



# Learning Commons Program Review: Fall 2014

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## I. PROGRAM MISSION AND STUDENT LEARNING OUTCOMES

### A. Mission Statement

The mission of the Williston State College Learning Commons is to provide access to the materials, services, and facilities necessary to meet the current and future informational needs of the Williston State College students, faculty, and staff.

1. Is the program mission aligned with the College's mission, vision, and strategic plan?
  - Yes
  - No
2. If not, please explain

### B. Institutional Student Learning Outcomes

Check which of the institutional outcomes apply to the program:

- Students will demonstrate effective communication skills.**
- Students will use reasoning skills to analyze and solve problems.**
- Students will demonstrate knowledge of diverse cultures and value systems.
- Students will apply health-related knowledge to promote physical and mental well-being.

### C. Program Student Learning Outcomes

1. Students can successfully access Learning Commons resources both on and off campus.
2. Students can successfully search for, locate, and use information appropriate to their assignments.
3. Students will be able to effectively communicate with staff regarding problems accessing or finding resources.

## II. ASSESSMENT OF PROGRAM OUTCOMES

#### A. Assessment of Program Student Learning Outcomes

Usage statistics are monitored in a variety of ways. All shared ODIN databases are monitored through the ODIN office. Statistics are updated monthly. Databases we subscribe to personally can be monitored on site. Circulation and Interlibrary loan statistics are available at any time through running reports. If usage is being seen, then resources are being successfully accessed.

Reference interactions (online and in person) are kept track of. Questions that are being asked are often indicative of students' ability to access and find information.

#### B. Outcomes Assessment Results and Action Response

Occasionally, students who are new to the research process, or are just new to our library system, have difficulty locating information. In order to head this off, I try to make it into as many classrooms as I can at the start of each semester. This gives the students a face and a name as well as a quick overview of how to use our resources. After that point, I encourage students to contact me directly with issues.

Occasionally, the same question is asked frequently. A good example of this is how to access resources off-campus. The answer to this question is available in several places on the website and in more than one LibGuide. In order to rectify the problem, I made a slight adjustment to the website to make that information more prominent.

#### C. Employer/Self-employed Satisfaction (A.A.S, Diploma, Certificate)

This does apply since we are not a degree seeking program.

#### D. Transfer Information (A.A, A.S)

This does not apply since we are not a degree seeking program.

### III. PROGRAM RESOURCES AND SUPPORT

#### A. Student Enrollment Data

##### 1. Trends and Barriers

In the last year, use of the "Learning Commons space" has been sporadic and mostly dealing with computer and printing services. Sporadic use has a lot to do with the confusion as to where the Learning Commons is located. There is also the thought that since resources are all online, it is not necessary to visit the physical Learning Commons to access them.

A future barrier will be my absence during maternity leave. I am the only staff in this area, so it could be a difficult adjustment during my absence, particularly because it will be our first semester back in Stevens Hall.

## 2. Action Plan and Strategy

Informing all patrons as to location, hours, and services early, often, and through a variety of media will be very important, especially as we move back into the true Learning Commons space. Emails and signage will be used. Other departments, such as Student Services and Marketing, will be consulted.

During my absence in the Spring Semester, I hope to hire 1-2 student workers to take over day to day operations, allowing the Extended Learning Department to continue their duties fairly uninterrupted. I will speak to as many classes as possible in January to give them a good start on research at the Learning Commons. LibGuides will be updated to reflect necessary information.

### B. Faculty Data

Our department does not employ any faculty members at this time.

### C. Facilities/Technology/Budget Data

The Learning Commons' main expenditures come from the renewal of existing online databases, ODIN membership fees (which include our share of the cost of the Integrated Library System [ILS] and shared databases), and acquisition of new material. Databases are the most expensive, accounting for over half of our material's budget. While some costs have been able to remain fairly static (particularly those that we subscribe to on our own), there has been a definite increase in some resources. The cost of Films on Demand has risen over \$1,000 from last year. Our ODIN fees are expected to rise steadily over the next few years due to a rise in the cost of our ILS.

### D. Student Support Services

Advising does not play a role in the Learning Commons. Counseling Services are welcome to make information available in the Learning Commons. In our current location, the Math Lab is located in the same area. In our new location, we will be located next to the Student Success Center. I am hoping that partnership opportunities will grow between these areas. Even though Advising, Counseling, and Tutorial Services do not play a direct role in this department, I do my best to direct students to the area that will best serve their needs.

### E. Internships/clinical/practicum/co-ops

This does not apply since we are not a degree seeking program.

## **IV. PROGRAM STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT**

### A. Strengths

The Learning Commons offers a well-qualified and dedicated (if small) staff who works to provide patrons with needed assistance. All online resources are available through a variety of means including the catalog, website, and LibGuides.

Instruction is available to all students either on a one-on-one basis or in groups. Classroom instruction is growing as more faculty utilize the service.

Working with the Extended Learning department has really helped this program. It helps the Learning Commons better address the needs of Distance, Dual Credit, and Early Entry Students. Extended Learning has also given me reliable back up for the occasions when I am unable to be at work and no student worker is present.

#### B. Opportunities for Improvement

Transitioning to a collection more heavily populated by electronic sources has been an understood goal since my arrival here in 2012. Finding a balance between print and digital resources will become increasingly important in coming years.

There are always students who do not use our resources because they are either uninformed as to what we have or they do not know how to use them. Finding new ways to reach and instruct these students can be a struggle, but I think that it is well worth the effort.

Making opportunities to partner and connect with other departments will be increasingly important in communicating with hard-to-reach students. Being located next to the Student Success Center after the renovation is complete will be an exciting opportunity to reach a potentially underserved portion of the student body.

### V. PROGRAM VIABILITY

This program is definitely needed, especially for students intending to transfer on to a 4-year school. Knowing how to navigate a research library is important. Our relatively small collection might be viewed as a hindrance to some, but with the right combination of resources, our students can experience many types of research opportunities.

As our student body grows, as is anticipated, the information needs of the students will grow. Depending on courses offered, we may need to look at multiple copies of high use material. A significant rise in student population might also require a larger staff to allow for increased traffic. Extended hours would need to be considered as well to allow for the somewhat limited space in the Learning Commons.

### VI. REVIEW TEAM

Monica Struck – Manager for Learning Commons

### VII. APPENDIX

A. Current Collection Count

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 Total Items - Collection (cust-12)  
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 Sub-Library: ALL  
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Collection	Sub-Total
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ATLAS	29
AUDIO	185
CARR	82
CATDK	4
DESKR	1
EBOOK	6,602
FICT	1,247
ILL	30
NONFI	8,239
OVER	48
PERI	8
RARCH	163
REF	1,400
RESV	69
SARCH	17
VIDEO	293
WOODW	120
WORKO	23
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Total	18,560

## B. Circulation Statistics

1. Interlibrary loan documents provided to other libraries: 27\*
2. Interlibrary loan documents received from other libraries: 252
3. General circulation transactions including reserve materials: 180\*

\*These numbers are reflective of the previous fiscal year. ILL lending ended in November 2013 and will not resume until January 2015. General Circulation ended in December of 2013 and will resume at the start of the Spring 2015 semester. Current Circulation Statistics are available upon request.