

STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

**[Learning Commons:
Library and Tutoring]**

FISCAL YEAR 2018

FY2018: Student & Academic Support Services: **Learning Commons**

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Marketing (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College's Program Review Committee and the Administrative Review Team will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. Recommendations are placed in writing and forwarded to the president.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <i>approved</i> program reviews should be completed. They will be forwarded by the Dean of IR to the President's Cabinet for consideration.
April	Areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The program review author will form a program review team comprised of an additional 2-6 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - Students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz (online)
 - Personalized surveys for your department
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee and ART alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee and ART may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
 - Reviews must be approved by the committee *by April* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee and ART by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an **appendix** and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the VP of Research, Planning, and Information Affairs, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

Provide a brief summary of the function of the program.

In general, Academic libraries promote teaching and scholarship, as well as lifelong learning, and also help support student retention and academic success. Actually, using multiple library services has been shown to lead to greater academic success and increased student retention, as demonstrated by a 2011 University of Minnesota Study (of first year students) entitled “Library Use and Undergraduate Outcomes: New Evidence for Students’ Retention and Academic Success. Specifically, Sauk’s Learning Commons Library promotes teaching and scholarship, as well as: lifelong learning through its resources, services, instruction and representation; and hopefully, has a positive impact on student retention and increased academic success.

Resources

Identify essential resources.

Acquire /purchase information resources.

Identify and remove resources that are worn, outdated or inaccurate.

Organize, catalogue, and make accessible acquired resources.

Store, maintain, repair, and inventory purchased resources.

Maintain database preferences, access portals, and permissions.

Collect usage statistics to guide subscription continuations.

Services

Answer reference questions.

Provide circulation services.

Provide interlibrary loan services.

Provide reserves services.

Meet all consortial obligations to maintain services.

Support campus programs and programming.

Instruction

Provide general library instruction through in-person and online delivery.

Provide general computer searching instruction.

Provide scheduled customized library instruction as part of classes.

Provide library tours through in-person and online delivery.

Provide instructional training for faculty and staff on library resources.

Representation

Represent library at the local and state levels.

Represent library at the national level through membership in the American Library Association and reporting to the Integrated Postsecondary Education Data System.

Learning Commons Tutoring (LCT): Provide services to meet the academic needs of students enrolled at SVCC. Provide walk-in tutoring for academic areas at SVCC. Provide tools for student success, i.e., computers, DVDs, handouts, review/study sessions.

PART 1: FINANCES – COST EFFECTIVENESS

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

The Learning Commons Library has stayed within or under budget for four of the past five years with a total savings of \$19,756 for the college. The allocated budget has been sufficient for the Learning Commons Library, although increases continue to occur in the cost of publications and dues for our databases and electronic resources.
The LCT has stayed within its allocated budget for the last five years. The allocated budget has been adequate for the LCT as it is currently operated.

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

The Learning Commons Library, as well as, Sauk Community College in general have been under strict budgetary guidelines for the past several years due to the former status of the State Budget. The Library was able to save 5% of its budget by cutting many databases and print journals that had been an integral part of the offered resources.
The LAC/LCT has consistently stayed within, or under, budget over the past five years.

3. *Describe* what your area did during the previous five years to improve the program's financial viability.

Learning Commons Library

- A. Negotiated agreement with Sage Publications to purchase CQ Researcher archive and annual updates. After initial investment, this results in a savings of over \$1500 annually and moves the fee from the less flexible Publications & Dues budget line to funding bond-based Books & Binding Costs budget line.
- B. Discontinued subscription to several high cost print nursing journals in favor of online access through OVID Nursing Community College Basic database, which also reduced the need for shelving space, eliminated wear and tear, and provided access retroactive 20 years.
- C. Replaced CREDO Literati and Gale Literature Resource Center subscriptions with less costly and more versatile EBSCO package consisting of Discovery, Literary Reference Center, and Curriculum Builder online course reserves API.

Learning Commons Tutoring

- D. When a DSO tutor who worked 25 hours/week left May of 2016, and an LAC tutor who worked 20 hours/week left in August 2016, the Coordinators of LCT and DSO collaborated to create one 20 hour/week position combining both of these positions.
- E. Beginning FY17, LCT Coordinator began emailing beginning of semester/session memo to faculty and stopped printing and distributing memos. Scanned and saved documents rather than photocopying and filing.
- F. Eliminated personal printer in LCT office. (FY17)
- G. Recruited Sauk Scholar volunteers to work during the 2 weeks leading to midterm and finals which are traditionally more busy times during the semester.

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H. Continued to recruit faculty to work one or more office hours per week in LCT.
I. Opened without non-student tutors from 8am to 9am, thus arranging schedule to make best use of professional/technical staff.
J. Beginning fall term 2017, the Learning Commons as a whole changed Monday through Thursday closing time from 8pm to 7pm, thus making more efficient use of personnel and cutting student tutor hours.

4. Describe what your area will do over the next five years to improve the financial viability of the program.

Learning Commons Library
A. Retirement of Director and subsequent reclassification of Assistant from part-time to full-time status will result in substantial reduction in personnel costs for the College.
B. In FY 2018 several print and online subscriptions will be discontinued, resulting in a savings of roughly \$10,000.
C. Staff will continue to monitor cost and usage data for print and online subscription content in order to maximize funding.
D. Continue to cross train with Tutoring.

Learning Commons Tutoring
E. Recruit Sauk Scholars to work during anticipated busy times.
F. Look at student usage and schedule staff accordingly.

→Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.

PART 2: QUALITY

STAFFING

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

Learning Commons Library is currently staffed by one full-time professional/technical (MLS degreed Librarian) who is the Learning Commons Library Coordinator, two full-time support staff, and 5 work study positions. Before July, the Learning Commons was also staffed by a full-time (MLS degreed Librarian) Director, who oversaw the Library, Tutoring, and Testing. The Learning

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Commons Library Coordinator has assumed all Library responsibilities previously held by the Director, but service has been compromised due to logistics. A staff member must always be available at the circulation desk to help students, faculty, staff, patrons and this has caused a conflict when multiple employees were sick or Library Coordinator was giving class presentations, or attending Chamber of Commerce meetings. One specific example occurred during Fall 17 FYE. In the past, there were two Librarians who could present simultaneously to multiple FYE sections. Staffing levels this year, however, required the Learning Commons Coordinator to request FYE instructors to rearrange their class schedules or change class time altogether to accommodate having only one Library presenter. Staffing levels should be increased in order to provide better Faculty and student service and to insure safe supervision of Learning Commons Library space.

Learning Commons Tutoring is currently staffed by one full-time professional/technical, the LCT Coordinator. The number of part-time professional/technical staff members decreased from 4 in 2013 to 3 in 2017. Part-time support staff remained steady at 1. The number of work study positions varied as qualified students were hired as they were available during each fiscal year. Although not noted in Table 2, LCT has operated with anywhere from 4 to 8 student tutors recommended by faculty who are not work study eligible and whose wages are paid out of Perkins Grant and college education funds. Considering decreasing enrollment, staffing at current levels is adequate. Although the college currently offers online tutoring through NetTutor to support our online students and programs, LCT staff has launched “Ask a Tutor” on our webpage. This service is currently being offered to a limited pool of students, as staff sharpen skills in online communication venues, including GoogleMeet and GoBoard.

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)
19	Professional/ Technical Librarian	Library Coordinator is currently responsible for duties specified for the Technical Librarian position, the Reference and Instruction Librarian, and most of the Director’s duties as well. Current duties include system administrator for Voyager with the responsibility of configuring settings for every aspect of Voyager clients including Circulation; navigating Microsoft Access reports to gather statistics for Illinet Survey, IPEDS and to compare usage of materials; fiduciary responsibilities; selecting and purchasing of materials; original	Salary = \$33,000 to \$35,000 Benefits add an additional \$7400 to \$19000.

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		cataloging; management of employees; creating and teaching specialized research sessions; marketing; creating and teaching all FYE sessions pertaining to library; database management; catalog management; basic understanding of copyright issues; weeding materials; workshop presentations; library research guide development; work study scheduling; circulation desk coverage; and Testing Center coverage.	
19	Revised Compensation : Learning Commons Library Coordinator	A pay raise is requested to reflect the 6/20/2017 revision of the Learning Commons Library Coordinator’s job description to require a Master’s degree and incorporate duties from the retiring Learning Commons Director. At the time no commensurate increase in compensation was given for this required increase in qualifications, responsibilities, and workload.	\$12,000

→If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.

PROFESSIONAL DEVELOPMENT

7. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don’t include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place “none” in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Linda Dhaese	Ebsco eBook demonstration, Usage Statistics Forum, Copyright & Fair Use 101, eRead Illinois by Baker and Taylor, Changing Landscapes in Technical Services Forum, Cataloging with RDA, Fire Extinguisher Training	FY13/14
	Blended Librarian with Steven Bell, Instructional Skills for Health Sciences Librarians,	FY 14/15

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	<p>Great Lakes Science Bootcamp #1 for Librarians (Wayne State University), Design my Library Space, Assessing Student Learning with Instructional Technologies, Faculty Academy Leadership Series including Crucial Conversations, Managing Budgets, ISU Summit on Changing Academic Libraries, Spoon River College Learning Commons visit, Editing Master Records, TV Whitespace Pilot, ADA Awareness, Voyager Upgrade webinars 1, 2, 6, Library Technology Essentials, Data Visualization Skills and Tools for Libraries, EBSCOhost Statistics for CARLI, Identifying and Managing Dangerous Student Behaviors, Attitudes, & Emotions, Innovative Educators, and Applying Copyright in Online Learning Environments.</p> <p>Great Lakes Sciences Bootcamp #2 for Librarians (University of Notre Dame), Information Literacy Summit, Exploring Data Visualization Approaches to Enhance Student Engagement, The Importance of Mapping to the ACRL Standards for Distance Learning Library Services, ACRL presents “Teaching Information Literacy Threshold Concepts, CARLI’s Annual Instruction Showcase of Presentations, Grant Writing for Libraries, Canvas Training, CARLI’s Intermediate Access Reports Training, Academic Library Value and Impact: Instruction and Assessment webinar, Programming Ideas in Makerspace, Microsoft OneNote, NetTutor Pro</p> <p>Sauk Valley Leadership Program, Banner Training, The Unintentional Rebranding of a Longstanding Information Literacy Problem as Fake News</p>	<p>FY 15/16</p> <p>FY 16/17</p> <p>FY 17/18</p>
<p>Jennifer Patterson</p>	<p>RDA for Everyone Changes from AACR2 to RDA parts 1 + 2</p> <p>No data</p>	<p>FY 13/14</p> <p>FY 14/15</p>

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	<p>eReader Detective: Solving the Case for Your Library Patrons Building a Positive Social Media Presence</p> <p>3 Library Trends to Follow in 2017 Acquisitions through CARLI In Defense of Facts Librarians vs. Fake News Startup Village gets makeover, becomes World's first digital incubator for students Welcoming LGBTQIA Community to Your Library webinar ALA Opposes New Administration Policies That Contradict Core Values NMC Horizon Report: 2017 Academic Libraries The Biggest Crisis in Higher Ed Isn't Student Debt, It's Students Who Don't Graduate What You Should be Learning in College Job-Stealing Robots? Millennials See Hope, Fear in Automation Alternative facts: Why Libraries and Librarians Still Matter Trump's Actions on Immigration Bring Uncertainty to English-Language Learners</p> <p>Mental Health video series Pre-search to Research Webinar The Biggest Crisis in Higher Ed Isn't Student Debt, It's Students Who Don't Graduate The Unintentional Rebranding of a Longstanding Information Literacy Problem as Fake News The EBSCO Discovery Service (EDS) Approach to Delivering Relevant Results</p>	<p>FY 15/16</p> <p>FY 16/17</p> <p>FY17/18</p>
<p>Cyndi Brockman</p>	<p>Collection Development, Basic PC Trouble Shooting, Bridging the Digital Divide with Mobile Services,</p>	<p>FY 17/18</p>

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	Because Advocacy Never Stops: New Tools for Taking Action	
Jane Verbout	<p>College-wide Tutor Training covering duties and expectations of tutors, student needs/disability support assistive technology, mock tutoring demonstrations including learning styles, writing tutoring, team building, demonstrations of MyMathLab and MyWritingLab, student panel, campus resources, soft skills/boundaries, Allies for Inclusion Exhibit</p> <p>SVCC Staff Retreat “Beyond the Call of Duty; Communication, Simplifying, Resilience, Public Speaking and Wellness</p> <p>Blackboard Collaborate Training</p> <p>Math Literacy for College Students: A non-STEM Pathway to College Readiness Webinar</p> <p>“Assessing the Effectiveness of Program for At-Risk Students: Strategies That Work” webinar</p> <p>“Dealing With Change” presentation</p> <p>Visit to Heartland Community College Math Lab</p> <p>“Capturing the Spirit: Virtual Writing Center” webinar</p> <p>Visit to Augustana College Reading & Writing Center</p> <p>“Identifying & Managing Dangerous Student Behaviors, Attitudes & Emotions” webinar</p> <p>Fall Leadership Series at SVCC</p> <p>“Our Perception Vs. Their Reality: Building a Model of Student Success Based on Students Voices” webinar</p> <p>“Design Your Library Space” at Rockford Public Library</p> <p>Attended two sessions of PASS College & Career Readiness</p> <p>Visit to Spoon River Community College to learn about Learning Commons</p> <p>Attended Office Boot Camp through FACIT</p> <p>Attended Productivity Learning Events: Take Control of Your Email and Time Management for the Rest of Us</p> <p>Mindfulness & Performance webinar</p>	<p>FY13-17</p> <p>FY13-17</p> <p>FY14</p> <p>FY15</p> <p>FY16-17</p> <p>FY16</p>

8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

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Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
Cyndi Brockman	Voyager Circulation Training in Champaign, Resource Sharing Open House Kishwaukee and NIU, On the Front Lines: Statewide Library Practitioners Conference Programming Ideas from RAILS Read <i>Library Technology and Digital Resources: An Introduction for Support Staff</i> by Marie Keen Shaw, Read <i>Collection Development and Management for the 21st century Library Collections</i> by Vicki L. Gregory	FY 14 FY 16 FY 17
Judith Cogdall	College-wide Tutor Training	FY14-17
Mark Jordan	<i>U of I Extension Master Gardener Training</i> Blackboard Collaborate Training ACC 101 Financial Accounting Class <i>U of I Extension Master Naturalist Training</i> College-Wide Tutor Training Al Gore's "The Climate Reality Leadership Corps" Training Program	FY14 FY15 FY13-15, 17 FY17
Nicole Schafer	College-Wide Tutor Training MAT 121 College Algebra Class	FY16-17 FY16
Bridget Burren	College-Wide Tutor Training Blackboard Collaborate Training	FY13-17 FY14
Michael Santos	MAT 121 College Algebra Class	FY17
Jeanne Fuger	The Importance of a Teacher; College-Wide Tutor Training	FY13
Martha Burch	College-Wide Tutor Training	FY15
Tom Hamilton	College-Wide Tutor Training	FY13

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word "required" in the description)	Fiscal Year Necessary
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Linda Jones Dhaese	none	
Jennifer Patterson	none	
Cyndi Brockman	none	
Jane Verbout	none	

→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
Linda Jones Dhaese	Sauk Valley Community Leadership Program, CARLI webinars	18, 18 - 22
Cyndi Brockman	Complete Library Technical Assistant program at ICC, CARLI webinars	19, 18 - 22
Jennifer Patterson	CARLI webinars	18 - 22
Jane Verbout/ Linda Jones Dhaese	Visit in-state community colleges with learning commons incorporating library and tutor facilities to research space utilization, equipment, and obtain advice from professionals in anticipation of remodeling.	18-19

→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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EQUIPMENT & SUPPLIES

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)
19	Security gate	A security gate would prevent theft of Learning Commons items through the door closest to Tutoring. 3m 3502 detection system, dual aisle, direct mount	1 setup	\$11,513 \$949.99	\$12462.99	yearly service agreement \$1650
20	Barcodes (31516-)	The Learning Commons Library has not purchased barcodes for a very long time, but these are vital for identifying and tracking Learning Commons Library items. This series of barcodes identifies books.	15000	\$63.19 per 1000	\$947.85	
20	Barcodes (41516-)	This series of barcodes identifies media.	15000	\$65.07 per 1000	\$976.05	
19	Periodicals Shelving	Estey steel periodical shelving units 42H with 6 sloping shelves	2	\$584.99	\$1169.98	
19	Makerspace items to ease student stress: Including bookmarks,	Students identified the need for a place to relax and de-stress within the latest Learning Commons Student Survey. According to a recent study by APA, college students report high levels of stress and many rural community college students lack			\$1250	

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	coloring books, chess board with pieces, backgammon board with pieces, legos, button maker, circuit scribe, cubelets six kit, cubetto, makey-makey, ozobot, sphero ball, 3d doodler, raspberry pi	access to mental health services. Makerspace items have been shown to reduce stress levels, as well as enhance student confidence levels. bookmarks to color (\$21) collage cards to color (\$30) coloring books (\$30) chess board and pieces (\$30) backgammon board and pieces (\$29) legos (\$80) button maker: morphon 1inch 25mm press with 1000 piece button parts (\$135) circuit scribe (\$60) cubelets six kit (\$160) cubetto (\$225) makey-makey (\$50) ozobot (120) sphero ball (\$135) 3 d doodler (\$100) raspberry pi (\$45)				
20	sensitizer/desensitizer	counter top desensitizer work station	1	3736	3736	324
20	dot matrix printers	dot matrix printer to replace current zebra printer which is roughly 10 years old and to replace 3 citizen printers that are about 6 years old.	4	339.99	1359.96	
19	Altay Human Half Head Model	Purchase will complete recommendations from FY14 Program Review to supply science study area in LCT. This would primarily benefit anatomy and physiology students.	1	247.50	247.50	
19	Headset with microphone	Allow LCT staff member to communicate with students during online tutoring,	1	40	40	

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→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

12. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

The Director of Facilities suggested that the Disability Support Services Coordinator determine accessibility. With a few exceptions, the Learning Commons was found to be accessible. If the department undergoes renovation, furniture, doorways, door handles and walkways will need to be upgraded. Also noted was that all permanent signs must be tactile. Two upgrades were accomplished immediately: an accessible table was designated as the log-in station for LC Tutoring and one quiet study room was modified by the addition of a smaller table to allow proper clearance for students.

13. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
19/20	Facility renovation due to asbestos abatement	Asbestos abatement and renovation will occur within Learning Commons Library and Tutoring; Learning Commons Library and Tutoring may be housed within 1H rooms during renovation.	not known?
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

SERVICES

Student Satisfaction Inventory (SSI) to help answer some of the following questions.

14. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

Yes: Noel-Levitz Student Satisfaction Inventory administered in 2010, 2013, and 2017 (Highest possible score is 7)

#14. Library resources and services are adequate:

6.58 importance/6.37 satisfaction (2017)

6.35 importance/6.26 satisfaction (2013)

#26. Library staff are helpful and approachable:

6.41 importance/6.25 satisfaction (2017)

6.24 importance/6.15 satisfaction (2013)

#50. Tutoring services are readily available:

6.58 importance/6.38 satisfaction (2017)

6.36 importance/6.14 satisfaction (2013)

Students at SVCC are more satisfied with library services and staff helpfulness than students at other community colleges on average. Students at SVCC are more satisfied with tutoring services than students at other community colleges on average.

Also, student perception of the importance of Learning Commons services including tutoring, library resources, library services, and staff helpfulness has risen in the last four years.

#75. Campus item: I found the FYE course to be informative and valuable. (The Learning Commons Library had a very small part in the FYE course (two part lesson). Library Coordinator enhanced the FYE library component for 2017 and presented to approximately 313 students.)

5.36 importance/4.92 satisfaction (2017)

5.05 importance/4.48 satisfaction (2013)

#80. Campus item: I have sought academic assistance through the Learning Commons (LC) and found it helpful:

6.45 importance/6.23 satisfaction (2017)

In addition, a separate survey was administered to students to identify FYE pre and post test results for information literacy:

pre 85.1% (2017)

post 89.7% (2017)

pre 87.7% (2016)

post 82.8% (2016)

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During fall semester 2015, 83 students participated in a Learning Assistance Center (LAC) survey distributed via email. In response to student replies, an economics tutor was hired and a volunteer qualified to tutor programming classes was made available to CIS students.

During spring semester 2016, the LAC survey was redistributed by LAC staff via iPads during SaukFest with the desired result that more students would participate. Eighty-six students participated, and the initiative to offer online tutoring (supplied by an outside entity and/or by on-campus tutors) was pursued in earnest.

As the Learning Commons concept was being explored, an additional two surveys were distributed to students and faculty in April and May of 2016 to inform the development of Learning Commons services and facilities. Two rooms were repurposed to provide more quiet study space; a room left vacant by FaCIT's move is now a classroom for workshops and group study, and a second room is earmarked as a writing center; and the Learning Commons features numerous collaborative study areas.

15. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

Learning Commons Library will survey students two times during the next five years, and will survey faculty and staff one time in the next five years.
LCT will survey students two times during the next five years using the LCT Student Survey instrument approved by the IRB and making changes as necessary.
These two surveys should be combined to improve efficiency.

- If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.
If a survey instrument has not been approved by SVCC's IRB, contact the Dean of IR for approval.

16. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; *OR* indicate "None."

Proposed Change	Proposed Fiscal Year Implemented
Learning Commons Tutoring will continue to work on homegrown online tutoring using in-house tutors through our "Ask a Tutor" interface on our webpage.	FY18
Learning Commons Library will cross train with staff in Learning Commons Tutoring	FY18
Learning Commons Library will continue to review statistics for data usage of databases and print journals.	Fy 18-22

- If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

MARKETING

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17. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	Collaboration with the Marketing Coordinator has resulted in creation and installment of a banner in the Dillon Mall, creation of a Learning Commons logo featured on all marketing materials, and periodic posts on social media promoting Learning Commons programs and services.
2.	Library and Tutoring staff collaborated with Marketing to create buck slips featuring combined services, which are included in all Orientation folders.
3.	The building tour included in the Orientation agenda includes a stop in the Learning Commons, where groups are given an overview of services in the Learning Commons. From 2014 until Fall 2017, 2395 students were given that quick overview of Learning Commons services.
4.	The Regional Sales Manager for Link-Systems visited in January of 2017 to provide introductory sessions to students and staff on the new NetTutor online tutoring service.
5.	LCT Coordinator emails all instructional faculty at the beginning of every semester or session informing (or reminding) faculty of provided services available to their students and offers to visit classrooms or provide tours to classes in the LCT to explain available services.
6.	LCT Coordinator provides bookmarks with highlights of services to students during tours and visits and posts flyers and schedules on college bulletin boards.
7.	LCT Coordinator visits developmental math classrooms to offer the possibility of review sessions before scheduled exams.

18. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
1. "I made it to the third floor!" A fun way to get traffic to the LC by simply asking people to make it to the 3 rd floor between a certain time in exchange for a tasty treat. Pictures or video could be taken and shared on social media and maybe the LC web site. Maybe Sammy, our mascot, can participate.	Increased traffic to the Learning Commons. Interaction between students and Learning Commons staff will help promote the use of the LC resources and reduce student apprehension.	FY 18, FY19, FY20, FY21, FY22 Depending on success
2. Have a "Research Tuesday" question day to encourage people to come to the LC with questions in exchange for	Increase traffic to Learning Commons and reduce the anxiety of students needing assistance.	1 time FY 18, 2 times FY 19, FY20, FY 21, Fy22

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possibly a treat. This type of question could change each time and might center first on Library and next on Tutoring, perhaps a couple of times a semester, strategically timed.		Depending on success
3. Host a special event once every semester, such as refreshments during finals week.	Ensure the Learning Commons remains visible and relevant to student population.	FY 18 - FY 22

Additional Information

19. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

LRC Tour videos were scheduled to be updated every two years with the first update occurring in 2016, but this was not completed because we were focused on creating the Learning Commons at the time.
 Although the idea of expanding fees to curricular areas beyond those collected for math tutoring in the LCT was explored, it was determined that no action should be taken.
 Due to budgetary constraints, the Altay Human HalfHead Model was not purchased. This item will be included in FY19 operational plan.

20. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
Our library consortium (CARLI) may switch from Voyager to a different integrated library system, and we would need to follow whatever decision is made to remain a governing member.	FY 20?

21. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
Library staff will attend any necessary training sponsored by its consortium, CARLI; usually, this type of training would be online.	FY20?

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→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.

22. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

None.

→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

23. Use the space below to tell the PR committee about any program accomplishments that were not already addressed within this program review or indicate “none.”

Learning Resource and Tutoring Centers merged to form “The Learning Commons”. This merger was accomplished relatively quickly; feedback from stakeholders had to be identified, visits to already established Learning Commons had to occur, many books had to be weeded, many books had to be moved, and both offices had to make accommodations. It took all of our focus and all of our manpower, but the end result has been very positive.

Learning Commons Library created an Information Literacy Course that is now embedded within Canvas.

The Learning Commons Library presented to 4044 students and experienced an average 91,699 website page views during FY14-FY18.

There are all kinds of background activities that go on to help our students, including purchasing materials, cataloging, charging/discharging/renewing items (16,515 for FY 16/17), inter-library loans, fiduciary responsibilities, creating presentations, creating guides and handouts, comparing statistics for databases, and one to one personalized assistance.

Due to the move to the Learning Commons model, the LCT ceased proctoring math exams because of a lack of space. The Testing Center very ably picked up this extra responsibility, thus merging all college testing in one well-equipped area.

Due to the college’s strategic initiative concerning online learning, the college began to contract with NetTutor in FY17 to augment tutoring services to all students and to ensure that online students have access to tutoring. Budget for this was carved out of Learning Commons Tutoring without increasing department budget.

With the implementation of the Math Lab in Spring 2014, the LCT and Math Lab Coordinator established a mutually advantageous working relationship and continue to cooperate fully for the good of Sauk’s developmental math students.

As suggested in the FY14 Program Review, a science study room was incorporated within the tutoring center, and a number of anatomical and cell models were purchased. Since our move to the Learning Commons, lack of space for the equipment forces students to remove items from the study

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room to the larger commons area. This creates a concern for loss or damage of equipment. This concern should be rectified with the anticipated remodel.

Administrative Review Team Questions

Question 1. What does appropriate staffing look like in LC with the college's declining enrollments? Describe the number and types of positions. Justify. (Similar in scope to the staffing question above, feel free to copy and paste as necessary).

Response to question 1 (please refer to any data sets or evidence to support your case):

Service within the Learning Commons Library has been compromised due to staffing concerns already addressed in Question # 5. The retirement of the Director (MLS degreed Librarian) has left the Learning Commons Library staffed with only one MLS degreed Librarian and two full time staff, although we do have work studies. Unfortunately, we have had to reduce hours of operation. We have experienced issues when more than one person has been absent on any given day. The circulation desk must remain staffed at all times for service to students, faculty, and staff; and if staff are absent for any reason, the Library Coordinator has been forced to forgo any presentations or training that were scheduled during that time. Additionally, we have been unable to fulfill all instructor presentation requests throughout the semester when the Library Coordinator is already booked.

Learning Commons Tutoring is currently staffed by one full-time professional/technical, the LCT Coordinator. The number of part-time professional/technical staff members decreased from 4 in 2013 to 3 in 2017. Part-time support staff remained steady at 1. The number of work study positions varied as qualified students were hired as they were available during each fiscal year. Although not noted in Table 2, LCT has operated with anywhere from 4 to 8 student tutors recommended by faculty who are not work study eligible and whose wages are paid out of Perkins Grant and college education funds. Considering decreasing enrollment, staffing at current levels is adequate. Although the college currently offers online tutoring through NetTutor to support our online students and programs, LCT staff has launched "Ask a Tutor" on our webpage. This service is currently being offered to a limited pool of students, as staff sharpen skills in online communication venues, including GoogleMeet and GoBoard.

Learning Commons personnel will continue to work together to ensure adequate staffing.

Question 2. Are the library resources meeting students and instructor needs?

According to the Noel Levitz survey of student responses, students are more satisfied with Sauk's library resources than students from other colleges regionally or even nationally.

#14. Library resources and services are adequate:

6.58 importance/6.37 satisfaction (2017)

6.35 importance/6.26 satisfaction (2013)

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Also, according to the Learning Commons Survey from 2016, Sauk students use the library to do homework, find information for research, use computers, print, check out books and other media, and study privately. The highest ratings were given to the ability to connect to the online catalog, the ability to understand displayed information in the online catalog, relevance of research databases, ease of connection to research databases, and the availability of needed books. The lowest ratings were given to accessing needed eBooks, accessing needed journals, and accessing needed audiovisual materials.

A follow up workshop for eBooks was offered for students to foster usage of eBooks but attendance was low.

Students suggested that a place to relax within the library would be very helpful, hence the addition of maker-space items.

Most faculty recommend that students use the library. Also, about a third of faculty give students assignments that require use of library resources.

Faculty suggested offering workshops, with those relating to study skills and plagiarism receiving the most votes.

Faculty suggested the library should provide a charging station and a collaboration station with places to practice presentations.

Question 3. What new technologies/student resources are needed in the future to support the Tutoring Center?

Response to question 3 (please refer to any data sets or evidence to support your case):

Because the usage of NetTutor online tutoring has dramatically increased during fall 2017, more resources will need to be committed, and the possibility of limiting or charging for this service may need to be considered.

For the past two fiscal years, the creation of a writing center has been explored by English faculty and Learning Commons staff. A dedicated space with access to computers should be incorporated into any remodeling plans.

Question 4. Why is *Red Canyon* software still being used over other similar systems like *Who's Next*?

Response to question 4 (please refer to any data sets or evidence to support your case):

After looking into Who's Next software, consulting with the representative, requesting reports, and attending training, it was determined that the focus of Who's Next was not on the stats and reporting that we routinely use. Essentially we requested that the software do what we wanted, not what it was created to do. After discussion with the Director of Information Services (October 2017) concerning our reporting needs, and any potential problems with Red Canyon LogIn software for IS Staff, we determined to continue with Red Canyon LogIn. This does not preclude investigating other options for reporting software.

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Question 5. Using usage data or survey data, what are the most efficient/effective times for the Library and the Tutoring Center to be open with the current level of staffing?

As discussed in question 5 above, the current staffing levels of Learning Commons Library are not adequate to fully meet the needs of faculty and students. An additional librarian should be hired to insure continuity in staffing, high quality service, safety and supervision of the Learning Commons Library Space.

Learning Commons Tutoring should continue to operate at current operating hours (which have been reduced by four hours as of fall semester 2017) with the scheduling of staff concentrated on those hours established as times of greater usage and these trends should continue to be monitored.

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Program Review. Items from the program review will be entered here. **After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2018 Operational Plan.**

* Origination Code: For the program review OP matrix, the origination code refers to the question number (e.g., Q 4) found on the program review. After transferring to the operational plan, use the origination code PR.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
PR		Learning Commons Library Coordinator	Staff will continue to monitor cost and usage data for print and online subscription content in order to maximize funding.	To maximize the use of college funds.	FY 18 -23		
PR		Learning Commons Staff/ Hiring Committee	Professional/ Technical Librarian	To ensure continuity of staffing, ensure safe supervision of the Learning Commons Library space, and provide excellent, specialized service to faculty and students.	FY 19		
PR		Dean of Education and Transfer	A pay raise is requested to reflect the 6/20/2017 revision of the Learning	To fairly compensate the Learning	FY 18		

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		Programs, Vice President of Academics and Student Services	Commons Library Coordinator's job description to require a Master's degree and incorporate duties from the retiring Learning Commons Director. At the time no commensurate increase in compensation was given for this required increase in qualifications, responsibilities, and workload.	Commons Coordinator for required increase in qualifications, responsibilities, and workload.			
PR		Learning Commons Library Coordinator	Sauk Valley Community Leadership Program, CARLI webinars	To stay current in emerging best practices	FY 18 FY 18 - 23		
PR		Learning Commons Library and Tutoring Coordinator	Research space utilization, equipment, and obtain advice from professionals in anticipation of remodeling.	Visit in-state community colleges with learning commons	FY 18 and 19		
PR		Library Assistant 1	Complete Library Technical Assistant program at ICC, CARLI webinars	To stay current with emerging best practices	FY 18 - 23		

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Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
Linda Dhaese Co-chair		
Jane Verbout Co-chair		
Odile Blazquez		
Curt Rendall		
Carrie Conderman		

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	

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Program Review Committee & Administrative Review Teams Recommendations			
This Program Review is considered complete.			
<p>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</p> <ul style="list-style-type: none"> • The Learning Commons should remain a renovation priority as it is a student space and is used to strongly support the College’s mission, strategic vision and plan. Students, tutors and LC staff should be heavily involved in the design of a new Learning Commons’ space that provides adequate noise reduction by designing suitable collaborative and private study areas with adequate noise reduction between them. The redesign should consider moving the large student computer lab up into the LC to consolidate student learning spaces. Additional outlets will provide a much needed source of power for increased laptop usage. The Committee did not support the creation of a “maker’s space” within the LC. • The Committee recognizes that staffing can, at times, be inadequate in the Learning Commons Library area especially when library staff are used to conduct tours for FYE, English and other classes. Considering lower enrollment and the uncertainty of future budgets, the Committee recommends working with and training other staff to provide temporary coverage. For example, it may be possible for FaCIT, LC Tutoring staff or other staff to conduct some of the tours when it’s not possible for a librarian to do so. It was also suggested that a video “tour” be created with FaCIT’s help that could be used as a rare substitute to the real thing. • The Committee supports extending LC hours the week before and during finals week for the fall, spring, and summer semesters. LC events to encourage students to stay and “cram” after hours for finals would be another service that could be provided by the LC staff and additional College volunteers. • Investigate discontinuing Red Canyon and using Who’s Next software for check in. Work with Janet Matheney and Information Services to move this along. • Finding alternative tutoring methods and/or limit student usage (like we do for printing) of NetTutor for our students is strongly recommended in order to reduce the cost of NetTutor. 			
<table border="1"> <tr> <td style="width: 50%;">Signature of the Program Review Committee Chair</td> <td style="width: 50%;"></td> </tr> </table>		Signature of the Program Review Committee Chair	
Signature of the Program Review Committee Chair			

President’s Recommendation	
The Program Review has been reviewed.	

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The following are the recommendations from the President:	
President's Signature/Date	