

TBCC Library Service Area Review 2020/21

TBCC Library Service Area Program Review

- I. Program/Service Area Description – provide an overview of the work of your department, including how your work supports the mission of the college

The TBCC Library is responsible for 3 unique services to the students, staff, faculty, and community members (hereafter referred to as “patrons”): the Library itself, the Testing Center, and the Tutoring Center. While all three are mostly staffed by the same employees, and operate together, for the purposes of this review, they will be looked at separately because they have separate goals, projects, data, and outcomes.

TBCC Library

The TBCC Library is both: 1) a place on campus where patrons can find books, DVDs, research help, career or university aids, proctoring, or a quiet place to study; and 2) an online environment where patrons can access our research databases, find help with citations, request peer tutoring, or find any number of other helps designed to aid them in their academic career and beyond.

This is important to note, because while the needs of patrons have changed over time and moved online, the demand on the college library has also shifted because of it, and many times, alongside it. While the physical space located at the South end of the Main Campus’ second floor might not be full of students at all times, this does not mean they are not using the library’s services. Faculty are another directly targeted user of the TBCC Library. Beyond providing materials for their students to do research, the library also offers tours for their students, in-class information literacy instruction, assistance with their personal, professional research, assistance with finding, adopting, and customizing OERs for their classes, and much more.

Testing Center

The Testing Center is a quiet, secure, and accessible place on campus where patrons can take various tests in an optimal environment. The Testing Center’s focus was initially inwards; focusing on proctoring tests for TBCC instructors, and placement testing for patrons looking to start at TBCC. The focus has intentionally grown a lot in the last few years, from a community resource, to the beginnings of a revenue stream for the college. This shift has provided the required funds to add new tests for students and to support the Testing Center’s staffing needs. Many patrons have need of an authorized testing location, whether they are:

- online students for some other college or university needing to take a proctored test
- students for some other college or university needing to take a proctored test while they are on vacation on the Tillamook Coast

- incoming students looking to take a placement test for another college or university
- employees needing to take a certification to keep or advance their career
- patrons wanting to complete their GED
- patrons wanting to earn college credit by taking college equivalency exams

As the only college between Astoria, Lincoln City, and Forest Grove, there is a large swath of potential patrons of this service. This is increased by the fact that the colleges in Astoria and Lincoln City have limited testing offerings, so in many cases, we are the closest testing center for people all along the North Coast. In addition, due to our wide availability of testing appointments, we often get testers from the Portland area who wish to take a test sooner than what is offered there.

Tutoring Center

Finally, the Tutoring Center is another area that has changed significantly over the last few years. Moving beyond, but not discarding, the one-on-one peer tutor model, we now offer online tutoring for all students, study groups, wrap-around developmental math tutoring, and a Writing Studio.

The Library, the Tutoring Center, and the Testing Center work together to create a suite of services that makes students' time at TBCC achievable, beneficial, and enjoyable. In addition, these three areas of the college aim to make faculty's jobs a little bit easier, while providing services and information that benefit the community.

II. Program/Service Area Details

- a. Staff (Individual and FTE)
 - 1 - full-time staff (College Librarian/Library Director)
 - 1 - .40-time staff (Library Assistant)
 - And 1 - hourly work-study student (not during COVID-19 pandemic)
- b. Duties (see below)
- c. Responsibilities (see below)

College Librarian/Library Director

Duties

- Manage library
- Assist library patrons with reference needs.

- Assist library patrons with other needs.
- Purchase of new materials for library
- Materials are cataloged on receipt, or as soon as feasible.
- Prepare materials for use
- Teach information literacy
- Administer and score placement exams
- Participate in College committees
- Administer test proctoring for TBCC faculty, and faculty from other institutions as requested by students, faculty, or institutions
- Submit Annual Contract and Security Memorandum for GED/Pearson testing
- Train library personnel in circulation, assisting patrons, shelving, and processing materials

Responsibilities

- Management of Library, Learning Center, Testing Center, and Tutoring Center
- Create regulations and procedures
- Maintain catalog database
- Maintain circulation database
- Create collection management regulations and procedures
- Involve faculty in collection development and purchase of new materials
- As scheduling allows, teach for-credit LIB 101 class
- Serve as GED/Pearson Chief Examiner
- Serve as Chief Examiner for all other certification testing that takes place in the TBCC test lab
- Serve on State-wide Community College library committee
- Serve on State-wide library directors committee
- Serve on College Council

- Serve on Curriculum Committee
- Serve on Faculty Senate as non-voting member
- Serve on Website Committee
- Serve on Scholarship Committee
- Evaluate collection
- Maintain consistent data and statistics for internal college and accreditation purposes
- Provide accreditation resources relating to NWCCU Standard 2.E
- Create curricula for seminars in library use and information retrieval and evaluation
- Manage Accuplacer software to allow student assessment based on needs and requirements
- Produce reports from Accuplacer database to support enrolment management and student development
- Coordinate administration of placement exams on campus
- Provide placement scores to advisors
- Provide placement score information to individuals and institutions upon request by the student
- Maintain contact with College Board and other examiners to keep up-to-date on placement testing
- Assist library staff with test proctoring in the Testing Center
- Be aware of, and take action on (when appropriate), opportunities to add new tests to our offered proctoring. With the goal of becoming a testing destination of choice and generating income for the college

Library Assistant

Duties

- Circulation duties

- Shelving materials
- Shelf reading
- Assisting students with using databases, the OPAC, and finding materials
- Assisting the librarian with administration of the college's tutoring program

Responsibilities

- Assist library patrons
- Provide reference services
- Assist with administration of college tutoring program
- Assist with scheduling and proctoring of placement test and exams for professional certifications
- Shelving materials
- Assist with library programming, and outreach

d. Professional Development

Professional development is multi-faceted.

Testing: Library staff are required to be certified (trained and recertified) proctors for all testing given through the testing center.

Tutoring: Library staff have completed a Tutoring Training/Manual and internally train on best practices.

Library: These trainings are often located within the state/nationally. Staff have access to 15k worth of training monies in order to improve their skills. All training staff have requested over the past three years has been approved and attended. Additionally, the Libraries attends the OLLA (state Library affinity group) meetings and receives information through the coastal consortium.

III. Service Needs

- a. Discuss any emerging needs or trends in the service area
- b. Provide relevant data to support these trends
- c. Explain how these needs or trends impact your work

IV. Budget

The Library budget has consistently grown by 5% each year which allows it to maintain, weed and improve the collection. As TBCC grows, however, so does the need to expand

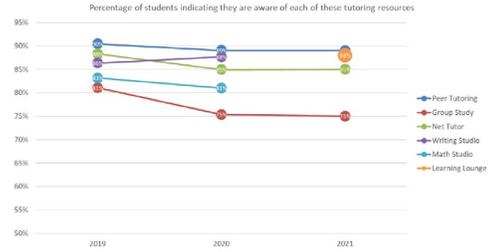
the collection. One example is the addition of healthcare and nursing. These programs will require additional materials, journals, and equipment. The Library and testing center are also rapidly running out of room. The TBCC Facility Master plan will help to alleviate this as a pain point, but it should still be noted.

Another concern for the Library is staffing. Historically, the Library had a full time Librarian and a full time Assistant with a part-time test proctor. Over time this has decreased to one full time Librarian and one part time (less than half) Library Assistant. Because the assistant position is a low grade, and without benefits, it has been extremely difficult to maintain quality staff. Frequent turn-over has been challenging. The plan to improve this, based upon the Librarian’s resignation, is to replace this position with 2.5-3 people. This will greatly improve services and the ability for the Library to get needed lunches and breaks, as well as join campus committees and councils. The solution for this will be in the appendices (Job Descriptions).

V. Program/Service Area Outcomes

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
SAO #1: Students and faculty can access resources in a variety of formats, virtually and physically, regardless of their location or means of course delivery.	Criteria for Measurement: Total the # of item check outs, electronic materials accessed, and ILLs requested.	Baseline: 2019: 6,787 2020: 9,778 2021:10,657	Will keep this SAO and continue to grow use of Library materials. Goal: 13,478
SAO #2: Faculty will recognize the importance of information competency skills to improve	Assessment Tool: Daily statistics sheets, converted into Excel spreadsheets Criteria for Measurement: Total	Baseline: 14 library tours or in-class information competency skills lessons were done in the 2017-2018 school year. This is up slightly from 13 the previous year.	Will keep this SAO and continue to grow use of Library/class engagement. We are hopeful that by placing coordination for CG 100

<p>students' work, and judge that their students have improved after applying research skills learned through library instructional services by requesting these sessions in future terms.</p>	<p>the # of library tours or in-class information competency skills lessons requested by faculty. Target Semester for Assessment: Spring 2018 Procedure: Add up the total number of library tours or in-class information competency skills lessons found on the "other events" line of the Assistance Stats spreadsheet.</p>	<p>2019: 7 2020: 9 2021: 7</p> <p>The number of library tours decreased during the past three years in comparison to 2017/2018. Nevertheless, during 2020 and 2021 the library began incorporating tours for Spanish GED classes. The tours were conducted in Spanish and introduced GED students to all the resources available to them through the library. As a result, the number of GED students utilizing the library has grown substantially. Based on the positive outcome noted, the library will continue providing tours in English/Spanish and will actively reach out to instructors to encourage library tours amongst their students.</p>	<p>into the Library that this will grow this measure.</p>
<p>SAO #3: Faculty can draw upon the TBCC Librarian to search for and identify possible OER or low-cost textbook options. In addition, the Librarian can customize materials to more closely fit the faculty's course, and hopefully, lower the overall price of printing for the students.</p>	<p>Assessment Tool: The running OER list kept on the OER page of the online bookstore's website. Criteria for Measurement: # of OERs adopted, and \$ decreased by customizing the contents. Target Semester for Assessment: Spring 2018</p>	<p>Baseline: There were 53 individual OERs used in the 2017-2018 school year. This number includes all low and no cost-to-the-student textbooks or textbook analogs. The reported savings from the use of OERs was \$164,185.</p> <p>Total Savings: 2018: \$164,185 2019: \$156,582 2020: \$164,509</p> <p>The data noted above demonstrates that the total savings generated from the use of OERs has been steady over the past three years. The library will continue to work on maintaining savings at the levels reported and will work towards increasing that number in the years to come.</p>	<p>Will keep this SAO and continue to grow or maintain use of OER's.</p>

SAO #4 Discontinued			
SAO #5: Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	Assessment Tool: Koha ILS tools Criteria for Measurement: Get the total # of materials owned by the library, keeping in mind that some materials need to be weeded in order for more current/different materials to be brought in. Target Semester for Assessment: Spring 2018 Procedure: Run a report in Koha.	Baseline: The TBCC Library currently owns 6004 individual, physical items. 2019: 5759 2020: 6463 2021: 7540	Will keep this SAO and continue to grow the collection, with the ultimate goal of doubling the collection.
SAO #6 (modified): Awareness of availability of tutoring services.	Student Climate Survey ➤ = 75% Green ➤ 74-64% Yellow ➤ <65% Red	2018-19: 71% 2019-20: 70% 2020-21: 75-89%  <small>While awareness dropped in 2020, awareness levels have remained static through the pandemic. The Writing Studio and Math Studio have been combined into the Learning Lounge in 2021 and 85% indicated they were aware of the lounge.</small>	Not met, did not achieve Green Will keep this SAO.
SAO #7: TBCC will gain additional FTE from students having their tutoring needs met through a variety of modalities (peer tutors, group study, Writing Studio, wrap-	Assessment Tool: Reports ran every term for the Community and Continuing Ed Coordinator Criteria for Measurement: # of students participating in 6+ hrs of tutoring in a term.	Baseline: This year we had 52 students participating in 6+ hrs of tutoring in a term. We started collecting this data in Winter 2017. In Winter and Spring 2017 we had a total of 31 participating in 6+ hrs of tutoring in a term. 2019:48 2020: 67 2021: 92	Will keep this SAO and will continue to grow tutoring options (e.g. peer tutoring).

<p>around math tutoring).</p>	<p>Target Semester for Assessment: Spring 2018 Procedure: Total all the students in a given year who have received 6 or more hours of tutoring</p>	<p>The 2020/2021 school year recorded an increase of students that participated in tutoring in comparison to the two previous years. A factor that significantly contributed to such growth was the addition of virtual tutoring sessions via Zoom. Students responded positively to having the opportunity of meeting with a tutor in this manner. Being that the case, the Tutoring Center will make sure to continue incorporating virtual tutoring sessions and explore ways in which to expand availability.</p>	
<p>SAO #8: Community members will have opportunities for economic development through increased testing options.</p>	<p>Assessment Tool: Pearson, Kryterion, College Board, and NOCTI admin tools Criteria for Measurement: # of test clients offering tests at TBCC (not including credit-course proctored tests for TBCC or any other institution) Target Semester for Assessment: Spring 2018 Procedure: Total the number of different test clients offering tests to the community by the Testing Center</p>	<p>Baseline: There were 294 test clients offered by the Testing Center during 2017. This number has increased since then. According to our reports for 2021, there are now 403 test clients offered by the Testing Center. <u>Test clients 2021:</u> Pearson: 211 Kryterion: 153 NOCTI: 4 College Board: 34 Typing Test: 1 Total: 403 <u>Total number of proctored tests:</u> 2019: Pearson: 251 Kryterion: 18 NOCTI: 23 College Board: 610 Total: 902 2020: Pearson: 246 Kryterion: 34</p>	<p>Will keep this SAO and will continue to grow testing options.</p>

		<p>NOCTI: 19 College Board: 279 Total: 578</p> <p>2021: Pearson: 538 Kryterion: 115 NOCTI: 32 College Board: 175 Total: 860</p> <p>The number of proctored tests has grown considerably for our two major test providers, Pearson and Kryterion. During 2019, there was an increased number of placement tests administered through the College Board. That number has decreased over time partly because students are only required to take placement tests once.</p>	
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- VI. Project list for current year
a. See appendices attached

- VII. Project list for next year
We will continue SAO's as outlined above as they will provide a good start for the new staff. Projects will be developed to break these into achievable measures.

VIII. SWOC Analysis

Library

Strengths

- The library's physical collection includes high demand items such as laptops, graphing calculators and cameras. Laptops, for instance, recorded 80 checkouts in our system for 2021, a number that has continued to grow from previous years (2020: 56, 2019: 66). The availability of laptop checkouts has allowed students the opportunity to take online courses and have access to the electronic resources they need to succeed.
- Students can borrow a wide selection of textbooks from the library for some of their courses or print out assigned OERs at a low cost. The collection of textbooks and OERs available at the library has shown a steady growth over the years.

- The library is open during evening hours (9AM-7PM), which allows students the opportunity to access our services during those times.
- The library provides space for quiet and collaborative study.
- Students can receive research assistance from library staff in both English and Spanish.

Weaknesses

- The library lacks enough books in Spanish to meet the demand of Spanish speaking students.
- There are currently limited on-site resources based on the needs and courses taught at TBCC.
- There is only one study room available for student use in the library.
- There is not enough awareness of library services amongst students.

Opportunities

- Respond to the increasing number of online learners by offering more digital resources and providing access to library staff assistance via chat and video conferencing.
- Raise awareness of library resources through printed material (e.g. flyers, informational brochures and table tents) and in-classroom presentations.
- Reach out to faculty about the topics covered in their respective courses, get recommendations, and begin growing the library's collection of books that way.

Challenges

- The COVID-19 pandemic has impacted the accessibility of some of the library's physical resources.
- With the Librarian's recent resignation, the library currently has staffing limitations to carry out needed projects.
- The space occupied by the library is rather small, which presents challenges when it comes to accommodating a potential growth of the library's book collection.

Testing Center

Strengths

- The Testing Center offers a wide variety of certification tests that provide students and community members the opportunity to advance in their career goals.

- The Testing Center's schedule offers wide availability, including evening hours on selected days of the week, which allows students to schedule testing appointments at a time that is convenient for them.
- The Testing Center offers a quiet and welcoming environment for test takers.

Weaknesses

- The Testing Center lacks a structured system for college faculty to provide complete instructions on how they would like to have their tests proctored. Amongst other things, it is important for the Testing Center to know the time limit for each test and the materials students are allowed to have during their testing session. At this moment, that information is generally given to the Testing Center's staff by word of mouth.
- Although the Testing Center is open Monday-Friday, Kryterion tests are only available on Wednesdays from 9AM-4:45PM. This arrangement limits the number of Kryterion test that can be proctored by the Testing Center, reason for which Kryterion tests are lower than Pearson tests administered.

Opportunities

- With the healthcare department expanding at TBCC, the Testing Center can seek out approval to proctor tests for additional test clients. For example, the Testing Center can seek to meet the requirements to become a site for Phlebotomy certification tests. Doing so would provide TBCC students the opportunity to test locally rather than having to travel for that purpose, while also providing a great resource to the community.
- Plans have been made to increase the number of staff members that will be able to assist with proctoring at the Testing Center. With this measure in place, the Testing Center will be able to expand its availability and open additional days for Kryterion tests. Furthermore, with adequate staff coverage, the Testing Center will have the resources needed to pursue the goal of growing the number of test clients offered.
- A form has been created to allow college faculty to provide detailed instructions on how they would like to have their tests administered by the Testing Center. This form can be submitted by faculty electronically or in paper format along with the test that will be proctored, eliminating any confusion regarding the specific instructions that pertain to each test.

Challenges

- The COVID-19 pandemic has reduced the number of workstations available for testing. For instance, the Testing Center previously had 4 workstations open for Pearson tests and now only has 2 open to allow social distancing.

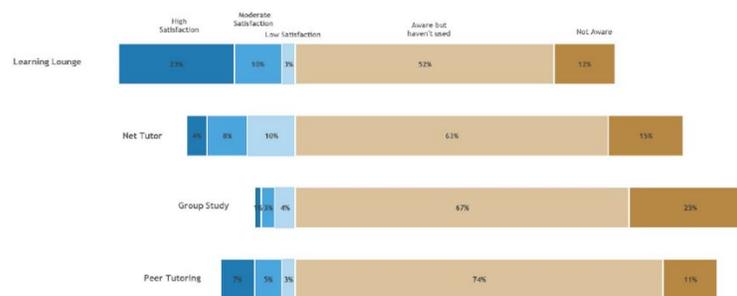
Tutoring Center

Strengths

- The Tutoring Center is staffed by qualified tutors who are both helpful and knowledgeable. Tutor evaluation forms completed by students revealed a high satisfaction rate for the services provided.

Tutoring

Tutoring: While many students were aware of the various tutoring services provided, most had not used them.



- The Tutoring Center is open during morning and evening hours to provide students with more options if they need to come in for assistance.
- Students now have the opportunity to participate in tutoring sessions via Zoom. Because of the flexibility this arrangement provides to students, the Tutoring Center has seen an increase of use.

Weaknesses

- Only 70% of students surveyed in 2019/2020 were aware of the availability of tutoring services offered at the college.
- The Tutoring Center does not have enough peer tutors to cover the needs of students.

Opportunities

- Due to the positive response from students regarding virtual tutoring sessions, the Tutoring Center can aim to grow the availability of Zoom meetings. An online scheduling system can be established to allow students to schedule a tutoring session with ease.

- A tutoring credit course can be designed to help increase the number of peer tutors. Basically, students can have the opportunity to earn college credits for the hours they serve as peer tutors.
- The Tutoring Center can increase awareness amongst students by using advertising tools (e.g. flyers and table tents) and going to each classroom to invite students to stop by the Tutoring Center.
- An effort can be made to reorganize the furniture at the Tutoring Center to create a welcoming environment for students.

Challenges

- The COVID-19 pandemic has also placed limitations on the availability of services offered through the Tutoring Center.

IX. Using all the information you've gathered and described above (goal setting)

Short term:

- Address staffing issues
- Increase physical collection
- Subscribe to JSTOR and Project Muse
- Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
- Create policies and procedures manuals for both the Tutoring and Testing Centers
- Increase awareness of tutoring, use of library services, OER's, testing options and FTE
- Participate in Guided Pathways by coordinating and improving CG 100 (contributes to colleges goal of retention and completion)
- Produce a library highlighting the library and its features
- Implement Library Activities
 - Potential ideas include:
 - Puzzle Table
 - Crafts
 - "Take a Paws" -- Bring dogs to campus as a stress relief during final's week

Mid Range:

- Build healthcare library
- Increase physical collection
 - Especially those in Spanish
- Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
- Increase awareness of tutoring, use of library services, OER's, testing options and FTE
- Increase partnership with Tillamook County Library
- Increase Library usage
 - Potential Ideas include
 - Coffee for students
 - Snack options
- Add Library events that bring people to campus
 - Potential ideas include:
 - Public Speakers
 - Short-Term Student Art Gallery Exhibit
- Increase Study Room Visibility

Long Term:

- Increase physical collection
- Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
- Increase awareness of tutoring, use of library services, OER's, testing options and FTE
- Purchase iPads for students to check-out
- Increase department footprint via FMP
- Remodel/redesign Photo ID center
- Purchase and install shelves in the work room