

Student Services Program Review Report

Sierra College, 2013-14

Department/Program Name: NCC Learning Resource and Testing Center

Date Submitted: February 8, 2014

Submitted By: Patricia Saulsbury

Ideally, the writing of Program Review Report should be a collaborative process incorporating full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible concerning the present and future of the program to assess and recommend the resources needed to keep the program viable and robust.

1) Relevancy: This section assesses the program’s significance to the students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your area and/or program.

If applicable, also explain how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The Learning Resource & Testing Center at the Nevada County Campus provides instructional support for the programs at Sierra College in an environment conducive to study and research. Services are offered in a two-story, multiple room building, open 44 hours a week, and staffed by two permanent employees. The LRC serves more than 65,500 patrons a year, up from 35,000 in 2004. The users now include 160 high school students, and all users are actively supervised. Student employees have been used in place of a classified employee for 16 years, despite this increase in usage, the budget for staffing has declined since the LRC opened in 1996. It is a hybrid program providing:

- a full range of academic library services, including print, media and online resources, reserve textbooks, and supplemental materials.
- in-library research skills orientations, classroom and lab visits, as well as assistance with research questions.
- supervised test proctoring center for distance learning and make-up exams.
- a computer and media lab, which also serves as the open computer lab during the summer.
- auxiliary biology and anatomy lab, with microscopes and extensive models.
- a “high school” library for the Ghidotti ECHS program.

The NCC LRC is active in the supporting the accreditation process.

1b) How does your program fit within the district mission statement as quoted below?

“Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and

technical training, and lifelong learning. The College's programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged and contributing members of the community."

The NCC LRC aligns with the District's mission statement by providing a supportive learning environment, as well as providing excellent print and media collections and robust online research materials and tutorials. Community members have full in-library access to the range of services provided by the NCC LRC, and because the Nevada County Campus is the only academic library within a reasonable commute, we attract many active scholars and retired academics from our area.

"A library is a place that is a repository of information and gives every citizen equal access to it. Google can bring you back 100,000 answers. A librarian can bring you back the right one."
Neil Gaiman

1c) With which specific Strategic Goals does the program align (include only the most relevant)?

- I. **Educational Effectiveness** – Programs and services of the District will effectively promote and support student opportunity, success and achievement
- II. **Organizational Effectiveness** – The District will manage its resources to best meet its multiple missions within the constraints of its resources
- III. **Resource Development** – The District will focus on securing new resources to align with strategic goals
- IV. **Focused Access** – The District will target outreach and access efforts to best serve its community

- 1) Students are served by well-trained professional staff. [Educational Effectiveness, Organizational Effectiveness]
- 2) Library orientations, classes, and individual users have adequate facilities and technology. [Organizational Effectiveness]
- 3) Students take distance learning and make-up exams in an environment that enables them to concentrate. [Educational Effectiveness]
- 4) Library research resources are available online, relevant to students' needs and expectations, and integrated into distance learning classes and web pages. [Educational Effectiveness, Organizational Effectiveness, Focused Access]
- 5) High School students in the Ghidotti Early College High School program will have the library and testing support they need to be successful. [Educational Effectiveness, Focused Access]

1d) How does the program align with student needs? Please refer to any relevant assessments or other data in your reply.

The NCC LRC provides instructional support, and the staff teaches information literacy. Most students come to Sierra College unable to discern credible information sources and with nonexistent or rudimentary research skills because of the lack of elementary and high school librarians in California. Other students come to the college with dated skills and fear of online research.

The Sierra College libraries are committed to providing equivalent services for on-ground and distance students at all sites. The library's web site, which is rich in content, is emphasized as the primary entry point for student and faculty research. All the college's eBooks and online subscription databases are available to current students and staff through the library's web site. There are many information literacy and database tutorials offered through the site, and links to chat and email reference services.

This year the College libraries cooperatively purchased an information discovery product (Discover!) that searches across most of the resources that the library owns or subscribes to in an effort to ease searching multiple academic databases. This research tool promotes searching in a "Google-like" fashion, but the results are from reputable sources purchased with district funds.

Many course textbooks and supplemental materials are available on reserve. Computers and printers are available in the library for research use. Relevant books, videos and online databases are purchased to support student research needs. Off campus access to electronic books, databases and streaming academic media supports our distance learning students and provides 24/7 access for all students and faculty. Reference and instruction services are available in person and online to serve a variety of students and learning styles. Students are well served by the collections (print, media, and online and textbook reserves), reference services, and the willing, positive attitude and optimism at the NCC LRC.

1e) Optional Additional Data: Comment on any other relevance to the district goals, mission, values, etc., that your program provides that is not incorporated in the prompts above. Consider, for example, contributions to diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples rather than merely anecdotal narrative.

The two permanent employees have both attended Safe Space training, and our collection reflects support for LGBTIQ students. We host annual faculty and juried student art shows. In the fall of 2013 we sponsored a very popular juried poetry contest. Library employees were very active in the production of a TEDx Youth event organized around the theme of art and innovation.

2) Currency

2a) Student Learning Outcomes Assessment: Considering the information provided, comment on the program's progress in assessment of SLOs, analysis of the results, and improvements/changes made to the program. Please provide data and analysis in your explanation.

The Library Orientation Skills test was administered during the fall 2012 semester. 7 of the 10 questions were answered correctly 84-96%, far surpassing our goal score of 70%. The greatest improvement from previous years is that the students now understand what a call number is, and why we use them. The weakest response is to the question asking them to differentiate between reference books and "items on reserve" - only 27% of the students answered this question correctly. Unfortunately, these terms are commonly used in all academic libraries, so even though they are unfamiliar to students they need to be learned. The combined faculty of the Rocklin and NCC libraries brainstormed during our SLO meeting in spring 2014 on presentation strategies for certain concepts, such as the one mentioned above.

Faculty members who ask for a library orientation are invited to evaluate the impact that the orientation had on their students. Faculty were enthusiastic about the quality of the orientations and they reported that their students were more comfortable using the library (91%) and that they would recommend an orientation session to other faculty (100%). All of the faculty members agreed or strongly agreed that their students selected relevant, credible and authoritative resources for their assignments after having a library orientation. Furthermore, 91% agreed or strongly agreed that the print and online book and periodical collection is adequate to support class assignments. Faculty were less enthusiastic about the media and streaming video collection – 64% agreed that the collection was adequate.

The NCC Library gives a Library Orientation Skills test at the end of an orientation for English 1A students, annually during the fall semester. The quiz uses multiple choice and open-ended questions to target information literacy skills and student learning outcomes. Most students perform very well on the Library Skills quiz. Certain questions are missed more frequently no matter which librarian taught the class, so that gives the librarians a clear SLO to indicate which concepts are more difficult for students. Questions have been reworded for clarity and difficult concepts are emphasized which has improved results – demonstrating that students have a better understanding of the topics.

All faculty members who bring their classes to the NCC LRC for an orientation are surveyed near the end of the fall semester. This gives us a qualitative assessment of student performance after a library orientation, and if they felt our resources were adequate for student needs, as seen from the faculty member's perspective. They are also asked what additional services they would like to see put in place for their students, and some of these suggestions, such as chat reference service, have been implemented. Other suggestions such as longer evening and weekend hours are not currently possible due to staffing and budget restraints.

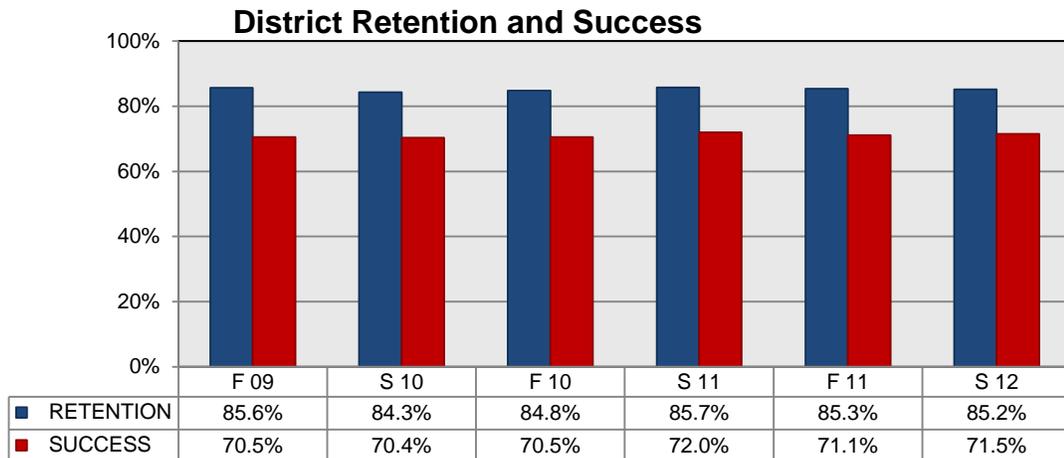
2b) Professional Development: Describe how purposeful departmental activities serve to improve teaching, learning and scholarship. Please be sure to specifically include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program’s self-assessment and planning?

The Rocklin reference/collections librarian and the NCC LRC coordinator co-chaired the 2.C Accreditation Standard Committee during the last accreditation cycle. This standard includes the writing and learning centers for all locations, so we became aware of and encouraged other program’s self-assessment and planning. In the spring of 2013, the NCC LRC coordinator offered a Flex activity for NCC faculty on the ease of importing content perma-links from the EBSCO Discovery Service and Films on Demand into Canvas. Also discussed was the creation of subject specific LibGuides for instructors. Outreach to faculty is an integral program goal. Recently there has been a focus on using Web 2.0 technologies, including Chat Reference to enhance our teaching and communication. New knowledge and ideas are shared at department meetings and informally through email. During the spring 2014 flex period, the librarians met to work on SLOs, particularly the quiz given after English 1A orientations. There was extensive conversation on how to teach the most important library research concepts and how to improve our communication on the most frequently missed exit quiz questions. The librarians shared strategies for successful future orientation sessions. The NCC LRC coordinator joined NCC’s FYE committee and is leading workshops on research skills in order to introduce basic library skills to new students. The coordinator is also a member of the Spectrum Committee. The library assistant is a member of the Campus Life Committee and the Judge of Elections for FUSE.

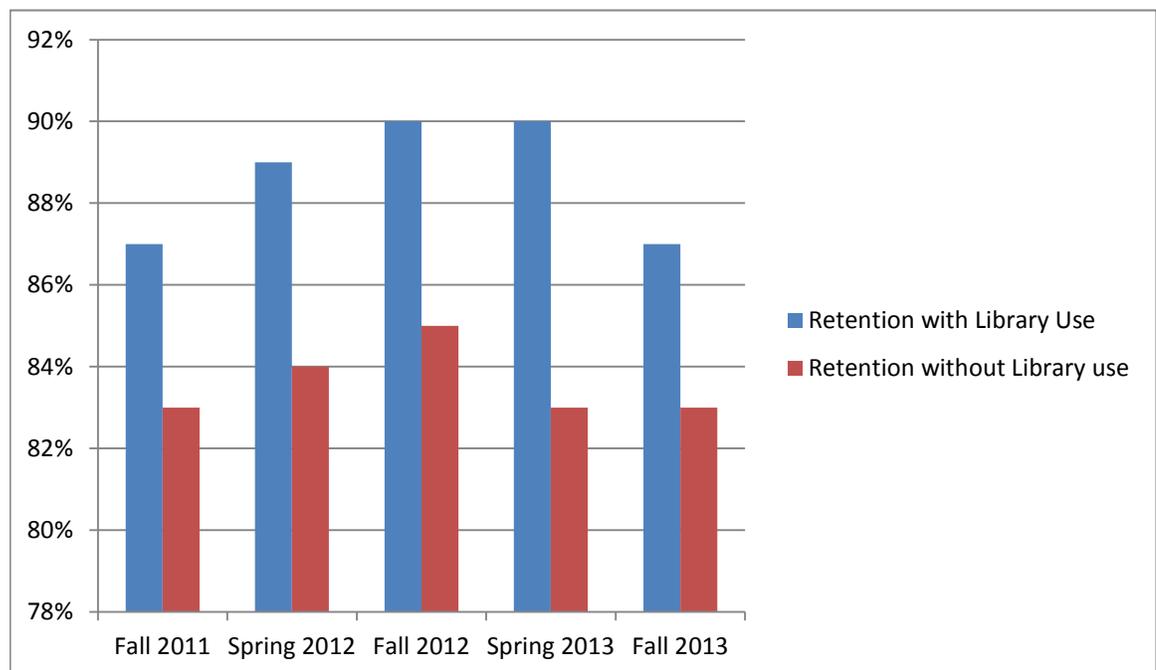
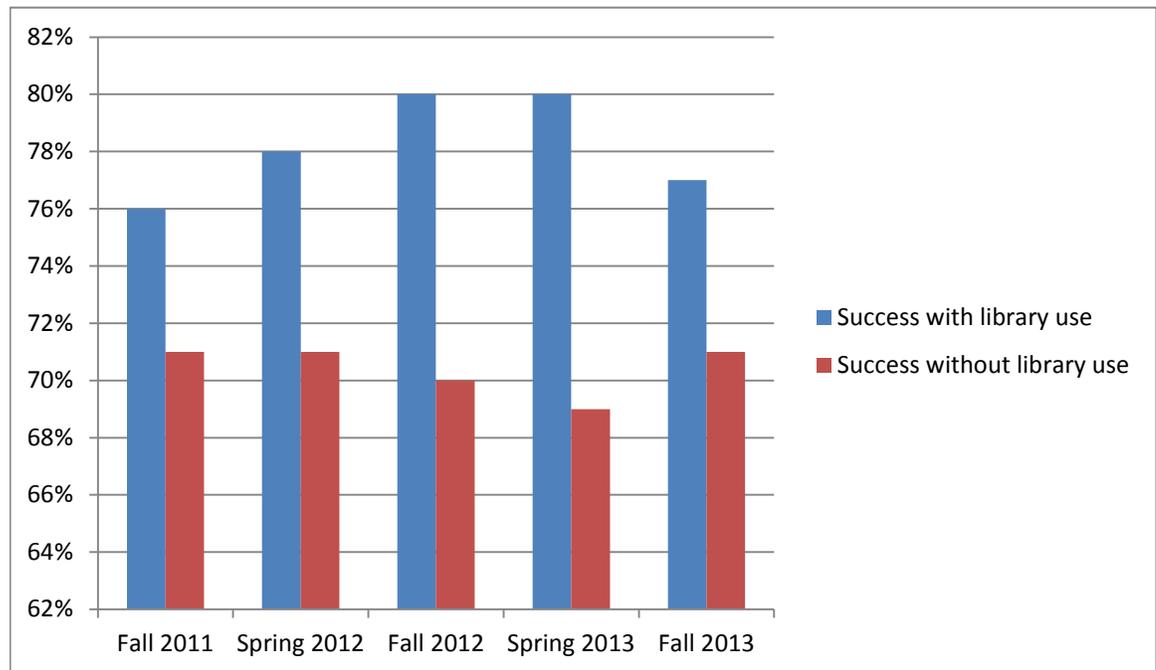
2c) Optional Additional Data: Enter additional data or other information here that you believe to be an indicator of your program’s effectiveness and explain why.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success - Describe how the program contributes to overall student retention and success. Describe any changes you have made that improved the effectiveness of the program as well as any barriers you have encountered to making changes. Include any relevant data (quantitative or qualitative) and explain its significance. How have you used the SLO data described above in assessing and improving your program? If you see a need to improve the data trends, outline a plan that will achieve the changes you are seeking.

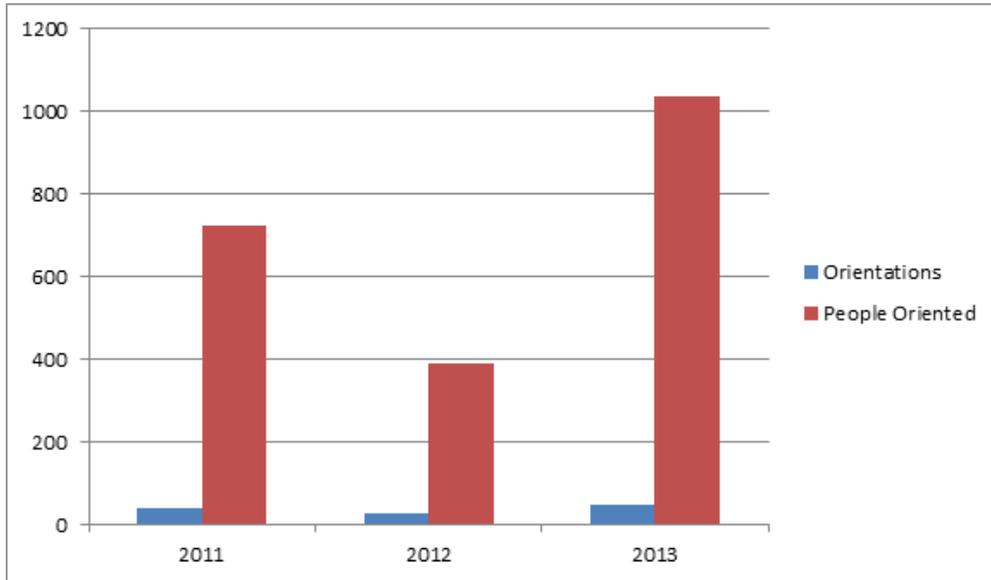


The graphs that follow track retention and success for students who use the NCC library materials (data taken from circulation history) vs. enrolled NCC students who don't use library materials. While we cannot say that just walking through our doors will make a student more successful, we can see that access to reserve materials, books, and media that support assignments definitely contribute to student success and retention. We know that most NCC students go through a library orientation, many reference questions are asked, and that the NCC LRC facility and collections, as well as testing services, are heavily used (charts follow). We use an assessment test at the end of library orientations to measure student learning outcomes, and we measure the success and retention rates of NCC students who use library materials.

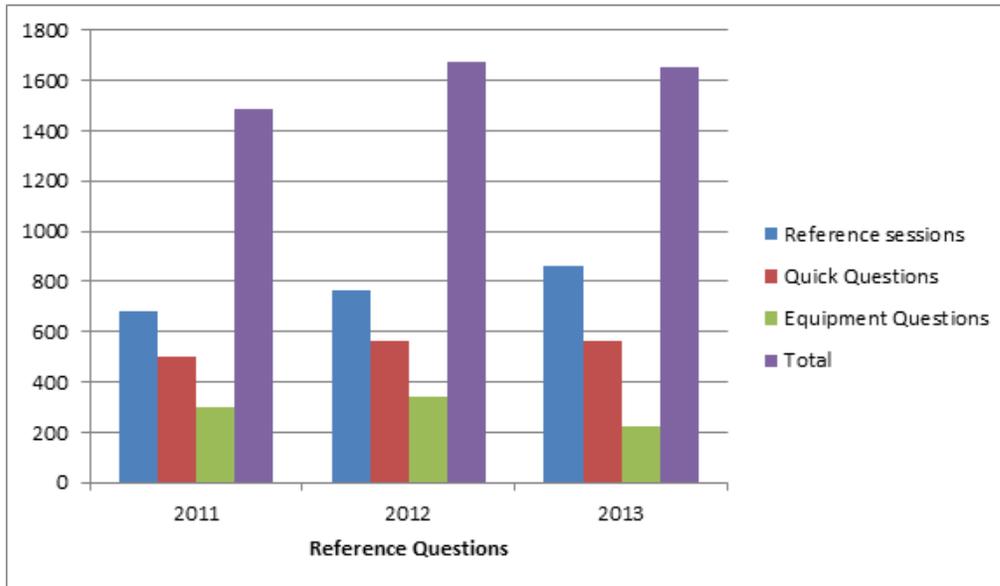


3b) Usage Trends - Identify and explain the usage trends in your program's data. Address separately the data for on-ground, on-line, and usage at the various centers when applicable. Comment on the significance of these trends as well as the challenges experienced within the program. If you see a need to improve any trends, outline a plan that will achieve the changes you are seeking. Please explain your reason for this determination and describe how you will incorporate these assessments in your plans for improvement. If applicable, comment on both the past performance and the future direction of the program as a whole as well as on location and mode of delivery.

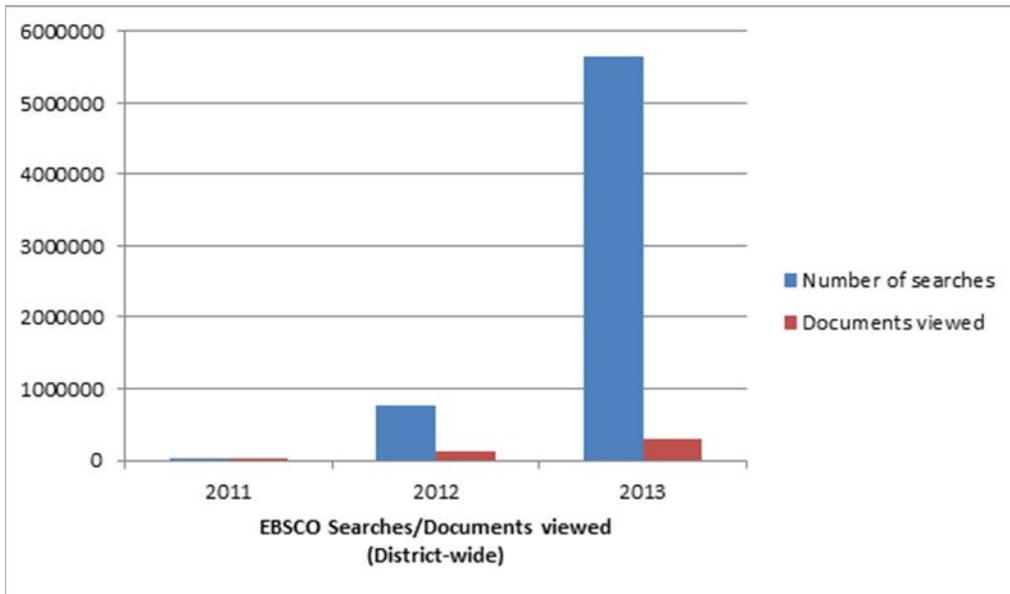
3b. Teaching information literacy in classroom groups, and one-on-one reference sessions: The following two charts measure one-on-one and group interactions with a faculty librarian. In 2013, we see that approximately 20% of NCC's headcount had information literacy training in a classroom group in the library. This growth is due to librarian/faculty outreach, including librarian attendance at department meetings, etc. Outreach is a program goal. Similarly, 31% of NCC's headcount had direct contact with a faculty librarian for an in-depth research session, for a quick question, or for help with printing, copying, Canvas, etc.



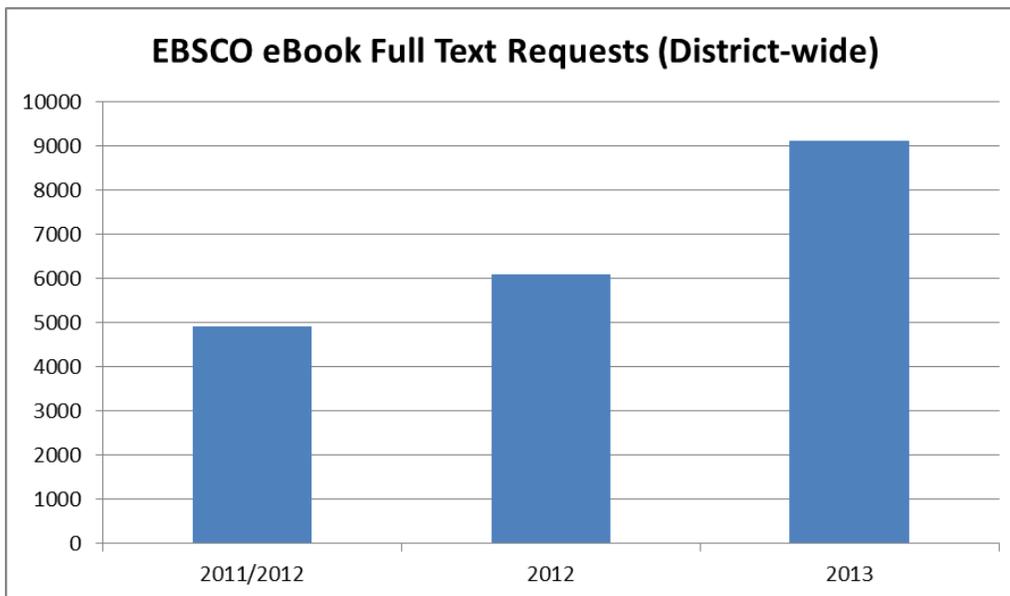
"In the nonstop tsunami of global information, librarians provide us with floaties and teach us how to swim." -- Linton Weeks, Washington Post



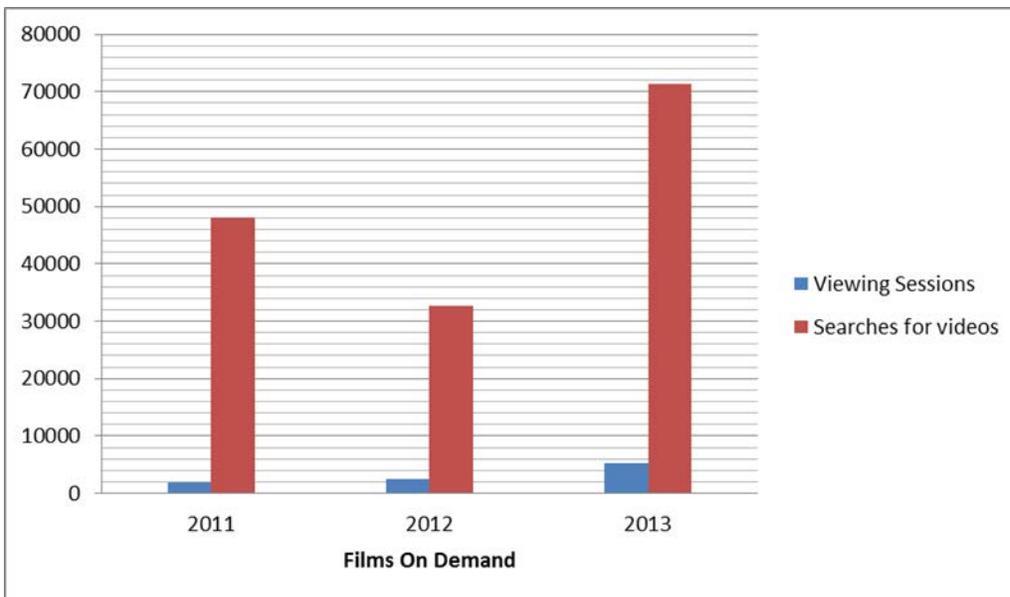
Resource use for major databases, streaming media, ebooks and print books: Students primarily access our resources through our webpage, designed and maintained by Tina Sixt, Rocklin's reference and collections librarian. EBSCO is our major database for newspapers, magazines, journals, and ebooks. EBSCO is a vendor that aggregates online content, and we subscribe to the content on a yearly basis. It is used district-wide, by both on ground and online students - it isn't possible to break out searches made solely by campus. However, in the following chart, one can see that the use of this online product is enormous.



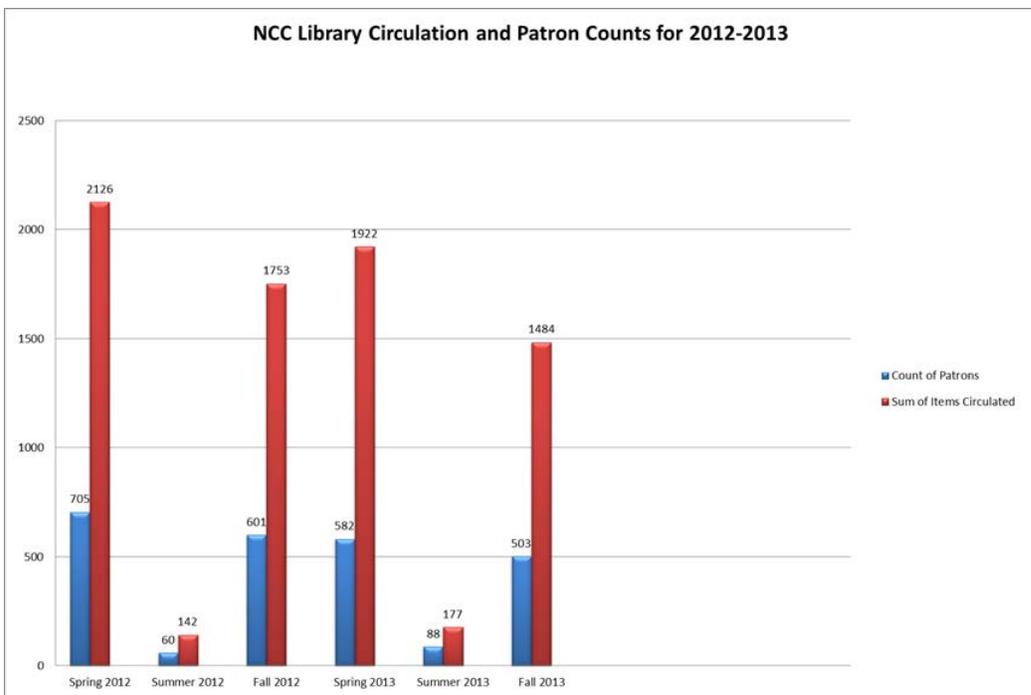
Our major ebook collection is also provided by EBSCO. Below we see the steady increase of the use of ebooks. These books are fully-keyword searchable, allow for multiple users, and are downloadable. The increased use of online resources vs. print material demonstrates the demand for materials that are available at any time, can't incur fines, and don't have to be used in a physical format. Tech savvy students are comfortable using online materials, and we are seeing a gradual shift away from print material.



Films on Demand is an online subscription to streaming media by such academic content producers such as Films for Humanities and Sciences, BBC, Discovery, Ted Talks, etc. Films on Demand is used by individual students, faculty in the classroom, and it is easy to embed into Canvas for online and hybrid classes. Again, we see the use of streaming media increasing district-wide.



The following chart (NCC Library Circulation and Patron Counts for 2012-2013) tracks the number of students using physical materials (printed books, reserve textbooks, DVDs, headphones, etc.) at the NCC LRC during a two year period, and the number of items checked out. Just as we saw an increase in the use of online materials, here we see a corresponding decrease in the use of physical materials. This trend will be watched, and the purchase of materials will be adjusted according to student demand.



3c) Productivity – Using your own data, please track productivity changes for at least the past 3 years. Comment on the significance of the trends as well as the challenges experienced within the program. If you believe any statistical trends need improvement, please explain your reason for this determination and describe how you will incorporate these assessments into your plans for improvement.

Academic Year	NCC Courses Offered	Students Using the NCC LRC
2010/2011	524	55,453
2011/2012	502	45,090
2012/2013	482	65,409

While information technology has not replaced print media, and is not expected to do so in the foreseeable future, it has nonetheless had an astonishing and quite unanticipated impact on the role of the library. Contrary to the predictions of diminishing use and eventual obsolescence of libraries, usage has expanded dramatically. The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today’s social and educational patterns of learning, teaching, and research.

Every student entering the LRC and testing center needs active supervision and services. We have made do with the resources we have, but each person is doing more and more work. Limited staffing and the reliance on student employees, in lieu of a permanent employee, make serving increasing numbers of students a real challenge.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of the program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant assessment data noted above.

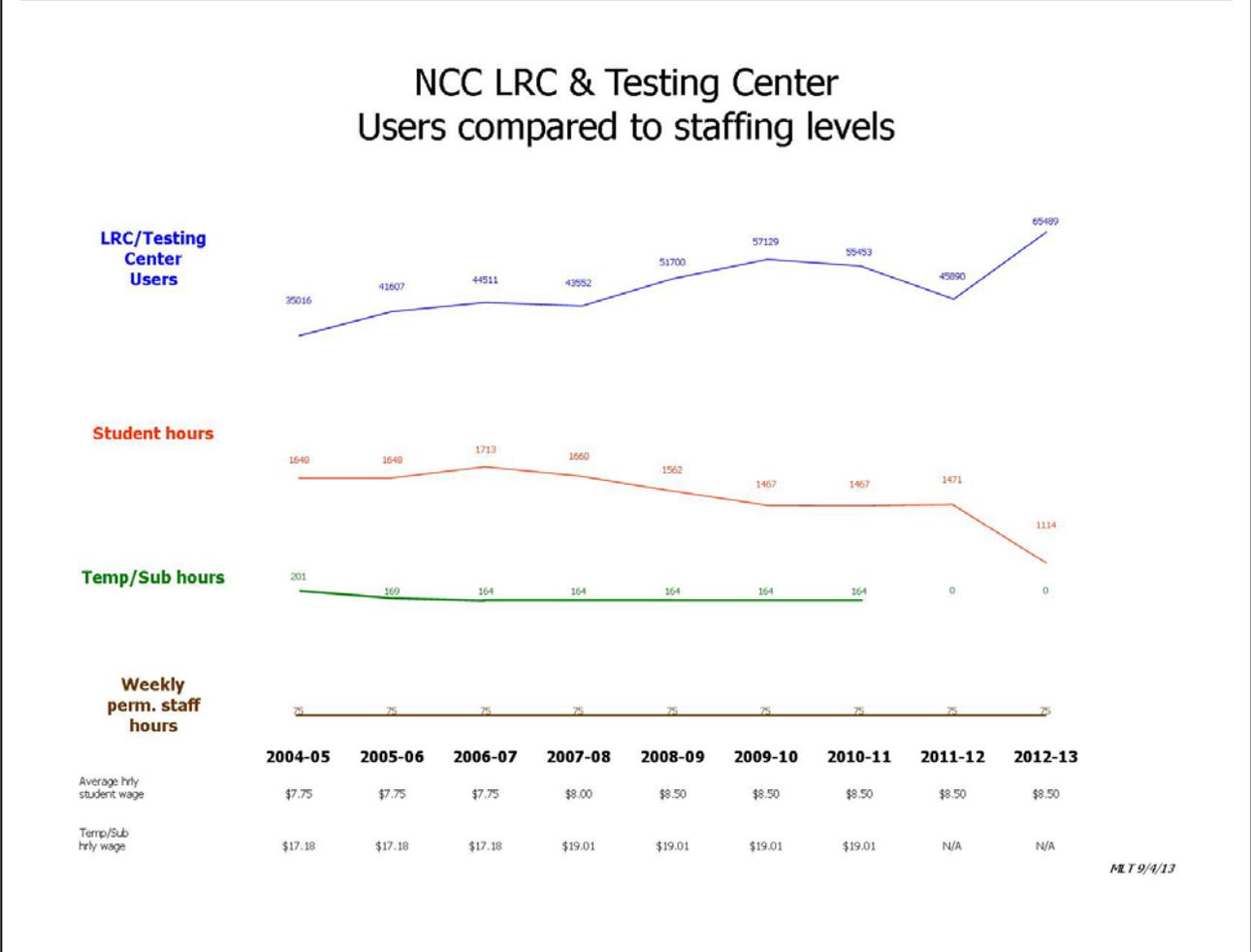
Financial support for the print and online collections have remained steady, and are currently sufficient because of lottery funding and the state-wide purchase by the Community College League of our major periodical database: EBSCO. Financial support for staffing has eroded continuously since the library was opened (see 4c), and this lack of support jeopardizes the program because we may not be able to simply keep the doors open for students. Consistent outreach to faculty and students has led to record use of the facility and our services. Parity in hours and services are not available for evening and summer students.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding for the District as well as our sites. Include a projection of equipment and technology needs for the next three years as well as a justification, including supporting data, for these requests.

The NCC LRC has no budget for equipment or repair, so we rely on IIT, ePar requests, the generosity of the Rocklin LRC, or various other funding sources to meet our equipment needs. Most of the 23 computers in the NCC LRC are HP Compaq 5700 models. All but one of these computers can support our current software and productivity, and we currently rely on IIT to anticipate and supply our future needs. We need replacement for a failing printer that serves 17 student computers and 6 staff computers, and a scanner that is too old to use with Windows 7.

4c) Staffing: Comment on the adequacy of the program's faculty, classified and student help staffing levels for the District as well as our sites. Include a projection of staffing needs for the next three years as well as a justification for needs.

4c. Staffing: There is a continuing need for additional permanent staff at the NCC LRC. Growing numbers of library and testing center users, and the heavy reliance on student employees is unsustainable. Permanent staff consists of one classified employee and one LRC faculty coordinator supervising a two story building that is used by 65,400 people annually, and open 41 hours a week. Of concern is the growing divergence between the numbers of students using the LRC and Testing Center and resources for staffing.



4d) Facilities: Considering the data provided, comment on the program’s fill rate and the adequacy of the facilities for the District as well as our sites. Include a projection of facility needs for the next three years as well as a justification for stated needs.

The facility is adequate for the next three years at the current fill rate. The library carpet was recently replaced, and the facility is in good condition and well-maintained. The book shelves are nearly full, so an active program of discarding dated and irrelevant materials and a continued move to e-resources will need to be done.

5) Summary/Closing

5a) Evaluate the program's strengths, weaknesses, opportunities/future directions, challenges.

CHALLENGES/WEAKNESSES: We have appealed to the institution for a full or part-time classified library assistant position for 11 years using the PAR and e-PAR processes. Staffing levels have not changed since the inception of the LRC in 1996, and funding for support staff has decreased. A constantly changing cadre of student employees that require extensive training are used to staff the NCC LRC circulation counter. This is in contrast to the Rocklin campus library where positions with this much responsibility are staffed by four permanent library assistants. Safety is also an issue in an understaffed building, as well as the possibility of unexpected closures that would be very problematic during peak research and testing periods.

STRENGTHS: The primary strength of the program at the NCC Learning Resource and Testing Center is our sense of common purpose, collegiality, respect and support for our students, and our commitment to providing the myriad of services that we are expected to deliver. We have a capable, seasoned, professional staff (full and part-time) that is fully integrated into the "NCC Team." Additionally, the college's libraries coordinate and cooperate fully. Our budget for collection development is stable and resources are shared among all locations.

FUTURE DIRECTIONS: Technological changes require constant support from IIT and adaptation on the part of the library staff. Sierra College employs fewer full-time librarians than comparably-sized community colleges. The addition of a Systems Librarian to support the electronic resources and technologies at the Rocklin Library would have a huge positive benefit for all the college's libraries. The addition of a permanent part-time, or full-time employee, for the NCC LRC would stabilize the program.

5b) Please provide any other information the Program Review Committee should consider.

Enter additional information here...

5c) How has the author of this report integrated the views and perspectives of those who have interests in the future of this program including full time and part time faculty, educational administrators, instructional assistants, classified staff, and students at Rocklin, Roseville Gateway, Nevada County Campus, and Tahoe Truckee?

Many people collaborated to produce this program review: the librarians (full and part-time) at the Rocklin and NCC campuses have collected statistics since 2000 and are actively working together to assess our SLOs; classified library staff at both campuses gathered and compiled data into graphs and charts and are knowledgeable about the content; the staff in Research helped us compile our data for success and retention for the NCC LRC; and our student employees help us keep statistics on services provided.