

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Challenges have created successes in library services as we adapt to changing landscapes. Most memorably, the Covid-19 lock down allowed us to focus on the expansion and strengthening of online services and resources that we provide. Some examples:</p> <ul style="list-style-type: none">• We took our library instruction session fully online via Zoom and maintained it upon return to campus• We had approximately 15 online research guides before lockdown. We created an additional 14 during lockdown and have created an additional 11 since we have returned to campus.• We expanded our research appointments to include a Zoom option

- An initial book scanner was bought through a partnership with the Next Up! Program. This resource was so popular that a second one was purchased later using Higher Education Emergency Relief Funds (HEERF) funds.
- Laptop, webcams, hotspots, graphing calculators and other equipment was purchased with HEERF funds were catalogued and circulated through library services
- Online forms were created for a new book scanning and laptop checkout program
- Collaborations were created with other departments on campus to assist in the distribution, cataloging and tracking of resources.
- The closing of the Fashion Institute of Design and Merchandising allowed us to procure, via donation, over 15,000 of their books for our library.

As programs and resources have expanded there have been a staffing challenge in regard to cataloging, processing and distributing new resources. One of the ways we are addressing these areas is in our resource requests. Additionally, while we have been fortunate to be the recipient of various one-time funding opportunities to bolster our print, ebook and database collections the yearly allocation has remained the same for well over ten years and ongoing subscriptions will not be able to be maintained in the near future without budget augmentations.

In 2019 we hired our Equity and Engagement librarian. She has turned her expertise both inward by such work as looking at our library collections and instruction practices with an equity lens. She has also focused outside of the library walls with outreach efforts targeted at underserved communities on campus. These efforts have resulted in increased library resource usage and collaborations throughout our campus community.

The Open Educational Resource (OER) work that has been spearheaded by our Collection Development/OER Librarian has resulted in students saving over \$1 million per year in textbook costs. An ever-increasing number of faculty and programs on campus are becoming involved in the low cost and no cost material movement,

		<p>such as Mesa's 14 zero textbook cost (ZTC) degrees and certificates, of which we anticipate more growth in this area.</p> <p>Lastly, in 2020 our college implemented a new Library Services Platform (LSP) that was made available through the State of California to all California Community Colleges. This put the majority of our 116 campuses on the same library resource searching software, allowing our students to have a similar look and feel regardless of which campus they were to attend. As an added bonus this is also the same LSP used in many four year institutions, which will make a student's transfer journey that much easier when they arrive on a new campus and utilize library resources. While the upside to this project is tremendous the work to move all of our files, learn the new systems' front and back end as well as learn how to maintain it has been challenging and we continue forging ahead with the intention of making the experience user friendly and accurate.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>Most notably the OER/Collection Development Librarian has added a Canvas course called "Mesa's Open Shared Accessible and Inclusive Courses" (MOSAIC). The modules in this course assist faculty in the creation open access materials for their students. Since its inception in 2018, 31 faculty members have completed MOSAIC and Mesa now has 14 ZTC degrees and certificates. The impact can be seen in the savings to students mentioned above</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>As previously mentioned our new Equity and Engagement librarian has been increasing the visibility of our library programs, particularly to our traditionally underserved populations that may not be familiar with what and how we offer assistance. She has also added ten non-curricular area research guides to our curricular area offerings that celebrate and take a deep dive into various communities, their histories and resources available to learn more. These guides can be seen and used by members of the Mesa College community online, at any time of the day or night. To date, since the first of these guides was published in September of 2021, they have been accessed 1,051 times.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes</p>	<p>Select One</p>	<p><input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p>

listed in CurricuNet for each course and verify accuracy.		
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>While formalized data collection efforts are in their infancy in regard to our "one shot" library instruction sessions. Work is being done with the office of institutional effectiveness to create a dashboard that will provide our impact particularly in the areas of success, retention and equity gaps. Preliminary results show a general increased success rate across the board, regardless of demographic area, when students receive information literacy instruction.</p> <p>OER/ZTC adoption, spearheaded by the library program, has been a major player in the 14 degree pathways currently offered at Mesa and the over \$4 million dollars being saved by students as of Fall 2022. With additional support being added by way of OER ambassadors and a NANC employee the program expects to see continued growth.</p> <p>Use of online library resources remains very high in the areas of database, ebook, tutorial and research guide access. As we have increased our online offerings, students and faculty have increased in their usage of those resources.</p>
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	<p>Textbook costs continue to be a barrier for students. Aside from the OER efforts mentioned above, the library also provides Course Reserve texts that can be checked out and used within the library. With the addition of our book scanners, students who check out a course reserve can scan portions and read them, anywhere, for free, on their mobile devices. While the library does not gather individual checkout data for privacy reasons, we do find that our course reserve books remain our most actively checked out physical library collection.</p> <p>With the addition of recent one time funding we have been able to increase our online resources and purchase items such as article databases and streaming video subscriptions that are more inclusive in their content. While, for privacy purposes, we do not have specific</p>

		demographic data regarding who is accessing these materials they are being heavily used and as we gain more titles and people see themselves being represented, more titles are being requested by our community to be added to our collections.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	The current learning outcomes for library instruction and other services are in the process of being updated. We hope, with the addition of a designated, full time, Instruction Librarian, this coming fall and the recent addition of a full time, library supervisor, we will be able to complete this task in the coming years.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	The library's data from individual consultation and customized library instruction was collected and shared with the Office of Institutional Effectiveness (IE) in 2019. The initial results were positive showing nearly a .5 increase in GPA for all students, including underrepresented, who participate in library services versus those who did not. We believe this is due to the hiring of an Equity and Engagement librarian and the success of her work across campus. The project with IE has been stalled recently and we hope to revitalize it in the coming year.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	While our course reserve program is active it could be more impactful however we have a lack of staffing to support the maintenance and growth of that area. We have addressed this in our Classified Hiring requests.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-	Goal 1: To provide quality services in a library learning resource environment that promotes diversity, equity, and inclusion

	bound.	<p>Goal 2: Increase library presence and awareness</p> <p>Goal 3: Refresh, modernize, and streamline library equipment, supplies, furniture, building infrastructure and technology</p> <p>Goal 4: On-going training and professional development</p> <p>Goal 5: Support Mesa’s Information Literacy Institutional Learning Outcome through library instruction. including: in person/virtual library class visits aligned with research assignments, LIBS 101 credit course, information literacy modules, and on demand videos and research guides.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: To provide quality services in a library learning resource environment that promotes diversity, equity, and inclusion</p> <p>SO: Stewardship - Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community.</p> <p>Goal 2: Increase library presence and awareness</p> <p>SO: Pathways + Partnerships, Stewardship, Community</p> <p>Goal 3: Refresh, modernize, and streamline library equipment, supplies, furniture, building infrastructure and technology</p> <p>SO: Community - Use technology to improve communication and accessibility across campus.</p> <p>SO: Stewardship - Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> <p>Goal 4: On-going training and professional development</p>

		<p>SO: Pathways + Partnerships, Stewardship, Community, Scholarship</p> <p>Goal 5: Support Mesa's Information Literacy Institutional Learning Outcome through library instruction.</p> <p>SO: Pathways + Partnerships, Stewardship, Community</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: To provide quality services in a library learning resource environment that promotes diversity, equity, and inclusion</p> <ol style="list-style-type: none"> 1. Hire Classified Staff to fill vacant/frozen positions 2. Hire Instructional Librarian 3. Acquire annual NANC budget & hire NANC 4. Collaborate with campus departments 5. Collaborate with students and organizations 6. Continue to maintain and expand OER efforts 7. Continue to maintain and expand library program outreach efforts such as our Equity and Engagement efforts. <p>Goal 2: Increase library presence and awareness</p> <ol style="list-style-type: none"> 1. Marketing 2. Continuously Update Library Website 3. Outreach 4. Signage 5. Promotional Videos 6. Partner with Campus departments and student organizations 7. Training 8. Digital Signage 9. Social media <p>Goal 3: Refresh, modernize, and streamline library equipment, supplies, furniture, building infrastructure and technology</p> <ol style="list-style-type: none"> 1. Purchase and Install People counter system – allows for accurate and sustainable method of collecting data and statistics of patrons visiting the LRC building. Data

		<p>collected will aid in better assessing and evaluating the use and effectiveness of Library services and resources provided to students.</p> <ol style="list-style-type: none"> 2. Replace old and outdated furniture 3. Replace 20+ year old carpet 4. Increase annual supply budget to purchase sanitizing and cleaning supplies 5. Develop equipment budget 6. Purchase book trucks <p>Goal 4: On-going training and professional development.</p> <ol style="list-style-type: none"> 1. Attend Campus Events 2. Attend Districts FLEX opportunities 3. Professional development conferences and webinars 3. Provide mentorship and learning opportunities for Mesa College students <p>Goal 5: Support Mesa's Information Literacy Institutional Learning Outcome through library instruction.</p> <ol style="list-style-type: none"> 1. Increase awareness of "one shot" library instruction sessions 2. Build out and increase awareness of Canvas Information Literacy Modules 3. Create and update video tutorials and make them more visible in our instructional areas such as the website and research guides 4. Create and update research guides in both the curricular and "guides of interest" areas. 5. Collaborate with more faculty regarding incorporating information literacy into their instruction 6. Provide "walk in workshops" for students who would like to get in person information literacy instruction outside of their classrooms
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		

Lead writer Name(s)	Alison Gurganus
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Manager Name	Andrew MacNeill
Submission Date of Program Review Draft to Manager for feedback	5/15/23
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