

Helena College Non-Academic Program Review

Year: 2023-24

Review: Library Learning Hub 2023-24

Author: Dubbe, Della

Status: Published

Section 1: Mission, Goals, Objectives

Narrative:

There have been major changes in the Library/Library Learning Hub (Hub) in the years since the last program review for FY2014-FY2018. These changes took place in both the interim years, FY2019-FY2020, and the years of this review, FY2021-FY2023.

During the period of the last review, FY2014-FY2018:

- The Library was fully staffed with a fulltime library director, fulltime professional librarian, and a 35 hour per week library technician.
- The Library was standalone with all materials and services housed in DON 140.
- The Library staff provided reference and other library services from the service desk in DON 140.
- The Library was open from 8-6 M-Th and 8-5 F.

During the interim years between reviews, FY2019 and FY2020:

- In FY 2019, the Library Director became the Director of the Library Learning Hub which included tutoring and academic coaching in addition to library services.
- In FY2019, the three library staff members partnered with disabilities resources, tutoring, and academic coaching to provide service at the service desk next door in DON 139 (the library was still housed in DON 140). This was enabled by advisors moving to DON 119 and Disabilities Resources and TRiO moving to DON 139. Tutoring and Academic Coaching remained in DON 139.
- In FY2020 TRiO moved back to DON 119 and in spring the service desk in DON 139 was closed due to COVID-19. Services were limited and offered from the reference/service desk in DON 140. Foot traffic was directed to enter the main/west door into DON 140 and exit through the east door in DON 140.
- At the end of FY 2020, the fulltime professional librarian was offered and accepted another position on campus.

During the period of this review, FY2021-FY2023:

- In FY2021 physical changes were made in DON 139 and 140 to implement the library learning commons concept of having tutoring, library services and academic coaching in the same area under the same supervision. Prior to implementing this concept, the Director did extensive research that indicated having all services for academic learning outside the classroom in one area would improve collaboration and effectiveness while creating synergy amongst services. The name "Library Learning Hub" was chosen by a task force created to discuss the concept.
 - oThe service desk was removed from DON 139.
 - oThe scholarly book stacks were moved to DON 139.
 - oTwo group study rooms were outfitted in DON 139.
 - oQuiet study carrels and tables were added in DON 139.
 - oDON 140 now houses the only service desk, three tutoring stations, the office of the Academic Coach, the office of the Hub Director, and active learning space for group meetings with a Smartboard. There are a variety of single and group seating options.
- There were changes in services and staffing as well.
 - oThe service desk now supplied assistance to students for tutoring, academic coaching, and tech help as well as the reference and library services offered prior.
 - oDue to loss of the librarian, open hours needed to be changed to 8-5 M-F.
 - oThe Library Technician resigned in fall 2022 and a temporary part-time tech was hired.
 - oA fulltime Librarian was hired in spring of 2023.
 - oThe Director now supervises the Librarian, Student Work Study, and Academic Coach/Tutor Coordinator who subsequently supervises 7-9 part-time tutors.
 - oWe now provide all student and faculty academic support outside the classroom from one service desk without the services of a 35 hour per week Library Technician.

Mission:

The mission of the Helena College Library Learning Hub is to enable student success in the programs and degrees offered at the college.

Professional librarians and library staff, along with the Academic Coach and Tutor Coordinator, will achieve this mission by collaborating with faculty and the library community in the selection, purchase, and creation of information resources and services; and by providing tutoring and information literacy instruction targeted to the curriculum. In addition, the Library Learning Hub offers an active community learning space as well as quiet space for study and inquiry, fostering the concepts of lifelong learning, intellectual freedom, and cultural enrichment.

Helena College Mission

Helena College supports our diverse community by providing the paths and tools necessary to assist learners in achieving their educational and career goals.

Helena College Vision

Helena College aspires to empower our students through impactful, affordable, lifelong education that is responsive to the needs of our community in ways that are enriching, collaborative, and equitable.

The Helena College Mission and Vision and the Library Learning Hub Mission both focus on our community of students/users having the tools to assist in learning achievement. Professionals in the Hub will select, purchase or create resources and services (or tools) and offer tutoring and instruction using those tools which is targeted to the paths and curriculum offered. Both missions also focus on lifelong learning (or education).

The Library Learning Hub mission predates the College mission by several years and will be revisited with our advisory council and staff in the coming year. We would like to include the concept of equity in our mission.

Recommendations:

From FY2018:

1. Key recommendation:

Improve student engagement with library resources and services for improved academic success, retention, and completion

*Even with Covid-19 and the loss of a fulltime staff member, we were able to maintain library services, the Library Research Tutorial and the Library Research Prize. We have also created a new consolidated space, a Hub, for academic support outside the classroom. Academic coaching has partnered with the registrar to place holds on, and therefore more robustly serve, at-risk students.

2. Student participation and success targets over the next five years:

Show an increase in usage and engagement statistics for existing and new services

*This was not possible due to the loss of employee hours and Covid-19. Front-facing services were prioritized and statistics were not kept up as we had hoped. Statistics were kept only for IPEDS for a couple of years. We are slowly getting back to normal after the new librarian hire 1/2023.

3. Strategies to achieve recommendations and targets:

Work with faculty to integrate resources and increase library classroom instruction

*This work was begun in the spring of 2023; libguides are being updated in coordination with faculty meetings and input. Classroom instruction is scheduled to increase in fall 2023.

Develop innovative library services upon recognition of need

*We now check out laptops and other technology, assist students with technology help at the service desk, and have added quiet study, a group study room, and active learning space.

Develop a learning commons to combine services across departments and programs

*DONE!! It is efficient, targeted to students, and beautiful.

Tie library engagement to retention and completion numbers

*Haven't had time to do this due to staffing shortage.

4. Human, fiscal and physical resources needed to implement recommendations:

Specifics regarding human, fiscal and physical resources will be developed for the "Shark Tank" RFP for a learning commons area (or upon request of senior administration)

*Shark tank didn't come to fruition due to a change in leadership.

Strategic Goals:

Our annual work plans in the Library Learning Hub are thoughtfully completed each year to reflect what we do in support of student learning and success in regard to library services, tutoring, and academic coaching. We make every effort to cover as many of the Helena College Guiding Principles as possible.

In FY2023, with the advent of our new Strategic Plan, our goals covered:

Effectiveness, 2. Demonstrate that students have learned requisite knowledge and skills relevant to their educational goals;

Impact, 3. Stimulate curiosity, critical thinking, and problem solving to promote student engagement and intentional self-discovery;

Stewardship, 2. Demonstrate fiscal responsibility in the procurement and allocation of resources in support of the mission and vision of the college;

Equity, 3. Demonstrate a shared commitment to promoting equity in all areas of campus operations.

A goal for diversity, equity and inclusion (DEI) has been included in all three years and in a sense has been ongoing even though each individual goal is completed each year. Attending professional development activities related to DEI and embracing DEI is needed for all we do to enable student success.

Tutoring goals have been included two of the three years: creating a tutor handbook, and maintaining statistics to evaluate embedded tutoring for improvement.

Collection maintenance of the digital and physical collections has been included in two of the years. Selection, purchase, and creation of information resources is included in our mission and is important not only to Helena College students but to collaboration with the MUS and our TRAILS consortium of academic libraries.

Technology training and assistance in the form of tech-ready workshops, tech instruction at orientation, and tech help in the technology platforms used at the college are essential for students to succeed in the courses offered at the College. The digital tools in our tool belts make us better equipped to provide needed services in the variety of formats available and make students able to effectively navigate the requirements of their coursework.

The last two goals of import were dedicated to space planning and implementation. Major changes to DON 139 & 140 were completed in FY2021 and FY2022 to improve services and student usage of our area.

Strengths:

Collaboration: libraries have always been at the forefront of collaboration and the sharing of resources internally and externally. This will be shown in Section 4, collaborations.

Service ethic: the Library Learning Hub embraces a service first ethic with faculty and students using tutors, academic coaching, and library services. Direct service to users, with a focus on quality and accessibility, is always prioritized.

Our TRAILS consortium of 16 academic libraries in the state enables stewardship of resources through the purchasing and/or sharing of databases, physical items, and librarian expertise.

Professional reading and development to stay current on Alma and Primo from Ex Libris, informational databases, resources, and platforms we use as well as staying current on new options that can enable better accessibility to information.

Successes:

Established an embedded tutoring program.

Implemented the Primo VE discovery tool for improved, easier and more robust information discovery.

Successfully combined tutoring, academic coaching and library services to create synergy for academic support outside of the classroom.

Created a physical Library Learning Hub with added services for students. This was a monumental undertaking for two staff members and a work study and was completed in the summer of 2021. All books were weeded in preparation for the move in FY2021. All scholarly books were moved to donated bookshelves in our adjoining space in DON 139, two group study rooms were outfitted and made available, quiet study in carrels and pods were made available, tutoring spaces in DON 140 were created as well as classroom instruction space with a smartboard. The collaboration with facilities and IT was appreciated and enjoyable as well.

Challenges:

The losses in library staffing created an almost insurmountable hurdle at various times during the years of this review when staffing the reference/service desk. Due to changes in duties and staff turnover, there were many challenges in supplying the training necessary in order to have knowledgeable staff for quality direct service for users at the service desk.

There is often a large turnover in part-time tutoring staff. Advertising and finding qualified tutors in all necessary subject areas can be difficult. The onboarding and offboarding paperwork makes this cumbersome as well.

The management of physical item circulation and maintenance of our space during Covid-19. Surfaces had to be disinfected daily, books and equipment quarantined for specific amounts of time. Checkout to covid positive users was maintained with curbside service.

All of the successes above were once challenges that we were able to implement successfully.

Section 2: Procedure for Operation

Procedures:

The Library Operations Manual, a 105 page document with eight appendices and thirteen forms. This Manual explains all of the policies and procedures we use to run the library. It includes a Collection Management Plan, Job descriptions, etc.

- The Tutor Handbook
- College Reading & Learning Association Tutor Training Guidelines for Levels 1 & 2
- The Work Study Supervisor Manual
- Terms and Conditions for Laptop Checkout
- Citation Style Guides
- Treasure State Academic Information & Library Services (TRAILS) MOU and Operating Procedures
- Campus-wide Standard Operating Procedures
- Alma Ex Libris Circulation and Cataloging Rules

Section 3: Staff Profile

Staff:

Name	Title	FTE	Years	Highest Education		
Della Dubbe	Director of Library Learning Hub	1.00	11.00	Masters		
Kimberly Caldwell	Academic Coach		0.75	8.00	Masters	
Patricia Pierson	Librarian	1.00	1.00	Masters		

Changes in Staffing Needs:

July 1, 2020, the fulltime Librarian was offered and accepted the position of Institutional Researcher. The Director was informed a few days in advance of the move. This created added duties for the Director and Technician without time for preparation. Subsequently, the Library Technician's hours were increased from 35 to 40 per week. Even with these added hours, the newly formed Library Learning Hub, which now included tutoring and Academic Coaching, had a loss of 33% in service desk staff and 50% in professional staff.

In September of 2022, the Library Technician resigned and was replaced with a half-time temporary technician with no library experience.

The professional librarian position was posted in November 2022 and we hired a new fulltime librarian in January of 2023. Maintaining services throughout this time meant the Director spent a great deal of time on direct to customer services at the reference desk.

The training needed for new employees to give quality service on the reference/service desk was extensive.

The tutor coordinator/academic coach's time was booked by students and she was only available to serve on the service desk a few hours a week.

Unfortunately, in the last three years it has been more difficult to find and hire work study students to fill the gaps at the desk and perform basic maintenance duties in the Hub.

When creating the Hub we added tutoring and academic coaching assistance and technology help to our service desk, and are offering more library instruction. A half-time technician is therefore needed for clerical tasks as well as desk coverage. The technician duties of journal check-in and management, technology help at the desk, laptop updating, shelving maintenance, supplies management, etc. take up the professional librarians' time that could be spent updating and improving instruction, e-resources management, analytics, information discovery, libguides, and other professional duties.

Staff Professional Development:

Della Dubbe

2020- What is the Digital Campus?, Social Justice Webinar, What's New in APA Style
2021- Discovery Habits of Users, The Future of Small Academic Libraries, What Does Online Look Like?, The Nonlinear Mindset, Transvisible Montana, Teaching Information Evaluation with Lateral Reading
2022- Academic Integrity, Smart Classroom, Gracious Spaces I & II, Creating a Culture of Inclusion
2023- Active Shooter Training, DISC Personality Assessment, AIMA-Indian Education for All

Kimberly Caldwell

2021--completed MA Educational Psychology, University of Alabama
2021--Uncommon Sense Teaching--Coursera course
2021--attended College Reading & Learning Association conference
2022--attended College Reading & Learning Association conference
2022--Heartsaver First Aid/CPR
2022--Creating a Culture of Inclusion, Leadership Montana
2022--Academic Resilience Conference/online attendance
2022--NCLCA prerecorded webinars (5), regarding tutoring and academic coaching
2021-2023--Engineerica-sponsored student support webinars

Patricia Pierson

Alma Administration Certificate 7.33 hours, First Aid/CPR/AED 4 hours; Cybersecurity (password/email/browser safety/security, malware, cybersecurity overview) 1.20 hrs

Section 4: Organization context and Impact

Collaborations & Dependencies:

Internal:

General education division/faculty - we rely on faculty expertise in updating libguides, weeding materials, and sharing assignments. Tutors and the librarians work directly with faculty in supplying supplemental help for teaching and learning outside the classroom. The director is a member of faculty senate and serves as a voting member of the curriculum committee, ASCRC. The Executive Director of Gen Ed and Transfer is the Director of the Library Learning Hub's direct supervisor.

Facilities maintenance - for needed changes to, and upkeep of, our physical environment.

IT - for computer updates on our six public desktops, repair of our eighteen circulating laptops, office 365 information, advice when helping faculty and students, and assistance with our URM Alma Ex Libris when needed.

Marketing - to promote programming and share information.

eLearning - to help us with the tech ready workshops, updates on the Library Research tutorial and other Moodle questions that come up.

Human Resources - for HR questions, timecards, and posting and hiring positions.

Business Office - for budget questions and explanations.

TRiO & retention - we participate in various TRiO programming/trainings and circulate laptops purchased by TRiO for their students.

K-12 Partnerships - we offer library services & instruction, tutoring, and academic coaching to dual enrollment students and circulate laptops purchased by K-12 for their students.

Financial aid - we work with financial aid to fulfill work study needs.

Advising - the academic coach attends advising meetings and work with advisors to assist students.

Registrar - the academic coach relies on data from the Registrar to determine at-risk students and place holds on their accounts so the coach can meet with them to discuss resources and strategies for success. We also utilize the Registrar's Office as a resource to troubleshoot student registration issues that impact usage of the Hub.

Airport campus trades division - for airport library maintenance and laptop and book circulation.

Art Department - we work with the art department to display their work in the Hub.

External:

Lewis & Clark Public Library - we partner for Big Read events sponsored by the NEH. The Director of L&C serves on the Library Learning Hub Advisory Council.

Treasure State Academic Information and Library Services (TRAILS) consortium - the director is on the TRAILS Directors' Council, the Collection Development Committee, and the eResources Committee of TRAILS. We participate in the TRAILS Forum for sharing information with other academic libraries in the state. We participate in consortium purchases of databases to lower costs for all of us. We purchase Alma Ex Libris, our Unified Resource Management tool, through a group contract with other TRAILS libraries.

University of Montana affiliates: UM-Missoula, MT Tech, UM-Western, and Helena College - we share expertise and work with librarians and libraries in our affiliate group. We share databases through contracts negotiated by the Mansfield Library at UM-Missoula.

The Helena community - we create community borrower cards to share our materials with all in the Helena community. Community users can also use our library computers and access databases and reference help when in the library.

The Montana Library Association (MLA) - we are members of MLA and attend their conferences and retreats for professional development when possible. As an association, they pay the lobbyists that work for Montana libraries.

Montana State Library (MSL) - we partner with the MSL to make decisions regarding Montana's libraries. A representative of the MSL serves on the TRAILS Council.

Carroll College Corette Library - we work with the librarians at Carroll in the TRAILS consortium and as academic library partners in our Helena Community. They assisted us in implementing Primo VE and are a source of professional knowledge.

New Collaboration:

Student Life - The Director of Student Life and the Director of the Hub have discussed coordinating programming for students and perhaps their families in the Hub and will continue to work to make this happen.

We need to work with IT to figure out a way to house our video content so we can catalog it in Alma

Section 5: Stakeholders, Data, and Assessment

Primary customers/stakeholders:

Helena College students and faculty
Helena College administration and staff
Other libraries in the TRAILS academic library consortium
Community borrowers

Service to stakeholders/customers:

Usage statistics:

book and other physical materials circulation
laptop and technology circulation
reference desk statistics
door count
group instructions
one-on-one bookings
database statistics for all databases: searches made, articles downloaded, ebooks used
resource sharing and interlibrary loan circulation

New libguides and other resources being created or updated

Student and staff surveys

Collection maintenance:

weeding and adding materials
purchase suggestions

Decision Making Support:

Prior to the three year period of this review, we collected the robust number of the statistics mentioned above. With the staffing changes, some of these have fallen away. We are trying to catch up and should be back on track in FY2024.

Section 6: Budget and Efficiencies

Changes in revenue and expenses:

Due to Covid-19, we didn't purchase as many physical items and had no travel expenditures in FY2021 from index H01070, the general fund. Expended from H01070: \$25,431 in FY21 as compared to \$41,464 in FY22 and \$37, 183 in FY23.

Budgets for H01070 over the past three years were: \$37,731 FY21, \$40,921 FY22, and \$42,421 FY23. We are able to budget less from H01070 in FY2024 by budgeting more out of H60601 (see the explanation in paragraph below). Our H01070 budget for FY2024 is \$29,452.

During the years of this review we have expended comparable amounts for each of the years from H60601, our fee index: \$17,436 FY21, \$18,761 FY22, and \$18,102 FY23. We have budgeted and will be expending more from this fee index in FY2024 (\$28,000 as opposed to \$18,000 each of the past three years) so we have to be certain that we don't have more expenses than revenue and deplete this index again. Due to overspending this index in the past,* we have protected it for the past three years by spending less than the budgeted amount and less than revenue. An average of all three fiscal years under review is \$24,000 budgeted, \$18,000 expended, and \$21,000 in income.

*FY15 through FY20 our budgeted amount and expenditures were far more than our revenue. This can be confirmed in UMDW.

Improved Efficiency:

We have two main avenues for consistently improving efficiency.

One is the sharing of physical resources which is enabled by our Unified Resource Management tool, Primo VE/Alma from Ex Libris, through a joint contract managed by TRAILS with 16 academic libraries in the state. We have been able to lower our physical materials budget from \$24,000 11 years ago to \$7,000 over the years of this review. This reduction is also due to the overall move from print to digital resources.

The second is consortium purchasing of databases with our University of Montana affiliates and our TRAILS academic library consortium. Our shared databases payments are a fraction of what they would be if purchased standalone.

\$4,000 for Tutor.me, the online tutoring service, was moved from H01037 to H01070 in FY22. Professional development fund requests were moved to the PD committee and the Tutor Coordinator/Academic Coach's wages were moved to H01070 in FY2024. H01037, the student support center index, was therefore no longer needed in FY2024.

Resource Needs:

Our budget is adequate for this year, but we have incremental increases for Ex Libris, our Unified Resource Management tool (shared with 17 academic libraries in the state), shared databases, the Online Computer Library Center (OCLC, needed for cataloging and interlibrary loan), Springshare (libguides), and Infobase (Credo Reference and Information Literacy) in the total amount of approximately \$2,500 each year. These are all essential purchases for a functioning academic library. We have been able to cover these incremental increases in the past three years by dropping specific curricular databases: RMA, Overdrive, WSJ, Britannica, and PsycArticles. We have also cut our print journal expenditure by \$1,500. However, as mentioned above, we are now down to essential items.

One of our recommendations, mentioned under staffing and in recommendations, is hiring a part-time library technician. This would need to come out of, and would result in an increase in, our H01070 personnel budget.

Another recommendation is Psychological/Mental Health Counseling for students. This would require a monetary budget from the HC general fund or elsewhere.

Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Library Technician	<p>Recommendation: This is the first semester that we are “back to normal” after Covid-19; the Library Learning Hub is busy with students needing assistance. Also, more direct to customer academic support services, i.e. technology checkout and help, have been added in the Hub. We therefore need at least a half-time library technician to manage clerical tasks: journal check-in, bookings, technology help at the desk, laptop updating, shelving maintenance, supplies management, cashier deposits, etc., as well as hourly desk coverage.</p> <p>Rationale: Stewardship of funding is a main consideration. Best practices make use of an employee’s expertise at the level of education completed. When a professional librarian spends time on the clerical activities noted above, expertise in area of librarianship in support of academics, i.e. updating and improving instruction, reference and research, e-resources management, analytics, information discovery, creating and updating libguides, improving accessibility, etc. are not what they could be.</p> <p>Success Target: Improved academic support resources and services to students and faculty. This target is measurable through various statistics we track.</p> <p>Success Strategy: This position would be advertised and a technician hired spring semester 2024.</p> <p>Success Resource: Human Resources and a hiring committee. A budget for wages commensurate with other part-time library technicians in the state. Upon cursory review, this is \$16 to \$20 per hour.</p> <p>Resp. Party: Library Learning Hub</p> <p>Cabinet Feedback: Data is needed to substantiate the need for additional personnel. We recommend data collection be a priority for the next review period.</p>

<p>2</p>	<p>Task Completion Schedules</p>	<p>Recommendation: When we were fully staffed we had schedules of completion for selection, purchasing, display, and statistics. With all the changes in staffing over the past three years, these weren't beneficial for only one professional nor were they always able to be maintained.</p> <p>Rationale: We are able to manage our workflow more efficiently if we have scheduled completion dates for selecting, purchasing, and weeding materials as well as a library display schedule and a statistics completion schedule.</p> <p>Success Target: Schedules will be set up by fall 2024 and scheduled tasks will be completed in an agreed upon timely manner.</p> <p>Success Strategy: Work with others on staff to create an agreed upon schedule for these activities. Some of the activities will be on a rotating schedule by subject such as weeding and displays and others will be on a monthly or bi-monthly schedule.</p> <p>Success Resource: Staff who take responsibility for the necessary specific tasks and completion dates.</p> <p>Resp. Party:</p> <p>Cabinet Feedback: Dean's Cabinet in full support. This is a great annual plan goal for the upcoming year.</p>
----------	----------------------------------	--

<p>4</p>	<p>Research Prize Fundraising</p>	<p>Recommendation: In order to continue awarding the Library Research Prize, we need to enable funding for prizes for the winners as well as method to award them.</p> <p>Rationale: The Library Research Prize supports faculty pedagogy in the classroom and student scholarly achievement by rewarding students for academic excellence on assignments completed for Helena College coursework. We have had trouble supporting these prizes in the past and need this a solution.</p> <p>Success Target: The outcome will be the ongoing ability to continue the Library Research Prize from spring semester 2024 onward.</p> <p>Success Strategy: Work with the Executive Director of General Education and Transfer to brainstorm ideas for fundraising and implement these ideas. Work with the Executive Director and the Helena College Foundation to create an account in which to deposit donations and funds and award them to winners each semester. This would enable sustaining the funds necessary for the LRP in the coming years.</p> <p>Success Resource: Meetings with the Executive Director and promotion of the Library Research prize through HC marketing and faculty and student outreach.</p> <p>Resp. Party: Library Learning Hub</p> <p>Cabinet Feedback: The Library Research Prize is an excellent program! We cannot give cash prizes to students, as it violates state policy. Options for you to consider: a. Helena College swag as prizes b. If you would like to solicit donations or sponsorships from the community, please coordinate with Director of Marketing, Communications, & Alumni Relations each year to ensure we as a campus are not always asking the same businesses. c. A Dean’s Waiver could be applied to the accounts of current students who win the prize. This would mean limiting the awards to current students.</p>
----------	-----------------------------------	--

5	Hub Satisfaction Survey	<p>Recommendation: Library Learning Hub staff will develop a Qualtrics survey to determine user knowledge of resources and services offered and satisfaction with those resources.</p> <p>Rationale: The last Library survey was developed and implemented in fall of 2018 when the library was standalone. The information from the survey was used to inform the changes in the creation of the Library Learning Hub in FY2020/21. It is now necessary to determine the knowledge of and satisfaction with the space updates as well as expanded services in the Hub.</p> <p>Success Target: Gaining user information in regard to knowledge of services and satisfaction with space and services to inform further improvement.</p> <p>Success Strategy: Create the survey, promote the survey, and implement the survey within the next two years, FY2024 or FY2025.</p> <p>Success Resource: Staff time for development of the survey and an implementation plan. Hub and marketing promotion of the survey. Funding for incentives for users to take the survey.</p> <p>Resp. Party: Library Learning Hub</p> <p>Cabinet Feedback: We fully support the importance of the survey. It may be beneficial to administer on a 3-year rotation, and have that administration completed one year before your next program review. The information could help inform the information and recommendation of the review. It would also be helpful to include a comparison to peer institutions, if available.</p>
---	-------------------------	---

Cabinet

Cabinet Overall Feedback:

We recognize the challenges departments across campus feel due to staffing constraints. Data collection on the impact of staffing in service levels should be a priority for the upcoming review period to ensure we can address needs so as to not negatively impact the student experience. The amended recommendations in this review will work together well to both continue to support our students, faculty, and other staff while also gathering data to ensure continued excellent service.

File Attachments

Attachment #	Attachment Title	Attachment URL
71	NAPR LLH TURNER RECOMENDATION-REVIEW MEMO (14NOV2032).docx	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=71

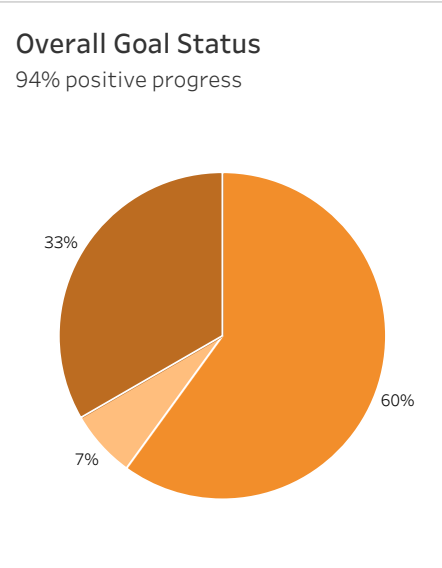
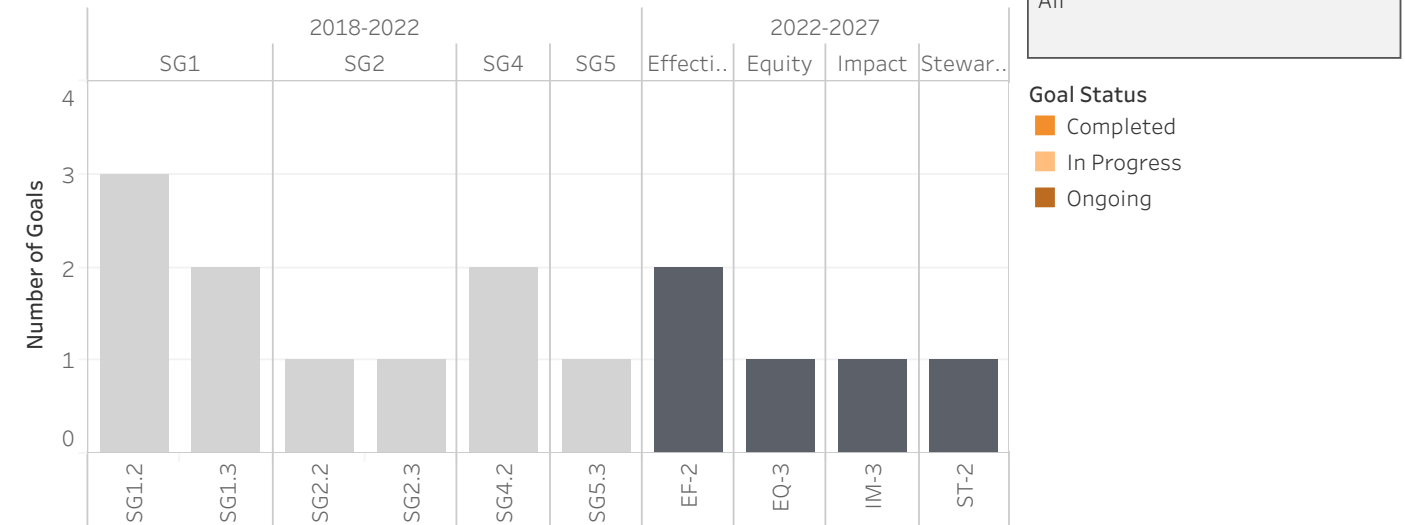
Annual Work Plan 3-Year Summary

Library Learning Hub | AY 2020-21 to AY 2022-23

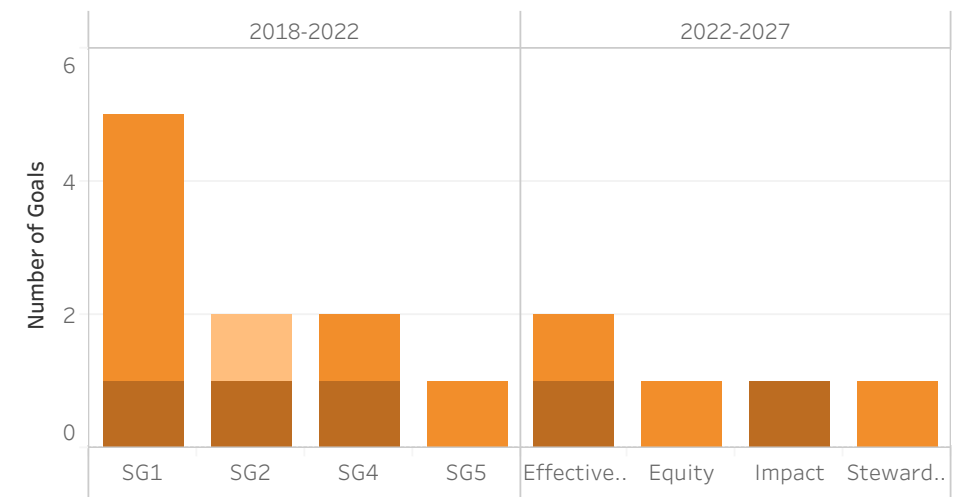
Hover over a data point to see strategic goal objective or defining characteristic values.

Click on a data point to see the associated action items.

Detailed Strategic Plan Alignment



Strategic Plan Alignment and Goal Status



AWPs

Area	Year	Goal #	SGO/DC	Action Item	
Library Learning Hub	2020-21	1	SG5.3	Develop a Handbook for Tutors and Tutoring	Comple..
		2	SG2.2	Review and analyze database collections for collection maintenance and development.	Ongoing
		3	SG4.2	Promote diversity & inclusion on campus through the development of an action plan and participation in professional development.	Ongoing
		4	SG1.3	Research and implement library learning hub interior design decisions to foster collaboration and communication.	Ongoing
		5	SG1.2	Partner with ASHC and writing instructor(s) to plan and implement a Creative Writing Award program.	Comple..
	2021-22	1	SG2.3	Develop computer literacy instruction and make it available to our students. 1) Develop a computer literacy course for students. 2) Develop and offer tech ready workshops for students at the beginnin..	In Progress
		2	SG1.3	Track usage of the physical areas in the new Library Learning Hub in order to inform appropriate change and/or promotion of specific areas(s). 1) Gather statistics in outlook for the Group Study rooms. 2) ..	Comple..
		3	SG1.2	Maintain the collections at the Airport Campus for currency and appropriateness. 1) Weed the existing collections for currency and make sure they are targeted to programs and courses. 2) Move the Fir..	Comple..
		4	SG1.2	Monitor embedded tutoring: 1) Keep statistics on the number of classes with embedded tutors and the number of student served. 2) Evaluate statistics semester to semester.	Comple..
		5	SG4.2	1) Provide one staff member to serve on the Diversity, Equity & Inclusion Team. 2) Allow release time for all staff members (noted above as responsible) to attend professional develo..	Comple..

AWPs

Area	Year	Goal #	SGO/DC	Action Item	
Library Learning Hub	2022-23	1	EF-2	Offer technology training and assistance to our students to enable academic success. 1) Develop and offer pertinent technology orientation sessions for students at the beginning ..	Ongoing
		2	IM-3	Create short information literacy videos that engage students and enable critical thinking and problem solving to complement student learning in the classroom.	Ongoing
		3	ST-2	Support the growth of Open Educational Resources (OER) in higher education in Montana, particularly at Helena College. 1) Watch the recordings and/or attend the meetings of the TRAILS statewide OER c..	Comple..
		4	EQ-3	Support and enable diversity, equity and inclusion (DEI) at Helena College. 1) Staff participation in onsite and/or online DEI trainings ..	Comple..
		5	EF-2	Encourage usage of tutoring 1) Work to increase the number of students served by tutoring. 2) Increase the number of courses with embedded t..	Comple..