

Student Services Program Review Report

Sierra College, 2019-2020

Department/Program Name: Library
Date Submitted: February 28, 2020
Submitted By: Tina Sixt

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

1) Relevancy: This section assesses the program’s significance to 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 describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The Libraries provide staff, materials, computers and study space to help students succeed in their courses at Sierra College. The library maintains print, online and multimedia collections to support the research and instructional needs of students and faculty. Library staff assists with access to the reserve and permanent collections as well as offering in-person and online research assistance and instruction in information literacy.

Access to adequate information and learning resources, instruction in information competency by faculty librarians across delivery methods, and institutional support for identified student needs for library services and materials are requirements for section IIB of the ACCJC accreditation standards.

In addition to the above, the NCC Library offers test proctoring for distance learning and make-up exams, an anatomy lab with microscopes and extensive models, and a “high school” library for the 140 students in the Ghidotti Early College High School program.

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. The California Community College Board of Governors sets these minimums, and colleges and districts “should meet or exceed them.” With a rough average of 6,000 student FTES, the main campus of Sierra College should employ 5 librarians. The Rocklin campus currently employs 2 full time librarians and 1 full time librarian at NCC, far below the minimum required by Title 5.

1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

The Library supports the Districts mission statement by providing an inclusive and safe learning environment outside of the classroom and access to high quality information resources.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

The Library provides resources and instruction that assist with eliminating student achievement gaps.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

The Library not only provides resources for students to succeed in classes, but also empowers students with the knowledge and life skills to become informed researchers through instruction in library orientations and reference desk interactions. The Library contributes to student equity by providing computer access and a reserve textbook collection.

Regular meetings are held for all campus librarians as well as circulation department meetings to allow for collaboration in decision making.

The Library purchases many online databases at a discount by participating in the California Community College Libraries Consortium and looks for cost effective options when purchasing print materials.

Librarians are encouraged to observe each other teaching to see different teaching styles and learn new techniques and tools used in the classroom.

ISLOs

The Library purchases materials that support transfer, basic skills and CTE courses as well as providing basic information in all major fields of human knowledge. This access to information supports the district's **Communication ISLO** for reading.

Information literacy instruction is available online through video and self-paced tutorials, librarians embedded in online classes, in a classroom setting through librarian-led orientations, and through one-on-one interactions at the reference desk, ensuring a variety of learning styles are met. Information literacy is an essential skill for students to succeed in their courses and to become informed and engaged citizens. The Library's emphasis on information literacy directly supports the district's **Technology and Information Competency ISLOs**:

Demonstrate technical literacy: Students use library computers to access information and use the variety of software products installed on library computers. Library staff and student assistants provide technical support to students in the learning commons. This includes help with software and troubleshooting printing, wi-fi and other hardware issues.

Apply technology: Students must learn to use a variety of library databases to search for information.

Access information: The Library provides reference books and specialized databases to help students choose and narrow topics. Once a topic is chosen students can continue to gather information from the library's databases.

Evaluate and examine information: Librarians encourage students to use only the most credible sources and assist students with documenting these sources. Librarians assisted with developing the 1 unit online information literacy module for English 1A which has a strong emphasis on information evaluation.

A librarian-led student success workshop on identifying fake news is offered each semester. This is a much-needed skill in a world overloaded with questionable information sources.

The Library supports the **Critical and Creative Thinking ISLO** by purchasing materials representing a variety of viewpoints. Students can investigate various arguments and develop an informed opinion based on research.

The Library selects and gives students access to material that introduces them to new ideas and a wide variety of viewpoints, supporting the institutional ISLOs for **Citizenship**: ethics, diversity, global awareness and personal responsibility.

1c) Please analyze your program's effectiveness in supporting the strategic goals with which your program aligns. Please provide evidence in support of this analysis, including service or student learning outcomes, equity data, or other measurements of success.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Goal 4: Meet and exceed external standards through an outcomes based framework for continuous quality improvement.

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

Goal 1: Each campus library maintains a reserve collection of many of the required course textbooks, ensuring that students who can't afford textbooks will have access to those materials. The Library has over 80 computer workstations which are heavily used by students for completing assignments in both on-ground and online courses. All students have access to technology and research help from library faculty and staff.

Sierra College has migrated to a new Library Services Platform. The platform was adopted by almost all of the community colleges in California and it is used at all CSUs making the library research experience more familiar and comfortable for transfer students.

Goal 2: While we can't claim a direct causation, we have evidence that students who attend library instruction sessions have higher retention and success rates across all ethnicities.

Goal 3: In addition to semester flex department meetings, full and part-time librarians hold monthly meetings to discuss departmental issues and ways to improve instruction and services to students. During flex week, the LRC Division meeting is held allowing staff from all areas of the LRC to come together to discuss issues and ways to coordinate and improve the student experience in the Learning Resource Center.

Goal 4: Through its instruction program, the Library strives to help students meet the Association of College and Research Libraries' concepts outlined in the Framework for Information Literacy for Higher Education. Each fall semester, student learning outcomes are assessed in library instruction sessions.

Goal 5: In 2018, the Library underwent a major renovation project to modernize the facilities and make the library more user-friendly and student-centered. The 2nd floor was converted to a "Learning Commons" with multiple services such as circulation, research help, writing center, computer lab, and technology help conveniently located on one floor. The number of group study rooms was increased, number of outlets was increased, and collaborative work spaces were added. Students were surveyed both before and after the renovation which influenced our choice of furniture and continues to guide us as we improve student workspaces.

Goal 6: The Library partners with the Friends of the Library which helps fund library projects, community events such as Intellectual Salons, and student prizes for contests such as the Halloween scavenger hunt and Book Art contest.

The Library has a membership with the Council of Chief Librarians of the California Community Colleges which provides us with professional development opportunities, as well as online database discounts through the Community College Library Consortium. Most recently, the Library has migrated to a new Library Services Platform with the help of the CCL.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

To assist students with interest areas, we have built up our collection of print and electronic books on a variety of career choices. We also created an online research guides for careers organized by interest areas.

1d) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. These may include but are not limited to contributions to diversity, campus climate, cultural enrichment, community ties, partnerships, and service. Please include specific data and examples when these are available and relevant to the analysis.

The Rocklin Campus Library hosted dual enrollment students from Placer Unified School District and provided library instruction to ensure their success in research in Sierra College classes.

The Library has rotating book displays on a variety of topics such as Latinx Literature, African American history and fairy tales around the world. Some of these displays were done in partnership with student programs such as Puente and academic departments such as Sociology.

The librarians provided input, resources and updates to English 1A's new online research modules. The modules are an opportunity to teach more in-depth information literacy skills to a larger number of students.

A meditation room is available on the 3rd floor of the Library. The meditation room is a quiet space for people of all faiths and beliefs to meditate and reflect. The room is sponsored by Salaam Sierra Student Club and the ASSC.

NCC Library

The NCC Library has hosted a Flash Fiction contest, Poetry Slam contest, Trivia contest, Scrabble Day, Chess Day, Student Art show, and the Faculty Art show.

The Library purchases books to encourage the Ghidotti students to use the Library. To that end, the Library collects young adult books and graphic novels.

The NCC Library hosts Spark classroom, which allows for synchronous streaming of classes between Rocklin and NCC.

2) Currency

2a) Service Outcomes and Student Learning Outcomes Assessment: Considering any relevant information, please describe and analyze your program’s development and assessment of Service Assessment Outcomes and/or Student Learning Outcomes, including any relevant information regarding diversity and equity goals. Please describe any improvements or changes made to the program as a result of this analysis.

Outcomes and outcome data:

The Library’s SLOs are assessed by a “tell us what you learned” exercise given at the end of English 1A orientations and by faculty surveys. Overall, our SLO expectations have been met though based on survey results, it seems there could be more faculty awareness about our print and eBook collections.

Outcome	Criterion	Results
English 1A Student Assessments		
After attending a library instruction session, students will be able to identify and locate library resources and services.	Class average of 70% or better scoring satisfactory or exemplary according to the rubric.	2019 – Satisfactory: 46% Exemplary: 37% Total: 83%
After attending a library instruction session, students will be able to identify the correct method for accessing the library’s online resources from off-campus.	At least 70% of students will answer quiz question correctly	2019 – 84% answered correctly
Faculty Survey Results		
After attending a library instruction session, students will be able to select credible and authoritative resources for their assignment.	80% of respondents will agree or strongly agree with this statement.	2018 – 91% of respondents agree or strongly agree
Students will be able to locate adequate print and online materials to complete course assignments.	80% of respondents will agree or disagree with questions 6 and 7 on faculty survey	2018 – 77% agree that the print and eBook collection is adequate. Less than 1% disagreed, others fell into the neutral or don’t know category. 91% agree that the print and online periodical collection is adequate.

The Library's SAO outcomes assessed from 2016-2019 includes numbers 1, 2, and 4, which resulted in changes to library processes, procedures, and physical spaces. Details regarding SAO outcomes assessed are as follows:

Year	SAO Outcome	Service Assessed	Analysis	Actions Taken/Needed Since Assessment
2016-2017	SSAO 2: Establish, maintain and communicate clear, effective processes for accessing services.	Issuing Student IDs at the library circulation desk.	<p>Numerous technical problems with ID creation software and card printers were identified during staff discussions.</p> <p>Creating signage that doubled as a backdrop for ID photographs was extremely effective at both providing higher quality photographs and directing students to the appropriate counter for service.</p>	<p>The Library Circulation Staff recommended alternative card issuing systems since technical issues frequently impeded card issuance. New software and hardware has since been implemented.</p> <p>The staff also requested that additional student workers are scheduled during the first two weeks of the semester, to help manage the demand for student ID creation.</p>

Year	SAO Outcome	Service Assessed	Analysis	Actions Taken/Needed Since Assessment
2017-2018	SSAO 4: Identify and maintain comprehensive array of student services and information that meet student needs, address barriers and support student success.	Space, furnishings, & students needs in using the library	Surveys indicated that students would like more variety in furniture options and better defined spaces (i.e. more spaces designated for collaboration, more spaces designed for individualized/quiet study, & more variety in seating options). Students indicated they would prefer more outlets and technology enhanced spaces throughout the library, including more computer workstations.	The Library moved forward with a redesign of the 2 nd and 3 rd floors to a Learning Commons model. This included new furnishings, carpeting, outlets, study rooms with whiteboards, charging stations, and portable whiteboards. This also resulted in the Writing and Learning Center Lab moving to the 2 nd floor, which was designated as a collaborative learning space. The third floor was then designated as the quiet study floor, where the entire circulating collection is located.

Year	SAO Outcome	Service Assessed	Analysis	Actions Taken/Needed Since Assessment
2018-2019	SSAO 1: Provide excellent customer service to all audiences through all modalities.	Learning Commons space	A 4 question survey provided feedback on the newly renovated Library & Learning Commons spaces. New (1 st semester) students responded that they still wanted more outlets and additional seating, including bigger tables for group work, particularly on the 2 nd floor.	<p>Additional outlets and seating were added after the survey results were collected. Cubicles on the 3rd floor were also wired with power to increase access to outlets.</p> <p>The Library hopes to get on-going funding to replace aging/wearing furniture pieces every few years, rather than waiting for furnishings to fall into disrepair, requiring a large renovation project. We hope that replacing furniture as needed will negate the need for a costly renovation in the future.</p>

Assessment of outcomes:

Assessment of outcomes:

In the space below, please describe or attach any cycle you have developed for outcomes assessment.

The Library assesses information literacy SLOs in English 1A instruction sessions during the fall semester. Faculty orientation surveys are sent out every 3 years.

The Library's SAOs are evaluated against the SAO summary form and submitted every March. Planning for assessment typically begins during the fall semester, allowing enough time for data to be collected and analyzed during the spring semester.

2b) Professional Development: Describe how departmental activities serve to improve student service and student outcomes. 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?

Each semester a department meeting is held during flex week, allowing part-time and full-time librarians to discuss issues, SLO assessments, share ideas and plan for new services. During the semester full and part time librarians have monthly department meetings when schedules allow.

Librarians are encouraged to attend professional conferences. Full time librarians have recently attended these conferences:

- California Academic and Research Libraries Conference
- California Conference on Library Instruction
- American Library Association Midwinter
- LOEX (conference on library instruction and information literacy).
- Council of Chief Librarians, California Community Colleges Deans and Directors Meeting.

Faculty librarians and classified staff have also participated in extensive training to learn the library's new cloud-based library services platform. Knowledge from these conferences and trainings are taken back to other staff so all can benefit.

Professional journals are available for librarians to keep current with trends and issues in the library field and information literacy instruction. Many librarians also subscribe to professional listservs.

Circulation staff has regular meetings with the LRC Dean and one of the librarians during the semester. Professional development offerings seem to be limited for classified staff.

Weekly Engagement Board meetings are held with staff from all areas of the Learning Commons to keep everyone informed of issues and news.

Please describe any staff development needs you have identified based on this analysis.

- Customer service training
- Equity and bias training
- Continued training on the new library system

2c) Optional Additional Data: Provide any other information, not included above, that contributes to your program's success in supporting student service and student outcomes.

The Library Committee has been merged into the Academic Support Committee, a standing committee of the Academic Senate. Since the library is also an academic support, it made sense to merge into this larger, more active committee. Two full time librarians currently serve on this committee.

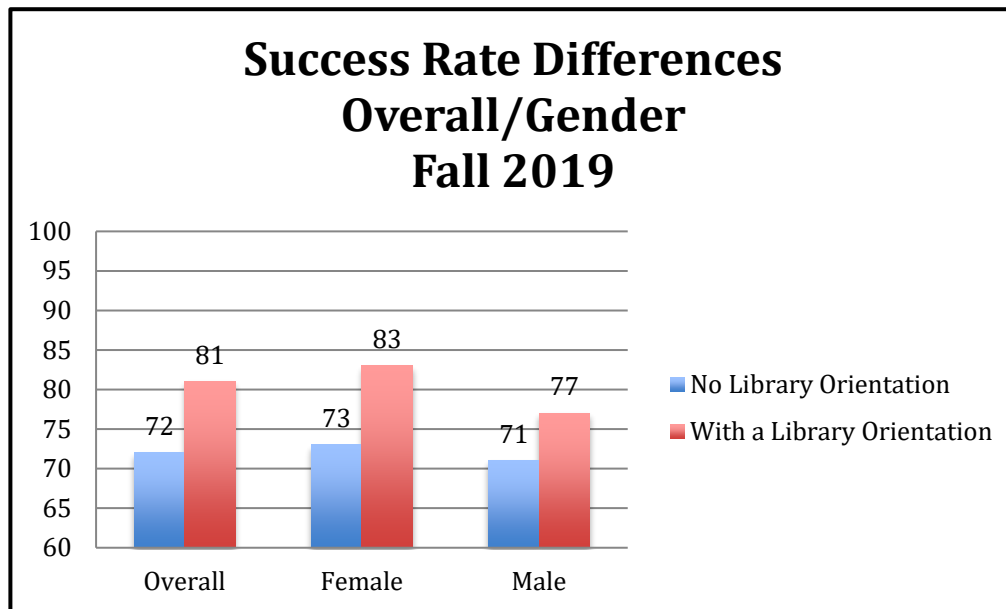
3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success/Service Outcomes: Please analyze your success in achieving your program goals using data that is relevant to your program, including service outcomes and/or student learning outcomes. Describe any changes you have made that have improved the effectiveness of the program as well as any barriers you may have encountered in making these or other changes. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

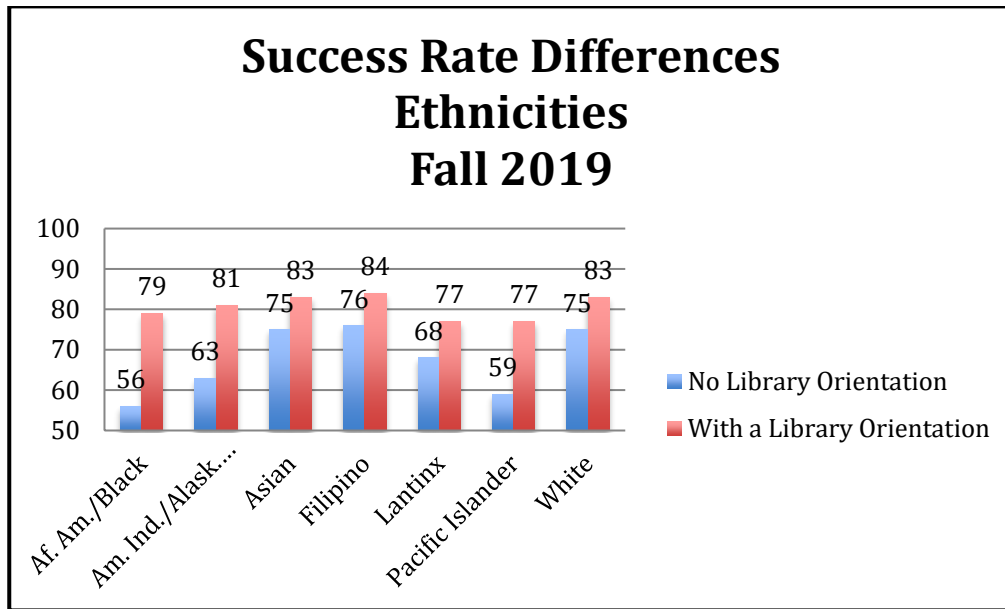
Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable

As relevant, please address your program’s role in the development of MAPs, Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

By collecting ID numbers of students who attend library orientations, the Research Office is able to give us retention and success data of students who attended orientations in a given semester versus those who did not. Across the board, regardless of gender or ethnicity, students who have attended a library orientation have higher retention and success rates.

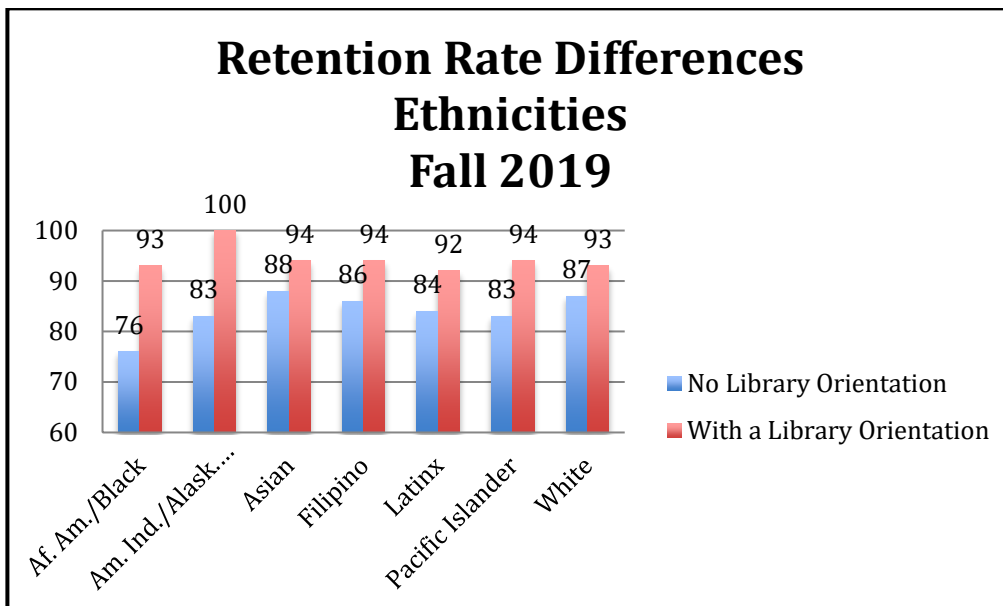


The Success Rate for Sierra College students who did not attend a library orientation was 72%, while the rate for students who did attend an orientation was 81%, an increase of 9%. Female students who attended an orientation increased their Success Rate by 10%, from 73% to 83%, over those who did not. Males had a 6% increase, from 71% to 77%.



Increase in success rates is especially noticeable among our disparately impacted student groups. While attending a library orientation is not the single cause of increased success rates among these groups (we see many students in programs such as RISE and Puente which also contribute to success), it can be seen as a contributing factor.

African American/Black students with library orientations increased their Success Rate by 23%, from 56% to 79%, over those who did not attend; American Indian/Alaskan by 18%, from 63% to 81%; Asian by 8%, from 75% to 83%; Filipino by 8%, from 76% to 84%; Latinx by 9%, from 68% to 77%; Pacific Islander by 18, from 59% to 77%; and White by 8%, from 75% to 83%.



We see similar increases in retention rates. African American/Black students with library orientations increased their Retention Rate by 17%, from 76% to 93%, over those who did not attend; American Indian/Alaskan by 17%, from 83% to 100%; Asian by 6%, from 88% to 94%; Filipino by 8%, from 86% to 94%; Latinx by 8%, from 84% to 92%; Pacific Islander by 9%, from 83% to 94%;and White by 6%, from 87% to 93%.

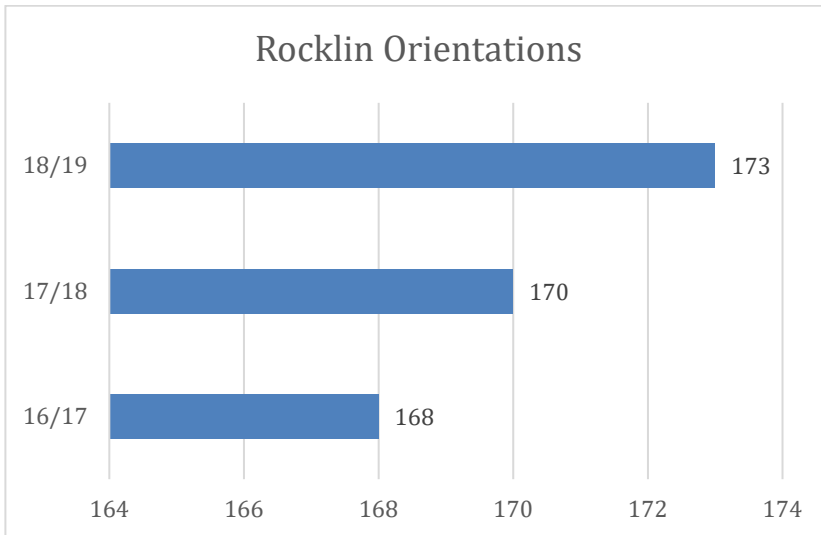
3b) Usage Trends - Identify and analyze the usage trends relevant to your program for the last three years. Analyze these trends as well as any challenges experienced by the program in terms of providing timely and effective student service. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable.

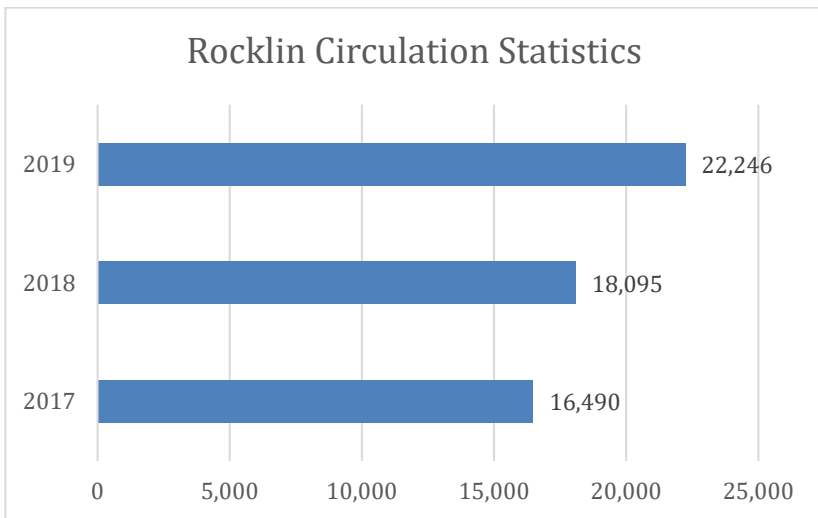
As relevant, please address any impact of the development of Interest Areas and Guided pathways on program planning and assessment.

Rocklin Campus Library

Requests for library instruction have been increasing over the years with fall '19 being a record semester with 104 orientations. Providing students with information literacy and research instruction is an important part of what librarians do, giving students skills they can use to succeed in classes at Sierra as well as critical thinking skills they can use throughout their lives.



Rocklin circulation statistics have been steadily increasing over the years. There was a 34% increase from spring 2018 to fall 2018 most likely due to the library's recent renovation, bringing more students into library space and increasing awareness of available resources and services.



Reference

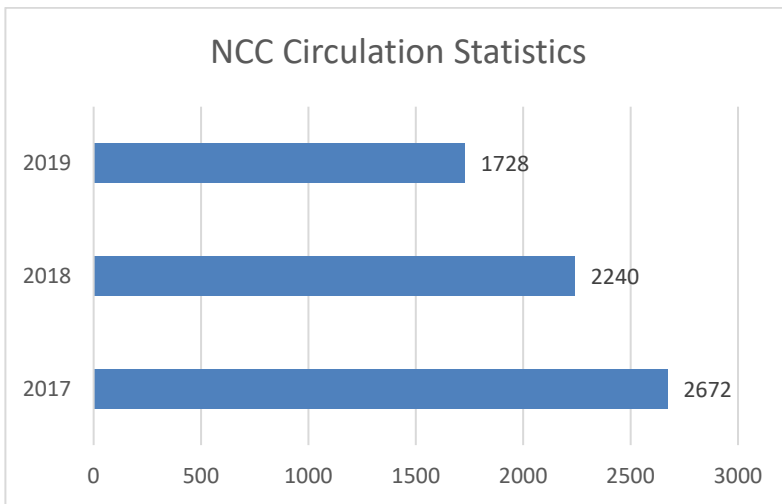
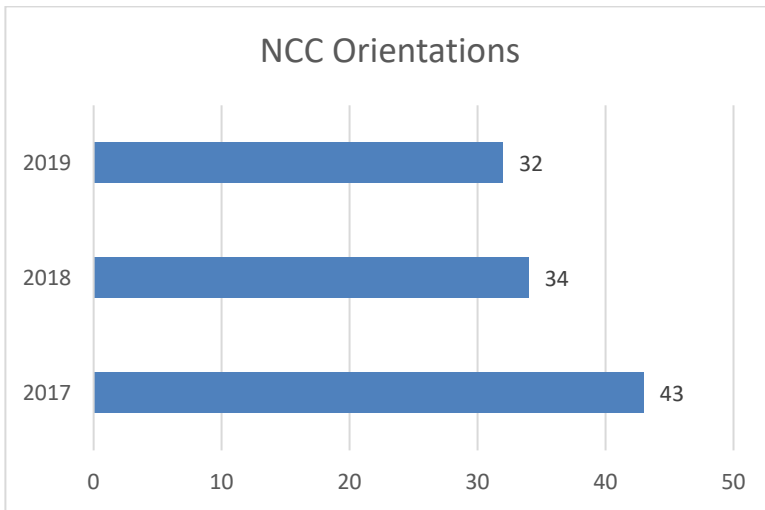
Reference statistics have been trending downward and this is a national trend in libraries. Students can easily use Google to find answers to basic questions that used to be asked at the reference desk. However, we've seen an increase in more complex and time consuming questions that require advanced research skills and specialized databases. Locating a variety of peer reviewed journal articles or primary sources are just a few examples of involved reference interactions. This is also demonstrated in our increased usage of a popular service called research consultations where students make a 20 minute appointment (often lasting longer) with a librarian to discuss a research project and find resources. In addition to the time spent with the student, the librarian also spends time preparing for the appointment by gathering sources and finding the most effective search strategies. We saw a 74% increase in consultations from the 16/17 academic year to the 18/19 year.

In addition to in-person reference services, virtual reference services are available through email, chat, and text message. A chat widget is available on all pages of the library web site, our research guides, and in many of our databases. Chat is a challenging modality for providing reference services and takes extra time compared to in-person interactions. Chat and email have been popular ways for our dual enrollment students to reach out and ask questions.

Nevada County Campus Library

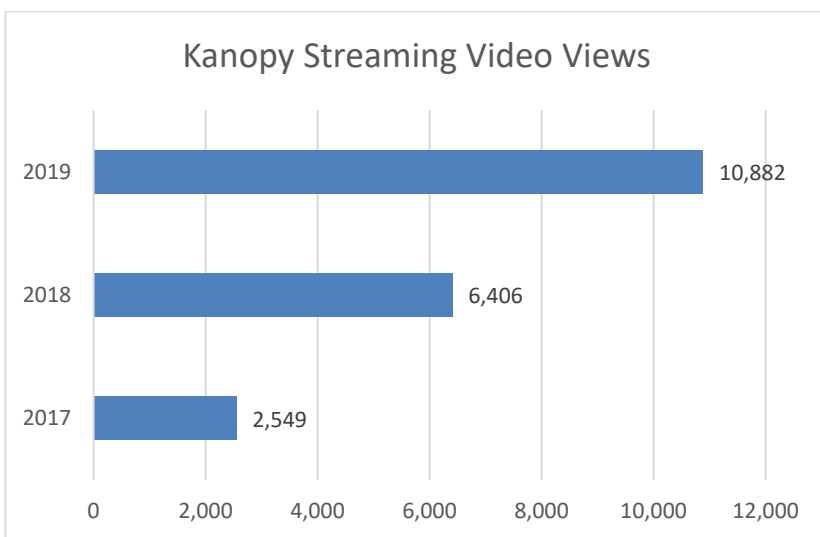
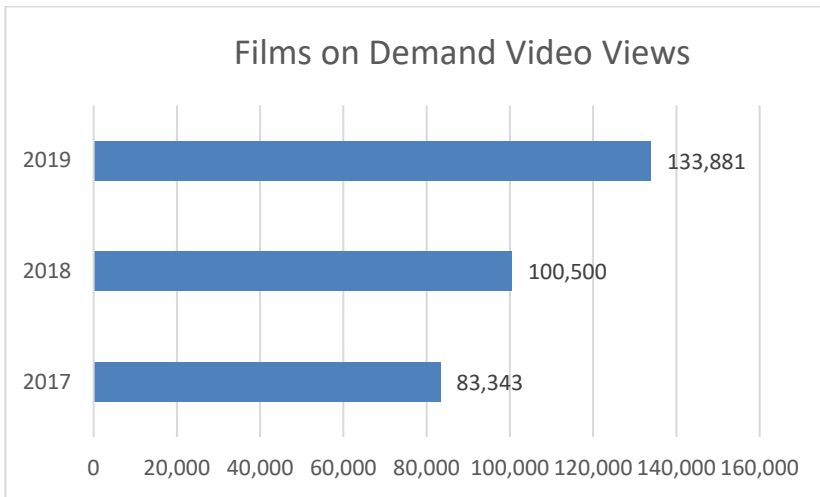
NCC Library usage statistics have declined because of the drop in students attending NCC, 1,800 in 2017 to 1,400 in 2019.

In addition to providing reference services and orientations, the librarians at NCC contribute to virtual reference services such as email and chat along with the Rocklin librarians.



Online Resources

Most of the Library's online resources such as electronic books and journals show a steady usage pattern. The resource that has seen significant growth is streaming video. Streaming video is very popular among faculty as these videos are easy to embed in Canvas for students to watch 24/7 and they can also be used in on-ground classes. The Library recently added Alexander Street's Academic Video Online as another streaming option. Kanopy has a different purchase model compared to the other two services and its cost may become unsustainable if usage continues to grow as it has the past three years.



3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

Our retention and success rate data for students attending library orientations show our library instruction program’s contribution to closing equity gaps. We will continue to promote and offer instruction for courses.

We will continue to build and offer a collection of reserve textbooks for student use. It can help students get through the first few weeks of classes while textbooks are still coming in and some students rely on our copies all semester.

New this year, we are eliminating library fines on all books except reserve textbooks. The American Library Association considers fines an economic barrier to accessing library materials and services.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

3e) Analysis and Planning: Referring to the analysis in 3a-3d, your departmental planning document, and relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

The benefits of library instruction sessions are clear based on retention and success data and feedback from faculty. We would like to increase the number of orientations we provide for classes. Right now only about 50% of English 1A sections bring their classes in for orientations. Some instructors feel it's not necessary with the addition of the 1-unit online research modules. We surveyed 824 English 1A students and 90% indicated that they found the live instruction session to be beneficial in addition to the modules. Here are a few examples of specific comments we received from students on this survey:

- "The orientation actually shows you how to navigate the databases, and its helpful doing it along side the librarian in real time."
- "It went more into detail about the tutorials and it was a more interpersonal experience."
- "I believe this was helpful because, I learn better when someone is directly showing me examples and going into detail about what to do. We also did not cover all of the research tools available to us in our modules, we focused primarily on Gale E books, and I did not know that some of the other ones even existed."

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 your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant performance assessments in your explanation and of any impacts on program planning and development related to Interest Areas, Guided Pathways, student equity, and student success.

With the growth of online courses, there is a need to increase our online support offerings. Right now a few librarians are embedded in a handful of online courses that require students to do research. In these courses, librarians create online research guides, video tutorials, and monitor discussion boards where students can ask research and citation related questions. Because many of our part-time librarians work only one or two days a week, this service is primarily done by our two full time librarians at Rocklin. With all of the other duties, each librarian can only be embedded in about 3 courses per semester.

There has also been discussion of taking our popular research consultations and offering them as online appointments in addition to our in-person consultations. We're not sure if a product like Zoom would be used or Cranium Café, but it's something we would like to explore.

We've had a few request for virtual library orientations from dual enrollment classes as well. We would like to look at this as another option for library instruction when it's difficult for a class to make it to campus.

The data above shows that students who receive library instruction in person have higher retention and success rates. By bringing instruction online, either one-on-one or in-person, we can contribute to equity and success for online students.

We plan to look at hours at the Rocklin campus. Students request more library open hours so surveys are needed to determine what those hours should be such as open later on weekdays or more hours on the weekend. The Rocklin campus library is already open 8 hours on Sunday. Most California community college libraries are either not open at all on weekends or open 4 to 6 hours, usually on Saturdays. Surveys along with reference, circulation and people counter statistics can provide valuable data.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to service outcomes/student learning outcomes, student success, and equity.

Equipment/Technology:

Color printing and wireless printing would be great additions to our printing services. The current print system is a bit cumbersome, especially for students who just want to come in and print off a couple of pages (students must put a minimum of \$3 on their accounts before they can do any printing). The college should move forward with providing students some funds on their printing accounts to start out. This would not only help those students needing just a few printouts, but also contribute to student equity by providing some printing for free.

Facilities:

The NCC Library only has two group study rooms. There is a need for additional group study rooms to accommodate collaborative learning. Additionally, the NCC community might be well-served by a renovation to the library to create a learning commons similar to Rocklin.

The Rocklin Campus Library needs more furniture to accommodate heavy use of the Learning Commons.

Staff:

The NCC Librarian is retiring this May leaving NCC with no full time library faculty. There is an urgent need to fill this position.

The Library Technology & Technical Services specialist at the Rocklin campus will be retiring at the end of 2020. As the only position that provides technical services for the library, it is important to fill this position.

Many years ago, the Rocklin Campus Library had 3 full time librarians when virtual reference didn't exist, orientation numbers were significantly lower, and maintenance and troubleshooting of complicated online library systems was almost non-existent. When that librarian retired, the position was never replaced, although it went through faculty prioritization. As stated in section 1a, California Community College Board of Governors sets the minimum number of librarians for a college the size of Sierra at 5. Other California community college libraries of a similar size as Sierra typically have between 5 and 7 full time librarians. The addition of more full time librarians would allow us to expand our virtual reference and instruction services, increase our outreach to faculty, increase participation on campus committees, and contribute more to the "behind the scenes" work that librarians do to keep the library running smoothly such as collection development, maintaining library online databases, creating videos/tutorials, and troubleshooting technology issues.

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X			X	

5) Summary/Closing

5a) Based on the analysis above, briefly summarize the program’s strengths, weaknesses, opportunities/future directions, and challenges.

Strengths:

In our last program review, we stated the need for a remodel of the Rocklin Campus Library. In 2018 the Library had a remodel of both floors and the main floor was converted into a modern learning commons. Students have more access to outlets, computers, technology help, comfortable seating, and group study spaces. The Writing Center, Research Help Desk and Learning Commons Desk (formerly circulation) are all conveniently located on this floor. The renovation has contributed to increased usage of the collections and facilities.

Weaknesses/Challenges:

The lack of full time faculty librarians is a weakness and expansion of virtual reference and instruction will remain difficult with our current staffing.

Keeping up with streaming video will continue to be a challenge. Prices of all library online databases increase each year, but we have seen the largest spikes in streaming video. Funding will need to be increased just to keep the same level of service and we may need to consider adding some restrictions to Kanopy as we otherwise can’t control the pricing.

Opportunities:

Opportunities for the Library include:

- Adding research help as a referral in Sierra Connect.
- Technical support for students in the Learning Commons.
- Laptop check-outs.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The Rocklin and NCC librarians as well as the dean of the LRC have contributed to this report. Classified staff have also had the opportunity to read and comment.