TBCC Library Service Area Review 2017/18

Contents

Service Area Description

Library

The TBCC Library is responsible for 4 unique services to the students, staff, faculty, and community members (hereafter referred to as "patrons"): the Library itself, the Learning Center, the Testing Center, and the Tutoring Center. While all four are mostly staffed by the same employees, and operate together, for the purposes of this review, they will be looked at separately. This is because they all really do have separate goals, projects, data, and outcomes. The TBCC Library is both: a place on campus where patrons can find books, DVDs, research help, career or university aids, proctoring, or a quiet place to study. And, an online environment where patrons can access our research databases, find help with citations, request peer tutoring, or find any number of other helps designed to aid them in their academic career and beyond.

This is important to note, because while the needs of patrons have changed over time and moved online, the demand on the college library has changed because of it, and many times, alongside it. While the physical space located at the South end of the Main Campus' 2nd floor might not be full of students at all times, this does not mean they are not using the library's services. Faculty are another directly targeted user of the TBCC Library. Beyond providing materials for their students to do research with, the library also offers tours for their students, in-class information literacy instruction, assistance with their personal, professional research, assistance with finding, adopting, and customizing OERs for their classes, and much more.

Learning Center

The Learning Center's definition has been a bit more ambiguous than the Library. Prior to building the new campus it was a location that housed a Math Center and Basic

Reading/Writing Skills. After coming to the new campus, and being put under the Library, the offerings of the Learning Center have revolved around what the Learning Center Coordinator has been able to offer. In the last 3 years this has meant a strong focus on a drop-in math lab for students. In December 2017 the Learning Center Coordinator left TBCC, and currently no plans have been made to rehire the position. This effectively has shut down the Learning Center, but many of the services of the Learning Center have been taken up by other resources around campus.

Testing Center

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

- online students for some other college or university needing to take a proctored test

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

- incoming students looking to take a placement test for another college or university

- employees needing to take a certification to keep or advance their career

- patrons wanting to complete their GED

- patrons wanting to earn college credit by taking college equivalency exams

As the only college between Astoria and Lincoln City there is a large swath of potential patrons of this service. This is increased by the fact that the colleges in Astoria and Lincoln City have limited testing offerings, so in many cases, we are the closest testing center for people all along the North Coast. And due to our lower volume of testers we often get testers coming from the Portland area looking to take a test sooner than they would have to wait to get an appointment in Portland.

Tutoring Center

Finally, the Tutoring Center is another area that has changed a lot over the last few years. Moving beyond, but not discarding, the one-on-one peer tutor model, we now offer online tutoring for all students, study groups, wrap-around developmental math tutoring, and (while it is not directly a part of the Tutoring Center it does meet a tutoring need left by the absence of the Learning Center) a Writing Studio.

These four (three) areas of the college work together to create a suite of services that makes students' time at TBCC achievable, beneficial, and enjoyable, aims to make faculty's jobs a little bit easier, and provides services and information that benefits the community.

Challenges

The most consistent challenge the TBCC Library has had over the past few years is maintaining adequate staffing levels. The Library is scheduled to be open 47.5 hours per week, and is staffed by a 40 hour per week Library Director, and a 16 hour per week Library Assistant. While this appears adequate on paper, in reality, with the meeting attendance required by the Library Director, class visits by the Library Director, for-credit library courses offered by the Library Director, community outreach performed by the library, and the higher level administrative work necessary at times where it is necessary to be able to work uninterrupted by patrons, the

Librarian oftentimes needs more than 8.5 hours per week covered by another Library staff. This is to say nothing of the Library Director being sick, taking lunch breaks, or wanting to take personal time off. This can be mediated somewhat by hiring work study students, but due to the fact they must be supervised at all times while they are on the clock, this drastically limits their use to the Library's staffing needs.

The other issue with TBCC Library staffing, lays beyond merely having a body in a chair in the library, but in wanting to be able to maintain high levels of library service to students, faculty, staff and community members at all times. This means hiring library staff of the highest quality possible, and who are able to stay with TBCC for a long time. However, finding someone who wants to work for only 16 hours per week, and have flexibility of schedule to cover the Library Director's need to be away from the desk is often hard to do and maintain. The Library Assistant position has become seen as a stepping stone to another library position elsewhere, or a part-time job that gets discarded when something with more hours becomes available. Being at 16 hours per week, it stays below the most basic of benefits offered by the college, and the position earns only slightly more than Oregon minimum wage. All of these factors work against the Library Assistant viewing themselves as a valuable and intricate member of Tillamook Bay Community College.

Despite all of these obstacles, the TBCC Library has been able to hire quality Library Assistants over the past 3 years. People we would have loved to keep on for years to come, but the position was not desirable, or workable for the employee's needs. In the past 32 months this Library Director has been at TBCC, there have been 3 Library Assistants, and 11 months in which there was no Library Assistant and all coverage had to be done by the Library Director. This has

made it hard to put much responsibility onto the Library Assistant, or to make long term plans for the Library. We would like to see the Library Assistant position increased to 30 hours per week. This would make the position a desirable one to take, possibly even to move to the area for, and a desirable one to keep for years. We could attract quality employees with library experience, who will become valuable member of the TBCC staff and come to love the students as the rest of us do.

One other challenge that relates to the Library Director is its ambiguous standing in the college. Is the Library Director a faculty? Are they an administrator? Are they staff? There are aspects of the position that fall into all three areas, and as it relates to this challenge, the Library Director is unsure where funding for their professional development is to come from. The library budget has some funding in it for travel and meetings, but this is not even adequate to cover travel to 2 OCCLA (Oregon Community College Library Association) meetings per year, along with any travel that needs to be done for library outreach, testing assistance at the local high schools, meetings with the local library consortium, let alone professional development in any of the 3 departments under the Library Director.

The Library Director would like to be able to secure reliable funding to attend the bi-annual international meeting of the ACRL (Association of College and Research Libraries). The Library Director is a member of this association, it is an association focused directly on the needs of academic libraries, and as there are few libraries here in Oregon that are our size, and have our issues, would give the Library Director a chance to interact with colleagues and bring home fresh ideas to TBCC students and other patrons. It is in the Library's upcoming project list to work with the Chief Academic Officer to try to secure that funding.

Service Area Outcomes

TBCC Library #1

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form   6/26/18

Completion Date of Form   6/26/18

Service Area   TBCC Library #1

Individual Completing Form   Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Students and faculty can access resources in a variety of formats, virtually and physically, regardless of their location or means of course delivery.	**Assessment Tool:** Koha ILS tools, database admin tools, and OCLC Worldshare admin tool **Criteria for Measurement:** Total the # of item check outs, electronic materials accessed, and ILLs requested. **Target Semester for Assessment:** Spring 2018 **Procedure:** Pull totals of materials accessed/checked out from the above admin tools.	There was a total of 13,478 items accessed through check-out, electronic databases, and ILL.	This is the first year collecting this data on a schedule. We will continue promoting the various items available for patrons to access.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form	6/26/18	**Completion Date of Form**	6/26/18
Service Area	TBCC Library #2	**Individual Completing Form**	Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Faculty will recognize the importance of information competency skills to improve students' work, and judge that their students have improved after applying research skills learned through library instructional services by requesting these sessions in future terms.	**Assessment Tool:** Daily statistics sheets, converted into Excel spreadsheets **Criteria for Measurement:** Total the # of library tours or in-class information competency skills lessons requested by faculty. **Target Semester for Assessment:** Spring 2018 **Procedure:** Add up the total number of library tours or in-class information competency skills lessons found on the "other events" line of the Assistance Stats spreadsheet.	14 library tours or in-class information competency skills lessons were done in the 2017-2018 school year. This is up slightly from 13 the previous year.	Continue to get the word out to faculty that we can come into the classroom if that is easier on the class flow. Certain faculty always have a library session, so we should get the word out to faculty more often.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form 6/26/18 **Completion Date of Form** 6/26/18

Service Area TBCC Library #3 **Individual Completing Form** Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Faculty can use the TBCC Librarian to search for and identify possible OER or low-cost textbook options. In addition, the Librarian can customize materials to more closely fit the faculty's course, and hopefully, lower the overall price of printing for the students.	**Assessment Tool:** The running OER list kept on the OER page of the online bookstore's website. **Criteria for Measurement:** # of OERs adopted, and $ decreased by customizing the contents. **Target Semester for Assessment:** Spring 2018 **Procedure:** Add up all the different OER textbooks being used throughout the year. Then, out of those that are able to be printed out, get the average printing cost, and compare to the prior year's total.	There were 53 individual OERs used in the 2017-2018 school year. This number includes all low and no cost-to-the-student textbooks or textbook analogs. For those that can be printed by the TBCC Library, the average price is $42.	This is the first year collecting data year to year, but from data gathered within this year, a substantial savings can come from editing the OERs faculty chose. So I will continue to reach out to faculty to do that work.

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TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form	6/26/18	**Completion Date of Form**	6/26/18
Service Area	TBCC Library #4	**Individual Completing Form**	Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Community members (including students, faculty, staff, and more) will increase their awareness of TBCC through outreach programs from the TBCC Library.	**Assessment Tool:** Daily statistics sheets, converted into Excel spreadsheets **Criteria for Measurement:** Total the # of people attending/participating in library outreach programs. **Target Semester for Assessment:** Spring 2018 **Procedure:** Add up the total number of people attending outreach programs found on the "other events" line of the Assistance Stats spreadsheet.	64 community members came to TBCC Library outreach events this year. This is up from 46 the previous year. However, the 46 is from only 2 events, so while we are getting more people to come, this is due to having more events, while not matching the higher numbers per event of the prior year.	We think having events on a more reliable schedule will bring back repeat patrons. Also, maybe having a couple higher profile speakers will help break the ice with those who do not know that we are doing outreach to the community.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form   6/26/18   **Completion Date of Form**   6/26/18

Service Area   TBCC Library #5   **Individual Completing Form**   Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	**Assessment Tool:** Koha ILS tools **Criteria for Measurement:** Get the total # of materials owned by the library, keeping in mind that some materials need to be weeded in order for more current/different materials to be brought in. **Target Semester for Assessment:** Spring 2018 **Procedure:** Run a report in Koha.	The TBCC Library currently owns 6004 individual, physical items.	This is the first year collecting this data on a schedule. We will continue to update and increase the library's holdings so far as it is responsible to do so. Many of our patrons do prefer having physical materials to access, not to mention the convenience of having something they need right on campus.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form	6/26/18	**Completion Date of Form**	6/26/18
Service Area	TBCC Tutoring Center #1	**Individual Completing Form**	Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Students will be linked to an appropriate tutoring service in their subject area of need, and feel satisfied in the quality of tutoring they receive.	**Assessment Tool:** Student Satisfaction Survey question. **Criteria for Measurement:** % of people who have used at least 1 kind of tutoring and were "moderately" or "highly satisfied." **Target Semester for Assessment:** Spring 2018 **Procedure:** Get the results for those questions from the Institutional Researcher	From the 40 students who rated tutoring, 24 had used at least one kind of tutoring and of those 85% were moderately or highly satisfied.	Tutees are a self-selecting population. First they have to realize we have tutoring available for them, then they need to let us know they need the service, then they need to get in contact with the tutor they were assigned to, and then they need to do the repeated work of meeting with the tutor in addition to other responsibilities. There are many places where this can break down and a student could become unsatisfied, but the areas where we can continue to act is in getting the word out that tutoring services exist, and following up with tutees that they are getting the help they require.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form 6/26/18

Completion Date of Form 6/26/18

Service Area TBCC Tutoring Center #2

Individual Completing Form Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
TBCC will gain additional FTE from students having their tutoring needs met through a variety of modalities (peer tutors, group study, Writing Studio, wrap-around math tutoring).	**Assessment Tool:** Reports ran every term for the Community and Continuing Ed Coordinator **Criteria for Measurement:** # of students participating in 6+ hrs of tutoring in a term. **Target Semester for Assessment:** Spring 2018 **Procedure:** Total all the students in a given year who have received 6 or more hours of tutoring	This year we had 52 students participating in 6+ hrs of tutoring in a term. We started collecting this data in Winter 2017. In Winter and Spring 2017 we had a total of 31 participating in 6+ hrs of tutoring in a term.	While the Writing Center has been an added source of these numbers this year, we have lost the Learning Center, who brought in a large number of repeat users. It has also been hard to get and retain peer tutors this year. We will be starting the peer tutoring program over from scratch in the fall, so hopefully added tutors will bring in more tutee hours.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form   6/26/18   **Completion Date of Form**   6/26/18

Service Area   TBCC Testing Center #1   **Individual Completing Form**   Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
Community members will have opportunities for economic development through increased testing options.	**Assessment Tool:** Pearson, Kryterion, College Board, and NOCTI admin tools **Criteria for Measurement:** # of test clients offering tests at TBCC (not including credit-course proctored tests for TBCC or any other institution) **Target Semester for Assessment:** Spring 2018 **Procedure:** Total the number of different test clients offering tests to the community by the Testing Center	There are 294 test clients being offered by the Testing Center.	Many of these clients are offered in groups. For example, you get approved to proctor for Pearson, you have access to 150 clients, some of whom offer 1 test, some offer dozens of tests. For this reason, there is not an easy way to add singular tests or clients. However, there are additional testing platforms we can look into getting approved for. This will increase the number of testing clients being offered.

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form   6/26/18   Completion Date of Form   6/26/18

Service Area   TBCC Testing Center #2   Individual Completing Form   Masyn Phoenix

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
GED students will have a convenient testing location in which to gain their GED.	**Assessment Tool:** Pearson GED Manager **Criteria for Measurement:** Total # of GED completers. **Target Semester for Assessment:** Spring 2018 **Procedure:** Run the Passers Report, and total the number of completers in a year	We had 25 GED Completers this year. This is down from the 30 in the previous year.	While there is little we can do to bring in new GED completers from outside of the TBCC GED course, anecdotally, the TBCC Testing Center seems to be gaining a reputation as a testing destination of choice. Word of mouth from testers and school districts will continue to spread that reputation. We have also committed TBCC Library funds this year to having vouchers available to GED testers who find the cost of the GED to be a hindrance.

Service Area Details

Staff

The TBCC Library started the year with:

- 1 - full-time staff (College Librarian/Library Director)

- 1 - half-time staff (Learning Center Coordinator)

- 1 - .40-time staff (Library Assistant)

- And 1 - hourly work-study student

As mentioned previously, we lost and did not rehire the half-time Learning Center Coordinator, and as the position is not in the 2018/2019 Library budget, it will most likely stay vacant going forward, so I will not address that position in this review.

Staffing Challenges

As mentioned at length in the Service Area Description, the biggest staffing challenge in the TBCC Library is the shortage in staffing to cover times when one or more staff needs to be away from the Library desk, and to attract and maintain high quality staff to best serve students and community members who use the library. We lost a half-time staff position this year, and while the Learning Center Coordinator did not oftentimes cover the library, or have the training to offer the quality in library services offered by the Library Director and Library Assistant, they were able to be a presence in the library at times if the Library Director needed to go to a last minute meeting or someone got sick. If nothing else, it offered 20 more hours per week of flexibility to our staffing options.

As mentioned earlier, we are now down to 7.5 hours per week of flexibility, and that assumes that the Library Assistant is willing and able to swap hours in any given week. Each month, and

sometimes, each week is a juggling act where the Library Director is not sure if and how the library desk will be covered for the hours the Library is open. There is little opportunity for long-term planning of events or projects, because the Library Assistant might find a more attractive job before the event occurs. We would like to be able to hire a 30-40 hour per week Library Assistant so that we can attract a high quality employee who will stay with the college for a long time, as well as have enough hours of coverage committed to the Library so that we can be open during the times our patrons need us to be, and still are able to attend meetings, take time off, work on projects, and plan for growing and maturing the library.

College Librarian/Library Director

Duties

- Manage library

- Assist library patrons with reference needs.

- Assist library patrons with other needs.

- Purchase of new materials for library

- Materials are cataloged on receipt, or as soon as feasible.

- Prepare materials for use

- Teach information literacy

- Administer and score placement exams

- Participate in College committees

- Administer test proctoring for TBCC faculty, and faculty from other institutions as requested by students, faculty, or institutions

- Submit Annual Contract and Security Memorandum for GED/Pearson testing

- Submit Annual Intergovernmental Agreement with Oregon Tax Board

- Train library personnel in circulation, assisting patrons, shelving, and processing materials

Responsibilities

- Management of Library, Learning Center, Testing Center, and Tutoring Center

- Create regulations and procedures

- Maintain catalog database

- Maintain circulation database

- Create collection management regulations and procedures

- Involve faculty in collection development and purchase of new materials

- As scheduling allows, teach for-credit LIB 101 class

- Serve as GED/Pearson Chief Examiner

- Serve as Chief Examiner for all other certification testing that takes place in the TBCC test lab

- Serve on State-wide Community College library committee

- Serve on State-wide library directors committee

- Serve on CI Facilitators team

- Serve on College Council

- Serve on Curriculum and Assessment Committee

- Serve on Faculty Senate as non-voting member

- Serve on Technology Advisory Group

- Serve on Website Committee

- Serve on Scholarship Committee

- Evaluate collection

- Maintain consistent data and statistics for internal college and accreditation purposes

- Provide accreditation resources relating to NWCCU Standard 2.E

- Create curricula for seminars in library use and information retrieval and evaluation

- Manage Accuplacer software to allow student assessment based on needs and requirements

- Produce reports from Accuplacer database to support enrolment management and student development

- Coordinate administration of placement exams on campus

- Provide placement scores to advisors

- Provide placement score information to individuals and institutions upon request by the student

- Maintain contact with College Board and other examiners to keep up-to-date on placement testing

- Assist library staff with test proctoring in the Testing Center

- Be aware of, and take action on (when appropriate), opportunities to add new tests to our offered proctoring. With the goal of becoming a testing destination of choice and generating income for the college

Library Assistant

Duties

- Circulation duties

- Shelving materials

- Shelf reading

- Assisting students with using databases, the OPAC, and finding materials

- Assisting the librarian with administration of the college's tutoring program

Responsibilities

- Assist library patrons

- Provide reference services

- Assist with administration of college tutoring program

- Assist with scheduling and proctoring of placement test and exams for professional certifications

- Shelving materials

- Assist with library programming, and outreach

Project and Outcomes Achievement from Previous Year

Project List 2017-18   **Department_____Library_____**

Project	Project Description	Intended Outcome	Core Theme Objective	Measure (Y/N)	Lead Person	Year (1-3)	Budget Require ments	Progress
CLEP program	Work with Amy to develop a CLEP program at TBCC. First, to get the TBCC Testing Center approved to be a CLEP testing site. Second, to get Faculty and Instructional Department approval for students to test out of certain courses. This will allow students to graduate faster, meet their educational goals, lower faculty workload, and earn the college a	**TBCC Testing Center #1:** Community members will have opportunities for economic development through increased testing options.	EE1: Students make consistent and timely progress toward their individual educational goals.	N	Masyn Phoenix / Amy Alday-Murray	2	None	• The TBCC Testing Center has been approved to offer CLEP testing at this site. • We have reached out to faculty in order to get their approval to offer CLEP testing as a replacement to their courses. • We have gotten responses from several faculty, and are waiting on responses from others. • In year 2 we will put college policies together to respond to this

	modest amount of income.							and future Prior Learning at TBCC.
Weeding	Weed textbooks and reference books in order to create more physical space in the library for new materials. Also weed certain areas that out-of-date information can harm patrons.	**TBCC Library #5:** Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	EE4: Student needs are met through comprehensive support services.	N	Masyn Phoenix	1	None	A strong first weed has been completed. Weeding is an ongoing process in a library, but we are confident many of the outdated materials have been weeded this year.
GED computers	Look into the possibility of increasing the number of GED computers in the testing lab in order to allow for more GED testing.	**TBCC Testing Center #2:** GED students will have a convenient testing location in which to gain their GED.	ES1: The college programs and services support and advance local business growth through training and skill building.	N	Masyn Phoenix	1	Actual budget requirements: none	After doing research on the cost of upgrading computers, desks, and how many new testing stations that would grant us, the decision was made to forgo the project and just make testing available on more days of the week.

Handouts	Update handouts, creating new files, and make available outside library doors in order to provide resources for students that they can access when the Library or library staff is unavailable.	**TBCC Library #1:** Students and faculty can access resources in a variety of formats, virtually and physically, regardless of their location or means of course delivery.	EE4: Student needs are met through comprehensive support services.	N	Masyn Phoenix	2	None	In progress. Many handouts are complete, but this project will continue into Year 2.

Service Area Data

All data runs through the 2017-2018 academic year (6/16/2017-6/15/2018)

TBCC Library #1

# of items…			
Checked out	Accessed electronically	Requested through ILL	**Total**
720	12,752	6	**13,478**

TBCC Library #2

of library tours or in-class information competency skills lessons requested by faculty
14

TBCC Library #3

# of individual OERs used in courses in 2017/2018	Average cost of printing an OER on 6/15/2018	Difference in average from last year
53	**$42**	First year, provides baseline

TBCC Library #4

of people attending or participating in a library outreach program
64

TBCC Library #5

of physical materials held by the TBCC Library
6004

TBCC Tutoring Center #1

Tutoring: Fewer than 40% of respondents provided information about their use of tutoring - Most of those who did are aware of their tutoring options, but haven't used them. The small number who have used tutoring, are quite satisfied.
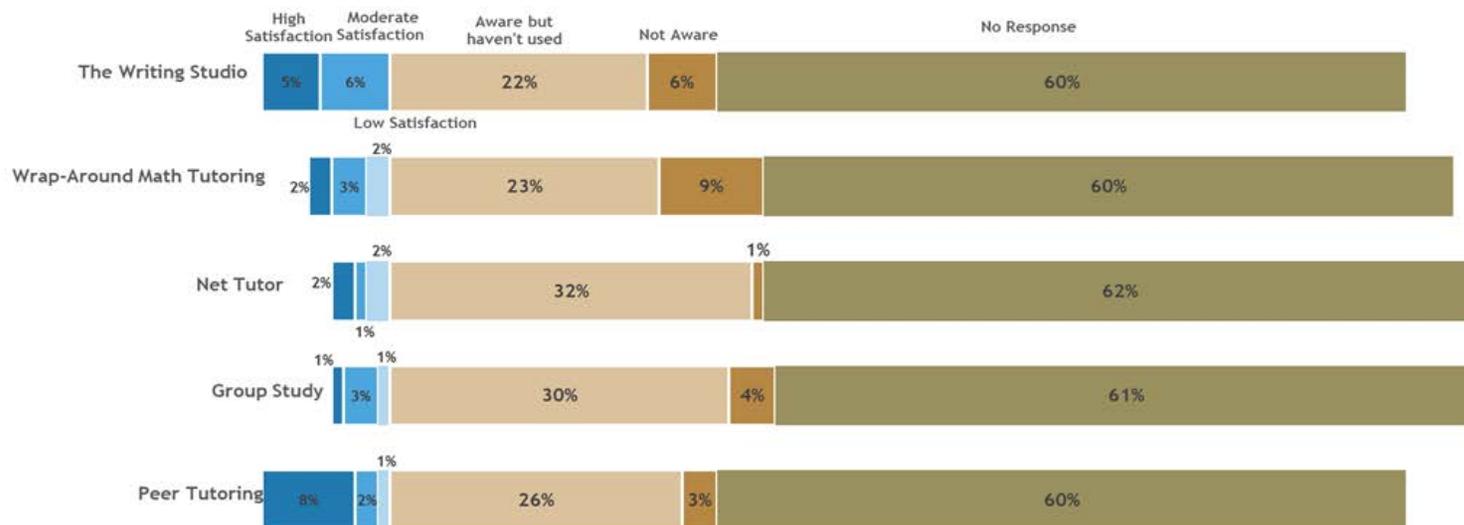
TBCC Tutoring Center #2

# of students with 6 or more hours of tutoring in a term				
Summer 2017	Fall 2017	Winter 2018	Spring 2018	**Total**
3	20	16	13	**52**

TBCC Testing Center #1

# of test clients supported by the TBCC Testing Center	
Pearson	150
Kryterion	104
NOCTI	4

College Board	34
Typing Test	1
Oregon Tax Board	1
Total	**294**

TBCC Testing Center #2

of GED Completers
25

Project List for Current Year and Following Year

Project	Project Description	Intended Outcome	Core Theme Objective	Measure (Y/N)	Lead Person	Year (1-3)	Budget Requirements	Progress
LibGuides	Look into the viability of offering LibGuides at TBCC Library as a way to make library information easier for students to access. Also, there would be a chat option so that distance and off-campus students could have access to research help in real time	**TBCC Library #1:** Students and faculty can access resources in a variety of formats, virtually and physically, regardless of their location or means of course delivery.	EE4: Student needs are met through comprehensive support services	N	Masyn Phoenix	1	Yes, unsure of total	
Outreach	Provide outreach to local school districts. In order to inform students prior to high school about TBCC so that it may become a local option to more future students.	**TBCC Library #4:** Community members (including students, faculty, staff, and more) will increase their awareness of TBCC through outreach programs from the TBCC Library.	LPCE4: TBCC provides services and information that benefit the college and community	N	Lisa Taylor	1	Mileage expenses	

Database Audit	Complete an audit on all of the databases and services subscribed to by the TBCC Library to see if the things that the TBCC Library subscribes to annually are the most appropriate ways to be spending the Library's budget. And if they are not, to find more appropriate resources for our students.	**TBCC Library #5:** Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	EE4: Student needs are met through comprehensive support services	N	Masyn Phoenix	1	No cost to the audit, there may be costs based upon the results	
Photo/ID setup	The equipment where ID cards are produced is approaching end-of-life. In addition, the college does not have a dedicated camera setup for taking promotional photos, event photos, etc. Ideally, we will purchase a new camera that will be available for staff and	**TBCC Library #5:** Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	ES3: TBCC maintains its educational infrastructure to support effective teaching and learning	N	Masyn Phoenix	1	Yes, unsure of total	

	faculty to check out when not used, a new ID printer, and new ID card software.							
Secure funding for ACRL	Get funding put into the Library budget every 2 years to attend the international ACRL conference.	This really applies to all of the TBCC Library Outcomes, but especially numbers **1, 4**, and **5**.	LPCE5: The college promotes comprehensive and continuous advancement for all employees through professional development opportunities.	N	Masyn Phoenix working with CAO	1	$2000 (?) every 2 years. This amount could change once more information becomes available from the event website.	
Address Staffing Issues	Find a long-term solution to the staffing issues in the TBCC Library. Namely, needing more hours of desk coverage while the Library Director is away or in their office working on projects.	This really applies to all of the TBCC Library Outcomes, there are projects to be done to increase all of these Outcomes if the Library Director was not required to be at the library desk for 9 hours a day. Especially numbers **4** and **5**.	ES3: TBCC maintains its educational infrastructure to support effective teaching and learning	N	Masyn Phoenix working with CAO	1	Depends on the solution to the issues. If new positions are hired, or hours are expanded, yes.	