STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Learning Resource Center
FISCAL YEAR 2014

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:
- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

Timeline for the Program Review Process	
April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	**Program reviews are due.** Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College's Program Review Committee will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from ***approved*** program reviews should be completed. They will be forwarded by the Dean of IR to the President's Cabinet for consideration.
April	Instructional areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The area will form a program review team comprised of 5 to 10 individuals <u>recommended</u> from the following groups:
  - o Area/department staff
  - o Other employees that are outside the department
  - o 1 or 2 students
  - o Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
  - o Past Operational Plans for your area (last five years)
  - o Last Program Review for your area
  - o Access to the College catalog (online)
  - o Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed**.
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
  - o Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
  - o Submit an <u>electronic</u> version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
  - o Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
  - o The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
    - ▪ Reviews must be approved by the committee, the Dean of Student Services and the President *by March* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an appendix and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

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Alignment with the College Mission

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College Mission   *Tells who we are as an institution and what we do*

SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision   *Tells where we want to go as an institution*

SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

> The Learning Resource Center (LRC) supports the instructional program of the College through its media collections, subscription services, interlibrary loan services, and professional services; provides information to support each individual's plan for personal and career development; and supports the intellectual and recreational interests of the students, faculty, and the Sauk community as a whole.

Identify the major functions carried out by this Unit (include as many as are appropriate):

Resources
  Identify essential resources.
  Acquire /purchase information resources.
  Identify and remove resources that are worn, outdated or inaccurate.
  Organize, catalogue, and make accessible acquired resources.
  Store, maintain, repair, and inventory purchased resources.
  Maintain database preferences, access portals, and permissions.
  Collect usage statistics to guide subscription continuations.
Services
  Answer reference questions.
  Provide circulation services.
  Provide interlibrary loan services.
  Provide reserves services.
  Meet all consortial obligations to maintain services.
  Support campus programs and programming.
Instruction
  Provide general library instruction through in-person and online delivery.
  Provide general computer searching instruction.
  Provide scheduled customized library instruction as part of classes.
  Provide library tours through in-person and online delivery.
  Provide instructional training for faculty and staff on library resources.
Representation
  Represent library at the local and state levels.
  Represent library at the national level through membership in the American Library Association and reporting to the National Center for Education Statistics.
  Pursue sources of grant funding.

FY2014: Student & Academic Support Services: Learning Resource Center

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PART 1: FINANCES – COST EFFECTIVENESS
Strategic Objectives 3.1 & 3.2
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1. Using Table 1 (rows p-r) as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

   The LRC has consistently stayed within its allocated budget, which has been adequate for the needs of the program. Please see item #24 for concerns about funding electronic resources in the future.

2. Using Table 1 (all rows) as a reference, *describe* the overall five-year income and expense <u>trends</u> for each program.

   LRC expenses have remained well within budgeted amounts, most notably during FY 2009, when only 53% of Publications & Dues funds were expended. Computer Software expenses and Publications & Dues expenses have increased steadily due to higher costs for Integrated Library System support, consortium and professional memberships, and research database subscription prices. Employee salary expenses decreased in FY 2012 with the loss of a part-time librarian.

3. *Describe* what your area <u>did</u> during the previous five years to improve the program's financial viability.

   The LRC switched to paperless billing for overdue and lost items whenever possible. We have analyzed cost per use data for research database subscriptions annually, and discontinued or substituted subscriptions where usage data did not justify the expense. Beginning in FY 2013 50% of LRC income from funding bonds has been allocated for the purchase of eBooks, which mitigates the effects of wear and tear on the collection, and requires less time and material for processing and storing books.

4. Describe what your area <u>will</u> do over the next five years to improve the financial viability of the program.

   The LRC will continue the practices mentioned above. LRC staff will also pursue online education and training when possible, in order to minimize travel expenses.

→**Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.**

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PART 2: QUALITY
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STAFFING
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5. Using Table 2 as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

   In FY 2010 the LRC was staffed by 3 full time and 3 part time College employees and 1 full time equivalent (FTE) student worker. Currently the LRC is staffed by 3 full time and 1 part time College employees and 1 FTE student worker. According to information from the National Center

> for Education Statistics, this equates to 2.91 FTE staff per 1000 FTE students, which is well below the state average of 7.59. Staffing is adequate for current hours of operation as long as no more than one person is absent on any given day. When two regular staff members are absent, there is only one person to staff the circulation desk during the morning and evening hours. If a patron requires assistance away from the circulation desk, service is compromised.

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate "none." Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits ($) (contact the Director of HR for estimate)
2015	Learning Resource Center Assistant I	Increase from part time to full time. The loss of the LRC Reference Coordinator position in FY 2013 has left the Assistant with no backup assistance for managing user registrations, course reserves, interlibrary loan, delinquent accounts, periodicals processing, and other duties. These duties fall to the Assistant, who also serves as the primary focal point for circulation desk assistance. The College will benefit from greater efficiencies and increased hours of service resulting from this upgrade.	$43,919 with family insurance. Current wage is $14,400 without family insurance.

→**If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.**

PROFESSIONAL DEVELOPMENT

7. List all <u>full-time</u> employees and the professional development (that is relevant to your area) they have participated in the last five years (don't include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). <u>If</u> a full-time employee has not participated in professional development within the last five years, list the full-time employee and place "none" in the description area.

Acronyms used below	CARLI: Consortium of Academic and Research Libraries in Illinois OCLC: Online Computer Library Center MFHD: MARC Format for Holdings Display MARC: Machine Readable Cataloging SFX: ExLibris company Open URL link resolver	
Full-time Employee Name	**Description of Professional Development Activities (list all activities for each individual in one row)**	**Fiscal Year of Activity**

Melanie Armstrong	Resource Sharing Fall Forum; Connecting Libraries and Users Seminar.	2010
	Archives Overview Training; Resource Sharing Fall Forum; Voyager Cataloging Training; eReaders and Libraries.	2011
	Copyright Workshop; Introduction to Access.	2012
	CARLI Annual Membership Meeting; I-Share Liaisons Meeting; OCLC Resource Sharing Webinars (3).	2013
Linda Dhaese	CARLI Cataloging Training; Serials and Acquisitions Workshop.	2010
	Understanding and Using MFHDs; Introducing SFX Version 4; SFX Administrator Training.	2011
	CARLI Cataloging Training; Introduction to Access; Digital Preservation Training.	2012
	Faculty Outreach Forum; Resource Description and Access Training; Usage Statistics Symposium; OCLC Resource Sharing Webinars (3).	2013
Jennifer Patterson	No information available.	2009-10
	CARLI Training @Heartland College; I-Share Cataloging.	2011
	CARLI Resource Sharing Spring Forum.	2012
	CARLI Resource Sharing Webinars (3); OCLC Resource Sharing Webinars (3); CARLI Introduction to Access.	2013

8. List any professional development that part-time employees have attended within the last five years or indicate "none". (Just list part-time employees that <u>have</u> participated in professional development).

Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
Cyndi Brockman	CARLI Resource Sharing Webinars (3); OCLC Resource Sharing Webinars (3); Introduction to Access; Introduction to Library Support Staff Certification Webinar; I-Share Resource Sharing Forum.	2013

9. If area employees (including part-time employees) need any <u>required</u> professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word "required" in the description)	Fiscal Year Necessary
	None	

→**Add the required professional development to the Operational Planning matrix for the appropriate FY.**

10. For <u>each</u> <u>full-time</u> employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

FY2014: Student & Academic Support Services: Learning Resource Center

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
Melanie Armstrong	Coursework leading to Certificate of Advanced Studies, University of Illinois, Graduate School of Library and Information Science	2014-16
	CARLI resource sharing, instruction, and liaison training.	2014-2018
Linda Dhaese	CARLI/OCLC technical and user services training.	2014-18
Jennifer Patterson	CARLI/OCLC technical and user services training.	2014-18

→**Add the proposed professional development to the Operational Planning matrix for the appropriate FY.**

FY2014: Student & Academic Support Services: Learning Resource Center

EQUIPMENT & SUPPLIES

11. Identify <u>new and/or replacement</u> equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate "None."

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost ($)	Total Cost of Equipment ($)	Additional Annual Cost (if applicable) ($)
2017	Receipt printer	Print date due slips and routing slips.	4	$500	$2000	
2017	Bar code scanner	Access user accounts and circulate items with bar codes to users.	4	$300	$1200	
2016	Magnetic sensitizer	Activate magnetic security strips so that items do not leave LRC without being checked out first.	1	$4000	$4000	
2014-2018	Headphones	Allow users to listen to streaming educational video on LRC computers.	25	$20	$500	

→**If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the <u>appropriate</u> fiscal year.**

FACILITIES

12. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

The Learning Resource Center is accessible to disabled persons. No upgrades are needed to be in compliance.

13. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate "None."

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense ($) (contact the Director of B&G)
2015	Increased use of laptop computers and other electronic devices in the LRC has resulted in the need for student access to a power source.	Provide electrical outlets in student study areas in the Learning Resource Center.	20 outlets @$100 per outlet = $2000.00
		Furniture (if applicable):	
2015	Current task seating is worn and provides little support.	Replace task chairs in the LRC at 2 desks and 4 workstations.	$2100.00

FY2014: Student & Academic Support Services: Learning Resource Center

→**If facility improvements are needed then add them to the Operational Planning matrix for the <u>appropriate</u> fiscal year.**

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<tr><td>SERVICES</td></tr>
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14. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year	Average rating (0-4)
09	
10	
11	
12 Please rate your satisfaction with each college office or service listed.	3.6/4.0
13 Please rate your satisfaction with each college office or service listed.	3.8/4.0

15. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

> No modifications were made in response to the graduate follow-up survey ratings.

16. Were different student surveys <u>administered</u> during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including "in-house" surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

> Yes: Noel-Levitz Student Satisfaction Inventory administered in 2010 and 2013
> (Highest possible score is 7)
> #14. Library resources and services are adequate:
> 6.23 importance/5.85 satisfaction (2010)
> 6.35 importance/6.26 satisfaction (2013)
> #26. Library staff are helpful and approachable:
> 6.01 importance/5.77 satisfaction (2010)
> 6.24 importance/6.15 satisfaction (2013)
> The perception of the importance of library resources, services, and staff helpfulness has risen, as has satisfaction. The gap between importance and satisfaction has decreased, but there remains a negative correlation. Students may see the library as less relevant due to the overwhelming amount of information that can be accessed freely on the Internet. The LRC is focusing on providing access to more electronic resources that are available anytime, anywhere, so that students are not limited to use of LRC resources only when they are on campus.

17. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

> A Customer Satisfaction Survey was administered in October to measure use of LRC resources and satisfaction with services, staff and facilities. 56% of respondents were College employees and 44% were students. Most respondents use the library to check out books or other materials or to do research. Roughly one third use the computers or pursue individual study. Most respondents are aware of the full range of services offered by the library. Over 90% strongly agree or agree that staff is knowledgeable, helpful and courteous. Over 84% are satisfied with the facilities, with noise

level receiving the lowest rating. Other results point to the need to market eBooks and interlibrary loan services, and to improve access to online resources.

→**If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.**
If a survey instrument has not been approved by SVCC's IRB, contact the Dean of IR for approval.

18. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; *OR* indicate "None."

Proposed Change	Proposed Fiscal Year Implemented
Provide access to educational streaming video.	2014
Decrease print Reference collection by 30% and replace with electronic formats.	2015
Provide training materials about copyright which will be accessible from the LRC website.	2015

→**If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.**

MARKETING

19. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	Posters have been created by Marketing and displayed throughout campus. At least one new poster per semester has been created to advertise the services offered by the Learning Resource Center. Web analytics show that use of the LRC website has increased from 46,156 hits in FY 2012 to 75,356 hits in FY 2013.
2.	Librarians have taken advantage of opportunities when addressing faculty groups to offer in-class instruction on use of research resources. Total number of students reached through face-to-face contact has increased from 744 in FY 2011 to 1233 in FY 2013.
3.	LRC staff has coordinated with Recruiters to provide information (brochures and bookmarks) about LRC resources to high school students and dual-credit instructors. Total number of these students attending LRC information sessions has increased from 80 in FY 2011 to 205 in FY 2013.
4.	

20. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
Create LRC Tour videos	Provide information about LRC resources and services in a user-friendly format that is accessible from off-campus.	2014
Update video every two years.	Ensure information about resources and services is current.	2016, 2018

Distribute Customer Service Satisfaction Survey.	Measure use of LRC resources and satisfaction with services, staff, and facilities. Make improvements where the need is indicated.	2014
Publish a news release once a year.	Inform the public of resources and services available to all.	2014-2018
Host a special event once every semester, such as refreshments during finals week.	Ensure the LRC remains visible and relevant to student population.	2014-2018

Additional Information

21. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put "none".

> Additional space: a proposal to move Instructional Technology to the 2F1/3/5 area to allow more group study areas in the Learning Resource Center did not materialize, as ultimately it was determined that the plan was not feasible.
>
> Change the name of Learning Resource Center to Library: although the former director had approval of the LRC Committee, the change was not implemented. Presumably this was due to the effort that would be required to update all College documents and publications that refer to the library as the Learning Resource Center or LRC. For this same reason there are no plans in place to pursue a name change.

22. Describe any possible changes (not already addressed) that may be <u>imposed</u> on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate "none."

Describe the "imposed change"	Fiscal Year change will take affect
Updates to Voyager Integrated Library System, driven by the Consortium of Academic and Research Libraries in Illinois (CARLI), may be required to maintain status as Governing Member.	2014 or 2015
Curriculum changes, additions and deletions will drive collection development efforts to provide current and relevant material for students.	all

23. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate "none."

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
Remain current with information disseminated via CARLI listservs and follow procedures as outlined.	2014 or 2015
Review collection and enrollment data and coordinate with instructors in order to provide current information in relevant and useable formats.	all

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.

24. Use the space below to tell the PR committee about any <u>program issue</u> or <u>concern</u> not already addressed within this program review or indicate "none". Indicate any possible solution to the program issue/concern.

The increased demand for information in electronic formats places a strain on the LRC budget. The book budget is financed by funding bonds. This prohibits acquisition of materials and resources through a leasing vs. purchasing model. Although some eBooks can be purchased, most other electronic resources are not available for permanent ownership. This limits our ability to provide access to scholarly research materials in the formats that are increasingly preferred, and that are also available via off-campus access. The LRC is currently pursuing a grant-funded opportunity through the regional library system to provide access to more popular eBooks using the Baker & Taylor Axis 360 platform. Cost for participation in this program is manageable, although LRC patrons will be competing with patrons from all other participating libraries for access to the eBooks.

→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

25. Use the space below to tell the PR committee about any <u>program accomplishments</u> that were not already addressed within this program review or indicate "none."

In response to the lack of group study space indicated in item 21, LRC staff reduced the size of the adult circulating collection by one third in FY 2013. The excess shelves were removed from the LRC, and the resulting extra space was repurposed for group study. There is now enough seating in the new area for 60 students. Proceeds from the deleted books totaled more than $2400, of which $1400 was used to purchase gift cards from the campus bookstore. The gift cards were given to a staff member in the Financial Assistance Office to distribute to students who need assistance purchasing textbooks.

Additionally, as a Governing Member of CARLI (our library consortium), we benefitted from a CARLI Board of Trustees decision to invest in access to six academic streaming video collections from Alexander Street Press. The six collections are American History in Video and World History in Video; Nursing Education in Video; Criminal Justice and Public Safety in Video; Ethnographic Video Online; and Education in Video. Theatre in Video was added to our paid subscriptions for FY 2014, and a one-year subscription to Filmakers Library Online was awarded to us through an essay contest.

Finally, analysis of statistics from FY 2012 and FY 2013 reveals a 29% increase in contacts between LRC staff and students through orientations and class visits, along with a 50% increase in unique page views on the LRC website and a 21% increase in the use of research databases.

FY2014: Student & Academic Support Services: Learning Resource Center

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<tr><td colspan="7">Program Review. Items from the program review will be entered here. After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2015 Operational Plan.

* Origination Code: For the program review OP matrix, the origination code refers to the <u>question number</u> (e.g., Q 4) found on the program review. After transferring to the operational plan, use the origination code PR.</td></tr>
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Origi-nation Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
PR	08/30/2013	LRC staff	Continue paperless billing when possible.	Minimize printing and postage costs.	06/30/2015		
PR	08/30/2013	LRC staff	Review usage data for research databases.	Ensure use by student and faculty merits expenditure.	06/30/2015		
PR	08/30/2013	Melanie Armstrong	Continue to allocate 50% of media budget for electronic resources.	Ubiquitous access, reduce wear and tear on LRC collection.	06/30/2015		
PR	08/30/2013	LRC staff	Pursue online training opportunities.	Minimize travel budget.	06/30/2015		
PR	08/30/2013	SVCC Administration	Convert LRC Assistant I position from part-time to full-time.	Increased efficiencies and more hours of service in the LRC.	06/30/2015		
PR	08/30/2013	Buildings and grounds personnel	Provide additional electrical outlets in the LRC.	Enable student use of personal laptops and other devices.	06/30/2015		
PR	08/30/2015	LRC staff	Decrease print Reference collection by 30%.	Remove outdated and unused materials from LRC.	06/30/2015		
PR	08/30/2013	Melanie Armstrong	Develop copyright training materials accessible from LRC website.	Comply with best practices in academic libraries.	06/30/2015		

Comments:

*Use the question number (e.g., Q 4) for the origination code on the Program Review template. After the information is transferred to the actual OP, please use "PR" as the origination code.

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)   **Academic Year 2013-2014**

Student & Academic Services Area	Learning Resource Center

Major Findings and Improvements/Modifications to the Area
Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

The function of the Learning Resource Center (LRC) is to support learning, instruction, and personal and professional development at the College through access to information and materials in a variety of formats. This support is primarily focused on students, faculty, and staff, although many of our resources are also available for use by members of the Sauk Valley community. Over the years since the last Program Review was written, the emphasis on collection of print materials has become a lower priority due to the emergence of an increasing number of high quality resources in electronic formats, which are accessible anytime, anywhere.

The LRC's status as a governing member of The Consortium of Academic and Research Libraries in Illinois (CARLI) has enabled the College to provide access to online scholarly resources by fully or partially subsidizing a number of them. These resources include EBSCO Academic Search Premier, ERIC, the Springer eBook collection, and educational streaming videos from Alexander Street Press. As statistics point to a decrease in the circulation of print formats, they reveal at the same time increased use of electronic formats. Although the CARLI-subsidized resources have proven invaluable to the LRC's mission, the demand for such resources is unlikely to remain static. The constraints of our present budget structure, which limits the acquisition of many materials to those which can only be owned and not leased, provides very little opportunity for the LRC to capitalize on the availability of many of the newer resources, such as eBook collections and research databases for specific curricular areas.

Nevertheless we will continue to search for and provide access to information from the full spectrum of ownership models and formats: leased, owned, open-source and proprietary. We will collaborate with faculty to ensure that the resources we collect are both useful and useable. And we will take advantage of the many resources available through interlibrary loan and collaborative resource sharing. Although the library paradigm has altered dramatically in recent years we will continue to apply our training and expertise to the goals of maximum access to resources, development of information literacy, and guidance in navigating through the often confusing world of information.

Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	**SIGNATURES**	**DATE**
Melanie Armstrong, chair		
Bridget Burren		
Linda Dhaese		
Debi Hill		
James Jaeger		
Emily Kampas		
James Wright		
[ ]		
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Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
[ ]	[ ]
[ ]	[ ]

Operational Planning Meeting Date(s)	
Operational Planning meetings are required meetings for the employees of your area/program and not necessarily for the area's program review team.	
[ ]	[ ]

PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

DEAN OF STUDENT SERVICES RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Dean of Student Services (signature and date)	

PRESIDENT RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
President (signature and date)	

Program Review Committee and Administrative Comments (optional)

Name	

Comments

Name	

Comments

Name	

Comments