Assessment Report

Yuba Community College District

YC - Library & Learning Resources Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Team members include:
Martha Mills, Dean of Library Services/DE/Media Services/MComm
Brian Jukes, Executive Dean, Sutter Center
Elena Heilman, Librarian
Tina Kussey, Library Technical Assistant (Sutter)
Elaine Watkins, Library Technical Assistant (Clearlake)
Kandice Goodman, Library Media Specialist (Clearlake)
Traci Johson, Library Media Specialist (Marysville)
April Nunez, Library Media Specialist (PT Marysville/PT Sutter Center)
Dave Joyner, Adjunct Librarian
James Wagner, Adjunct Librarian & DE instructor
Consulted: Dena Martin, WCC Librarian; Student Assistants; former part time library media specialists; adjunct faculty and patrons; 1100 User Group for Measure J renovation; YC Staff Development Committee and YC Technology Committee.
The YC Librarian, in collaboration with the Dean and library staff at the Marysville, Lake and Sutter campuses, compiled this comprehensive program review, including the responses to the Pilot Template.
Library Services constitutes both direct services to all students and staff and an online academic course which cultivates library research skills to prepare students for success in all academic and career endeavors. Therefore, this program review reflects planning and delivery of services and academic success while addressing institutional goals and efforts to improve overall effectiveness.

This report reflects an expansion of library services and facilities geographically and virtually during the last 2.5 years, including new facilities at Marysville, Lake and Sutter and an expanded online presence. Commensurate with this expansion has been a reduction in budget for library subscriptions, both online databases and print/media materials equal to $26,000 in two years plus the reassignment of one Library media specialist shared between the Marysville campus and the new Sutter Center. As the library staff seeks to modernize and innovate to reflect national trends in library standards & functions, expanded facilities are not supported by adequate budgets for equipment, including computers for student access in the Open Media Labs, or adequate staffing to support expanded services to students and staff. The library staff and student assistants are representative of a multi-lingual and culturally diverse campus demographic.

Greater collaboration among geographically separate staff has resulted in more inclusiveness and consistency in data collection to assess use and demand of services.

The librarian's ability to expand library support to the classroom or to prepare tailored bibliographies for specific academic programs or remote sites is minimal due to the geographic and workload challenges as the sole librarian.

Improved service to clients and more efficient use of staff time would be achieved if the Polaris web-based library circulation system were integrated with Datatel so that patron accounts are kept current rather than manually updated.

Expansion of the Textbook On Reserve service at each site is precluded by minimum budgets to purchase or procure high demand titles.

Despite these limitations, the YC library staff have demonstrated a commitment to innovation, integrated planning and partnership, ongoing process improvement, and promoting a 'student first' environment.

Recent YC survey data reinforces a need for on-going training for faculty, students and staff in technology, including Web 2.0 applications and resources. The implementation of CANVAS, a new learning management system, heightens the urgency for greater student and faculty support. The Library in collaboration with the YC Staff Development Committee, the YC Technology Committee, and the DE Center, could serve as a focal point for a coordinated training initiative.

An emerging trend in libraries is to serve as an 'information commons' where community and informal learning is fostered and information is accessed, created and shared. The renovated 1100 facility on the Marysville campus which opens in Spring 2014 is designed to reflect this modern interpretation of a learning resource center. Included in the plan is a dedicated training lab to support information and technology literacy; however, this space will also function as the open media lab due to the lack of computers to support both functions in separate spaces. A Teaching and Learning Center (TLC) meeting space has been included in a shared space with the new Distributive Education Center and an invitation has been extended to the YC Staff Development Committee to use both the TLC and the library Training Lab to offer on-going faculty and staff technology training due to the lack of an available lab on campus. A plan to virtualize training via webinars and online tutorials could be supported by current library adjunct staff with expertise in instructional design and Web 2.0 collaboration tools, provided adequate funding existed to support this initiative.

Overall, the Library staff which serve students and staff throughout the Yuba College service region demonstrate a commitment to the spirit of integrated planning, improvement of institutional effectiveness, and above all....direct support for student success.

Program Description : A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

The Yuba College Library (YCL), Clear Lake College Library (CLCL), and Sutter Campus Library (SCL) provide reading, study, and research services to the students and staff for their respective campuses. Yuba College Library's central mission is to support the culturally diverse needs of our students and employees. As such, we are continually updating our holdings in the library and through our subscription databases, and following current and future trends, so that our students will be best served in a changing economic and technological world. Promoting information literacy skills is the goal of the college library. We provide Library orientations and workshops with students, faculty, and staff, to support the curricula offered by the College. The library faculty teach an online Basic Research Skills course once or twice a semester (5 times a year). The Intro to Online Learning course includes a module on using the online library.

An embedded librarian program has been implemented by the library faculty during several semesters. A librarian was added to the online Nursing courses as a teaching assistant to provided research assistance in Blackboard.

The reading and research services include online and print collections of serials, monographs and multi-volume reference works; reserves holdings of materials used for instruction in most classes; circulation services including inter-library loans; online databases of periodicals and reference sources; a quiet, study area, access to computers, and DE test proctoring.

Marysville Campus library is moving to the newly remodeled LRC building in December 2013.

The Clear Lake Campus Library is now in its new location on the second floor of the Student Services building. The space includes a large reading and study area, stacks and reference collections, reference desk, circulation area with faculty reserve and non-print media collections, serials collection, a 16-station computer lab, media repair room, a processing/storage room and three group study rooms.

The Sutter Center Library provides nearly the same services as the Yuba College Library and the Clear Lake College Library, albeit, on a smaller scale.

Research demonstrates a positive relationship between library use and student persistence and achievement (Fulks & Alancraig, 2008; Kuh & Gonyea, 2003; Mezick, 2007). Additionally, research indicates a clear correlation between the use and institutional support of libraries and the success and persistence of students
(Hamrick, Schuh, & Shelley, 2004; Mezick, 2007). Thus Yuba College institutional support, in combination with partnerships between instructors and librarian, is instrumental for accomplishing the Information Competency student learning outcome.
There is a need to maintain and increase virtual collections to support students at Marysville, Clear Lake, Sutter, and Beale locations, as well as online students. We currently do not have a virtual video streaming collection, which was an expressed need by the faculty in their previous program reviews (i.e. ECE, social sciences, AJ programs). A virtual streaming collection would benefit students and faculty at all three College library sites.
The new LRC building has a designated training lab for students, provided we have the computers to place there. Currently, there is no designated training space to train students on library and Internet research.

A2. If services are available, how do they demonstrate an increase in student success?
The Yuba College library measures its program effectiveness using Student Learning Outcomes, usage statistics, and various faculty and student surveys.
At the Marysville Campus, in 2012-13 Reserve Textbooks circulated 15,846 times, computers were used 25,040 times, and the patron count was 173,561. 55 library research sessions took place, serving 1844 students. The online databases were used 211,300 times.
The new LRC building will provide quiet study and group study areas, a more convenient work area for adjunct faculty, more opportunities for formal and informal study as opposed to the existing temporary facility with limited seating and limited access to computers. Upon the move to the new LRC, student surveys will be conducted at the end of Spring 2014 semester.

B3. How is current and previous program review data used to refine and improve program or department practices?
Feedback from students and faculty and Student Learning Outcomes are used to refine and improve program practices. For example, faculty feedback is used to determine what print and online subscriptions should be renewed. Faculty who request library research sessions are surveyed after the session, and suggestions for improvement are requested.
Moving to Canvas LMS will allow library faculty to incorporate new strategies for engaging students to increase retention rates. Each semester the instructor has students who complete the first assignment, and so are kept in the course, but then they just disappear. So, they end up failing. The possibility to engage students very early on in the semester using Canvas will be very helpful.

Curriculum & SLO Assessment Summary :

D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
Library Science does not lead to a degree or a certificate. However, it is a UC/CSU transferable course. It is offered regularly to enhance research skills of all students. The embedded librarian supports nursing students in the pathophysiology courses. The remodeled LRC will have a training computer lab designed to support research skills of students in all disciplines.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Introduction to Online Learning (MassComm-40) is currently cross-listed as an Education course, which is not an active program. It needs to be cross-referenced as a Library Science course because librarians support online learning and are knowledgeable about this

topic. Additionally, the Internet Security course could be cross-listed as a Library Science course as it is teaching technological literacy.
Many colleges now offer certificates or expanded courses in Digital Literacy Skills to promote technology competency. The above mentioned courses could be developed and additional courses added toward a certificate of achievement.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?

Yes.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Faculty members are surveyed after library research sessions to gauge the sessions' effectiveness.
Faculty teaching LibSc-1 course are evaluated on a regular basis.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Changes are incorporated as needed based on faculty surveys. Faculty requesting library research sessions indicated the need for hands-on training sessions. In the future, the librarians are planning to use the new training lab in the LRC in addition to or instead of presenting in the classroom.
Nursing students and faculty are surveyed to assess the effectiveness and usefulness of the embedded librarian.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
The library faculty attended the 4-week instructional design training before developing LibSc-1 course in Blackboard. Faculty teaching LibSc-1 course are evaluated on a regular basis. After the move to Canvas LMS, there is an expectation of greater student engagement and possibly student success.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Most library subscriptions are available virtually to DE students and faculty. Other resources include eLearning website, Ask-A-Librarian link on the library website, and the library presence in MyCampus Portal. The IT HelpDesk needs to be more accessible to students.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?

Librarians read research articles in the Library and Information Sciences field, attend library workshops, regional meetings of the Council of Chief Librarians, and the annual meeting of the CCL. Best practices are incorporated into the library activities as possible. The remodeled LRC will provide a more welcoming atmosphere in the library, and technology in study rooms.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
CSLOs - Students will be able to draw from a variety of resources to compile an annotated bibliography for their chosen research topic using proper citation format.

PLO1 - To make a positive contribution to student learning through improving Information Competency.

PLO2 - The library will contribute to student success by students employing the use of their library card.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
The lead librarian met with the adjunct librarian teaching LibSc-1 course to discuss course improvement and SLOs. A continuing issue faculty have with retention for this course is the unreasonable shortness of time to drop students from the class. Each semester the instructor has students who complete the first assignment, and so are kept in the course, but then they just disappear. So, they end up failing. Maybe they just forget to drop. Maybe the instructor should make this a more emphatic thing, but instructors also don't want to scare students. The adjunct librarian feels that the majority of failed grades are because of the short drop period. In a regular 16-week semester, students and the instructor have a longer time to figure it out.
Library staff and faculty attended a district-wide library meeting in September 2013. We also had a meeting with student assistants. WCC and YC librarians have regular meetings and collaborate on such issues as SLOs, curriculum, library subscriptions, and best practices.

Industry Trends and Program Data Analysis :

How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
The library staff strive to provide high quality library services and resources to our students, and are driven by the "student first" philosophy. An effort is made to provide a diverse and comprehensive amount of virtual collections in line with the Library 2.0. trend. This current trend is to view academic libraries as information commons, a place which accommodates formal and informal learning and fosters community building. A place where knowledge is not only accessed via multiple modalities but also created and shared. The new LRC on the Marysville campus is designed based on this concept. The new libraries at the Lake and Sutter campuses provide expanded access to technology and library resources, as well as a communal workspace.

Nationally, Latinos often do not have computers nor subscribe to broadband service at home. According to PEW Research, “Latino internet users are more likely than white internet users to say they go online using a mobile device—76% versus 60%” (Lopez, 2013). Recent data released by the California Public Utilities Commission substantiates minimal broadband access and adoption in rural and under served areas, including the community of Linda near the Marysville campus, which has a large Latino demographic. Communities surrounding the Clearlake campus are similarly under-served by home broadband; thus, emphasizing the need for central access points as provided by the YC libraries.

The new LRC on the Marysville campus will continue to provide computers with the Internet access and evening hours to allow YC students to complete their school work. The LRC was designed with power outlets for laptop use (not generally available on campus) and expanded WifI access points.
The library materials and computers are available both to Yuba College students and the members of the community. The library is a great resource for supporting information and technological literacy and workforce development in the local community.
The library also has diverse multilingual staff and provides first experience in the workforce to a diverse group of student assistants. Our employees and student assistants, “the face of the library,” represent the diverse student population and local community.
Promotion of information competency to enhance student success among all students is extended via our online Library Research course which is designed to help students acquire beginning information literacy skills necessary to conduct academic or personal research. It provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-ling learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information, and using information. This course provides a fundamental knowledge critical to success in all fields of study or workforce development. Library faculty and the dean are in discussions with the reconfigured BUS/CIS division(s) and with Mass Comm to cross list existing courses in Internet Literacy and Online Learning with Library Science to expand exposure to these critical skills.

In addition, Library staff have collaborated with faculty in Early Childhood Education, Vett Tech, Nursing, Business, Computer Science, engineering and other career technical programs to develop collections which support student success in these areas.

How is your program or department direction driven by empirical data?
Usage statistics and user surveys are incorporated into the decision making about library subscriptions. At the Marysville Campus, in 2012-13 Reserve Textbooks circulated 15,846 times, computers were used 25,040 times, and the patron count was 173,561. 55 library research sessions took place, serving 1844 students. The online databases were used 211,300 times. The database cost per use ranges from $0.12 to $0.88.
Because the library budget was reduced by $20K in 2012-13, and addition $6K in 2013-14, the decision for which collections should be terminated was based on usage statistics and faculty feedback.
In Spring 2014, the library is moving from a temporary facility in the cafeteria to the 40,000 ft sq. remodeled LRC building. Student feedback over the years included the need for group study rooms, quiet study spaces, and power outlets. This information was included to plan the remodel of the LRC building.
In the previous LRC building, the adjunct faculty room used to have a sign-in sheet to track usage. The data showed a clear demand for a dedicated adjunct faculty meeting space. In the remodeled LRC building, a meeting room was allocated for adjunct faculty to meet with students. Usage data will be tracked.
The library faculty consistently review best practices for academic libraries, and implement these practices as possible given available staff and budget.
Staffing and budget requests are based in part on statistics from National Center for Educational Statistics (NCES).
Internal YC surveys (Fall 2012 & 2013) of faculty and staff clearly indicate a high need for ongoing technology training, including use of Web 2.0 technologies. Student surveys (Fall 2013) indicate use of mobile and Web 2.0 technologies, access to Wifi, and desire for places to seek support for applications and for quiet study and community.

Future Goals and Program Direction: We strive to provide high quality library services and resources to our students, and are driven by the "student first" philosophy.
Develop modern library service as an 'information commons' which promotes informal and collaborative learning and promotes an environment where knowledge is gathered, created and shared;
Collaborates to offer training which promotes information competency and technology proficiency among faculty, students and staff;
Maximize use of shared resources to serve all YC students via expansion of virtual collections and services;
Develop, expand, articulate and assess program objectives and student learning outcomes to improve services and support to the campus community.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - We strive to provide high quality library services and resources to our students, and are driven by the "student first" philosophy. High quality library resources and services will help				

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to “improve the quality of the student experience at all our campuses and centers (YC goal #7), and would also allow students to complete their educational goals in a timely manner (YC goal #5). More specifically, the library needs to maintain sufficient library resources/services and plan for improvements, increase the Library's instructional role to increase student success, and maintain and improve Library support for Clear Lake campus, Sutter Center, and DE students, which would also “utilize effective modes of delivery for our courses and services” (YC goal #4). The Patron Driven Acquisition (PDA) Model allows students themselves to select and purchase the ebooks they need for their courses, thus preventing potential waste of resources (YC goal # 3)				

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YCCD VS 1 - YCCD strives to provide “an innovative, world-class learning environment.” The library goal to provide high quality library services and resources to our students is well aligned with the aforementioned YCCD vision. This is done in part by providing new LRC facilities at CLC, SCC, and Marysville campuses. The remodeled LRC is more user-friendly, offers wifi, access to computers, quiet study, and group study rooms. “Information commons” is a space for students to create, share, and access knowledge, and the newly remodeled LRC will provide this capability with a more welcoming atmosphere, technology in				

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study rooms. It also features sustainable design. Canvas LMS provides opportunities for increased library presence in the classroom.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Improve Yuba College student research skills.	YC - Library & Learning Resources Program Recommendations - Library instructional program - Continue offering research skills courses on a regular basis. Online LibSc-1 course is currently taught 5 times a year.. Basic skills students and students struggling with technology may particularly benefit from a research course (LibSc-1) to be taught in a traditional classroom. **Supporting Evidence (SLO, WSCH, etc.):** Basic research skills courses are instrumental in providing a comprehensive cross-disciplinary information literacy program at Yuba College. Positive correlations between student success and library research skills are well established in literature. According to the Fall 2012 YC faculty survey, only 25% of instructors have very high or high level of confidence that students can differentiate between popular and scholarly materials online. **Evaluation Plan:** Pilot offering LibSci 1 as on-campus course, provided FTEF is available.	**Plan of Action:** Schedule 1-2 credit research courses each semester. **Type:** Curriculum/SLO **Budgetary Impact:** FTES, 1-2 units per semester.	10/04/2012 - On target. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Maintain suffient hours of operation to meet student needs.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Maintain and increase availability of online library resources.	YC - Library & Learning Resources Program Recommendations - Library instructional program - Continue offering research skills courses on a regular basis. Online LibSc-1 course is currently taught 5 times a year.. Basic skills students and students struggling with technology may particularly benefit from a research course (LibSc-1) to be taught in a traditional classroom. **Supporting Evidence (SLO, WSCH, etc.):** Basic research skills courses are instrumental in providing a comprehensive cross-disciplinary information literacy program at Yuba College. Positive correlations between student success and library research skills are well established in literature. According to the Fall 2012 YC faculty survey, only 25% of instructors have very high or high level of confidence that students can differentiate between popular and scholarly materials online. **Evaluation Plan:** Pilot offering LibSci 1 as on-campus course, provided FTEF is available.	**Plan of Action:** Schedule 1-2 credit research courses each semester. **Type:** Curriculum/SLO **Budgetary Impact:** FTES, 1-2 units per semester.	10/04/2012 - On target. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

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YC Goal 7 - Improve library support for Clear Lake Campus students.	YC - Library & Learning Resources Program Recommendations - Library instructional program - Continue offering research skills courses on a regular basis. Online LibSc-1 course is currently taught 5 times a year.. Basic skills students and students struggling with technology may particularly benefit from a research course (LibSc-1) to be taught in a traditional classroom.	**Plan of Action:** Schedule 1-2 credit research courses each semester. **Type:** Curriculum/SLO **Budgetary Impact:** FTES, 1-2 units per semester.	10/04/2012 - On target. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

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	Supporting Evidence (SLO, WSCH, etc.): Basic research skills courses are instrumental in providing a comprehensive cross-disciplinary information literacy program at Yuba College. Positive correlations between student success and library research skills are well established in literature. According to the Fall 2012 YC faculty survey, only 25% of instructors have very high or high level of confidence that students can differentiate between popular and scholarly materials online. **Evaluation Plan:** Pilot offering LibSci 1 as on-campus course, provided FTEF is available.			
	YC - Library & Learning Resources Program Recommendations - CLC: Equipment Needs - CLC library needs a color printer for student use. CLC library needs Ithaca receipt printer for second Polaris workstation at circulation desk. CLC Library needs computer lab network printer replaced. Current printer is an HP LaserJet 4050. It is still working, but IT has estimated it may need to be replaced within a year or two. CLC Library: set up a fee-based, self-serve copier for students. **Supporting Evidence (SLO, WSCH, etc.):** CLC library needs a color printer for student use. CLC library needs Ithaca receipt printer for second Polaris workstation at circulation desk. CLC Library needs computer lab network printer replaced. Current printer is an HP LaserJet 4050. It is still working, but IT has estimated it may	**Plan of Action:** CLC library needs a color printer for student use. CLC library needs Ithaca receipt printer for second Polaris workstation at circulation desk. CLC Library needs computer lab network printer replaced. Current printer is an HP LaserJet 4050. It is still working, but IT has estimated it may need to be replaced within a year or two. CLC Library: set up a fee-based, self-serve copier for students. **Type:** Equipment/Technology **Budgetary Impact:** TBD **Location:** Clear Lake Campus **Equipment or Technology?:** Both	09/25/2012 - Update 12 computers for the Clear Lake campus LRC scheduled to reopen in Spring 2013. - done Purchase a scanner for student use. - Done Set up a color printer. - still needed Set up a copier for a "Copy Cafe" area with a fee-based, self-serve set-up. - still needed **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

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	need to be replaced within a year or two. CLC Library: set up a fee-based, self-serve copier for students. **Evaluation Plan:** tbd			

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Improve library support for online courses.	YC - Library & Learning Resources Program Recommendations - Library instructional program - Continue offering research skills courses on a regular basis. Online LibSc-1 course is currently taught 5 times a year.. Basic skills students and students struggling with technology may particularly benefit from a research course (LibSc-1) to be taught in a traditional classroom. **Supporting Evidence (SLO, WSCH, etc.):** Basic research skills courses are instrumental in providing a comprehensive cross-disciplinary information literacy program at Yuba College. Positive correlations between student success and library research skills are well established in literature. According to the Fall 2012 YC faculty survey, only 25% of instructors have very high or high level of confidence that students can differentiate between popular and scholarly materials online. **Evaluation Plan:** Pilot offering LibSci 1 as on-campus course, provided FTEF is available.	**Plan of Action:** Schedule 1-2 credit research courses each semester. **Type:** Curriculum/SLO **Budgetary Impact:** FTES, 1-2 units per semester.	10/04/2012 - On target. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	
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YC Goal 7 - Improve resources and services at SCL				