Library Documentation for Undergraduate Program Reviews
Guidelines and Template

The Undergraduate Program Review Audit Committee has established guidelines for the regular and systematic review of all undergraduate programs in publicly assisted Ontario Universities. Because the library plays an integral part in supporting undergraduate programs, Western Libraries provides input into this review process. Below are guidelines that Librarians can use in the preparation of this input and a template that illustrates the recommended format for the report.

Preparation Guidelines

These guidelines describe the kind of content that should be included in library documentation for undergraduate program reviews. It is expected that each of the sections shown below will be represented in the report. The content within each section is at the discretion of the reviewing Librarian.

Undergraduate Program Review Report Template

Instructions for Using Template:
The purpose of the template on the following pages is to provide a model for the Undergraduate Program Review document. To facilitate the process and to encourage consistency across Western Libraries review documents, this template uses the following conventions:

- regular text indicates standard wording
- italics indicate suggested wording with areas where librarians can insert library or program specific content indicated by square brackets
- Library Y refers to the home library for a program
- Program X refers to the name of the program under review
- Subject(s) X refers to the department(s) responsible for the program
Report on Western Libraries’ Support for
Program X

Date: XXXXXXXX Librarian: Name

REVIEW SUMMARY AND FUTURE DIRECTIONS:

Western Libraries strives to contribute to the best undergraduate experience for students at Western University. Our goal is to:

• provide the highest possible level of teaching, learning and research assistance,
• select and maintain reliable access to high quality research materials in a variety of formats,
• communicate and collaborate with the user community to ensure that our services and resources remain relevant.

Our programs and services are grounded in Ontario’s Quality Assurance Framework articulated in Ensuring the Value of University Degrees in Ontario¹, the Council of Ontario Universities’ guide to degree level expectations in the province.

Western Libraries continuously assesses needs that inform the development of our collections and services in order to gauge service quality and respond to customer feedback in a timely manner. As a result, we have identified the following areas for future development in support of Program X, such as: [insert areas for development specific to program X here]

• enhanced e-learning services
• expanded research services
• shift from print to digital
• increased collaboration in curriculum development
• wider availability of self-service options

Based on evidence provided in this review, Western Libraries [provide here a summary statement on the assessed level of support (consider descriptive terms like fully, adequately, sufficiently, comprehensively, etc.) and perceived level of need in addressing the gaps/future directions identified above.]

INTRODUCTION:

Western Libraries, one of the top ten research libraries in Canada, comprises eight service locations distributed across the University campus and is a member of the Ontario Council of University Libraries, the Canadian Association of Research Libraries and the Association of Research Libraries. [provide here other partnerships as appropriate for the program] Recognized for the quality of its staff, the access and services provided, and its outstanding collections, Western Libraries supports the

¹ Ensuring the Value of University Degrees in Ontario is available online from the Council of Ontario Universities website via http://www.cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/ensuring-the-value-of-university-degrees-in-ontari.aspx
University's mission of providing the best student experience among Canada's leading research-intensive universities.

Students in Program X have access to Western Libraries' collections of over eleven million items in a myriad of formats. In addition, the resources of Western's four Affiliated University College Libraries as well as the collections of several smaller specialized libraries and resource centres included in our shared library catalogue are available to students in Program X. For more than a decade, a key strategic priority for Western Libraries has been to acquire material digitally wherever possible, essentially making Western Libraries available anywhere, anytime. Hand in hand with this changing collecting focus is the need to accommodate multiple models of access, including our virtual library and self service strategies. The SUMMON implementation by Western Libraries has facilitated discovery and simplify access to a broad range of information resources.

Each of the major sections in this report explains how Western Libraries supports Program X. Library support aligns with the Council of Ontario Universities' quality assurance framework, and the program objectives/outcomes for Program X that are available at [insert URL if available, contact department chair for details].

TEACHING AND LEARNING:

Managing information effectively is an integral component of teaching and learning at Western. The information literate student is able to access information efficiently, assess it critically, assimilate it effectively and apply the information responsibly. To this end Information Literacy (IL) instruction offered to students in Program X is aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education or ACRL Information Literacy Competency Standards for the specific discipline if available, for example, IL Standards for Science and Technology. The standards articulate and assess the skills undergraduates require to succeed academically and to set the foundation for lifelong learning. [For professional programs, accreditation standards related to graduate competencies are also carefully considered in respect to teaching and learning.]

In this paragraph, outline library specific teaching and learning activities that support the undergraduate program under review. These may include:

- participation in curriculum development
- how it is integrated into the course or program
- collaboration with teaching faculty
- interaction between librarian/archivists and students
- special initiatives (e.g. teaching a credit course)
- statistics on instructional sessions
- teaching partnerships (e.g. Teaching Support Centre)
- e-learning initiatives (YouTube videos, OWL modules)

2 ACRL Standards are available via http://www.ala.org/acrl/standards
COLLECTIONS SUPPORT:

Western University recognizes that strong research collections are the cornerstone of support for research and teaching and supports their ongoing development by ensuring that funding levels are maintained. With this consistent budget commitment, Western Libraries continues to be able to provide access to a wide range of monographs, scholarly journals, reference works and significant collections of materials in other formats. The collections developed and managed by the Library Y provide support for the undergraduate students in the Program. [Owing to the interdisciplinary nature of Program X, this support is augmented by resources selected by other Western Libraries units, such as the Subject A collection [or add other collections as appropriate].]

Librarians work with faculty to create and periodically revise the collection management policy for Subject(s) X that align(s) with instructional activities for Program X. [Add here date of latest revision, anticipated revision or creation of a new policy.]

Monographs:
The majority of the published monographs that are added to the Western Libraries collection are selected based on subject profiles developed by librarians in consultation with an academic book vendor. The subject profiles, which are monitored on an ongoing basis, specify criteria that ensure that relevant, high quality materials are sent in a timely manner. In recent years, electronic books (e-books) have been receiving increasing priority from a collections perspective for a number of subject areas including Subject X and these are selected based on the subject profiles. The ability to provide monographs in digital format provides increased access to the content, supports Distance Education and minimizes processing time.

Recently, Western Libraries has embarked on a new approach to collection development called Patron Driven Acquisition (PDA) which allows library users to participate in selection decisions. Information about available e-books is added to our library catalogue and once a book has been used, it is automatically purchased and added to our collection. [In addition, the acquisition of several large e-book packages has significantly increased the volume of electronic books available to the Program X undergraduate students. These packages include [add appropriate packages in this section]. As a result of current collection practices the e-book collection will continue to grow for the foreseeable future.] These efforts have increased the breadth and depth of electronic content for undergraduate students to consult.

[Although acquisition of ebooks is a priority, we continue to add materials to the print collection. Some high quality research material is not available in digital format and in some disciplines, access to print as well as digital formats is essential.]

Journals:
As a result of collection development activities, students have electronic access to full journal packages of some major publishers like [include specific journal package names]
as applicable]. Furthermore, our journal holding rank favourably when compared to [add a suitable comparison tool to this area if appropriate otherwise leave this statement out].

Recent collection development activities that have impact on information available to students of Program X include: [highlight specific packages, resources in this section].

Databases:
Students in the program have access to a variety of databases which aid in the location of information at all levels from primary through to tertiary. Some notable examples include [add names of particular databases as appropriate].

Other Resources:
*Include details of other relevant materials such as archival materials, music scores, government information, standards and codes etc.*

COLLABORATION AND COMMUNICATION:

Collaboration and communication are essential for librarians to build relationships with their user community. This relationship helps librarians better understand the needs of the user community, and the user community better understands the services and resources that the library provides.

A specific Librarian, who works out of Library Y, is designated in a liaison role to provide collections, research and instructional support for students in Program X. Although Library Y is the home library, students in this undergraduate program have access to resources and services across Western Libraries.

The liaison Librarian communicates with the user community in many different ways to support Program X. Here insert any communication or collaboration strategies you use to liaise with your user community such as:
- collaboration with colleagues/students/faculty
- committee work
- communication verbally, electronically, and other various modes
- departmental liaisons
- marketing and promotion of library services
- newsletters/ email lists
- online guides, blogs, webinars
- product evaluations & trials

The liaison role helps facilitate collaboration and communication between Western Libraries and Program X. The librarian keeps abreast of developments in resources and technology in order to keep the user community informed.

SERVICES:
Western Libraries offers a full range of in-person and online library services to our undergraduate community. The majority of our digital research resources are available remotely as well as on campus and all locations provide in-person research assistance both by appointment and on a drop-in basis. Research assistance is also provided by e-mail, telephone and via online chat. Library staff works with faculty members to ensure that students in Program X have convenient access to required readings for their courses. Much of the course material is available digitally and can be linked to through our library catalogue or integrated via Western’s learning management system OWL (powered by Sakai), thus providing access anywhere, anytime.

Throughout our eight physical locations, more than 250 public workstations provide access to library resources and office productivity software. All locations offer wireless access to the Internet as well as printing and photocopying facilities. From the Western Libraries web site, students can make use of many service options (see http://www.lib.uwo.ca/services).

Library Y offers specialized facilities and services to support their user community. Here insert any special facilities available in your location such as

- classroom space
- community meeting space (e.g. Quotes, Einsteins)
- computer labs, electronic classrooms
- group study rooms
- self-checkout, self-service hold shelf
- services provided in the library in collaboration with other campus units such as essay writing help
- special equipment and/or facilities that support the learning of students in the program (e.g. Bloomberg, microform viewing and copying equipment, audiovisual equipment, CD players, equipment for students with disabilities)
- specialized services from outside of Western Libraries such as [list services e.g. the Effective Writing Centre or the Pride Library].
- study space (e.g. carrels or rooms)
- technologies for copying microform materials and viewing videos and DVDs

Throughout the academic year, the Library Y operates with seasonally adjusted hours, depending on patterns of use throughout the academic year giving students a safe, comfortable environment in which to meet, study and pursue research. [Include here any special hours of service such as 24/7, extended chat service, etc.]

CONCLUSION

Based on evidence provided in this review, Western Libraries [provide here a summary statement on the assessed level of support (consider descriptive terms like fully, adequately, sufficiently, comprehensively, etc.) and perceived level of need in addressing the gaps/future directions identified above.]