

Library & Learning Services Comprehensive Program Review

Spring 2019

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Executive Summary

Lake Tahoe Community College brought together tutoring, proctoring, and research support in Fall 2017, relocating the former Tutoring and Learning Center (TLC) into the Roberta Mason Library. The newly combined Library & Learning Services supports student access and success through its services, spaces, and collections. The library promotes the college mission by providing personalized research and tutoring support services, quality information literacy instruction, and course-related library materials. We strive to be a dynamic academic hub for students' individual and collaborative tutoring, learning, and research needs. The library's strengths are its personalized tutoring and research services, its inviting physical spaces, and access to electronic resources including research databases and online tutoring. Nevertheless, challenges include insufficient staffing, insufficient funding, aging technology, and outdated collections. Despite these, the library is making progress in several key areas. The library's three primary objectives are (1) to create more student-centered library spaces and services, prioritizing student-first access by transforming the library into a learning commons, (2) to develop a comprehensive student-first collection for the library's print and electronic materials, and (3) to develop and better integrate information literacy instruction into core courses across the curriculum. In short, the Library & Learning Services will play a critical role in academic support services with Guided Pathways, College Promise, and an increasing emphasis on student completion.

Introduction

In Fall 2017, LTCC relocated the Tutoring and Learning Center (TLC) to the Roberta Mason Library. The new Library & Learning Services provide expanded access to three critical student support programs – tutoring, proctoring, and research help – in one location while effectively consolidating staffing and resources. The rationale for this merger is detailed in the [institutional](#)

[self-study](#). It has been nine years since a program review has been conducted by the library. There was a period of multiple transitions with several interim librarians; now the library director has been in place for 1.5 years with 6 months of full-time staff support. The following comprehensive program review attempts to (1) provide a current snapshot of the combined Library & Learning Services, (2) articulate strengths, weaknesses, threats, and opportunities, and (3) outline a vision and plan for moving forward. Further background can be found in the departments' previous program reviews, [TLC Spring 2017](#) and [Library Spring 2010](#).

The Library & Learning Services is home to the Math Success Center, Writing Center, subject tutoring, and proctoring center, in addition to reference, collections, circulation, and other library services. The staff is currently comprised of one full-time faculty director, one full-time classified Library Support Specialist, two part-time temporary staff, and two part-time adjunct librarians. The number of tutors and library student workers varies depending on schedule availability and federal work study hours, with ten to twenty additional part-time temporary employees each quarter. There are two math tutors scheduled all library hours, one writing tutor most library hours (an hour after opening until an hour before closing), and subject tutors based on instructor request and specific class times. In the previous TLC location, tutoring and proctoring were available only five days a week, and for only 4 hours on Fridays; these services are now available until 7 pm six days a week, and for 6 hours on Fridays. Library usage peaks in late morning/early afternoon and is steady into the evenings; opening one hour later at 9 am instead of 8 am during the week allows us to provide much-needed service on Sundays (see Table 1).

The Roberta Mason library facility is 13,454 sq ft, including the renovated Math Success Center (previously L107 classroom) and proctoring center (previously L131 conference room). One of the library's seven group study rooms was converted into the Writing Center, and subject tutoring takes place in the remaining group rooms or at the open study tables. In addition to its primary mission of serving students, the library is open to the public; any community member can use the open computer lab and apply for free borrowing privileges. The print collection contains 38,555 books, including small collections of Tahoe-related materials, children's books, Spanish books, and audiovisual materials. In addition to our print periodical subscriptions (17 magazines and 4 newspapers), we subscribe to 15 databases via the Community College Library Consortium. Each database provides access to thousands of periodicals including scholarly journals, professional trade publications, and popular press that can be accessed remotely by LTCC students.

Table 1, TLC/Library hours

| | TLC <i>Fall 2016</i> | Library <i>Fall 2016</i> | Library & Learning <i>Fall 2017</i> |
|----------------------|-------------------------|-----------------------------|--|
| Monday-Thursday | 9 am - 6 pm | 8 am - 7 pm | 9 am - 7 pm |
| Friday | 10 am - 2 pm | 8 am - 4 pm | 9 am - 4 pm |
| Saturday-Sunday | Closed | Closed | Sunday 3 pm - 7 pm |
| Total hours per week | 40 | 52 | 51 |

Philosophy and Mission

The mission of the Library & Learning Services is to support **student access and success** through our services, spaces, and collections. We provide personalized research and tutoring support services, quality information literacy instruction, and course-related library materials. These services will play a critical role in Guided Pathways, ensuring students are supported in their timely completion towards transfer and graduation. Our vision is to be a dynamic academic hub for students' individual and collaborative tutoring, learning, and research needs. In line with the California Community College's [Vision for Success](#), the Library aims to focus relentlessly on students' end goals, to design and decide with students in mind, and to make informed programmatic decisions based on data, inquiry, and evidence.

The dedicated staff, tutors, and librarians of the Library & Learning Services provide professional, personalized support to each and every student we serve. We treat each interaction with care and respect, whether it's tutoring in a challenging subject area, finding and citing scholarly sources, revising papers, or simply providing an encouraging word before an exam. There's no lost-and-found item too small, no research request too complex – our approachable and knowledgeable staff go above and beyond to help students navigate their academic experience. We give students the tools they need to succeed: individual and small group tutoring, quarterly textbook and calculator rentals, quiet study carrels and collaborative group spaces, expert research assistance, plus access to books, Chromebooks, periodicals, and instructional aids (e.g. anatomical appendages, boxes of metamorphic rocks).

Resources are limited, and as a public institution of higher education, our first and foremost responsibility is to serve LTCC's students. Our goal is to complement, rather than duplicate, services and collections already offered on campus (e.g. the D-wing computer lab) or in the community (e.g. the public library). Informed by Curriculum Committee, Guided Pathways, and Institutional Learning Outcomes groups, the library established a formal [collection development policy](#) that clearly articulates the “student first” vision of the college. Our limited collection resources need to focus on materials that support student research and learning related to the curriculum.

National and Local Trends

The library as a student-focused **learning commons**, “full-service hubs for learning, research, engagement, and collaboration,” has been widely established as a [best practice](#) in academic libraries. Learning commons often have flexible, user-defined furniture that students can reconfigure to work individually or in groups. College students increasingly have their own devices, particularly local students who come equipped with a district Chromebook. This bring-your-own-device (BYOD) approach, while providing access to a growing collection of Chromebooks on reserve, is more economically sustainable than maintaining expensive desktop computers. One of our goals is to transform the library's fixed rows of desktop computers, making

room for reconfigurable active learning spaces, and providing access to Chromebooks allows for more flexibility of usage and meets a greater range of needs.

Information competency, also known as information literacy, is one of the college's Institutional Learning Outcomes. Each LTCC student should graduate with the necessary lifelong research and critical thinking skills to achieve their personal and educational goals. The Association of College & Research Libraries (ACRL) has an established set of standards, [Framework for Information Literacy for Higher Education](#), on the creation and value of information, the context and construction of authority, research as inquiry, scholarship as conversation, and searching as strategic exploration. The library plays an essential role in helping build a strong foundation for our students to be critical consumers and creators of information, as educated citizens and lifelong learners. These ACRL standards will inform our goals of updating library student learning outcomes and embedding information literacy into the curriculum, as recommended in LTCC's [accreditation evaluation](#).

Our **distance education** student population continues to grow through the Incarcerated Students Program and through LTCC's online-only classes. Nationally, there is an emphasis on providing equitable, quality instruction and services to all students regardless of their learning modality or geographic proximity. We already offer phone-based research appointments driven in part by faculty requests for online classes such as Psychology and ECE, and we're exploring a "research hotline" for incarcerated students. To the extent possible, we strive to offer a high quality student learning experience comparable to meeting with a librarian or tutor face-to-face. Further expanding our research, tutoring, and proctoring services to better serve distance education students is an important and timely goal.

The **open education movement** – providing freely available open educational resources (OER) and zero textbook cost (ZTC) programs – has been shown to increase student access, success, and completion, particularly for low-income, marginalized, and traditionally underserved students. For educators, OER means freely and legally using materials at no cost, without needing to ask permission. For students, this means access to learning materials at no cost. For the library, OER means we can spend our limited resources on supplemental research materials rather than purchasing reserve copies of expensive required textbooks. Our open education advocacy goal will include close collaboration with instructors, researching what resources are freely accessible and comparable to existing textbooks, empowering students to ask instructors for OER/ZTC options, and considering streaming media licenses and Creative Commons media options.

All of these trends reflect the importance of being student-centered in our library spaces, services, curriculum, and collections, to provide better access so students are supported in their timely completion towards transfer and graduation.

Opportunities and Challenges

An analysis of strengths, weaknesses, opportunities, and threats (SWOT) was performed by the director, adjunct librarians, and staff of the Library & Learning Services (summarized in Table 2).

Table 2, SWOT analysis

| | |
|--|---|
| <p>Strengths</p> <ul style="list-style-type: none"> ● Approachable, knowledgeable staff ● Attractive, welcoming facility ● Expanded hours for TLC services ● Access to electronic databases ● Access to online tutoring (NetTutor) ● Open 6 days a week ● Open to the local community ● Quarterly textbook program ● Chromebooks available for check out | <p>Weaknesses</p> <ul style="list-style-type: none"> ● Inconsistent staffing ● Aging technology (PCs from 2006) ● Aging print and media collections ● Insufficient collections budget ● Lack of quiet reading area ● Lack of space for subject tutoring ● Inconsistent data tracking systems ● Difficult off-campus access to databases (proxy not single sign-on) |
| <p>Opportunities</p> <ul style="list-style-type: none"> ● New library services platform (LSP) ● Reduction and removal of fines across system with new LSP ● Information competency as institutional learning outcome ● Library module as part of new first-year experience course ● Expansion of services into ISP and Distance Education ● OER/ZTC movement ● Certification of tutors ● On and off-campus partnerships with dual-enrollment, student services, Tahoe Art League, etc. ● Promise program's emphasis on academic support and peer mentoring | <p>Threats</p> <ul style="list-style-type: none"> ● Predatory publishing practices (e.g. 6% annual increases for database subscriptions, textbook costs increasing 3x the rate of inflation) ● Removal of instructional equipment (library collections) from state budget ● Unlimited computer access to non-students (vs timed access at public library) ● Increased traffic from new mobility hub displacing student users ● Outdated proctoring technology ● Outdated perceptions of libraries ● Expectation of library to also serve as campus/community archives |

When the current director began in Fall 2017, the most pressing issue was the merging of two separate departments to ensure smooth continuation of student services. The library side of the organization had experienced such upheaval and understaffing that very little documentation or guidelines had been established. Past knowledge and practices existed in binders, on paper, in filing cabinets, or in the minds and experiences of staff. The TLC side of the organization had well-documented practices but many needed to be revised with its new location. Staff from both

areas needed substantial cross-training; for example, library staff had to learn how to proctor exams and schedule tutoring appointments, and TLC staff had to learn how to circulate and shelve library materials. However, cross-training opportunities were limited due to short staffing and increased library hours with little overlap between shifts.

The print collection contains 38,555 books, including small collections of Tahoe-related materials, children's books, and Spanish books. In addition to our print periodical subscriptions (17 magazines and 4 newspapers), we subscribe to 15 databases via the Community College Library Consortium. Each database provides access to thousands of periodicals including scholarly journals, professional trade publications, and popular press that can be accessed remotely by LTCC students. The library also has a small collection of audiovisual media materials, 1,179 of which are VHS tapes. Circulation reports show that 1,050 of the VHS tapes have never been checked out of the library, and only 70 have been circulated more than once. Noted in the previous [library program review](#), "In other words, the majority of the books are 10, 20 or 30 years old at least" (p. 6). Overall, the collection is becoming increasingly outdated as 69% percent of the print collection was published prior to 2000 and 93% prior to 2010. Much of our collection has been incorrectly cataloged and/or is otherwise no longer timely, relevant, or appropriate for college-level research. The California Community College's system-wide transition to a new library services platform provides the library a unique opportunity to conduct a thorough inventory and usage analysis of our existing library resources. This is both an opportunity and a major commitment of human resources, requiring the focus and expertise of staff to accurately inventory and migrate the library's physical and digital collections. About 20% of the full-time library support specialist's time is dedicated to working collaboratively with colleagues from across the California community college system to implement the data migration.

With the joining of services, there were nearly a dozen legacy tracking systems and methods in place, making it difficult to establish baseline data and move forward with evidence-based decision making. These systems included: Timekeeper for math tutoring; SARS for writing appointments; handwritten sign-in sheets for some Subject tutoring; SARS for test proctoring appointments; paper forms and emails for faculty proctoring instructions; DeskTracker for questions asked at the circulation desk; headcounts of computer use and study areas; email requests of library instruction sessions; online, email, and paper forms for research appointments; OCLC WorldShare for collection circulation stats; a broken gate counter (no longer being serviced by the vendor) for numbers of people coming and going via the library's main entrance; and different database analytics for each vendor (e.g. EbscoHost, Gale).

In order to establish baseline data and make evidence-based decisions, we streamlined data gathering to essentially three systems: TimeKeeper for drop-in tutoring, SARS for proctoring, writing, and research appointments, and OCLC WorldShare for circulation statistics (see Table 3 for an overview from Fall 2017 - Fall 2018). Rather than tracking headcounts of all library usage every hour of every day, we have implemented a "track-the-traffic" process of gathering hourly library use two sample weeks each quarter. Sampling is an effective means of gathering aggregate data while eliminating errors inherent in perpetual tracking. The analytics gathered are used as

one datapoint –in addition to campus and library surveys, qualitative data, budget implications, circulation and database usage, and best practices in academic– to inform decisions on everything from staff scheduling to programs, services, and delivery methods.

Table 3, Overview of library usage statistics

Library & Learning Services

Tutoring, proctoring, and research appointment statistics

Collected via student log-ins using Timekeeper (EDU 550) and SARS from Fall 2017 - Fall 2018.

| Fall 2017 | Winter 2018 | Spring 2018 | Fall 2018 |
|---|--|---|---|
| Total Tutoring Hours Logged: 1285.1 | Total Tutoring Hours Logged: 2003.6 | Total Tutoring Hours Logged: 2256.7 | Total Tutoring Hours Logged: 2026.8 |
| Total Research Appointments: not collected | Total Research Appointments: 33 | Total Research Appointments: 3 | Total Research Appointments: 13 |
| Total Writing Appointments: 73 | Total Writing Appointments: 96 | Total Writing Appointments: 74 | Total Writing Appointments: 115 |
| Proctoring Tests: 95 General Tests 66 DRC Tests 9 Non-LTCC Tests | Proctoring Tests: 141 General Tests 66 DRC Tests 3 Non-LTCC Tests | Proctoring Tests: 138 General Tests 49 DRC Tests 12 Non-LTCC Tests | Proctoring Tests: 238 General Tests 76 DRC Tests 12 Non-LTCC Tests |

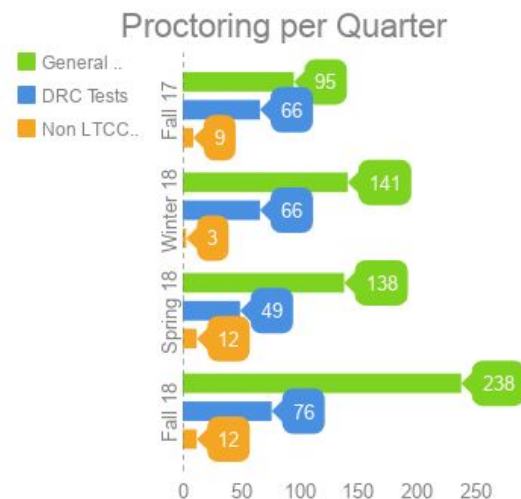
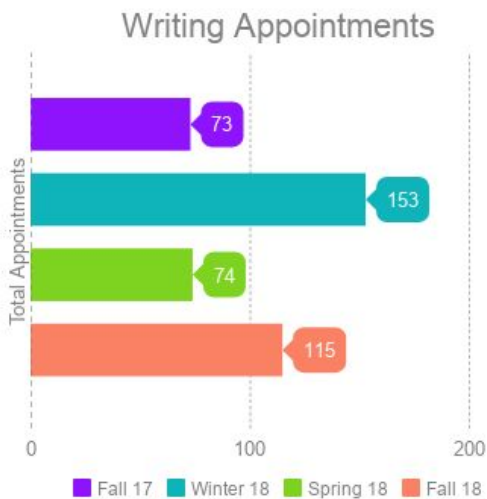
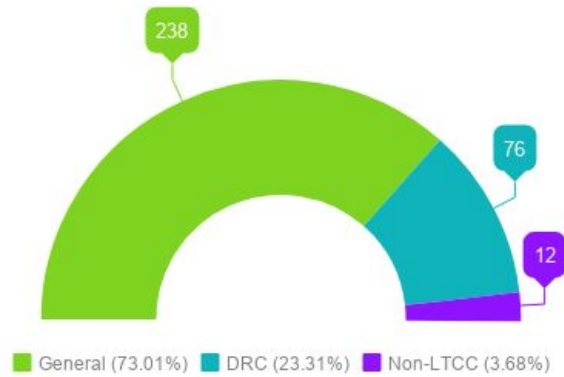
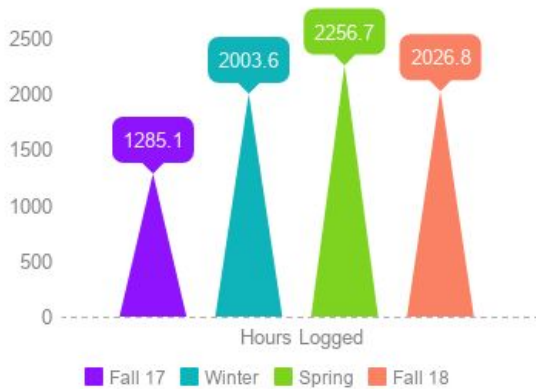


Table 3, continued

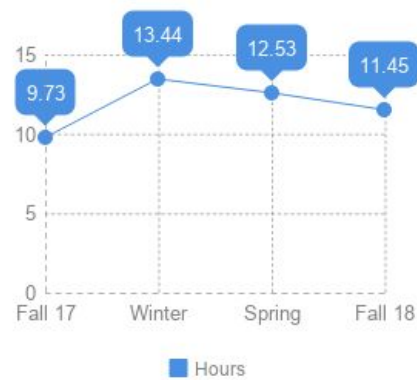
Proctored Tests by Category



Total Tutoring 2017-18



Average Hours per Student



We have also made substantial revisions to the [library website](#), including: removing jargon such as “catalog” and “databases” with the more student-friendly options “find books” and “find articles,” replacing a static image of the building with rotating banners highlighting timely and relevant content, and adding clear guidelines for the quarterly textbook program and proctoring services. In the future, we may conduct usability studies to better understand how students navigate electronic library resources, for example, the addition of online reference chat to support distance education.

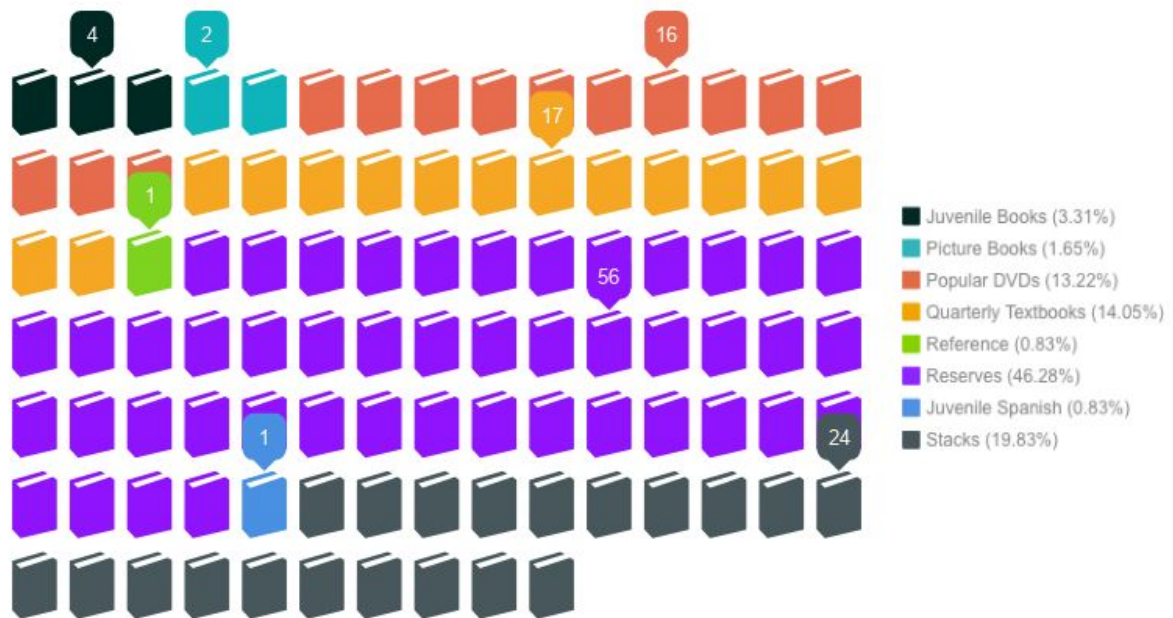
The library collections budget is used to purchase books, media, magazines, newspapers, and other periodical subscriptions. The average price for an academic book, as opposed to mass market paperbacks, is approx. \$93; the price index for textbooks shows a 10.5% increase from 2014; and e-book pricing reflects the extra charges of 50-100% on the retail price charged to academic libraries for multi-user licenses (data from Library Materials Price Index, bit.ly/2uJfWz8). In Fall

2017, the Library had to discontinue its \$6,500 subscription to Academic Search Complete E-Book collection, originally paid for by one-time grant funds. Approximately \$20,000 of the library's \$30,000 total collection budget goes towards research database subscriptions via the consortia of California community college libraries. Database content from EbscoHost, Gale, JSTOR and the like is absolutely critical to support student access to full-text periodicals (magazines and newspapers), scholarly journals, electronic books, and streaming media. Despite annual subscription increases of 6%, the disaggregation trend of academic databases continues as publishers pull content for their own subscription services (e.g. Wiley, Elsevier). Without corresponding annual increases to the library collections budget, and with the addition of new courses, certificates, and programs, the Library & Learning Services will continue to operate at a 6% deficit each year, needing to cut subscriptions and resources to maintain access. The OER movement is an important step in reducing socioeconomic barriers for college students, but in today's climate of scholarly publishing, textbooks are just one small part of the library's collection. Although library users are not often observed in the stacks, circulation statistics of print materials – in particular, reserve textbooks – remains robust. See Table 4 for a snapshot of circulation usage during one week of “track-the-traffic” in Fall 2018.

Table 4, One week circulation statistics

Circulation

Total checkouts = 121



September 30 - October 5, 2018

The growth of LTCC's enrollment and subsequent need for office space has brought to light a plethora of archival materials, photographs, files, and ephemera in various departments and in off-campus storage containers. In addition to the publically available "Tahoe Collection" of regional materials along the reading room wall, the library has a variety of local, state, and government publications, as well as what appear to be governance documents, catalogs, and other pieces of Lake Tahoe Community College history, which are loosely stored in boxes, binders, and magazine storage containers in our back storage area. These materials have not been consistently indexed and are therefore unsearchable. While many documents and publications may exist elsewhere, it is likely that some of these materials are unique, no longer in print and/or not available electronically. It is impossible to ascertain the originality and rarity of the materials without a thorough inventory. Processing, preserving, and providing access to physical and digital archives is a complex task that requires a specific area of expertise and education. Even the most basic archives need to be established by an archivist. Without a guiding vision or collection management plan for a campus archives, and without sufficient staffing or funding, the library will continue to inherit, store, and/or remove materials on a case-by-case basis without appropriate archival expertise or facilities.

Budget and Personnel Summary

The library serves the campus and local community six days a week with longer and later hours than what was previously available in the library or TLC. Including the faculty director and recently classified staff (as of late Fall 2018), there are only two full-time people overseeing a large scale, high-impact academic support area offering reference, instruction, collections, tutoring, proctoring, and other services. Noted in the last [TLC program review](#), "Small and all PT staff" was identified as a weakness (p. 6). It is worth noting, as recently as 2012/13, the library had one FT director, one FT library clerk, two FT library assistants, and one PT library assistant; in 2013/14, the library had 2.5 FT equivalent staffing. With the merging of the library and TLC, we still only have 2 full-time staff, neither dedicated solely to the TLC side of operations. A part-time, permanent TLC staff was proposed in the library's budget in 2018/19 and the director will continue to advocate for this position. See Table 5 for a comparative five-year budget history for both the TLC and the library, and Table 6 for a combined look at total staffing and expenses for the new Library & Learning Services.

To maintain and grow high quality, personalized student support services and collections, we need at least one part-time, permanent staff person to assist with the supervision, training, and assessment of the twenty-plus math, writing, and subject tutors; one part-time, temporary staff person handling test proctoring, scheduling, and test administration; three to five part-time adjunct librarians to staff the library evenings, weekends, and when the director is at meetings or otherwise unavailable per [Ed Code 78103](#); and three to five part-time student workers to re-shelve and serve as front desk support for library circulation. The potential addition of archival responsibilities for the campus would require corresponding additional staffing.

Table 5, Comparative Five-Year Budget History

| Tutoring & Learning Center | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| FTEF | 0.12 | 0.05 | 0.09 | 0.09 | 0.5 |
| Academic Salaries 1000 | 9,264 | 3,906 | 7,420 | 7,622 | 39,733 |
| Classified Salaries 2000 | 70,166 | 48,865 | 70,166 | 73,219 | 67,193 |
| Employee Benefits 3000 | 6,646 | 1,392 | 6,320 | 6,610 | 17,847 |
| Inst. Supplies 4000 | 750 | 750 | 750 | 1,660 | 1,660 |
| Equipment 6000 | n/a | n/a | n/a | n/a | 48,194 |
| TOTAL EXPENSES | 86,826 | 54,913 | 84,656 | 89,111 | 174,627 |

| Library | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|
| FTEF | 2.5 | 2 | 2.05 | 2.05 | 1.55 |
| Academic Salaries 1000 | 95,887 | 90,596 | 103,103 | 105,992 | 46,868 |
| Classified Salaries 2000 | 78,303 | 48,865 | 78,014 | 75,022 | 59,050 |
| Employee Benefits 3000 | 72,422 | 67,329 | 70,760 | 74,563 | 46,213 |
| Non-Inst. Supplies 4000 | 2,520 | 2,520 | 2,520 | 1,700 | 1,700 |
| Software/Licensing 5000 | 17,600 | 16,238 | 18,866 | 18,318 | 19,748 |
| Books/Perios/Data 6000 | 24,400 | 29,052 | 29,052 | 30,500 | 30,500 |
| TOTAL EXPENSES | 291,132 | 254,602 | 302,315 | 306,095 | 204,079 |

Table 6, Combined Budget History

| Library & Learning Services | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|
| TLC FTEF | 0.12 | 0.05 | 0.09 | 0.09 | 0.5 |
| Lib FTEF | 2.5 | 2 | 2.05 | 2.05 | 1.55 |
| Combined FTEF | 2.62 | 2 | 2.14 | 2.14 | 2.05 |
| TLC Expenses | 86,826 | 54,913 | 84,656 | 89,111 | 174,627 |
| Lib Expenses | 291,132 | 254,602 | 302,315 | 306,095 | 204,079 |
| Total Expenses | 377,958 | 309,515 | 386,971 | 395,206 | 378,706 |

Faculty/Staff/Student Feedback

The Student Engagement Survey ([2016](#)) conducted by LTCC Institutional Effectiveness shows that a combined 83% of students strongly agree or somewhat agree that the library’s resources meet their needs, and 48% agree that online support services – of which tutoring and library are listed under– meet their needs (see Table 7).

Table 7, Student Engagement Survey results

| Statement | Strongly Agree | Somewhat Agree | No Opinion | Somewhat Disagree | Strongly Disagree |
|---|----------------|----------------|------------|-------------------|-------------------|
| <i>Library resources meet my needs</i> | 63% | 20% | 11% | 1% | 4% |
| <i>Childcare on campus is sufficient to support my success</i> | 14% | 1% | 72% | 2% | 10% |
| <i>The selection at the bookstore meets my needs</i> | 37% | 32% | 13% | 13% | 5% |
| <i>Online support services (counseling, tutoring, library, etc) meet my needs</i> | 20% | 28% | 39% | 8% | 5% |

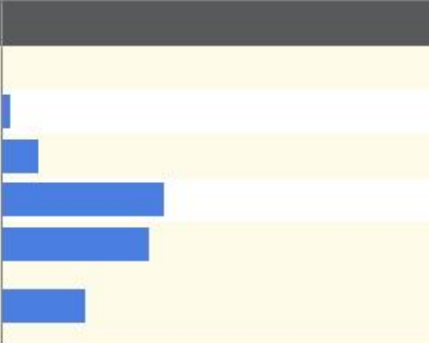





While eighty-six percent of students surveyed reported awareness of the library, only 68% reported usage of the library. Similarly, 90% of students reported awareness of tutoring, and 57% reported usage of the TLC (Table 7). The current library director has implemented a schedule of tutor outreach, assigning each math and writing tutors class sections to visit within the first few weeks of each quarter. These brief presentations provide a human face to our tutoring services and should further increase awareness.

Table 7, SES continued

| Area | Awareness | Usage | Satisfaction Level | | |
|--|-----------|-------|--------------------|---------|--------------|
| | | | Satisfied | Neutral | Dissatisfied |
| <i>Athletics</i> | 71% | 20% | 68% | 32% | 0% |
| <i>Career Services</i> | 71% | 10% | 93% | 8% | 0% |
| <i>Counseling</i> | 95% | 80% | 89% | 4% | 6% |
| <i>Disability Resource Center</i> | 80% | 19% | 89% | 7% | 3% |
| <i>Early Childhood Programs (CDC, FKCE, TPNS, ECE courses)</i> | 54% | 7% | 80% | 10% | 10% |
| <i>EOPS/CARE/CalWorks</i> | 65% | 22% | 91% | 6% | 3% |
| <i>Financial Aid</i> | 92% | 69% | 89% | 5% | 6% |
| <i>International Student Support Program</i> | 53% | 5% | 100% | 0% | 0% |
| <i>Library/Media Services</i> | 86% | 68% | 94% | 6% | 0% |
| <i>Student Activities and Organizations</i> | 78% | 25% | 88% | 6% | 6% |
| <i>Student Equity</i> | 63% | 13% | 95% | 5% | 0% |
| <i>Transfer Center</i> | 67% | 11% | 82% | 18% | 0% |
| <i>Tutoring and Learning Center (TLC)</i> | 90% | 57% | 90% | 8% | 1% |
| <i>Veteran's Services</i> | 46% | 3% | 100% | 0% | 0% |
| <i>Work Experience/Internship</i> | 66% | 15% | 82% | 13% | 4% |

The Faculty/Staff Experiences Survey (2013) indicates that 71.2% of faculty and staff surveyed agree that library services are sufficient to support LTCC's instructional programs (Table 8).

Table 8, Faculty/Staff Experience Survey results

| 3. Do you agree or disagree that the Library services are sufficient to support the instructional programs at LTCC. | | | | | | |
|---|----------------------|---|----------|-------|----------|-------|
| # | Answer |  | 2013 | | 2010 | |
| | | | Response | % | Response | % |
| 1 | Strongly Disagree |  | 1 | 1.4% | 2 | 1.8% |
| 2 | Disagree |  | 6 | 8.2% | 7 | 6.4% |
| 3 | Agree |  | 27 | 37.0% | 51 | 46.4% |
| 4 | Strongly Agree |  | 25 | 34.2% | 30 | 27.3% |
| 5 | No Basis for Opinion |  | 14 | 19.2% | 20 | 18.2% |

The current director has focused considerable efforts towards improving and increasing the marketing and outreach efforts of the combined Library & Learning Services, both electronically (e.g. library website banner, Coyote app, via email), in print (e.g. services for instructors newsletter, promotional bookmarks), and face-to-face presentations at a range of departmental meetings and events.

Recommended Areas for Focus and/or Improvement

In the past twenty years, college libraries have experienced a widespread shift to a more student-focused learning commons model with flexible, user-defined spaces, furniture, and technologies to serve students in ways that best support their learning. Learning is multimodal, sometimes quiet but oftentimes collaborative, interactive, and noisy. With the merging of the Library and TLC, LTCC is well-positioned to re-brand the Library & Learning Services as an active, dynamic “academic hub” or one-stop for all things related to student research, tutoring, and learning. The department had been operating under an obsolete model of academic libraries, one that emphasized quiet study and materials that needed to be requested from behind the reference desk. The collection seemed to serve the needs and interests of community members, with popular DVDs and paperback novels, rather than college students. Bringing about a radical, much needed change in perception of what a library “should” be will require thoughtful community partnerships, outreach, advocacy, and consistent messaging at all levels. All of this cannot happen without the next phase of renovations (the “learning commons” mentioned above), shifting the expectation and usage of the library space to be truly student-first.

Our group study room usage has increased steadily with full capacity occurring more frequently throughout the quarter, and individual users often request a room when seeking quiet study space. Community members regularly complain about the level of noise, and without a doubt, the active, collaborative learning between students, tutors, and librarians often reverberates in our central space. Students are discouraged from collaborative learning when computers are occupied all day by community members who prefer a quiet library environment. (It is worth noting the local public library now has software preventing unlimited use of their computers, so LTCC’s computers are perhaps serving a need beyond student access). Having designated community access stations while eliminating outdated rows of desktop computers, providing wireless printing and device charging stations, offering Chromebooks and a projector cart for students to transform any group study room into a mini classroom and presentation space– all of these strategies would facilitate the library’s vision of student-first while continuing (limited, yet still valuable) services for community members. We may also collaborate with ADVANCE or the D120 computer lab to offer computer competency workshops to help in the transition from desktops to Chromebooks, e.g. how to save documents to the cloud, how to access your files and folders from any device.

When the Roberta Mason Library opened in 2006, it had a modern computer lab for student and community use. Now those same desktop computers are well over a decade old; they are sluggish, running on outdated operating systems, and more than a handful are regularly inoperable. Despite the “deep freeze” program installed to wipe the computer memory when rebooted, the computers often retain the email passwords, browsing history, and documents of library users. One of the two printers is often broken; in Winter 2018, only one printer was functional during finals week when students were printing their research papers; the computers didn’t default to the functional printer, and many students complained of the lack of color printing on campus for their final posters and project presentations. The library’s media collections contains deteriorating VHS

tapes which need to be replaced with DVDs or digital streaming licenses to better support teaching in smart classrooms and viewing for students on home DVD players or online via Canvas. The group study rooms lack projectors, computers, and screens for students working with subject tutors on highly visual topics such as Anatomy & Physiology, or to prepare and practice their class presentations. Adding Chromebooks with regularly updated, cloud-based programs and software is one way to replace and update the library's outdated technology.

Response to Recommendations

From the [external evaluation](#):

Recent changes have impacted how and where services are offered so the need for further planning is essential to support student completion. The merging of two support centers (Teaching and Learning Center and Library) and hiring of a full-time, tenure, non-teaching faculty librarian to serve as the Director of Library and Learning Services is an opportunity for the College to re-imagine academic support services, as well as the integration of information competency standards in services and courses.

Library materials are selected, maintained, weeded, and enhanced with guidance from expert librarians and subject-matter faculty. Educational equipment is evaluated and assessed through the program review process and biannual survey analysis. LTCC is a small college that allows for faculty and staff to communicate and connect regularly. Selection of materials is highly coordinated by librarians with degrees in MLS and MLIS. The collection is constantly being updated with more than 200,000 e-book titles overseen by the California Community College Library Consortium. The Director of Library and Learning Services serves on the Curriculum Committee and works with the Instruction Office to maintain currency of all deleted and new courses (II.B.2).

LTCC has an information literacy graduation requirement. As a result, the team encourages the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3). The team found evidence that LTCC has the necessary documents to demonstrate that formal agreements exist between other institutions as they pertain to library and learning services that support instructional programs. For example, the LTCC Library has established partnerships to facilitate interlibrary loans, has made resources available via the Community College Library Consortium, subscribes to WorldCat online services, and participates in the El Dorado County Library partnership. Services are evaluated for quality assurance provided through contractual agreements with outside vendors by LTCC staff, faculty, and administration. The library staff works closely with the IT department to maintain security, ensure quality of services, and address any program software needs (II.B.4).

The external evaluation recommended, “In order to increase effectiveness, the team recommends that the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3).”

Currently information literacy is inconsistently embedded into core General Education classes, such as ENG 103, by individual faculty request and varies across sections of the same course. Developing curricular modules based on ACRL’s standards (see Trends section) will be strategic in building a sustainable, scaffolded information literacy program. This work centers around revising the library’s SLOs, updating previously developed information literacy curriculum and Canvas modules, collaborating with faculty to integrate modules and library instruction into ENG 103 courses (including online-only sections), and gathering and analyzing student work as part of a regular assessment cycle.

Goals and Objectives

The following goals and objectives are outlined in the Library & Learning Services’ Annual Unit Report:

1. Create more **student-centered library spaces and services**, prioritizing student-first access by transforming the library into a learning commons (proposed Fall 2017).
 - a. Provide a designated quiet reading room (glass walls originally planned for Summer 2017).
 - b. Replace outdated desktop computers with Chromebook access and reconfigurable furniture.
 - c. Update the library’s printing system to allow for cashless, wireless, and color printing from any device.
 - d. Establish and implement a new training and evaluation process for tutors, combining curriculum from previous TLC directors with the International Tutor Training Program Certification (ITTPC) standards.
 - e. Implement a new tutor tracking system to more accurately measure the library’s role in student completion.

2. Develop a **comprehensive student-first collection** for the library’s print and electronic materials.
 - a. Transition the library services platform from OCLC to ExLibris, making our existing collections more searchable.
 - b. Advocate for the Open Education Resources (OER) and Zero Textbook Costs (ZTC) movement on campus.
 - c. Participate in a campuswide process to create best practices for archiving, digitizing, and discarding LTCC records (archives proposed Fall 2018).
 - d. Remove outdated and unused materials from the collection, making space for materials that support student learning.

3. Develop and better integrate **information literacy instruction** into core courses across the curriculum.
 - a. Update the library's student learning outcomes and create a sustainable, systematic plan to assess the SLOs, "In order to increase effectiveness [and] align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met...."
 - b. Develop information literacy instruction to support ENG 103 courses, both in face-to-face and online-only classes.
 - c. Expand our services to better serve distance education students, particularly via ISP and Canvas.
 - d. Update proctoring technology to allow for more distance education testing and more secure in-person testing.

All three overarching objectives of the Library & Learning Services, and the specific goals within each area, are in alignment with issue three of [LTCC's Strategic Plan](#): Student Learning, Success, Equity, and Achievement, [to] "support students' equitable learning, success, and the timely completion of their educational goals and close the achievement gap."