,685 in 2017-18. Even with the decrease, our number of full-text article views in databases increased. It could be because students were accessing directly from links to articles provided by faculty, or it could be that each user who went to a database accessed multiple articles once they were in the database. It is also unclear whether this might be tied to declining enrollments college-wide, but it is worth monitoring.

4.2   The Libraries provide one-on-one assistance through multiple platforms to help users find information.

Outcome

The Libraries' users are able to ask questions of staff in person and remotely 24 hours a day and 7 days a week.

Evidence

◆ The Libraries Reference Desks at the Mount Vernon and Whidbey Island campuses are staffed by library faculty so students can ask questions in person. Our Gimlet Reference Counter software allows us to collect how many questions are answered per year:

Reference Question Statistics (Gimlet)	
Year	*Number of Reference questions*
2016-2017	2,332
2017-2018	1,936
2018-2019	1,834

◆ In Fall 2019, the Libraries implemented a Reference Request Form for students to submit when librarians are not available. Librarians respond within 24 hours.

◆ Gate counts for people visiting the Libraries:

Annual Gate Counts		
Year	*Mount Vernon*	*Whidbey*
2016-17	94,476	44,332
2017-18	69,098	38,371
2018-19	74,045	32,727

◆ The Libraries' website contains a Frequently Asked Questions page, online Help/tutorials, and also provides email and phone number contacts for users to request help.

◆ The SVC Libraries' participate in the AskWA 24/7 Cooperative Chat Reference Program through OCLC, and accessible by users through the Libraries' website.

AskWA Cooperative Chat Reference Program	
Calendar Year	*Number of Students Accessing Chat Reference*
2016	31
2017	26
2018	23
2019	11

Analysis

The figures indicate that one-on-one provision of information in the Libraries is decreasing. Our answering of Reference questions has declined over the last three years, as has the number of students accessing our Reference Chat service. The decline in one-on-one assistance mirrors the decline in the Libraries' gate counts and may indicate a preference for online services. The other factor to consider is declining enrollment at SVC overall and how that is impacting the number of students who use the Libraries. This is concerning and should cause us to evaluate how we are promoting these services to students.

Looking forward, we have higher FTE librarians (4 FTE in 2019-20 vs 3.29 FTE during 2011-2019), those librarians are engaged in additional duties that take them away from Reference, such as teaching, working with faculty in pathways, and serving on campus-wide committees. The librarians are concerned

that this will contribute to a further decline in questions asked in person. One way to address the concern is our implementation in Fall 2019 of a new paper referral form that students can use for follow-up when a librarian is not available to cover the Reference Desk.

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PRINCIPLE 5 COLLECTIONS

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

Performance Indicators:

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

Outcomes

- ◆ Students and faculty will find current materials related to their areas of study;
- ◆ Library users will increasingly use the Libraries' print and online collections.

Evidence

Libraries' physical materials expenditures per subject area, 2017-18;
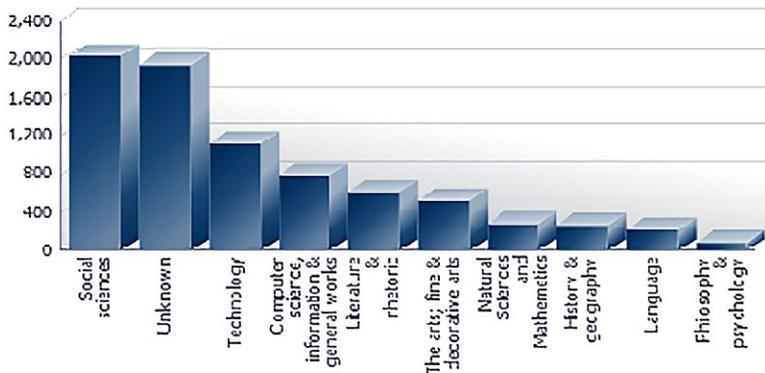
Libraries' physical materials expenditures per subject area, 2018-19;
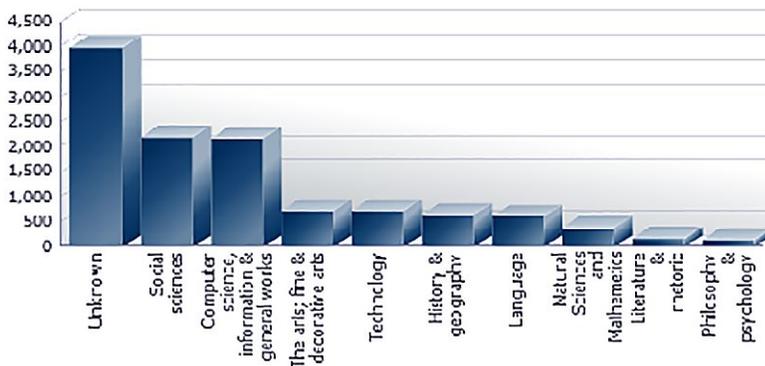
NOTE: Figures for purchases by subject area prior to 2017-18 are not available in Alma Analytics due to change in library management systems.

Evidence

Circulation of Physical Materials by Call Number (Excluding Reserves, ILL and Equipment).

Circulation of Physical Materials by Call Number

2017-18

2017-18 Circulation by Dewey, Excluding ILL, Reserves, Equipment

Loans (In House + Not In House)	Dewey Classification Top Line
210	000s Computer science, information & general works
275	100s Philosophy & Psychology
102	200s Religion
1,061	Social Sciences
416	400s Language
1,165	500's Pure Science
827	600's Technology
1,045	700's Arts & recreation
443	800s Literature
494	900s History & Geography
2,687	Unknown
7,893	Grand Total

2018-19

Loans, excluding Reserves, ILL and Equipment

Loans (In House + Not In House)	Dewey Classification Top Line
181	000s Computer science, information & general works
284	100's Philosophy & psychology
84	200's Religion
959	300's Social sciences
355	400s Language
306	500s Pure Science
692	600s Technology
1,002	700s Arts & recreation
322	800s Literature
427	900s History & geography
3,140	Unknown (FICTION, ELA, GRAPHIC LIT)
7,752	Grand Total

Analysis

The Libraries regularly purchase materials supporting the degrees and programs offered at the college. The purchase stats show that we have purchased heavily in the social sciences. The "Unknown" call number area represents the amount of Fiction and ELA purchases we have made due to requests from faculty for more materials in this area to support Reading Apprenticeship and sustained silent reading assignments.

The circulation by call number table shows the areas that have the most library usage of print materials. There has been a large spike in the number of materials circulated in the area of fiction. This increase is a direct result of the addition of Sustained Silent Reading in many of the basic skills and ELA courses on campus. The spike in circulation validates the increased purchasing to support this effort. This is an area of continued analysis and should inform our future purchases.

Evidence

Circulation by Location, Whidbey and Mount Vernon Combined

Circulation by Location (i.e. Collection)—Mount Vernon and Whidbey		
Location	*Checkouts + Renewals 17-18*	*Checkouts + Renewals 18-19*
Laptops	7,372	6,899
Course Reserves	1,517	1,739
Stacks & Reference	3,615	3,594
Videos	545	617
Audiobooks	91	40
English Language Acquisition	1,820	1,724
Children's	426	515
Fiction	442	934
CDs	342	383
Periodicals	153	180
New Materials	262	343

Analysis

This chart shows circulation by selected locations (i.e. Collections). While the number of laptops checked out decreased slightly, they still are the largest percentage of materials that are borrowed from the Libraries. Overall circulation numbers have decreased from last year. However, other areas have seen an increase. Those are: Fiction, Children's, Videos (primarily DVDs), New Materials, and Course Reserves. We know that the Fiction collection is popular because it is required reading for many of our students. Course Reserve materials, which are mostly textbooks for classes, continue to be popular because the cost of textbooks is so high. While it would be prohibitively expensive for the Libraries to purchase textbooks for every class, this is a clear need, and might be a reason to move toward library promotion of Open Educational Materials for classes.

Evidence: Age of Collection

The following charts show the evolution of our print collection in terms of age from 2012 to 2018-2019. The first chart shows the age of collection from 2012. The second table shows the age of the physical collection from 2019. The third chart reflects age of the electronic book collection in 2019.

Physical Collection 2012

Age of Collection reports

Scat table: Dewey call #   Location(s): Mount Vernon   Created on 02-27-12

Category	Description	2010-2019	2000-2009	1990-1999	1980-1989	1970-1979	1960-1969	1950-1959	1940-1949	1930-1939	1920-1929	<1919	No Date	TOTAL
-1	No Call #	34	3029	3633	1645	442	337	188	125	121	89	238	13084	22965
0	Not in table	37	1225	990	263	174	347	201	31	45	20	35	1491	4859
1	000s	46	302	165	87	61	50	29	6	8	1	11	44	810
2	100s	17	173	223	200	294	461	228	73	34	13	20	14	1750
3	200s	9	96	142	94	135	344	178	49	20	16	14	8	1105
4	300s	157	1506	1901	1103	1478	1602	560	132	65	38	38	161	8741
5	400s	10	188	148	93	89	112	51	13	5	2	5	4	720
6	500s	32	357	465	438	577	1228	469	96	52	20	16	24	3774
7	600s	101	1139	1187	710	719	433	122	34	13	5	9	72	4544
8	700s	33	1089	2315	1209	1721	1636	569	234	108	44	55	293	9306
9	800s	19	397	597	603	1149	2469	1024	462	315	145	236	148	7564
10	900s	35	527	800	800	1051	2004	901	299	170	93	118	267	7065
	TOTAL	530	10028	12566	7245	7890	11023	4520	1554	956	486	795	15610	73203

Physical Collection 2019

Age of Collection - monograph volumes - physical

Publication Date	000's	100's	200's	300's	400's	500's	600's	700's	800's	900's	Total
before 1900	30	5	3	8	2	2	1	8	151	81	291
1900-1909		9	7	15		7	4	27	249	97	415
1910-1919		12	12	18	1	1	4	15	105	66	234
1920-1929		11	15	28	1	25	3	26	133	192	434
1930-1939		37	27	47	26	28	10	94	249	211	729
1940-1949	1	74	50	99	12	34	37	208	333	396	1,244
1950-1959	5	231	212	396	43	189	126	586	828	1,064	3,680
1960-1969	21	459	349	1,188	86	459	407	1,589	1,985	2,267	8,810
1970-1979	21	264	131	1,154	82	358	658	1,672	1,001	1,338	6,679
1980-1989	56	183	106	946	108	341	537	713	561	1,080	4,631
1990-1999	68	204	151	1,755	157	451	917	585	628	1,535	6,451
2000-2010	231	193	113	1,622	266	469	1,201	410	495	1,599	6,599
2010-2019	190	88	28	850	113	292	744	146	283	630	3,364
Grand Total	623	1,770	1,204	8,126	897	2,656	4,649	6,079	7,001	10,556	43,561

eBook Collection 2019

Age of Collection - monograph volumes - ebooks

Publication date	000's	100's	200's	300's	400's	500's	600's	700's	800's	900's	Total
before 1900	28	100	270	107	4	57	32	17	1,427	7,614	9,656
1900-1909				1						20	21
1910-1919				1		1				24	26
1920-1929		1	2							16	19
1930-1939			1							8	9
1940-1949										11	11
1950-1959			1							48	49
1960-1969			1	8		1			1	91	102
1970-1979			4	21	1	4	7		2	158	197
1980-1989	9	6	5	175	2	54	86	9	27	478	851
1990-1999	36	85	53	959	8	231	419	79	898	1,998	4,766
2000-2010	313	130	65	1,543	80	325	836	139	193	9,415	13,039
2010-2019	134	113	100	1,446	120	169	304	168	231	6,960	9,745
Grand Total	520	435	502	4,261	215	842	1,684	412	2,779	26,841	38,491

The circulation by publication date indicates that in 2018-19 more titles were circulated *that were newer than 2010* than in the previous year.

Circulation of Physical Materials 2017-18

Circulation by Publication Date, 2017-18

	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2019	OTHER	Loans (In House + Not In House)
Grand Total	9	5	18	30	48	92	223	230	295	856	1,877	6,604	1,042	11,329

Circulation of Physical Materials 2018-19

Circulation by Publication Date, 2018-19

	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2019	OTHER	Loans (In House + Not In House)
Grand Total	5	3	13	18	34	85	193	195	229	752	1,473	6,664	65	9,729

Analysis

A major area of concern is ensuring library materials are up-to-date. The online databases have current materials, but print materials have needed updating. The Age of Collection Report produced by our Alma Analytics shows the age as of Fall Quarter 2019. We are unable to capture past reports for dates between 2012 and 2017. The comparison with 2012, which was the last time the age of collection was recorded in the previous the Libraries' management system, shows that the Libraries had substantially more volumes in the 2010-19 decade than previously. In response, more patrons have been checking out the newer volumes than in the previous year. We have weeded significantly and made an effort to purchase new materials. We will continue to weed our old materials aggressively, but we do not have sufficient funds to replace the print materials being weeded. We will need to rely on electronic materials to update the collection. One thing to note is that the Age of Collection Report for 2018 does NOT include items that do not use Dewey Decimal Classification. This would include materials in our Fiction Collection, which we have added to extensively, as well as the ELA and DVD collections. Those items with publication dates newer than 2010 in the non-Dewey call number range is 2,882.

Evidence: Library Collection Access

Library Physical Material Circulation, Totals		
2016-17	*2017-18*	*2018-19*
33,296	11,329	9,729

Online Full-text Access Across all SVC Library Databases		
2016-17	*2017-18*	*2018-19*
160,283	179,199	202,446

Analysis:

As our number of databases and online resources has increased, so has access by users to full-text documents. This increase indicates that our users prefer to access materials online rather than in print. The age of collection report does not reflect how much we have been purchasing in electronic format, which provide much newer documents. This trend has implications for our collection development practices going forward, which indicates an increase in the purchase of online materials. Several new databases were purchased to support new the BASAM degree, including upgrading to Ebscohost Academic Search Complete, and adding Business Reference Center. Those additions are reflected in substantially higher numbers of access for 2018-19.

NWCCU Standard 2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

Evidence

According to the latest available IPEDS comparison (FY 2017) for peer institutions, the following chart shows how SVC compares with peer institutions in terms of collections, expenditures and circulation:

Peer Institution Comparison of Total Library Collections and Expenditures

	Total library collections (physical and electronic) (AL2017_RV)	Total materials/services expenditures (AL2017_RV)	Total library circulations (physical and digital/electronic) (AL2017_RV)	Total interlibrary loans and documents provided to other libraries (AL2017_RV)
Columbia Basin College	369232	99044	121060	98
Skagit Valley College	100377	61193	192891	263
South Puget Sound Community C	166179	109873	51723	14
Walla Walla Community College	28118	64429	7991	243
Whatcom Community College	562506	127904	101633	194
Yakima Valley College	54501	105325	7306	52

Source: IPEDS

Library total Electronic and Print Items/FTE Ratio	
Washington State Colleges	Items/FTE
Columbia Basin College	62
Skagit Valley College	24
South Puget Sound Community College	37
Walla Walla Community College	7 (electronic collections n/a)
Whatcom Community College	145
Yakima Valley College	23

Source for FTE's: Washington SBCTC enrollment data dashboard

Library expenditures on collections, based on IPEDS Peer comparison from 2017

Library	One-time purchases of books serial backfiles and other materials as a percent of total library expenditures (DRVAL2017_RV)	Ongoing commitments to subscriptions as a percent of total library expenditures (DRVAL2017_RV)	Total library expenditures per FTE (DRVAL2017_RV)
Columbia Basin College	5	11	116
Skagit Valley College	2	7	193
South Puget Sound Community College	2	12	159
Walla Walla Community College	4	6	165
Whatcom Community College	6	15	202
Yakima Valley College	4	10	212

Analysis

Compared with our peer institutions for the number of materials, the SVC Libraries are somewhere near the bottom. Taking out extreme high (Whatcom) and low (Walla Walla) figures, which may be due to differences in how data are counted, we are comparable to Yakima Valley College in the number of items in the collection per student. Compared to peer institutions, we spend the least on materials purchases (2% of our budget on one-time purchases of books and other print materials and 7% on subscriptions). The Libraries are seeing decreased usage of print materials and increased usage of online materials, which indicates that it might make sense to focus our collection development strategy on online materials in the future.

Analysis

An analysis of this data suggests the Libraries have a larger relative print collection than benchmark institutions, and that a greater emphasis on digital collections going forward may be necessary. The eBook collection could be expanded, should community surveys reveal this to be a desirable format. The Libraries currently have 40 (a number of databases have been added) electronic databases, although its total electronic library collection could be improved based on the benchmark data. Additional collection analysis is provided under Principle Five.

Outcome

Faculty, staff, and students will express satisfaction with the collections provided by libraries for their educational and research needs.

Evidence: CSSE, Noel-Levitz and Employee Satisfaction Surveys

Noel Levitz survey comparing 2014, 2016 and 2018 results. The red line is the percentage of students who thought the Libraries' resources and services were "important" or "very important" and the purple line is the percentage of students who indicated they were "satisfied" or "very satisfied" with the Libraries' resources and services.
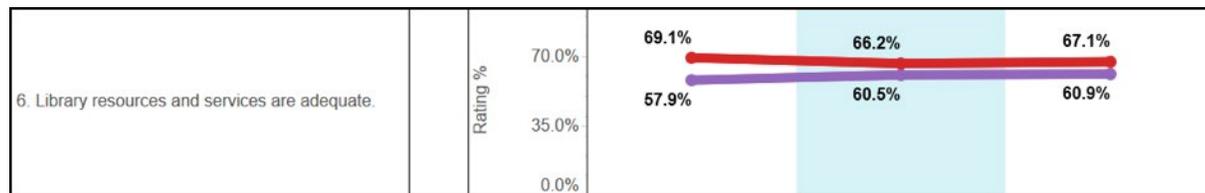
2017 Means Report from the Community College Survey of Student Engagement (CCSSE)

Item	Variable	Your College		ATD			2017 Cohort		
		N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 12.1: How often have you used the following services during the current academic year?									
0 = Never , 1 = 1 time , 2 = 2 - 4 times , 3 = 5 or more times									
12.1a. Academic advising / planning [SUPPORT]	FREQACAD	503	1.74	51,895	1.58		173,458	1.56	0.20**
12.1b. Career counseling [SUPPORT]	FREQCACOU	500	0.70	51,619	0.62		172,563	0.56	
12.1c. Job placement services	FREQJOBPL	499	0.19	51,227	0.17		171,341	0.16	
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	495	0.84	51,181	0.77		171,247	0.71	
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	497	1.11	51,043	0.95		170,796	0.90	
12.1f. Child care	FREQCHLD	498	0.08	51,064	0.09		170,836	0.10	
12.1g. Financial aid advising	FREQFAADV	494	1.11	51,160	1.08		171,165	1.08	
12.1h. Computer lab [STUEFF]	FREQCOMLB	499	1.41	51,153	1.52		171,066	1.50	
12.1i. Student organizations	FREQSTORG	495	0.38	50,903	0.40		170,286	0.42	
12.1j. Transfer advising / planning	FREQTRADV	484	0.76	50,494	0.61		169,069	0.59	
12.1k. Library resources and services	FREQLIB	492	1.93	51,063	1.56	0.32**	170,771	1.54	0.33**

2017 Means Report from the Community College Survey of Student Engagement (continued)

Item	Variable	Your College		ATD			2017 Cohort		
		N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 12.2: How satisfied are you with the services?									
0 = Not at all , 1 = Somewhat , 2 = Very									
12.2b. Career counseling	SATCACOU	207	1.31	22,530	1.22		71,154	1.21	
12.2c. Job placement services	SATJOBPL	97	1.02	10,974	0.92		38,066	0.94	
12.2d. Peer or other tutoring	SATTUTOR	231	1.43	23,191	1.37		73,837	1.35	
12.2e. Skill labs (writing, math, etc.)	SATLAB	274	1.42	24,980	1.41		80,341	1.38	
12.2f. Child care	SATCHLD	63	0.75	6,704	0.89		23,240	0.91	
12.2g. Financial aid advising	SATFAADV	289	1.39	31,254	1.33		106,335	1.34	
12.2h. Computer lab	SATCOMLB	297	1.54	34,816	1.57		116,144	1.56	
12.2i. Student organizations	SATSTORG	146	1.21	15,803	1.17		55,171	1.17	
12.2j. Transfer advising / planning	SATTRADV	220	1.25	22,497	1.24		74,184	1.24	
12.2k. Library resources and services	SATLIB	400	1.62	37,713	1.58		124,873	1.57	

Item	Variable	Your College		ATD			2017 Cohort		
		N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 12.3: How important are the services are to you at this college?									
12.3k. Library resources and services	IMPLIB	473	2.59	48,770	2.47		163,422	2.44	

Analysis

In terms of student satisfaction, both the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory instruments show that students think positively about the resources and services offered by the Libraries. The 2017 CCSSE survey indicated that Libraries' resources compared more favorably with students than Achieve the Dream Colleges or the 2017 cohort. We would like to see these scores improve, but the Noel Levitz survey, in particular, shows that we are closing the gap between the importance of and satisfaction with the Libraries' resources and services among students. In previous years, the College has conducted a survey of College employees that has included the Libraries' services. However, for the past three years, that question is no longer on the survey. Therefore, we do not have data about how faculty and staff perceive the Libraries' collections and services.

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PRINCIPLE 6 SPACE

Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

PERFORMANCE INDICATORS

6.1 The Libraries provide safe and secure physical and virtual environments conducive to study and research.

Evidence

PHYSICAL SPACE

- Both SVC Libraries' consist of book stacks, study rooms, dedicated quiet study spaces, large worktables with seating, computers labs, reference desk, circulation desk, and comfortable seating areas. Patrons have access to printers and copiers.

- In 2012, the Mount Vernon Campus Library built a Silent Study Room based on requests from students for quieter study space. Student fees paid for construction and work was completed by facilities personnel. The room was furnished with study carrels and chairs already owned by the Libraries. In addition, both Libraries provide ear plugs to students to help them manage the noise for their comfort level.

- Two small group study rooms and the library conference room at Mount Vernon are equipped with a computer, large screen wall-mounted monitor, and a DVD/VHS player to allow students to work on projects together. In addition, the conference room has interactive meeting capabilities with a Spiderphone and a Meeting Owl.

- The Whidbey Island Campus Library also offers small group meeting space with computer capability and a Meeting Owl for interactive meetings.

- Both Libraries have classroom space with a teaching station, multimedia projector, and a white board. Laptop computers are available for hands-on student instruction.

- Both Libraries create monthly displays on a variety of relevant topics that highlight the collection, pique patron interest, and provide a changing visual experience.

- Water intrusion is longstanding problem at the Mount Vernon Campus Library for the past two decades. The College is undertaking a remediation project in 2020 to keep the building sound until it can be replaced. Other problems include heating and cooling and insufficient electrical outlets. Network wiring and conduit is also out-of-date. . A new Library building for the Mount Vernon Campus is currently on the state capital projects list and is awaiting funding from the legislature.

- The Whidbey Island Campus Library is also limited in its electrical outlets and network connectivity. The Library enjoys a sweeping view of the Oak Harbor Marina and town, however, the outdoor deck off the Library is unsafe and closed to use. No date for repair has been set.

Analysis

As the evidence shows, the Libraries work to provide space that is conducive to study and responsive to student needs. The Silent Study Room (at the Mount Vernon Campus) and the group study rooms with

multimedia equipment help students be successful in their academic studies. The librarians discuss changing technology needs and make use of available grants to upgrade when feasible.

Both Libraries struggle with insufficient electrical wiring and network connectivity. They both have structural problems related to water intrusion. The College is addressing the water intrusion problems at the Mount Vernon Campus. Libraries staff rely on excellent support from Information Technology and Facilities to keep the heating and cooling, electric, and network systems running.

Evidence

SECURITY

- Libraries on both campuses employ security gates to protect items. All patrons move through the security gates upon entering and exiting the libraries. Physical items contain a radio frequency tag that triggers an alarm at the gate if an item enters or leaves the Libraries without being checked out.

- A gate counter on the Mount Vernon Campus track all users entering and exiting the Library and automatically records the count on the half hour to a website where it is retrieved. Individual library staff on the Whidbey Island Campus capture the counts from the gate counter manually by the hour, which are then recorded in a shared drive document.

Gate Count Statistics			
Library	*Gate count 2016-17*	*Gate count 2017-18*	*Gate count 2018-19*
Mount Vernon	94,476.5	69,098	74,045.5
Whidbey	44,332	38,371	32,727

- The Libraries' property is identified as such by labels, stamps or stickers depending on format.

- If items checked out of the Libraries are not returned, patrons are sent auto–generated reminders via Alma (library management system). At the end of each quarter, any patrons with over a $100 worth of fines are referred to collections. Patrons are contacted a minimum of 3 times (first overdue notice, second overdue notice, billed notice) before they are sent to the Business Office for collections. Once the patron has been sent to collections, the Libraries do not contact the patron again. A block is placed on the student's record and a message is inserted on the patron's library record to indicate he/she has been sent to collections. If the books are returned or the fine is paid, the Business Office is notified immediately. Copies of all paperwork for those patrons sent to collections are kept on file at the Mount Vernon Campus Library for 3 years; after which the paperwork is purged.

- A full inventory of the collection is completed yearly at Whidbey Island Library. An inventory at the Mount Vernon Campus is conducted on an ongoing basis as time allows.

- The Libraries' workers consistently check lists of "missing," "in transit," or "on display" status items generated by Alma regularly to ensure these items are being tracked and located.

Analysis

The Libraries are diligent in protecting state property. The staff have a process for notifying students when an item is overdue and, when necessary, taking additional steps to recover lost items. The libraries understand that students often struggle with finances and only charge overdue fines on Reserve items and laptops. Students are charged replacement fees for all lost or non-returned items.

The Libraries utilize the Alma library management system to track all items and manage patron records. The new system was fully operational July 2017. The system allows greater reporting capability and the Libraries are still working to find greater efficiencies with new procedures.

Evidence

OPEN HOURS

- **Mount Vernon Campus Library:** During the academic session, open hours from fall to spring total 57 hours per week.

- **Whidbey Island Campus Library:** During the academic session, open hours from fall to spring total 52 hours per week. Due to staffing cutbacks, Winter 2020 hours will be 40 hours per week.

- Summer hours at both campuses vary.

Analysis

Whidbey Island Campus Library hours will be reduced due to loss of funding from the Student Technology Fee. The Library had been dependent on this source of funding to sustain three part-time staff. This is expected to affect the students and patrons on the Whidbey Island Campus in terms of access. Prior to 2019-2020, the Library offered five hours of access on Saturdays. Effective Winter Quarter 2020, the Whidbey Island Campus Library hours will reduce from 52 hours per week to 40. The Libraries' strategic plan includes a request to add staff funding for the Whidbey Island Campus Library budget. See Principle 8 Personnel, for staffing breakdown.

Evidence

TECHNOLOGY

- The Libraries' computers (both laptops and desktops) and databases are password protected and authenticated.

- Members of the SVC community use their SVC network credentials to access accounts and databases from off campus.

- Non-SVC community members have the option to pay for a "community borrower" account ($5.00/ quarter) which grants them the privilege to borrow items from the collection and on-campus access to computers with a provided login and password. "Guest users," those who are requesting temporary access, are given a daily user account and are limited to using it only 5 times per academic year.

- The College ensures that all Libraries' employees receive FERPA training in their orientation.

- Libraries' workers are instructed on the importance of protecting patron privacy as well as patron borrowing history.

Analysis

The Libraries ensure that all staff are aware and follow FERPA rules and ALA Professional Ethics on protecting patron information. All staff are provided with FERPA training and library procedures prohibit disclosing patron information. Passwords are changed on a three-month cycle.

Evidence

PERSONAL SAFETY

◆ College Security conducts shelter-in-place and lockdown drills on a regular basis; College Libraries' staff are aware of steps to take to reduce risks to the library staff and patrons in case of an actual event;

◆ Members of the SVC community are strongly encouraged to sign up for RAVE alerts on their cell phones;

◆ Incident reports are submitted online or in person;

◆ **Security Services are available at both campuses:**

  ► *Mount Vernon Campus:* Campus Security personnel are on duty seven days a week. Security personnel patrol the campus regularly and can be contacted by phone at 360.416.7777. Additionally, there are six Assistance Call Boxes located in parking lots around the Mount Vernon Campus. Assistance Call Boxes enable instant radio contact with SVC Security personnel.

  ► *Whidbey Island Campus:* Campus Security personnel can be reached at 360.679.5383. "Silent Security" is available from computers via a "little green button", and when activated will alert anyone within the vicinity that there is a problem and some assistance is needed.

Analysis

The College does an excellent job with safety on our campuses. Safety drills for active shooter, earthquake, and fire have helped staff and students know how to respond in a real emergency. Security responds to calls when needed and offers escort service at night. The online reporting system makes it easy to report incidents and Security follows up. Parking lot callboxes and silent computer help signals at the Whidbey Island Campus help students and staff be aware that help is nearby.

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PRINCIPLE 7 MANAGEMENT/ADMINISTRATION/LEADERSHIP

The Libraries' leaders engage in internal and campus decision-making to inform resource allocation to meet the Libraries' mission effectively and efficiently.

PERFORMANCE INDICATORS

7.1   The Libraries' personnel participate in campus decision-making needed for effective library management.

Evidence

Library administration, faculty, and paraprofessionals participate on campus-wide decision-making committees.

Committees

- ◆ Instruction and Student Services Team
- ◆ Instruction and Student Services Planning Group
- ◆ Instruction Committee
- ◆ General Education Committee
- ◆ Governance Steering Committee
- ◆ Safety Committee
- ◆ Information Technology Committee
- ◆ Outcomes Assessment Workgroup

Analysis

The Instruction and Student Services Team (ISST) was recently reorganized. Until 2018, the team included all administrators in the Instruction and Student Services areas. They met as a group twice per month and during bi-annual retreats to work on planning, monitoring project outcomes, and facilitating communication. In 2018, Instructional Leadership Team (IL) formed with only Instructional Deans to work on strategic enrollment management. ISST continued to meet. In Fall 2019, the Instruction and Student Services Planning Group (ISSPG) was formed. It meets once per quarter. The Director of Library Services had been a member of the ISST until 2019, when the ISSPG was formed. To compensate for lack of access to the work of the Instructional Deans, the Director of Library Services reaches out to Instructional Deans individually to ensure that information on planned program changes is shared and library impact can be monitored. The Director of Library Services also relies on library faculty serving on committees such as Instruction Committee to represent library interests during program change discussions.

Evidence:

The Director of Library Services meets monthly with the Vice President of Instruction to share information about college projects and library goals and accomplishments. Information about strategic planning and budget setting is discussed.

Analysis

The Director of Library Services has the opportunity to contribute to College and instructional strategic planning and to the budget process.

7.2 The Libraries plan based on data and outcomes assessment using a variety of methods both formal and informal.

NWCCU Standard 2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

Evidence

The College collects user satisfaction data via Noel-Levitz and CCSSE instruments. The data indicate that the students have high expectations for the Libraries' services and consistently meets those expectations.

The Libraries have conducted student surveys including the need for weekend hours and format preferences for information resources by nursing students. The Libraries also ask open-ended questions on easel pads and whiteboards to collect student input. The systems librarian has conducted website usability tests with students. The librarians use these data to assist in planning and requests for additional resources.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

Evidence

The College last conducted a full Program Review of the libraries in 2010. Though the Libraries monitor usage of the library collection and services, a full Program Review was not completed until now.

Analysis

The College has established a four-year Program Review schedule. The Libraries will continue to collect data on an annual basis, use the data for program planning, and assess the data for program improvement.

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PRINCIPLE 8 PERSONNEL

Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

PERFORMANCE INDICATORS:

8.1 The Libraries personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

Evidence

Provided in the first two tables are the staffing levels at the Mount Vernon and Whidbey Island campuses over the past four years. While the Libraries' faculty FTE have gone up, Whidbey part-time hourly staff is slated to be eliminated mid-Winter Quarter 2020 due to loss of funding.

Mount Vernon Campus Library Staffing				
Year	Administration (Library Director)	Faculty Librarians	Paraprofessional Staff	Part-time Hourly/ Student Workers
2016-17	1 FTE	2.57 FTE	2 FTE	Approx. 1 FTE
2017-18	1 FTE	2.57 FTE	2 FTE	Approx. 1 FTE
2018-19	1 FTE	2.57 FTE	2 FTE	Approx. 1 FTE
2019-20	1 FTE	3 FTE	2 FTE	Approx. 1 FTE

Whidbey Island Campus Library Staffing				
Year	Administration	Faculty Librarians	Paraprofessional Staff	Part-time Hourly/ Student Workers
2016-17	VP for Whidbey	0.72 FTE	1 FTE	Approx. 1 FTE
2017-18	VP for Whidbey	0.75 FTE	1 FTE	Approx. 1 FTE
2018-19	VP for Whidbey	0.75 FTE	1 FTE	Approx. 1 FTE
2019-20	Library Director Mount Vernon and Whidbey (1 FTE)	1 FTE	1 FTE	Approx. 1 FTE Fall Qtr.; 0 FTE mid-Winter Qtr.

The next table provides a comparison of the staffing at Peer Institution Libraries.

Peer College Staffing Comparison							
Washington State Colleges	*Library Faculty FTE*	*Library Classified Staff FTE*	*Administrators FTE*	*Total Staff FTE*	*Student FTE (SBCTC-All Funds 18-19)*	*Student FTE / Total Staff FTE*	*Rank (lowest ratio to highest)*
Columbia Basin***	4	2.75	2	8.75	5,938	678.63	6
Skagit Valley	4	3*	1	8	4,243	530.38	3
South Puget Sound	3.5+**	8.05	1	12.55	4,483	357.21	1
Walla Walla	2	4	1	7	4,232	604.58	5
Whatcom	4.5	3.75	1	9.25	3,870	418.38	2
Yakima	2.33	5	1	8.33	4,498	539.98	4

(Staffing source: Responses from individual libraries, Fall Quarter 2019)

Note: Student workers were not included, but are an important support for the Libraries' operations.

* Skagit Valley College Libraries currently have two full-time classified staff employees and is filling a vacancy for a third classified staff position.

** South Puget Sound College Library has two part-time librarians with hours that vary. This is an estimate on their hours.

*** Columbia Basin has both an Associate Dean of Library & Instructional Services/Interim Dean for Computer Science and a Director for Library Services.

Analysis

Compared with our peer institutions, staffing at the SVC Libraries is similar to the other libraries as far as administrators and librarians are concerned, but we do fall short in the area of library classified staff. Because of this reduced staffing, administrative and faculty positions are doing work that might traditionally be done by classified staff. We are asking a lot of the two current employees as they each are maintaining a workload beyond what can be expected. We are advertising for a third classified staff position, but classified staff positions are still down three FTE's from 2009, having lost the department's secretary, a classified staff person on the Whidbey Island Campus and a second circulation/Interlibrary loan position on the Mount Vernon Campus. Whidbey Island Campus Library is losing their part-time hourly staff Winter Quarter, 2020 and will reduce hours from 52 to 40 per week. Note that Columbia Basin, Skagit, Walla Walla, and Yakima have branch campus libraries. Maintaining two locations requires more staffing.

8.2 Libraries' personnel have education and experience sufficient to their positions and the needs of the organization.

Evidence

Library Staff Education and Experience		
Position	*Education*	*Years of Lib. Experience*
Director of Library Services	Ph.D. Higher Ed.; MLibr.; BS Horticulture	40
Library Faculty 1	MLIS; BA Journalism	29
Library Faculty 2	MLIS; BA Journalism	22
Library Faculty 3	MLIS; BA Fine Arts	12
Library Faculty 4	MLIS; BA Journalism	6
Library Paraprofessional 1	MA , Guidance & Couns.; BA, Human Beh.	19
Library Paraprofessional 2	BA, Soc. Sci.; ALA Cert. Library & Inf. Serv., Journeyman	17

Analysis

The Libraries' faculty and staff are highly qualified for their positions.

8.3   Libraries' personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.

Evidence

Professional Development Activities:

- CPR/First Aid Classes (2 classified staff);
- Primo VE Administrator Certification (librarían);
- Alma Administrator Certification (librarían and administrator);
- Quality Matters, Applying the Rubrics and Peer Reviewer (two librarians);
- ACRL WA/OR Conference – Dismantling Racism in Academic Libraries (two librarians);
- NWCCU Accreditation Evaluation Team Member (administrator)—seven visits, most recent 2016, 2017, 2019;
- Washington Library Association Conferences;
- Library Juice Academy Course: Library Program Review;
- Library Juice Academy Course: Open Educational Resources.

Presentations:

- **Breaking the Bonds of Dewey: Promoting Reading Across the College,** Compassion & Resilience in Practice Unconference (U of Washington) 2018;
- **Preference for Tomatoes: What Analytics Can Tell Us About Student Search Behavior** (2 SVC librarians) Skagit Valley College Faculty Teacher-Scholar Retreat 2017;
- **Race: How Refugees Helped Save a Dying Town.** Jill Fugate Presentation Skagit Valley College, 2017;
- **The Challenges of Literacy: Practical Actions Libraries Can Take Now.** Washington Library Association Conference, 2017;

- **Documenting Library Impact on Student Success.** Washington Library Association Conferences, 2019;

- **Libraries and the Applied Baccalaureate: The Washington State Experience.** Community College Baccalaureate Association Conference, 2018;

- **BAS Library Stories.** Washington State Bachelor of Applied Science Conference, 2017;

- **BAS/Library Integration Rubric.** Washington State Bachelor of Applied Science Conference, 2018;

- **BAS Degrees—Library Services Rubric.** Washington State Bachelor of Applied Science Conference, 2019;

- **Third Party Bookstores & OER:** Community college librarians defending academic freedom, students' rights & OER. Presented virtually for Open Education Library Leadership Council, 2019;

- **Let us get you into college: Community college librarians defending academic freedom, students' rights & OER.** Presented virtually for ForwardFocus Online Conference, 2019.

College Committees:

- Selection committees—many (all);

- Sustainability Committee (classified staff);

- Chair, Professional Development Committee (librarian);

- Union Negotiator (librarian);

- Vice President, Faculty Union;

- Co-chair Instruction Committee (librarian);

- First Year Experience Committee (librarian);

- Governance Steering Committee (classified staff);

- Grievance Committee (classified staff);

- Instruction/Student Services Team, 2013-2019; Instruction/Student Services Planning Group, 2019- (library administrator);

- Outcomes Assessment Workgroup (librarian).

Analysis

The Libraries' faculty, classified staff, and the Director of Library Services all take part in professional development activities as listed above and serve on college committees, often in leadership roles. By taking part on College committees, the Libraries' faculty and staff are able to engage in dialog regarding library contributions towards programs and initiatives and any impacts on library information resources and services. For example, by participating on the Instruction Committee, librarians ensure that library information resource needs are taken into consideration when new classes or programs are being considered. Library faculty and the Director of Library Services are active contributors to the library field, conducting original research and presenting at various local, state-wide, and national conferences.

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PRINCIPLE 9 EXTERNAL RELATIONS

Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

PERFORMANCE INDICATORS:

9.1 Libraries' personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise

Evidence

◆ Whidbey Reads and Skagit Reads – Librarians at both campus libraries have taken part in county-wide reading programs. The librarian at the Mount Vernon Campus chaired the activity in 2018. Activities that take part on campus as well as libraries across the county help promote our College and Libraries. Films have been shown on campus (The movie Hidden Figures was shown on our campus and open to the community to raise interest in the Skagit Reads Book of the same name), authors and other guest speakers have spoken on campus and elsewhere in the community.

◆ Skagit Valley College is using the Pathways model and the Library created a poster for a poster session at our initial campus-wide back to school that demonstrated how the library databases met the needs of each pathway.

◆ Presentations to the College community have been cited in section 8 and include teacher-scholar presentations, as well as presentations to the college community via faculty workshops and other activities. The Libraries have participated in the Banned Book Readout, posting the link to the video on the library web site.

◆ The Libraries create READ posters each year based on the American Library Association national posters. We feature a group, person, program that has worked closely with the Libraries and unveil the posters in a celebration that is open to all on campus.

◆ Every fall, the Libraries host an open house, inviting all employees to come to the library to socialize and learn about library resources. This is a highly attended event by staff, faculty, and administrators.

◆ Community activities – the Director of Library Services is on the library board for her community and is the past president of that board. This board was able to bring library service to members of our community (including students and employees) that did not have access to public library service without paying high individual fees in the past.

◆ Other activities that create goodwill in our community include being a docent in a local art festival, eagle watcher volunteer at the Skagit Eagle Festival, and volunteer with the Cascades Butterfly Project.

Analysis

The Libraries' employees in all capacities are active participants in campus activities and in our communities. Many of the activities allow us to connect with our public library cohorts as well as campus administrators and other employees on a more personal level.

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CONCLUSION ANALYSIS AND AREAS FOR IMPROVEMENT

The Program Review provided the Libraries' faculty and staff the opportunity to review annually collected data, compare the data with peer institutions, and think about where the libraries are doing well and where adjustments could be made. This section will summarize the work and make recommendations for the future.

The Libraries chose to use the ACRL Standards for Libraries in Higher Education as a template for this report. Due to the overlapping nature of Collections, Discovery, and Education, some statistics were repeated in the different Principles in order to analyze the performance of the Libraries in the various contexts.

Institutional Effectiveness

The librarians have created assessable Program Learning Outcomes (PLOs), which have been uploaded into the Canvas Outcomes Modules as part of the overall College initiative to establish and assess PLOs. In the upcoming year, the librarians will work with classroom faculty to integrate PLOs into courses with rubrics for assessing student artifacts.

The librarians have been conducting a research project for the past three and a half years to measure the impact of course embedded library workshops. The results indicate that library workshops are a high impact practice. Students attending their class sessions on the day of the library workshops showed significant differences in outcomes for retention, pass rates, and decimal grades for the course over their non-attending peers. A linear regression performed by the Office of Institutional Research showed that a library workshop had a strong positive correlation with decimal grade, even stronger than testing into College Level English. Librarians will use the results of this study to advocate for greater inclusion of library workshops in courses.

Professional Values

Librarians place a high value on library users' right to privacy and academic integrity. All library workers attend FERPA training. Library faculty and staff track the questions they receive for statistical purposes, but do not record student names or identifiable information. The Libraries' faculty and staff are trained not to divulge patron information or the materials they borrow. The library management system breaks the link between patron and the borrowed items once an item is returned to protect users' from unwarranted investigations. Librarians conduct assessments, but ask for input anonymously to protect against bias.

The librarians have created a number of ways to help students cite their sources appropriately and avoid plagiarism. These include in-person help, library workshops, SKILL tutorials, Canvas Modules, and Research Guides. SKILL has been discontinued due to an obsolete server, but in-person help, Canvas, Research Guides and library workshops are still strong avenues for helping students learn about academic integrity. The librarians are planning to retool the Research Guides in the coming year, but Citing Sources and Avoiding Plagiarism will continue to be offered in that venue.

Educational Role

 Library faculty work closely with classroom faculty to develop meaningful workshops to help students successfully complete classroom assignments. The librarians are looking forward to collecting assessments on the Library PLOs to learn where students are doing well and where librarians can improve their praxis.

Librarians have received requests from faculty for more online options for library workshops. Classroom faculty are often reluctant to sacrifice class time for a library workshop even though many faculty admit their students produce better work. The librarians are moving forward with plans for an

overhaul of Research Guides and more Canvas Modules. Short tutorials that students watch independently may prove to be popular with classroom faculty.

Librarians are active participants in faculty professional development. Librarians have presented to faculty on Avoiding Plagiarism, Curating Your Online Presence, Using Analytics, and Copyright. They are active in developing Backward Design and Open Educational Resources workshops.

Discovery

Helping students find information resources they need to complete assignments has been the bread and butter of librarians. Having a collection of information resources is not useful unless students can find them. We provide multiple ways for students to find help. The librarians teach workshops, provide Canvas Modules, post helpful information on the Libraries' website, answer questions at the Reference Desk, provide 24/7 online chat sessions (through a consortium), and create Research Guides.

The librarians track reference questions through the Gimlet software. We also track website and Research Guide views. We monitor the number of library Canvas Modules imported into classes and we track the number of questions our students ask through the online chat. Statistics have trended downward and librarians are looking for ways to better serve students.

The Libraries have been tracking library gate counts, usage of the print collection, and usage of the online databases. The Libraries have been seeing a decline in gate counts and a decline in the use of most library physical items. It is clear based on these data that students have a preference for online information resources. The flexibility of access when and where it is convenient allows students to have agency over their study time.

One exception to the decline in circulation has been in the newly created Fiction Collection. Use of fiction for sustained silent reading in Basic Education classes means that students are asking for fiction on a daily basis. Combining literature, paperbacks, and graphic literature into one collection has been a hit with students. They are able to find fiction they like much more easily.

Other exceptions to the downward decline include the English Language Acquisition (ELA) Collection and laptops. The use of the ELA Collection is encouraged by ELA faculty. The librarians conduct workshops for those classes and provide assistance to students in finding books. There is a slight decline in the use of laptops, but they are still the most heavily used items in the Libraries' collection. This is an equity issue and the Libraries will continue to offer quality laptops for students to check out and take home.

Collections

The librarians analyze the Age of Collection Reports to understand what areas of the collection are old and look at the circulation of the collection to understand what is getting used. By examining the copyright dates of books that circulate, it is clear that students prefer newer books.

The librarians compared the Age of Collection Report from 2012 to a report pulled in 2019. Weeding is done on an annual rotation. There is a significant reduction in the number of books with copyright dates in the 1960s, 1970s, and 1980s. However, more weeding is still needed to reduce out-of-date books.

Compared to peer institutions in Washington, Skagit has fewer items per FTE student. We also spend less per year as a percentage of our budget than our peers on one time purchases of books. In part, this is due to a focus on purchasing online databases.

While the circulation of print materials is declining, the use of the online databases is increasing, including eBooks. Since the Libraries have a finite budget for information resources, it makes sense to focus

the majority of the funds on online resources that students can access 24/7. The print collection will continue to shrink through weeding.

The librarians looked at student satisfaction surveys for the Libraries from the Noel Levitz and CCSSE instruments. The three latest years of data from Noel Levitz indicated that the Libraries are closing the gap on the difference between student expectations and student satisfaction. Sixty-one percent of students indicated they were satisfied or very satisfied with the Libraries' resources and services. The 2017 Means Report from CCSSE indicated that Skagit students used the Libraries more than ATD schools or the 2017 CCSSE student cohort. The survey also showed that students were more satisfied with the Libraries' resources and services than ATD schools or the 2017 CCSSE cohort. In addition they ranked the importance of the Libraries' resources and services higher than the ATD schools or the 2017 cohort. Though the Libraries have conducted surveys on a variety of topics (for instance, weekend hours and format preferences), the Libraries could do more local surveys of students and faculty to solicit input. Quantitative and qualitative assessment projects are under discussion.

Space

The Libraries have shown their age with water intrusion problems, lack of electrical outlets and limitations on network infrastructure. Heating and cooling systems have also been challenging at the Mount Vernon campus. However, the Libraries' staff have provided space that is conducive to study, including small group study rooms that provide equipment to help students work collaboratively.

The Libraries work with Campus Security and Information Technology (IT) to create an environment in which students and staff can feel safe. Campus Security conducts regular safety drills and IT protects the data network. The Libraries' staff ensure secure access to the the Libraries' databases through authentication software and protocols that protect the Libraries' and network data.

Management/Administration/Leadership

The Libraries faculty and staff participate in college-wide governance, curriculum, safety, and IT committees. The Director of Library Services serves on the Instruction and Student Services Planning Group, which meets once per quarter. The Director of Library Services also meets quarterly with peers on the Library Leadership Council where she contributes to statewide library initiatives.

The Libraries uses data and outcomes assessment to plan the direction for library curriculum, library services, and collection development. This SVC Libraries Program Review is the first since 2010, but going forward, Libraries Program Reviews will be conducted, along with other instructional programs, according to a regular four-year schedule.

Personnel

The Libraries have seen some changes in personnel in the last year. The Libraries' faculty FTE has increased from 3.29 FTE to 4 FTE. Library faculty are concerned, however, that involvement on campus committees might shortchange students at the Reference Desk. In addition, the the Libraries' lost several classified staff positions in the Great Recession and some of that workload shifted to the librarians and the administrator. This year, Whidbey Island Campus Library lost Student Technology Fee funding for part-time hourly staff. That loss will result in a reduction of open hours Winter Quarter 2020. The Libraries' staff and faculty have been working very hard to provide excellent services to students and faculty and, at the same time, they have been participating in a number of professional development opportunities and presented at conferences and published papers.

External Relations

The librarians and staff are active across campus and share a consistent message about the Libraries' resources and services. They are also participants in their communities and contribute their time in projects such as the Anacortes Arts Festival, Skagit Reads, and Eagle Watch.

Analysis

- The librarians will continue to upgrade the Libraries' information resources by weeding the print collection heavily and focusing purchases on digital collections.

- The librarians will make progress in rethinking and revising the Research Guides and Canvas Modules to provide more options for students to learn about the library research process.

- The librarians will advocate for the inclusion of library workshops and online modules in classes and will continue the Library Research Project. The next step in the project is to disaggregate the data and determine where to begin qualitative research to learn how we can better serve students.

- The Director of Library Services will advocate for additional staff funding to restore Whidbey Island Campus Library hours.

- The Director of Library Services will advocate for library involvement with new programs and curricula.

- Librarians will work on establishing "touchpoints" for library workshops within Guided Pathways to begin to scaffold library research instruction throughout the pathways.

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