

Appendix G Administrative Unit Program Review *(Source Fullerton College)*

AU Full Official Name		Learning Resources Center (LRC)	
Campus	National	AU Review Submission Date	
Completed by	Jennifer Helieisar	AU Review Cycle	
Supervisor	Karen Simion	Date submitted to Supervisor	June 15, 2015
Mission and Goals			
The Institutional Mission, Vision, Core Values, and Goals drive all college's activities. Describe how your unit support each of these			
Institutional Mission The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.		How the unit support this The LRC supports the mission of the college through its mission which is to serve the students, faculty, staff, and other college community members in providing reader, instructional, media, and technical services to meet students' educational needs and interests and provide opportunities for lifelong learning.	
Institutional Vision College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve.		How the unit support this Opportunities for learning are provided via the library instruction that is conducted for students in various courses throughout the academic year. Educational opportunities are also provided via reference and computer transactions that assist in the overall success of students' academic career.	
Institutional Core Values <ul style="list-style-type: none"> • Learner-centeredness • Professional behavior • Innovation • Honesty and Ethical Behavior • Commitment and Hard Work • Teamwork • Accountability 		How the unit support this Services are carried out in a professional manner, adhering to the core values of the college. Director is responsible for ensuring this via the annual performance evaluation tool to measure performance of staff in maintaining these values. The library is represented through its staff in the various committees, activities, and projects the college continuously provides.	
Institutional Strategic Goals <ul style="list-style-type: none"> • Promote learning and teaching for student success and satisfaction. • Provide institutional support to foster student success and satisfaction • Create an adequate, healthy and functional learning and working environment. • Foster effective communication. • Invest in sufficient, qualified, and effective human resources. • Have sufficient and well-managed fiscal resources that allows for financial independence. • Build a partnering and service network for student success, and workforce and economic development. • Promote the uniqueness of our community, cultivate respect for individual differences, and champion diversity. • Provide for continuous improvement of programs, services and college environment. 		How the unit support this <ul style="list-style-type: none"> • The LRC provides an environment with the tools necessary for learning to engage students to achieve success. The LRC provides 40 computers for student use, a seating capacity of to hold more than 200 students at a given time, and access to thousands of materials in print and electronic format for academic use. • The LRC is equipped with the technology and means for communication for students to succeed in their coursework – Internet and Wi-Fi access to resources. • The LRC employs a total of 11 staff members, of which there is one managerial, five professional, and five classified positions. Three of the employees possess masters in library science degrees while the other professional positions hold bachelor degrees. 	
AU Mission, Goals, and Objectives)			

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<p>Mission Statement The mission of the College of Micronesia-FSM library (including media and instructional technology services) is to serve the students, faculty, staff and other college community members in providing reader, instructional, media and technical services to meet their educational needs and interests and provide opportunities for lifelong learning.</p>	<p>Goals</p> <ol style="list-style-type: none"> 1. Provide appropriate technology to enhance learning, instruction, and information retrieval. 2. Adequately staff the learning resources facilities and serve users in a professional manner. 3. Maintain and develop learning resources services that meet the educational needs and interests of the college community. 4. Organize learning resources facilities to ensure accessibility to all in an atmosphere that encourages learning. 5. Provide comprehensive, up-to-date collections of diverse media and formats selected in compliance with sound selection guidelines. 	<p>Objectives</p> <ol style="list-style-type: none"> 1. Increase the library holdings by 10% 2. Improve access to all collections by completing the union catalog 3. Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand (ISLO#6)
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AU Description, Data and Trends Analysis

<p>Describe the purpose, components, and staffing of the AU</p>	<p>The purpose of the Learning Resources Center (LRC) is to plan, direct, organize, and oversee the operations of the library/media services and resources. The Director reports directly to the Office of Vice President of Instructional Affairs (VP/IA). The staffing consists of the main library and the Media Instructional Technology Center (MITC).</p>
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Current Staffing. Complete the table below

List each position by classification	Percent of Employment	Months per Year of Employment	Source of Funding	FTE
Manager				
Director of LRC	100%	12	271 – LRC Budget	1
Professional staff				
Librarian III (Chief Cataloger)	100%	12	271 – LRC Budget	1
Librarian III (Reference Librarian)	100%	12	271 – LRC Budget	1
Librarian II (Pacific Librarian)	100%	12	271 – LRC Budget	1
Librarian I (Government Docs Librarian)	100%	12	271 – LRC Budget	1
MITC Coordinator	100%	12	271 – LRC Budget	1
Classified staff				
Library Technician I (Cataloger)	100%	12	271 – LRC Budget	1
Library Technician I (Circulation)	100%	12	271 – LRC Budget	1
Library Technician I (Computers)	100%	12	271 – LRC Budget	1
Library Assistant III (Serials)	100%	12	271 – LRC Budget	1
Communications Operator (MITC)	100%	12	271 – LRC Budget	1

Other Resources. Complete the table below

List each position by classification	Services Provided	Number of Hours	Overall Cost	Source of Funding
N/A				

Utilize the data provided in the above table in a discussion of the appropriateness of the staffing levels of the AU

Reorganization of the collections and computers in 2013 resulted in a reorganization of the staffing duties with a library technician being assigned to the computer lab and a relocation of a library technician from the second floor circulation to the first floor circulation station. The LRC has had two positions removed in the past year, a Media Technician at the MITC and a Library Assistant at the main library.

How does this AU serve the population of the College?

The primary function of the LRC is to support student success. The LRC provides services and resources to support instruction and learning. Services include library instruction, circulation services, Inter Library Loan, media coverage of college activities, cataloging and processing of library materials, computers for student use and printing. Resources are available in print, media, and electronic format. Subscription to academic databases provide for online resources that cater to the research and information needs of the student and faculty population.

Several LRC staff members serve on various committees and/or working groups of the college to discuss issues pertaining to the college and its stakeholders. The Director serves on the Management Team while others serve on the Human Resources Committee, the Facilities and Campus Environment Committee, the Information and Communications Technology Committee, and the Recruitment and Admissions Committee. Involvement in these committees provides a venue for information sharing and dialogue with other departments of the college.

The LRC collaborates and interacts regularly with other departments, with faculty for information literacy skills and with acquisitions of materials to support instruction, with student services for activities and events, with the offices of research and planning (IRPO) for data collection and reporting, with IT on technology-related matters, with Maintenance on facilities and security-related matters, and with the Business Office for budget and acquisition matters.

Since the previous AU program review, what significant changes have occurred that impact the services of the AU?				
<p>The LRC has not previously completed a Program Review. Reorganization of the collections and computers in 2013 resulted in a reorganization of the staffing duties with a library technician being assigned to the computer lab and a relocation of a library technician from the second floor circulation to the first floor circulation station. Two LRC vacant positions were removed in the past year, a Media Technician at the MITC and a Library Assistant at the main library.</p> <p>National campus LRC is sharing resources with Pohnpei campus library. For one, one librarian has been relocated to Pohnpei campus library to assist with reorganization, operations, and train the library technician at Pohnpei campus on effective use of the library automation system, cataloging, library instruction, and reference transactions. Due to the limited size of the Pohnpei campus library, Pacific and Media collections are centralized at the National site and are accessible via Inter Library Loan.</p>				
What methods are used to evaluate AU's effectiveness to the population that interacts with it?	What do the results of the above methods of evaluation indicate about the effectiveness of the AU?	How have the results of this analysis been used to make improvements to services provided by the AU?		
Library User Satisfaction Survey	From the results, we identify two areas that needed to be addressed: 1) Promoting a quiet environment for studying/research; 2) Access to all circulating collections on the first floor.	The results of our 2012 survey led us to reorganization of library collections and computers on the first floor, separating the computers from reading/study areas.		
Library Instruction Survey	Identified areas where students need more assistance with regards to database searching	Target library guides to assist students for research, acquire databases that meet the language proficiency of students, and open training for students on information seeking		
Qualitative measures: Discussions with each other and with other campus libraries Monthly reporting				
Provide any other relevant data that are relevant to this AU program review				
Strengths, Weaknesses, Opportunities, Challenges (SWOC)				
Based on analysis in the preceding sections, what are the AU's strengths?	Effective leadership is demonstrated in how the department collaborates with other departments in meeting the needs of the college population.			
Based on analysis in the preceding sections, what are the AU's weaknesses?	Meeting report deadlines and learning new and unexpected policies/procedures is time consuming and tends to take away time to plan and implement activities for the department.			
Based on analysis in the preceding sections, what opportunities existing for the AU?	The LRC has the opportunity to collaborate more with faculty and student services to ensure student success and to set up an online interactive presence with the college community.			
Based on analysis in the preceding sections, what challenges exist for the AU?	Having the resources available to make improvements are still lacking, financial and personnel. Librarians at the state campuses have insufficient resources and skills to provide efficient services to their users.			
Evaluation of Processes used by AU				
Describe any on-going systematic method used to evaluate the efficacy of processes used by the AU.				
The LRC uses the library survey tool to evaluate the efficiency of services delivered and the resources that are provided. The survey gathers input from all types of library users that include students, faculty, staff, and other library users.				
Provide example (s) of how this AU program review has led to continuous quality improvement				
The satisfaction ratings and comments made by patrons are looked at and decisions are made based on those rated very low and comments that are repeated most by patrons. Faculty input and recommendations of materials assist the library in acquisition of materials that support instruction of the curriculum.				
Service Area Outcomes Assessment				
List AU's Service Area Outcomes by completing the expandable table below				
Service Area Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used for Improvement	Number of Cycle Completed
VPJA with collaboration of VPSS will provide adequate library and student services to support the students and college (IEMP4) https://comfsm.tracdat.com/tracdat/faces/common/reports/viewReport.jsp	Sept 2013	Sept 2013	Oct 2013	2012-2013

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VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college (IEMP4) https://comfsm.tracdat.com/tracdat/faces/common/reports/viewReport.jsp	Oct 2014	Oct 2014	Oct 2014	2013-2014
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AU Assessment. Complete the expandable table below

Outcome Numbers	Intended Outcomes	Means of Assessment	Criteria for Success	Summary of Data Collected	Use of Results

How has AU's assessment of Service Area Outcomes led to improvements in services provided to patrons

Concerns about the noise level were addressed by removing the computers from the open reading area to a contained room. Concerns about the lack of a group study room were addressed by providing a group study room in the MITC in 2013, which was then later relocated elsewhere in the library because of the establishment of the Business Entrepreneurship Center.

What challenges remain to make the AU more effective?

One challenge that remains for LRC is to collaborate more with faculty in provide access to materials that focus directly on their instructional needs and those of the students they teach. The presence of LRC in the curriculum committee and at faculty workshops can be a method to try.

Describe how the AU's Service Area Outcomes are linked to the Institutional Strategic Goals

Institutional Strategic Goals	AU Service Area Outcomes	Linkages
Promote learning and teaching for student success and satisfaction. Provide instructional support to foster student success and satisfaction. Provide for continuous improvement of programs, services, and college environment Create an adequate, healthy, and functional learning environment.	VPIA with collaboration of VPSS will provide adequate library and student services to support the students and college needs.	The LRC provides an environment with the tools necessary for learning to engage students to achieve success. The LRC provides 40 computers for student use, a seating capacity of to hold more than 200 students at a given time, and access to thousands of materials in print and electronic format for academic use. The LRC is equipped with the technology and means for communication for students to succeed in their coursework – Internet and Wi-Fi access to resources.
Invest in sufficient, qualified, and effective human resources.		The LRC employs a total of 11 staff members, of which there is one managerial, five professional, and five classified positions. Three of the employees possess masters in library science degrees while the other professional positions hold bachelor degrees.

Evaluation of Progress toward previous Goals

List the goals from AU's previous program review		
No previous program review.		
Describe the level of success achieved in goals listed above		
Goals from previous AU Program Review	Level of Success Achieved	
No previous program review.		
In cases where resources were allocated toward goals, evaluate the efficacy of that spending		
Goals from previous AU Program Review	Resources Allocated	Efficacy of Spending
Short-Term and Long-Term Goals		
Using the table below, list the short and long term goals (a minimum of two for each) for the AU. These goals should follow logically from the information provided in the program review. Use a separate table for each additional goal		
Short-Term Goals 1 (Two-Year Cycle)		
Identify Goal	Provide appropriate technology to enhance learning, instruction, and information retrieval.	
Describe the plan to achieve the goal (i.e., action plan)	Work with Information Technology (IT) department to upgrade technology for: [2015-2016] Media and instructional technology – video editing, publishing, publication Hardware and software – needs for the general student population and for specific courses based on requests Identify needs as they apply to current technology and student needs and prioritize Train staff on use of new technology and staff train students	
What measurable outcome is anticipated for this goal?	Students are able to generate reports and assignments using current technology that is compatible with new equipment being used in the classrooms and online.	
What specific aspects of this goal can be accomplished without additional financial resources?	The media technology will require additional financial resources.	
Short-Term Goals 2 (Two-Year Cycle)		
Identify Goal	Organize learning resources facilities to ensure accessibility to all in an atmosphere that encourages learning. [Ongoing]	
Describe the plan to achieve the goal (i.e., action plan)	Identify duplicate materials and remove to allow for shelf spacing and centralizing collections. Identify spaces that can be used to specialize and accommodate readers areas, laptop stations, and collections Set up a group study areas for students to use for group discussion so as not to disturb other students.	
What measurable outcome is anticipated for this goal?	A comfortable environment conducive to learning contributes to the successful learning of students who are placed in those environments.	
What specific aspects of this goal can be accomplished without additional financial resources?	The outcome can be accomplished without additional resources.	
Long-Term Goals 1 (Five-Year Cycle)		
Identify Goal	Provide comprehensive, up-to-date collections of diverse media and formats selected in compliance with sound selection guidelines.	
Describe the plan to achieve the goal (i.e., action plan)	The LRC identifies information needs based on the curriculum, faculty input, and student input. The LRC reviews the print collections every five years to assess their currency and validity through collaborating with faculty.	
What measurable outcome is anticipated for this goal?	Different perspectives of the same information provide students opposing viewpoints to help enhance their critical thinking skills and information seeking skills. Materials need to be updated and current to provide the basic knowledge for further study.	
What specific aspects of this goal can be accomplished without additional financial resources?	The LRC reference will need additional resources as it was cut in half this fiscal year. More resources need to be allocated to purchasing access to materials that are current and of scholarly nature.	
Short-Term Goals 2 (Five-Year Cycle)		
Identify Goal		
Describe the plan to achieve the goal (i.e., action plan)		
What measurable outcome is anticipated for this goal?		
What specific aspects of this goal can be accomplished without additional financial resources?		
Requests for Resources		

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Complete a new table for each short-term and long-term goals listed in the immediately preceding section that would require additional financial resources. These requests for resources must follow logically from the information provided in this AU program review.

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description	Provide comprehensive, up-to-date collections of diverse media and formats selected in compliance with sound selection guidelines.	
Type of Resources	Requested Dollar Amount	Potential Funding Source
Books and references	\$50,000	LRC Budget approved by Board

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

o Short-Term Goal o Long-Term Goal		
Goal Number and Goal Description		
Type of Resources	Requested Dollar Amount	Potential Funding Source

AU Program Review Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the AU program review. It should include new information that is not mentioned in the preceding sections of this document.

The primary function of the LRC is to support student success. The LRC provides services and resources to support instruction and learning. Services include library instruction, circulation services, Inter Library Loan, media coverage of college activities, cataloging and processing of library materials, computers for student use and printing. Resources are available in print, media, and electronic format. Subscription to academic databases provide for online resources that cater to the research and information needs of the student and faculty population.

The LRC shares in the responsibility for overall college leadership by the director serving on the college’s Management Team and other staff serving on the following standing committees: Human Resources, RAR, ITC, and Facilities. There needs to be presence of the LRC in the Curriculum committee.

Service Outcomes as well as short term and long term goals are indicated in this review. Most of the work needed to accomplish the goals can be achieved without the need for additional resources. The exception lies in the acquisition of more materials and acquiring updated technology and equipment for student use.

Response Page

AU Vice President or appropriate immediate Management Supervisor

I concur with the findings contained in this AU program review.

I concur with the findings contained in this AU program review with following exceptions (include a narrative explaining the basis for each exception):

I do not concur with the findings contained in this AU program review (include a narrative exception):

Administrative Unit Program Review Check List

Administrative unit		Date of Review	
Assessment/Review Cycle		Reviewers	
Please mark your responses to the following statements			
Statement	Yes	Needs Improvement	No
Administrative Unit. The administrative unit is identified.			
Assessment Cycle. The assessment cycle is identified.			
Submitted by and Date: The person directly responsible for completing the assessment plan submits the assessment plan to the committee. Generally, this is the office or program head.			
Supervisor and Date submitted. Date submitted to supervisor.			
College's Mission Statement. The approved college mission is included, and a description in terms of how the AU supports this.			
College's Mission Vision. The approved college vision is included, and a description in terms of how the AU supports this.			
College's Mission Core Values. The approved college core values are included, and a description in terms of how the AU supports them			
College's Strategic Goals. The approved college strategic goals <i>directly relevant to the</i> department and the AU are included, and a description in terms of how the AU supports them.			
AU Mission Statement, Goals, and Objectives. AU's mission, goals, and objectives are included.			
AU Description, Data and Trends Analysis. Data on current staffing and other resources; descriptions of their appropriateness are included, and how do they serve the population of the college; some significant changes that occurred and may have impacted the AU's services; methods used for evaluation and the results; and how results were used to make improvements to services; and other relevant data to AU's program review.			
SWOC Analysis. An analysis of Strengths, Weaknesses, Opportunities, and Challenges is included.			
Evaluation of Process. A description of the <i>on-going</i> systematic method used to assess AU's effectiveness, and some examples in terms of how program review lead to continuous quality improvement.			
Service Area Outcome Assessments. This section includes list of AU's service area outcomes, dates of assessment, the assessment methodologies used including established criteria for success, summary of data and how results are used to inform improvements, the section also provides a description of the identified <i>challenges</i> that are yet to be addressed by AU, and how these outcomes are linked to the college's strategic goals.			
Evaluation of Progress toward previous Goals. This section provides descriptions of (a) goals from previous review, (b) levels of success achieved, and (c) resources allocated including efficacy of spending.			
Short-term and Long-Term Goals. This section provides descriptions of the AU's short-term and long-term goals including action plans, measurable outcomes anticipated for these goals, and others.			
Requests for Resources. This section provides the AU's (a) short- and long-term goals, (b) the type of resources need as presented in dollar amount, and (c) potential source of funding.			
AU Program Review Summary. This section provides the reader with an overview of the highlights, themes, and key segments of the AU's program review. This section should include only new information that is not mentioned in the preceding sections of the AU program review report.			