GARDEN CITY
COMMUNITY COLLEGE

NON-ACADEMIC
DEPARTMENTAL REVIEW
TEMPLATE

May 2018

Library

GARDEN CITY
COMMUNITY COLLEGE

Non-Academic Departmental Review
Self-Study Template

Department: Thomas F. Saffell Library & Mary Jo Williams Comprehensive Learning Center

Department Head: Trent Smith

Submitted by: Trent Smith

Submission Date: February, 2018

INSTRUCTIONS:

Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.

All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2012-2013 academic year.

Component 1: Non-Academic Departmental Review Committee

List the names of the Non-Academic Departmental Review Committee and their association with your department (your department personnel who contributed to the writing of this report).

Name	Association
Trent Smith	Professional Staff
Janice Urie	Professional Staff
Reviewe Advising Committee	
Phil Hoke	Faculty
Brandy Unruh	Faculty
Derek Ramos	Professional Staff

Component 2: Department Profile

A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

> Thomas F. Saffell Library and the Mary Jo Williams Comprehensive Learning Center exists to provide every GCCC student accesses resources, technology, and knowledgeable people necessary to achieve academic success in an inviting atmosphere.
>
> As the Academic Hub of campus Saffell Library's mission synchs perfectly with the overall mission of GCCC to produce positive contributors to the economic and social well-being of society. A main strategic priority of GCCC is to improve student academic success in the completion of general education coursework. Library resources, CLC Tutoring services, and the Out-of-Class Testing Center assist greatly towards this endeavor.

B. Human Resources – combine all sub-units

1. How does the department assure that all personnel are qualified for their position?

> Included in Thomas F. Saffell Library personnel are multiple sub-units: library staff; CLC Tutoring Coordinator; CLC paraprofessionals; CLC peer tutors; and the Out-of-Class Testing proctors.
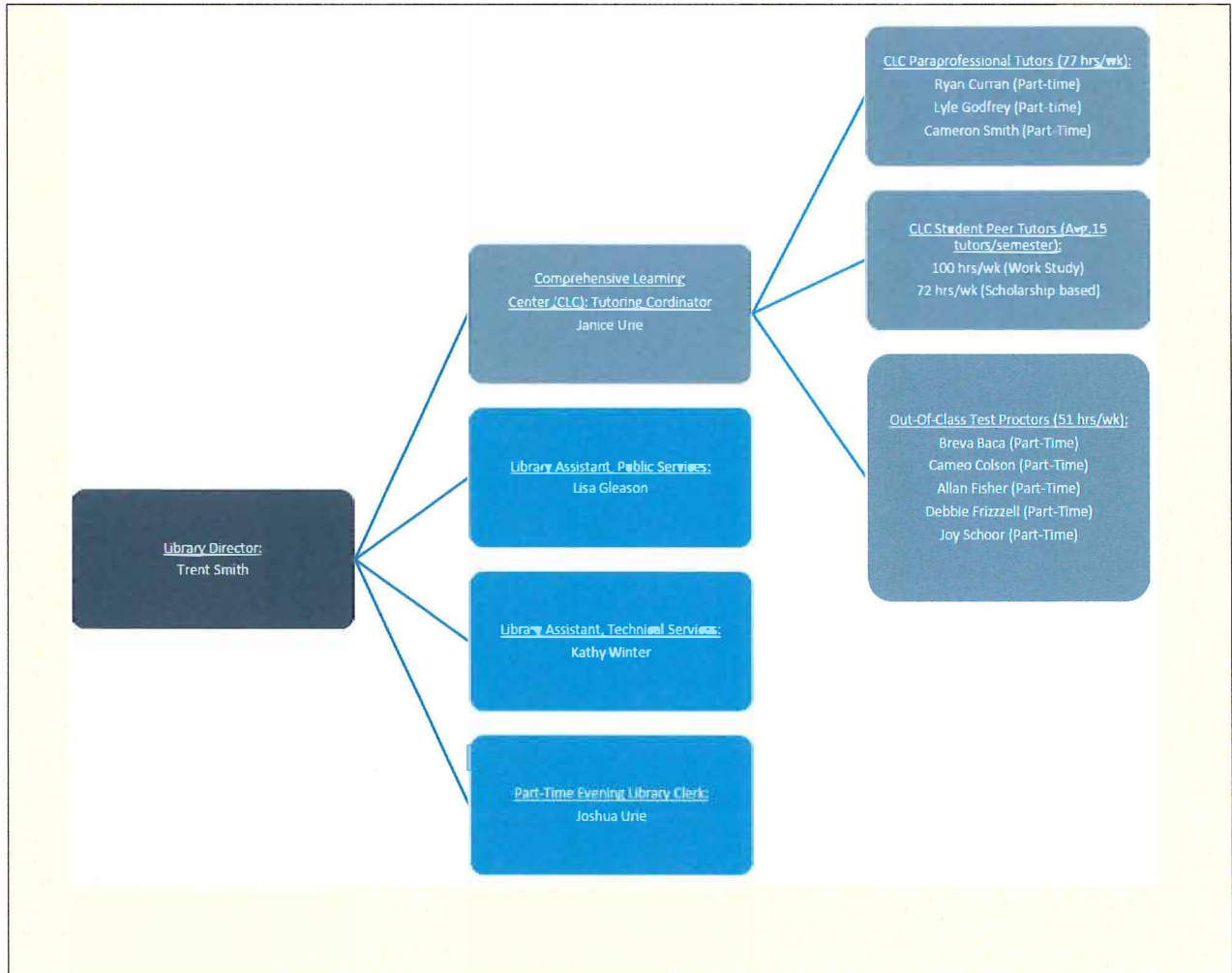>
> Three full-time staff report directly to the Library Director. Fortunately, the two full-time library staff and CLC Tutoring Coordinator (have been here 35, 13, and 15 years respectively, longer than the current Library Director. Upon being hired they each easily met the minimum and mandatory qualifications for their job descriptions. The Library Director holds a Master of Library Science degree and the Tutoring Coordinator holds a Bachelor of Science degree. All paraprofessionals hold at least an Associate degree.
>
> Before CLC paraprofessional candidates are hired they must prove knowledge in one or more subject specific areas via academic course completion, along with an interview process that determines their ability to work with students in a tutoring capacity. All CLC employees are trained and certified via the College Reading and Learning Association.
>
> CLC peer tutors are hired via the federal/institutional Work Study program or through one of multiple CLC Tutor Scholarships. To be considered as a peer tutor each candidate must be recommended by a GCCC faculty member, receive a grade of B or higher in the subject they plan on tutoring, and maintain a cumulative GPA of 2.75 or higher.
>
> The Out-of-Class Test Proctors are determined to be qualified by meeting the standard minimum and mandatory components to the job description, as well as completing an interview process with both the CLC Tutoring Coordinator and Library Director.

2. Include an organizational chart with names and titles.

Organizational chart:

Library Director: Trent Smith
- Comprehensive Learning Center (CLC): Tutoring Cordinator — Janice Urie
  - CLC Paraprofessional Tutors (77 hrs/wk): Ryan Curran (Part-time), Lyle Godfrey (Part-time), Cameron Smith (Part-Time)
  - CLC Student Peer Tutors (Avg. 15 tutors/semester): 100 hrs/wk (Work Study), 72 hrs/wk (Scholarship based)
  - Out-Of-Class Test Proctors (51 hrs/wk): Breva Baca (Part-Time), Cameo Colson (Part-Time), Allan Fisher (Part-Time), Debbie Frizzzell (Part-Time), Joy Schoor (Part-Time)
- Library Assistant, Public Services: Lisa Gleason
- Library Assistant, Technical Services: Kathy Winter
- Part-Time Evening Library Clerk: Joshua Urie

3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past **five** years.

Trent Smith, Library Director:

> Member, GCCC Instructional Leadership Team, 2013-2015 [Note: team disbanded in 2015]

> Chair, Two Year Academic Libraries Interest Group of CULS [College University Library Section; part of the Kansas Library Association], 2013-2014

> Vice President, Two Year Library Director's Committee [comprised of 19 community and technical colleges in the state of Kansas], 2017-2018

4. List names and anticipated dates of retirement (month, year) within the next five years.

☐ None

| Janice Urie | May | 2020 |

5. How are the results of employee evaluations used in identifying professional development needs?

> Here-to-fore there has not been a direct correlation between using employee evaluations to determine professional development needs.

6. What department-specific professional development opportunities are offered/provided by the department?

> Due to a lack of funding, previous professional development opportunities like attending state library conferences has been limited to the Library Director. The Library Director has not had this opportunity in recent years. In lieu of said funding, library staff has taken advantage of professional development opportunities through free webinars. The Tutoring Coordinator does not have a fund line associated with professional development opportunities.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

> Trent Smith: Attended KLA/CULS Conference, 2012-2014. [Travel funding unavailable for the past two fiscal years.]
>
> Kathy Winter and Lisa Gleason: various State Library of Kansas instructional webinars covering how to use multiple electronic databases [archived and upcoming webinars can always be found at https://kslib.info/calendar.aspx].
>
> Janice Urie: Purdue University's online Tutor Training [aka Tutor Matching Service], 2016

## C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

Thomas F. Saffell Library is located in the heart of the Garden City Community College campus, serving as the primary study and collaborative learning space, and functions as the main research center and largest computer lab on campus. The library exists foremost to provide quality research and tutoring services, and access to information and technology that will support lower level GCCC undergraduate curricula.

Not only does Saffell Library support the needs of over 2000 enrolled GCCC students on a semester basis, but our facility is available to the wider Finney County community of 36,722 residents (https://www.census.gov/quickfacts/fact/table/finneycountykansas/PST045216).

Based on Saffell Library's security gate head count, traffic over the past three fiscal years has consistently stayed above 120,000 visits. [*Note: During the past two fiscal years due to security gate malfunction there are 3 months' worth of unaccounted for traffic data.] It is also important to note that the security gates track only individuals that come into the back, or, western half of Saffell Library that houses the books and computers. The front half of Saffell Library, comprised of the Comprehensive Learning Center and Student Support Services, does not currently have an electronic traffic counter.

Annual Gate Counts for Thomas F. Saffell Library

■ FY2015   ■ FY2016   ▫ FY2017
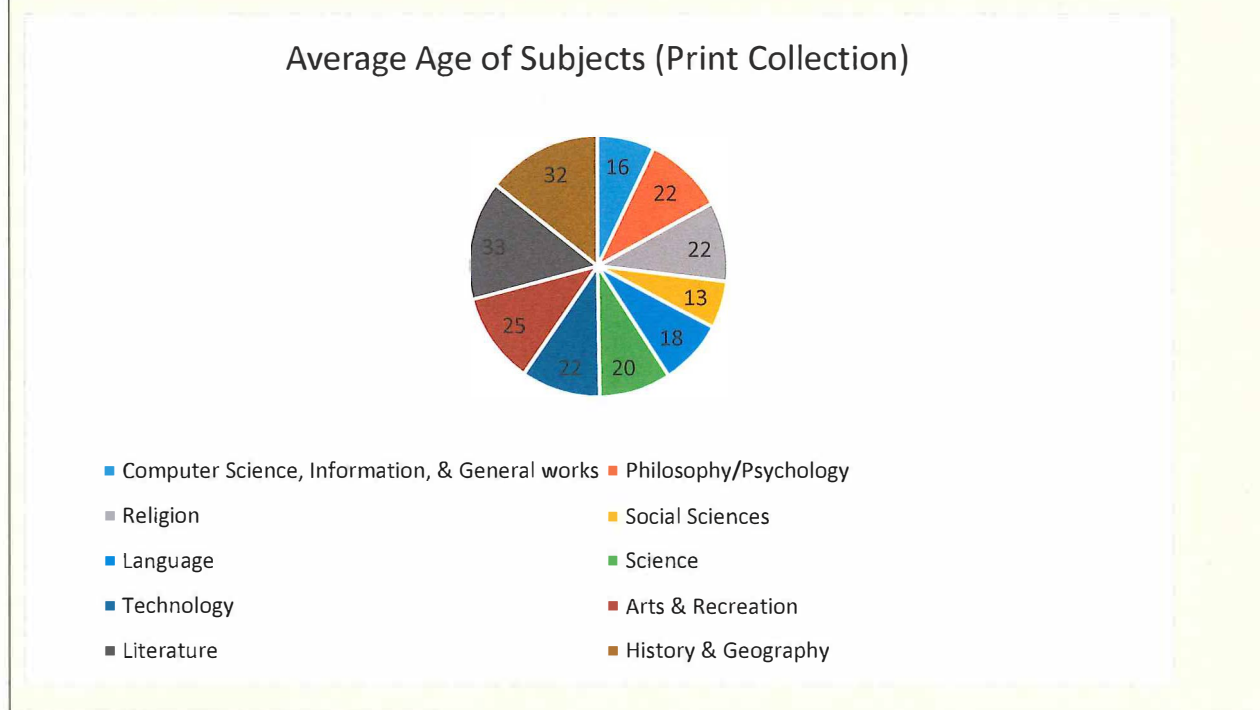
122,776   122,672

129,258
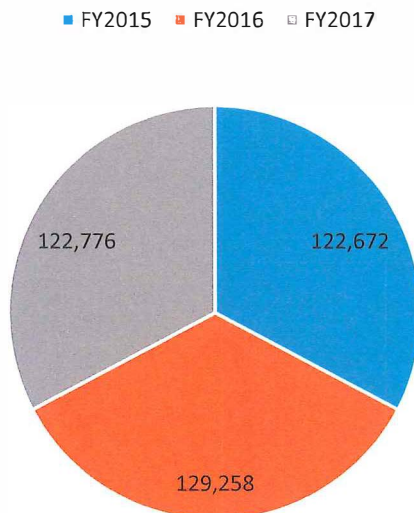
Print Collection:
Saffell Library believes strongly in the printed word and strives to maintain a current and consistently updated print book collection. We collect both academic monographs and contemporary leisure reading novels. As of November 2017 Saffell Library housed 20,422 unique print titles.
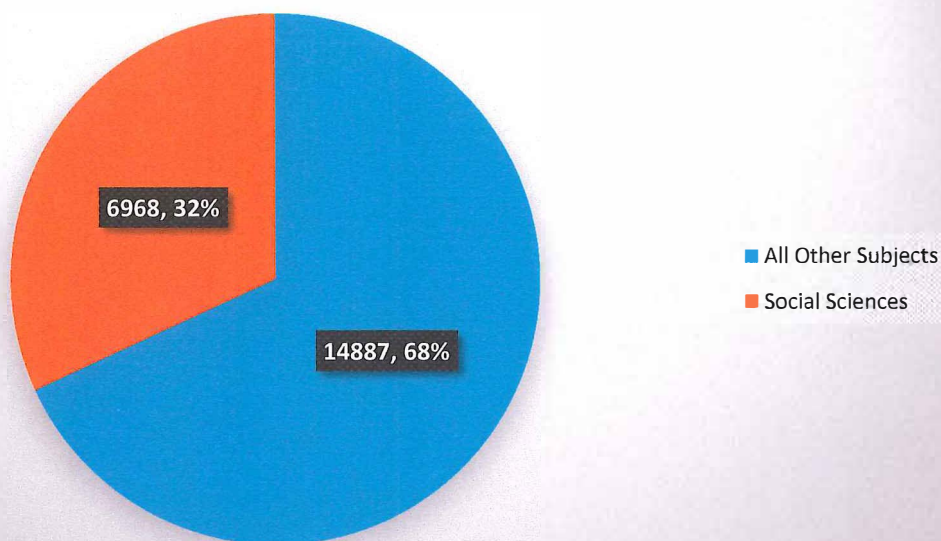
New Print Acquisitions
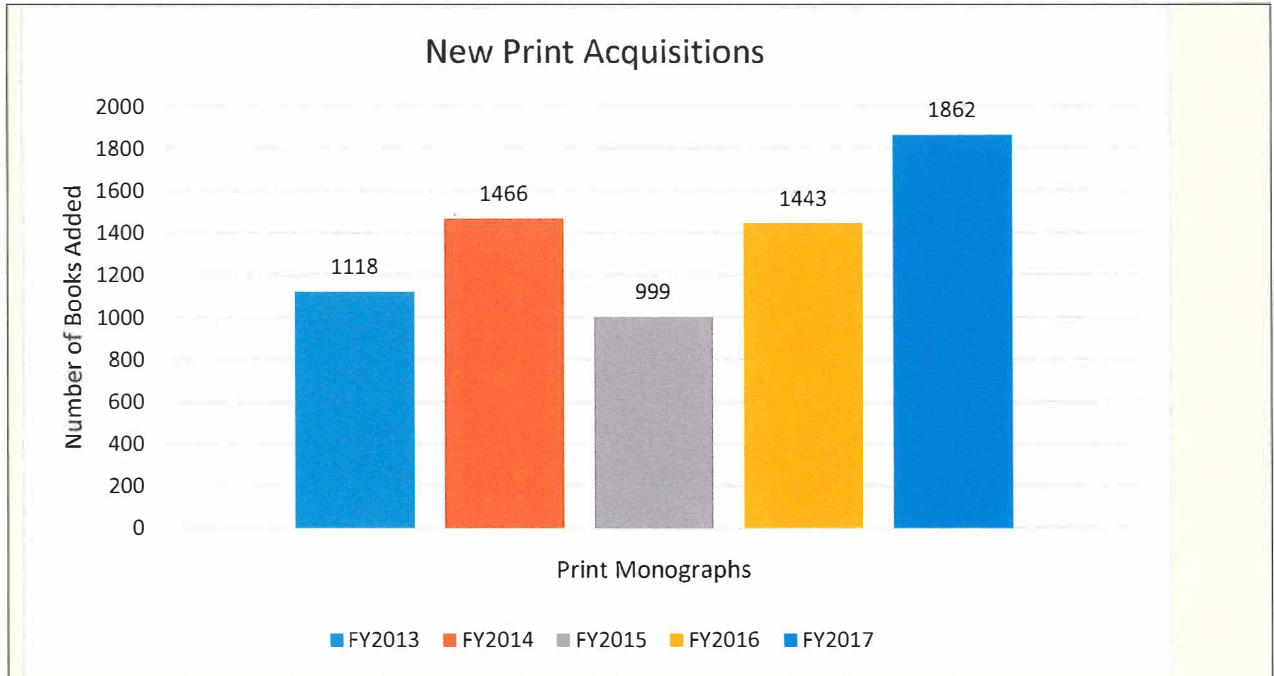
In curating an adequate print collection one key function that Saffell Library undertakes is that of "weeding". Weeding is the process of withdrawing outdated, unused materials, and acquiring more appropriate and current research and reading materials either by instructor recommendation, or the Library Director's research. A massive weeding project occurred around FY2010 and continues to be addressed annually. In FY2010 the average age of Saffell Library's collection was grossly out of date, roughly 60 years old. Our print monographs have since been culled to a much more relevant and focused collection for current student needs. Because Saffell Library is not a 4 year research institution our collections must be contemporary and focus on those subjects and content that meet current GCCC lower level (Freshman/Sophomore) curriculum. We have now drastically lowered the average age of the collection to a much more respectable 19 years.

Print Collection Age

Chart legend: ■ FY2010 ■ FY2018 — Average Age. FY2010 = 60, FY2018 = 19
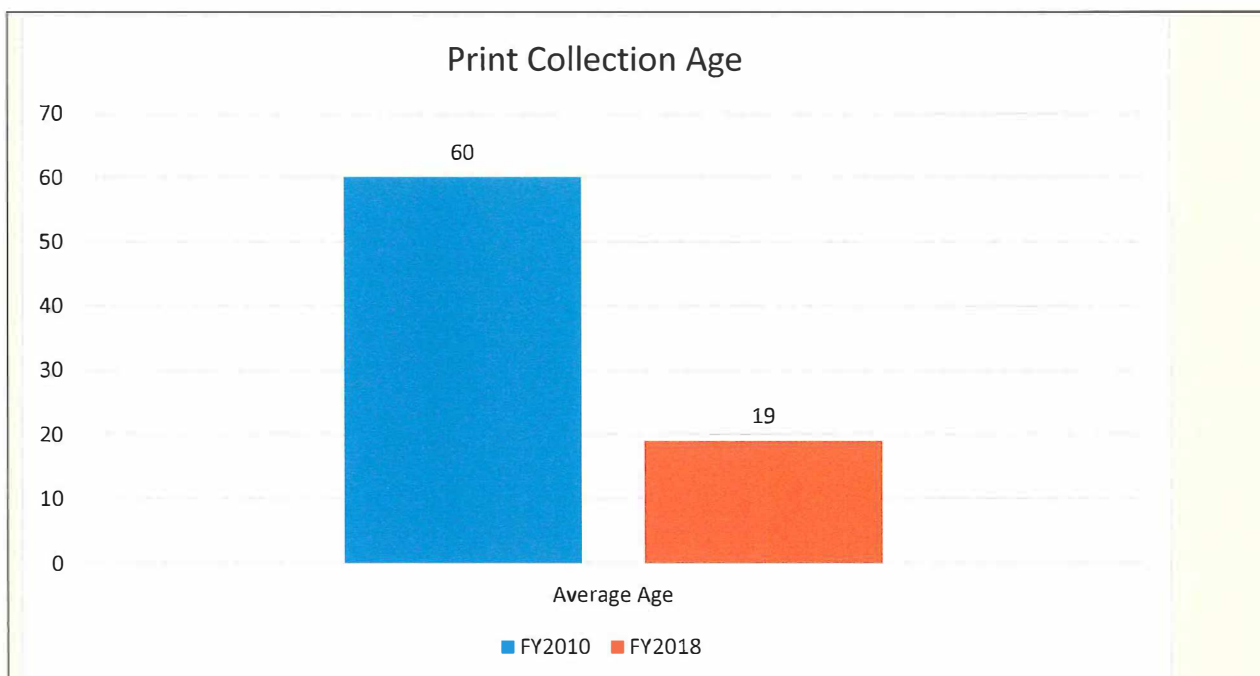
Saffell Library classifies its collection under the Dewey Decimal classification scheme, just like the majority of high school and public libraries. In the two charts below you can see that the average age for Saffell Library's Social Science print collection (Dewey call number range 300-399) is only 13 years old. This coincides nicely with the fact that the Social Sciences are the most circulated academic material. These two charts show that we are focusing collection development upgrades on the most requested/needed material by students.

Average Age of Subjects (Print Collection)

Pie chart values: 16, 22, 22, 13, 18, 20, 22, 25, 33, 32

- ■ Computer Science, Information, & General works
- ■ Philosophy/Psychology
- ■ Religion
- ■ Social Sciences
- ■ Language
- ■ Science
- ■ Technology
- ■ Arts & Recreation
- ■ Literature
- ■ History & Geography

Total Circulations: Academic Monographs

6968, 32%

14887, 68%

- All Other Subjects
- Social Sciences

As student research needs continue to evolve to more electronic based platforms, moving from traditional print monographs to online full-text article availability, we have seen a drop in our traditional print circulation statistics. Faculty promoted assignments and research requirements is another factor that dictates print circulation increases and decreases.

Saffell Library Print Circulation Statistics

Number of Book Check Outs

2399

1879

1412

2500

2000

1500

1000

500

0

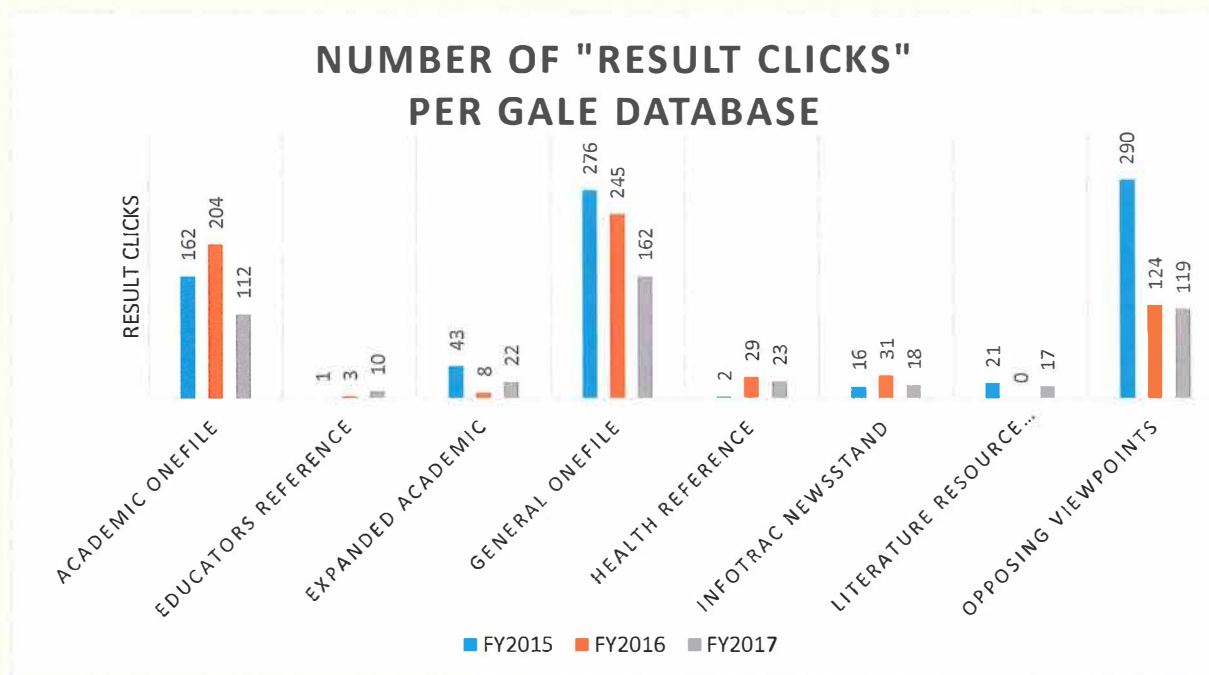- FY2015
- FY2016
- FY2017
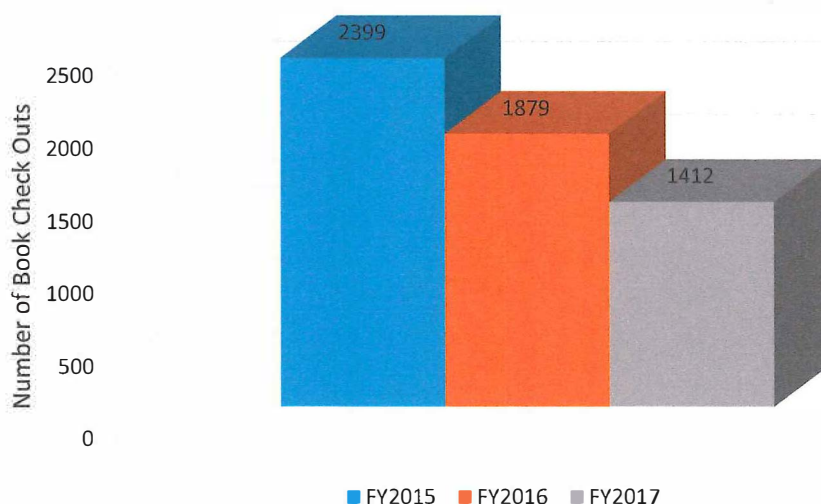
Electronic Subscription Databases:
To compliment Saffell Library's print collection, we have over 60 electronic subscription databases that allow students access to thousands of magazines, academic journals, and electronic references, containing millions of articles. We have two major database platforms/interfaces. Under Gale Cengage
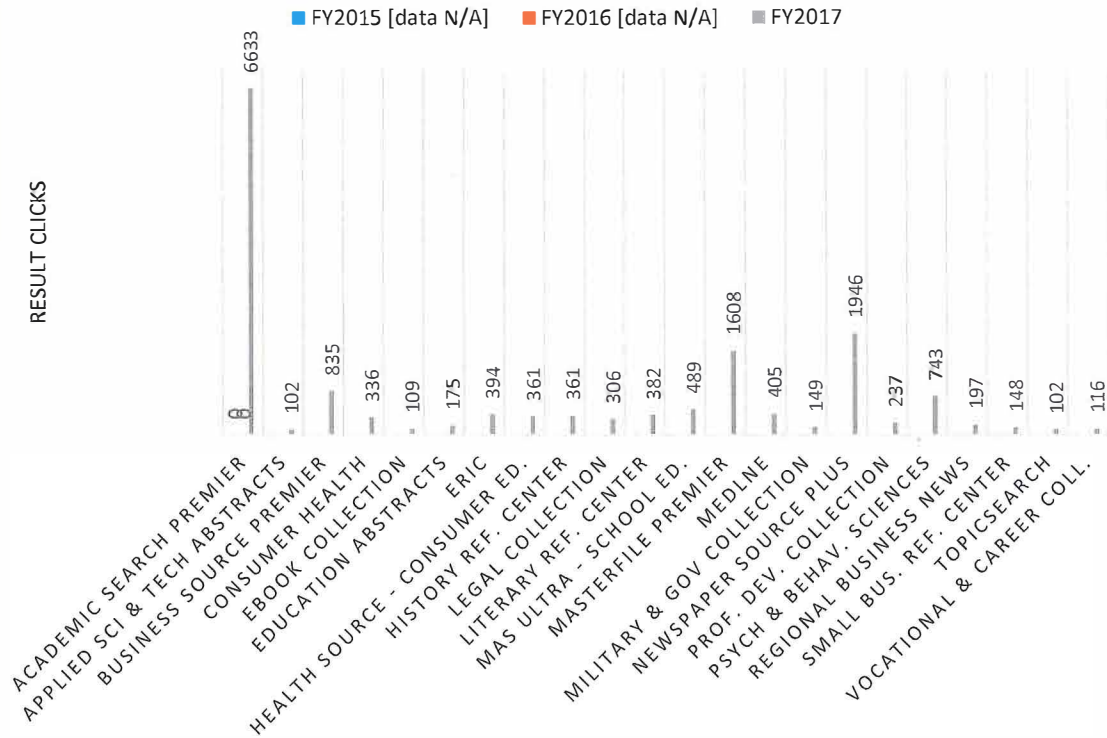
Learning's InfoTrac platform, students have access to a dozen different general and subject specific databases. Additionally, under a consortia purchase agreement with the State Library of Kansas and EBSCO, GCCC students have access to 45+ electronic databases that cover a wide range of academic disciplines.

A few years ago the State Library of Kansas signed a multiyear contract with EBSCO, ending its large subscription contract with Gale Cengage Learning. Gale Cengage offered a significant price break to the 2-year college library community thus we have maintained access to both platforms, giving our students a wide array of electronic materials and multiple platforms to perform their searches. Below is a chart detailing the number of "result clicks" per Gale and EBSCO Database. Result Clicks are defined as a click originating from a set of search results. Viewing these graphs it is important to understand that thousands of searches occurred within these databases; however, we've shown only those searches that resulted in a student actually "clicking" into a specific citation and/or full-text article.

NUMBER OF "RESULT CLICKS" PER GALE DATABASE

RESULT CLICKS

| Database	FY2015	FY2016	FY2017
ACADEMIC ONEFILE	162	204	112
EDUCATORS REFERENCE	1	3	10
EXPANDED ACADEMIC	43	8	22
GENERAL ONEFILE	276	245	162
HEALTH REFERENCE	2	29	23
INFOTRAC NEWSSTAND	16	31	18
LITERATURE RESOURCE...	21	0	17
OPPOSING VIEWPOINTS	290	124	119

■ FY2015 ■ FY2016 ■ FY2017

With the State's move to EBSCO, GCCC faculty started using and promoting the electronic subscription databases offered on the EBSCOhost platform. While Gale "search" stats were dropping we witnessed a marked increase in total searches through EBSChost. Instead of showing data for all 45 EBSCOhost databases the chart below shows just those databases with "result clicks" of 100 or greater. [Note: EBSCOhost was contacted but they were unable to retrieve the industry standard database reports for fiscal years prior to FY2017, thus we are unable to show an inverse trendline between decreasing Gale usage and the dramatic increase in EBSCOhost usage.

NUMBER OF "RESULT CLICKS" PER EBSCOHOST DATABASE

■ FY2015 [data N/A]   ■ FY2016 [data N/A]   ■ FY2017

RESULT CLICKS

Database	Result Clicks
ACADEMIC SEARCH PREMIER	6633
APPLIED SCI & TECH ABSTRACTS	102
BUSINESS SOURCE PREMIER	835
CONSUMER HEALTH	336
EBOOK COLLECTION	109
EDUCATION ABSTRACTS	175
ERIC	394
HEALTH SOURCE - CONSUMER ED.	361
HISTORY REF. CENTER	361
LEGAL COLLECTION	306
LITERARY REF. CENTER	382
MAS ULTRA - SCHOOL ED.	489
MASTERFILE PREMIER	1608
MEDLNE	405
MILITARY & GOV COLLECTION	149
NEWSPAPER SOURCE PLUS	1946
PROF. DEV. COLLECTION	237
PSYCH & BEHAV. SCIENCES	743
REGIONAL BUSINESS NEWS	197
SMALL BUS. REF. CENTER	148
TOPICSEARCH	102
VOCATIONAL & CAREER COLL.	116

Below is a quick comparison of total "result clicks" between Gale and EBSCOhost databases for FY2017. It is quite evident that EBSCOhost has quickly become the go to database research platform for the majority of our students and faculty.

Total Database "Result Clicks" for FY2017

- Gale InfoTrac 3%
- EBSCOhost 97%
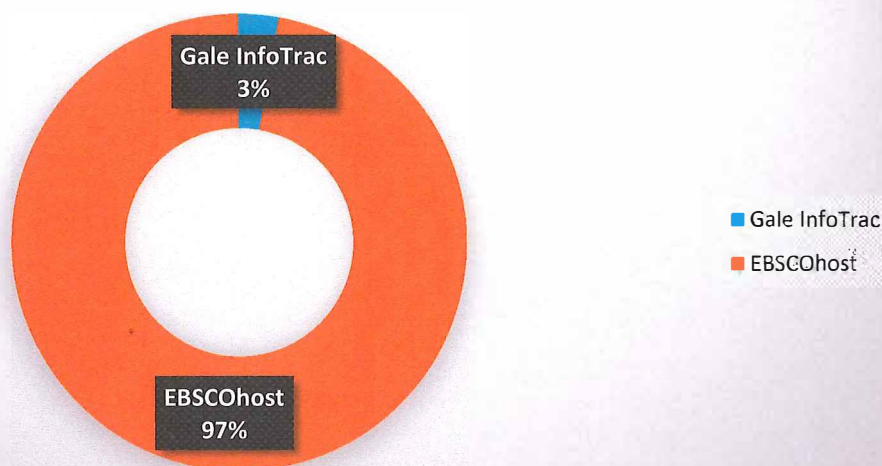
Audio/Visual Collection:
Saffell Library's DVD and CD resources are quite small, with just over 100 titles available. Due to the extreme breadth and cost of curating an audio/visual collection we do not actively develop this collection; however, we happily honor any faculty purchase request for academic purposes.

Through Infobase/Films on Demand the GCCC nursing department has purchased a nursing collection set of over 9,000 videos available to be digitally streamed. Saffell Library provides a link to this collection via our website so that all students and faculty may take advantage of this resource.
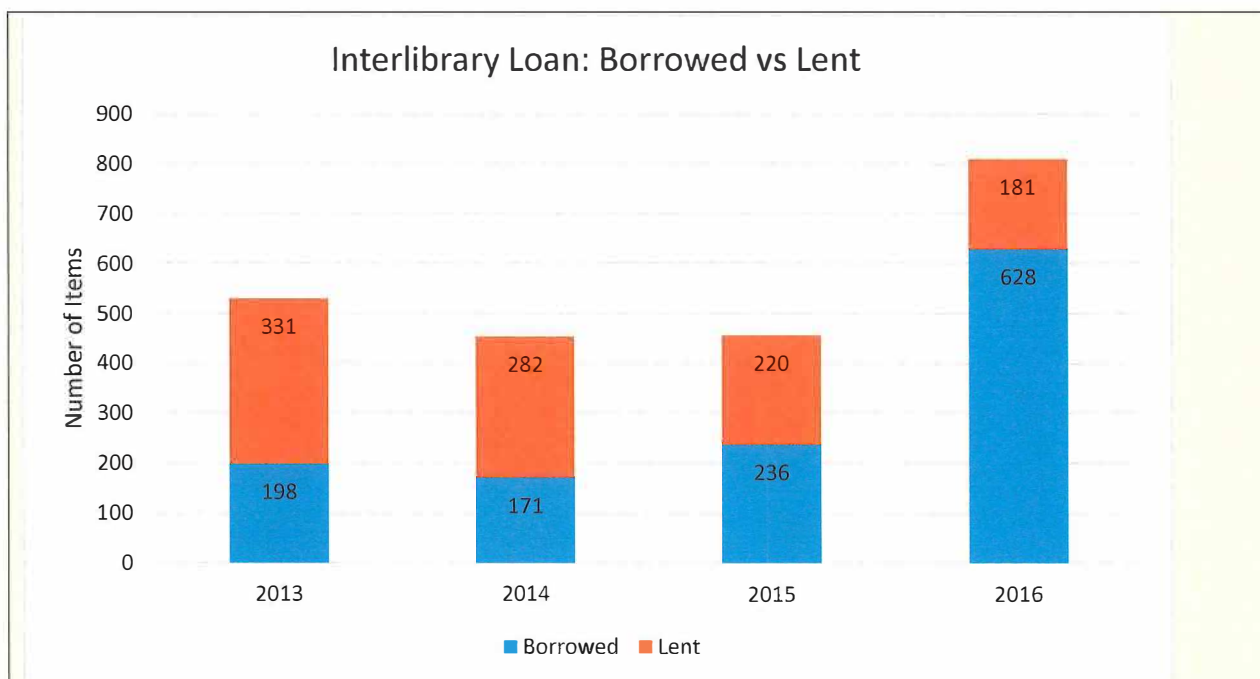
Reserves:
Saffell Library maintains a "Reserves" section that allows students to check out a limited amount of current textbooks for in-library use only. While we do not actively purchase textbooks for GCCC offered curriculum we happily put on Reserve any extra copy(ies) faculty may have for their respective classes for student use.

Computers/Printing:
Saffell Library is home to over 43 computers for student and community use. In effect, we are the largest computer lab on campus. Within Saffell Library is the GC3 Writing Center which offers an additional 24 computers for student use. Saffell Library is fully Wi-Fi covered so that students may bring in their own laptops as well. Printing and copying is currently a free service for any patron that utilizes the library.

Interlibrary Loan:
Interlibrary Loan is another free service that Saffell Library offers to its patrons. We maintain a reciprocal relationship with all libraries in the state of Kansas (public, academic, K-12, etc.) so that if our library does not own and/or have full text access to a particular book or journal article, we can quickly have it shipped from another library within the state. Below is a graph showing the breakdown of items Saffell Library has lent out to other libraries vs items we have borrowed from other libraries.

Interlibrary Loan: Borrowed vs Lent

Number of Items

Year	Borrowed	Lent
2013	198	331
2014	171	282
2015	236	220
2016	628	181

■ Borrowed ■ Lent

Reference Services:
Instruction in library research (how to use the online public access catalog to see what books we own, the use of electronic subscription databases, basics regarding computer software, Canvas, printing, etc.) occurs individually, in groups near work stations, and in the classroom. Hard data regarding the number of individual reference interactions that occur daily/weekly has never been collected as part of our daily operations. Classes that the Library Director has historically been invited to present detailed database research how-tos have been within the English, Speech/IPC, and nursing curriculum.

Library as Place:
Thomas F. Saffell Library is an active study commons and technology center, available to students 68 hours each week. Within our limited space we try and provide a reliable, friendly environment that is well-staffed and can offer a positive venue for student study and collaboration. We have multiple study rooms that can accommodate small groups and nine newly installed study carrels that allow for more individualized quiet study space. An additional eight round study tables are interspersed around the computer pods (housing 43 computers) within the main library reading room.

The Mary Jo Williams Comprehensive Learning Center (CLC):

The Mary Jo Williams Comprehensive Learning Center (CLC) is the PLACE where every GCCC student can access RESOURCES and REFERENCES, TECHNOLOGY, and knowledgeable PEOPLE necessary to achieve academic success in a friendly atmosphere. The CLC is centrally located in the front portion of Saffell Library, which is often referred to as the Academic Hub of campus. The CLC is open 59 hours per week during regular fall and spring semesters; 48 hours per week are available during summer sessions. The CLC provides free tutoring services to support core general education curricula to GCCC students. No appointment is required. Because of the recent establishment of the GC3 Writing Center, the CLC now focuses its tutoring on mathematics, the sciences, and accounting. By far, individual tutoring is the CLC's predominant mode of service although tutors might be embedded in classrooms or work with small study groups. Staff is comprised of peer student tutors, paraprofessionals, and the Tutoring Coordinator. Tutors facilitate learning by addressing specific points of confusion. Tutors also model proven learning strategies, suggest study regimens, and provide relevant supplemental materials. Additionally, the CLC considers faculty as customers and works to provide specific assistance requested by faculty members. Classroom instruction is thereby reinforced and

enhanced. These endeavors support the college's mission "to produce positive contributors to the economic and social well-being of society."

The CLC began an affiliation with the College Reading and Learning Association (CRLA) in 1989. CRLA defines and, thereby, standardizes the length and topics of college-level tutor training. Once CRLA's criteria has been met, the Tutoring Coordinator is authorized to award Tutor Certification to individual staff members. The Tutoring Coordinator offers a minimum of 10 mandatory hours of face-to-face, interactive training early in each semester for peer tutors and paraprofessional staff. Certification is attained when a tutor completes the required 10 hours of training plus 25 hours of documented tutoring. Staff members are expected to advance one of three levels of CRLA certification per semester: Certified (Level 1), Advanced (Level 2), and Master (Level 3). Much of the tutor training heightens tutor awareness of the needs of impoverished students, nontraditional students, students with disabilities, students from other cultures, or ELL (English Language Learners). Other major topics include interpersonal communication, critical thinking, Socratic questioning, and assessing study behaviors. The production of empathetic, open-minded, well-spoken tutors is a significant goal of tutor training.

CLC Activity Report

Table 1:

Semester	Total Sessions	Total Hours	# of Unique Students	
Fall 2013	1,429 Sessions	1,151 Hours	396 Unique Students	
Spring 2014	1,486 Sessions	1,179 Hours	372 Unique Students	
Fall 2014	1,869 Sessions	1,320 Hours	772 Unique Students	
Spring 2015	1,240 Sessions	919 Hours	339 Unique Students	
Fall 2015	1,485 Sessions	1,142 Hours	313 Unique Students	
Spring 2016	1,279 Sessions	1,015 Hours	297 Unique Students	
Fall 2016	976 Sessions	854 Hours	271 Unique Students	
Spring 2017	974 Sessions	799 Hours	273 Unique Students	
Fall 2017	967 Sessions	921 Hours	343 Unique Students	
Summer 2014	327 Sessions	311 Hours	70 Unique Students	
Summer 2015	241 Sessions	258 Hours	58 Unique Students	
Summer 2016	158 Sessions	158 Hours	39 Unique Students	
Summer 2017	221 Sessions	216 Hours	62 Unique Students	

CLC Activity Report continued

Fall 2013

Subjects	Total Hours	%
Sciences	226	19.6%
Math	622	54.0%
English/Writing	251	21.8%
Business	5	0.5%
Other	47	4.1%

Summer 2014

Subjects	Total Hours	%
Sciences	2	0.8%
Math	253	81.6%
English/Writing	43	13.7%
Business	7	2.3%
Other	5	1.7%

Spring 2014

Subjects	Total Hours	%
Sciences	138	11.7%
Math	717	60.8%
English/Writing	285	24.2%
Business	3	0.2%
Other	36	3.1%

Summer 2015

Subjects	Total Hours	%
Sciences	1	0.4%
Math	193	74.8%
English/Writing	53	20.6%
Business	1	0.5%
Other	10	3.7%

Fall 2014

Subjects	Total Hours	%
Sciences	144	10.9%
Math	746.0	56.5%
English/Writing	385	29.1%
Business	7	0.5%
Other	38	2.8%

Summer 2016

Subjects	Total Hours	%
Sciences	1	0.4%
Math	124	78.3%
English/Writing	33	20.7%
Business	0	0%
Other	3	0.6%

Spring 2015

Subjects	Total Hours	%
Sciences	57	6.2%
Math	540	58.8%
English/Writing	288	31.4%
Business	7	0.8%
Other	26	2.9%

Summer 2017

Subjects	Total Hours	%
Sciences	2	0.8%
Math	182	84.1%
English/Writing	32	14.7%
Business	0	0%
Other	1	0.5%

CLC Activity Report continued

Fall 2015

Subjects	Total Hours	%
Sciences	60	5.2%
Math	598	52.3%
English/Writing	371	32.5%
Business	6	0.5%
Other	107	9.3%

Spring 2016

Subjects	Total Hours	%
Sciences	111	11.0%
Math	553	54.5%
English/Writing	313	30.9%
Business	16	1.6%
Other	21	2.1%

Fall 2016

Subjects	Total Hours	%
Sciences	11	1.3%
Math	615	72.0%
English/Writing	151	17.7%
Business	46	5.3%
Other	32	3.7%

Spring 2017

Subjects	Total Hours	%
Sciences	17	2.5%
Math	573	84.7%
English/Writing	73	10.8%
Business	5	0.8%
Other	9	1.3%

Fall 2017

Subjects	Total Hours	%
Sciences	63	6.9%
Math	677	73.5%
English/Writing	61	6.6%
Business	50	5.4%
Other	70	7.6%

Comprehensive Learning Center **Tutor Evaluation**
Semester Date

Tutor Name: _____   Date: _____

Subject: _____

Please rate the effectiveness of your tutoring session.   Circle the appropriate number.

	Strongly Agree				Strongly Disagree	
The tutor was **courteous**.	5	4	3	2	1	
The tutor seemed **well-versed in the topic**.	5	4	3	2	1	
The tutor **referred to other sources** as needed.	5	4	3	2	1	NA
The tutor **asked questions and listened** to my responses.	5	4	3	2	1	
The tutor **allowed time** for me to think and ask questions.	5	4	3	2	1	
The tutor encouraged me **to embellish** notes or make note cards.	5	4	3	2	1	NA
The tutor introduced a **handout** relevant to my subject.	5	4	3	2	1	NA
The tutor helped me **see my mistakes**.	5	4	3	2	1	
I understand the topic more clearly because of the tutoring session.	5	4	3	2	1	

If you have worked with this tutor before, how would you rate this session:
More Effective   About Same   Less Effective
Why: _____

I may continue to utilize CLC tutoring services because_____
_____
_____

My session might have been more effective if _____
_____
_____
_____

Student: Please place your evaluation in the Tutor Evaluation Box at the CLC Front Desk. Thank you for your input!
Your feedback is critical!

*Note: This is a summary of responses from the above blank "Tutor Evaluation" form.

Table 2:

Tutor Evaluation by Tutees

Semester

	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
5's	335	544	219	229	184
4's	28	67	19	30	9
3's	2	15	5	5	2
2's	2	7	0	4	0
1's	1	4	1	1	0
N/A's	28	29	17	19	3
Total Evaluations	44	74	29	32	22
% of 4's and 5's	91.7%	91.7%	91.2%	89.9%	97.5%
% of 1's and 2's	0.8%	1.7%	0.4%	1.7%	0.0%
% of N/A's	7.1%	4.4%	6.5%	6.6%	1.5%

CRLA
International Tutor Training Program Certification

September 25, 2017

Dear Ms. Urie,

Congratulations! On behalf of the College Reading & Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) team, we are delighted to inform you that the Garden City Community College, Mary Jo Williams Comprehensive Learning Center has been approved for Stage 3, Level 1, 2 & 3.

Your program certification period begins on June 21, 2017, and ends on June 21, 2022.

This is a Stage3 approval for one program at one location as indicated on your application.

Your next approval application for Level 1, 2 and 3 will be a Stage 3 application. Please plan to submit your application by March 21, 2022, which is three months prior to your current expiration date which will help insure that there is no lapse in your certification.

Attached is the ITTPC certificate for your tutor training program approval. You are being issued one program certification which is valid for the time period indicated above. You may access the tutor certification template each year using the link in the email that accompanied this letter. The templates with the current ITTPC Coordinator and CRLA president signatures are available in mid-November each year.

We recommend that you maintain lists of those tutors you certify, as individuals will often ask for their certification information long after they have left your institution.

For future reference your ITTPC ID # is: US-KS-0344. Please include this number in all correspondence with us as it helps us access your file easily.

Also, we have included below the comments from the reviewer team assigned to your application. Many programs find this information to be very helpful.

Once again, congratulations. We look forward to continuing to work with you and your tutor training program in the future.

Best wishes,

Sheri McIntyre, Certifications Assistant
Roberta Schotka, ITTPC Coordinator
Page Keller, CRLA Certification Director

Strengths:

This program has been around a long time and has enjoyed certification for many years. It is noteworthy that the continuity of supervision has facilitated the strong training program as well as the growth of the program/staff.

Concerns:

None

Recommendations for Continued Growth:

Keep up the good work!

The Out-of-Class Teasting Center:

The purpose of the Out-of-Class Testing Center is 1) to provide a friendly, conducive, and consistent testing environment, (2) to accurately proctor paper/pencil tests per written instructions, (3) to minimize cheating, and (4) to provide accurate descriptions of any testing irregularities. Testing services are available six days per week in four-hour sessions, thus totaling 24 hours of availability per week. Three evening sessions from 5pm to 9pm, two afternoon sessions from 2pm to 6pm, and one morning session from 9am to 1pm are available. Two Test Proctors are present in the testing room during each session to insure smooth check in/out and to provide monitoring services intended to reduce cheating. When high testing volume is expected, a third test proctor is contacted and asked to attend that day's testing session. The Out-of-Class Testing Center operates in the Fouse Building Lecture Hall.
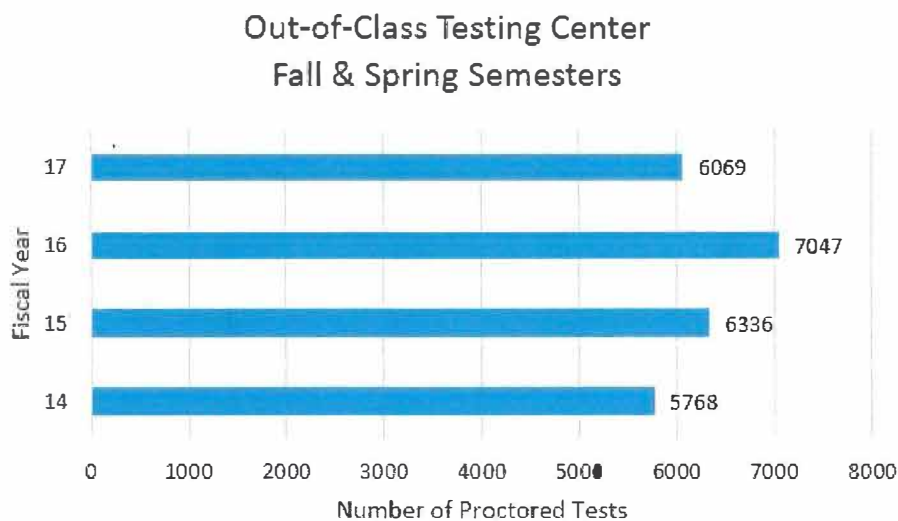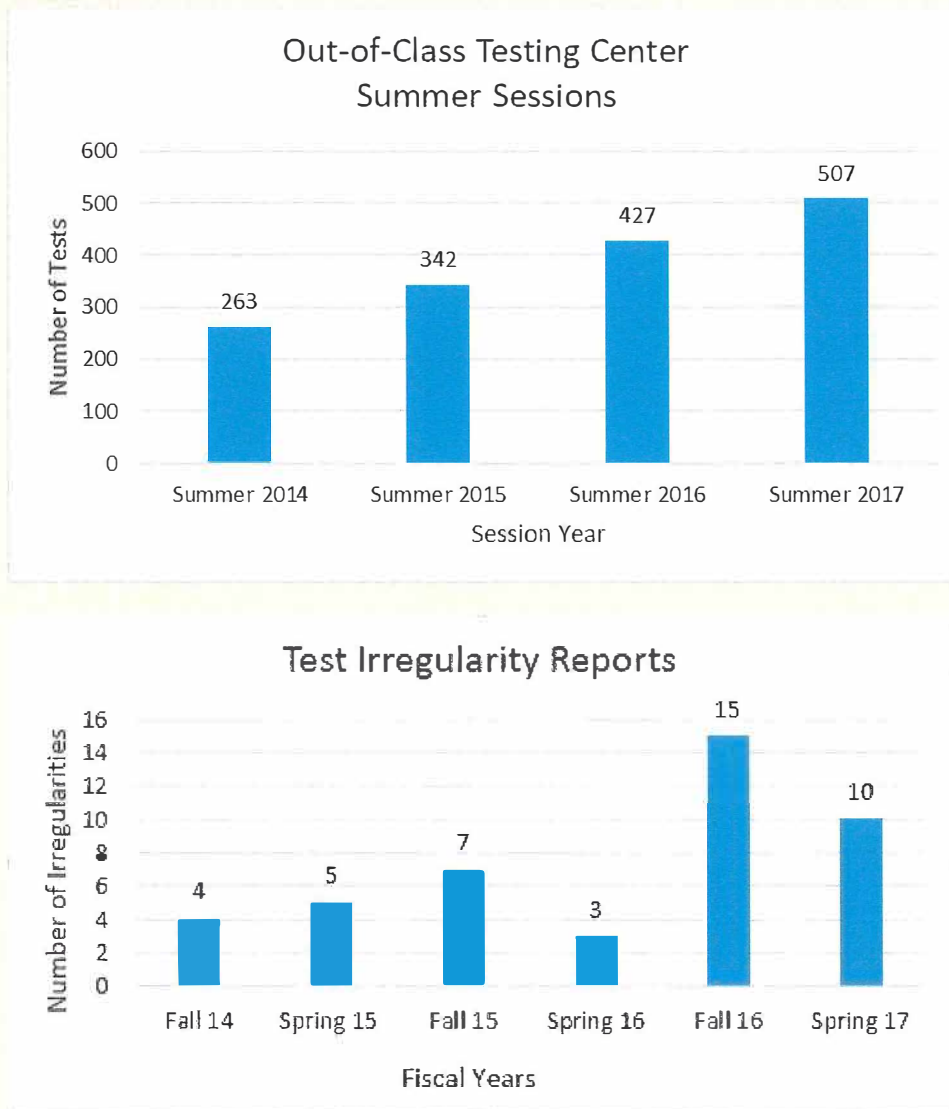
Table 3:

Out-of-Class Testing Center
Fall & Spring Semesters

Fiscal Year	Number of Proctored Tests
17	6069
16	7047
15	6336
14	5768

Table 4:

Out-of-Class Testing Center Summer Sessions

Session Year	Number of Tests
Summer 2014	263
Summer 2015	342
Summer 2016	427
Summer 2017	507

Test Irregularity Reports

Fiscal Years	Number of Irregularities
Fall 14	4
Spring 15	5
Fall 15	7
Spring 16	3
Fall 16	15
Spring 17	10

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

The services and resources available within Thomas F. Saffell Library are a critical component to student success. We collect and make available the content needed to accomplish class assignments. We offer the technology needed to create, compose, and edit coursework. We offer the staff to help guide students through, around, and over hurdles. As mentioned previously, Saffell Library and the Comprehensive Learning Center truly are the academic hub of campus.

The CLC's activities directly affect four groups: tutors, students, faculty, and the institution. Tutors gain valuable work experience, expertise in customer service, and a life-long prestigious certification. GCCC students who use CLC services benefit directly because proven tutoring methods taught during tutor

training, in general, increase a student's chances of improved academic outcomes. Additionally, the close working relationships established between the Tutoring Coordinator and faculty enhance communication and, thereby, improve tutor performance. In turn, the likelihood of improved student performance is then increased. Institutionally, the CLC serves an important role in not only student retention but also in student recruitment. GCC's student population exceeds 25 percent Hispanic with diverse representation from many other countries. To that end, the Tutoring Coordinator recruits bilingual tutors, primarily Spanish and Vietnamese, whenever possible. This strategy eases student anxiety for those who arguably could benefit the most from CLC services. Regarding recruitment, the Tutoring Coordinator makes every attempt to speak with prospective students and their families as they tour GCCC. The CLC's obvious dedication to academics, its central location, relaxed atmosphere, international tutor certification, and lack of fees favorably impress parents as well as potential students.

The Out-of-Class Testing Center originated out of a need to provide the maximum available seat time for students to learn directly from instructors without using valuable class time for testing. Students and faculty members are both impacted. Many faculty members state that since GCCC instituted hybrid courses, seat time is extremely precious. By testing out-of-class, seat time with the instructor is maximized. Secondly, test anxiety is a widespread affliction. Since each Out-of-Class Testing Center session is four hours long, students have adequate time to finish a test rather than rush to complete during class time. Out-of-Class Testing services maximize seat hours and reduce anxiety; consequently, the institution benefits from potentially higher scores. All GCCC faculty members and adjuncts are welcome to utilize the Out-of-Class Testing Center services, either routinely or intermittently.

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

With GCCC's ongoing commitment to hybrid education and online classes it is more imperative than ever that Saffell Library have a functioning, updated fleet of computers. Students are compelled to turn in assignments through Canvas, the electronic management system for each course. In lieu of requiring all students to own a laptop, as an institution we need to have technology available for students to successfully complete their classes. For the past decade Thomas F. Saffell Library has relied on grant requests from the Mary Jo Williams Charitable Trust to fund and update the library computers.

A great technological boon to students occurred in the spring of 2017 when IT installed an EZ Proxy server. This is important because it finally allows both our on-campus and distance education students access to all of our electronic subscription database resources when the library is closed and/or they are off campus. Students may now use their respective network login and passwords to access these electronic databases.
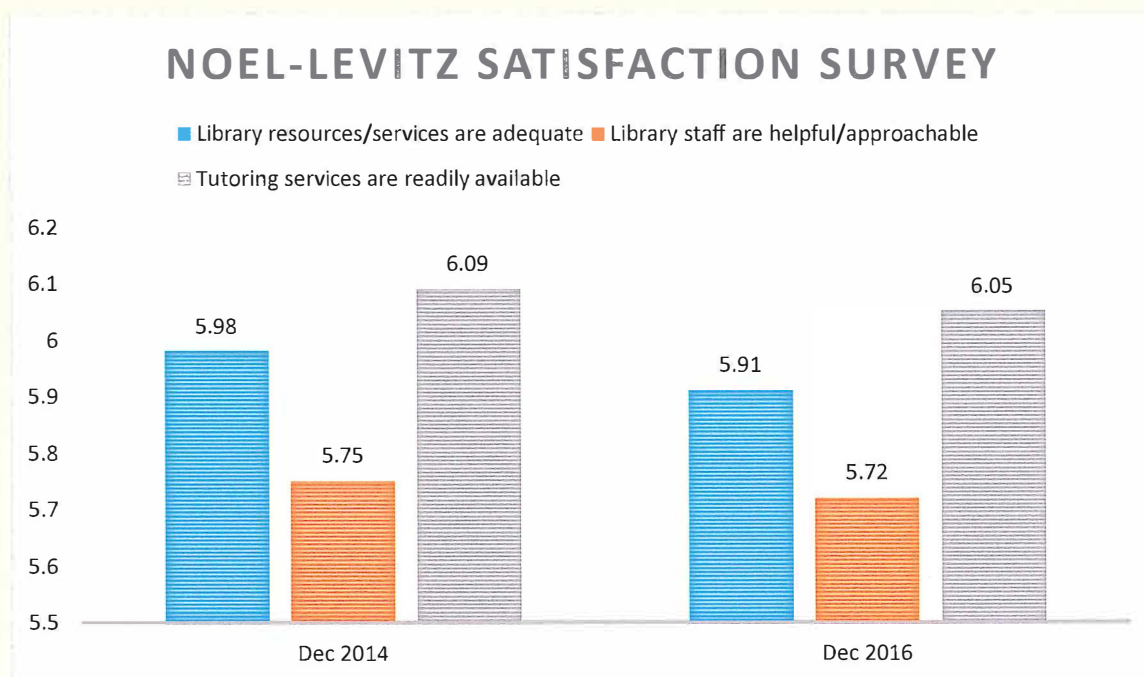
In addition, the CLC loans graphing calculators and laptop computers to students for use in the CLC. A designated study room houses a growing collection of anatomical models for hands-on study. Print references and handouts are readily available for math and English curriculum.

With specific written permission from instructors, the Out-of-Class Testing Center provides students with graphing, scientific, and simple calculators for the duration of the test.

4. Describe any existing continuous improvement activities.

Comparing the institutional summary data from the respective 2014 and 2016 Noel Levitz Surveys, Thomas F. Saffell Library services and resources saw a negligible decrease in student satisfaction vs

importance. However, we continually try to address improvement activities through resource acquisition, technology upgrades, and staff training.

NOEL-LEVITZ SATISFACTION SURVEY

- Library resources/services are adequate
- Library staff are helpful/approachable
- Tutoring services are readily available

	Dec 2014	Dec 2016
Library resources/services are adequate	5.98	5.91
Library staff are helpful/approachable	5.75	5.72
Tutoring services are readily available	6.09	6.05

Regarding continuous improvement activities, we do an annual collection analysis and weed any outdated monographs to create an up-to-date and relevant print collection.

In response to new course offerings, Saffell Library created a new Young Adult/Teen reading collection which currently has 634 titles. Another newly offered English literature course involves international literature. Saffell library actively collects contemporary translated literature for this course as well. A third English literature course that is occasionally offered is children's literature. We currently have 136 items within our juvenile fiction shelves. And finally, we continue to acquire new books for our leisure reading collection.

Finding unique study space within the limited area of Saffell Library is always a challenge. With Student Support Services moving from the Student and Community Services Center to the library we lost six individual/group study rooms. In response to this loss, in FY2017 through a Mary Jo Williams Grant, we were able to purchase furniture for nine new quiet study carrels now located on the south side of the main reading room.

As previously mentioned above (2.C-3), in spring of 2017 we were able to have IT install EZ-Proxy as a vehicle for greater off-campus access to our electronic subscription databases.

Within the CLC, continuous improvement results from evaluations of tutors by students and evaluation of tutors by the Tutoring Coordinator each semester. Additionally, faculty are surveyed intermittently. These results evaluate individual performance, tutor training effectiveness, and areas for improvement as identified by students and faculty. Conversation with faculty is another important method the CLC uses to improve or expand. For example, English and Math faculty members voice areas where their students show a lack of understanding and then work with the Tutoring Coordinator to provide enhanced, focused services. These services might include mandatory appointments with tutors, documented assistance with math reviews, or embedded tutors in the classroom, among others. Finally, the College Reading and Learning Association requires re-certification of tutor training every five years. CRLA-certified programs demonstrate high standards through recognition and positive reinforcement of tutors'

work, professional standards of skill and training for tutors, and program credibility for the institution. The most recent re-certification occurred in July 2017. The CLC has maintained continuous certification with CRLA since 1989.

Regarding the Out-of-Class Testing Center, suggestions from faculty and students are considered. In part, decisions about testing session day and times are made based on budget, availability of the Fous Lecture Hall, and test proctor availability.

5. Provide any other relevant information needed for a complete understanding of your department.

[Respond Here]

Component 3: Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

Thomas F. Saffell Library's resources are adequate. Our students currently have access to material resources that allow for coursework success. However, over the past decade we have seen a 50% decrease in our operations and materials budget. From FY2017 to current FY2018 we saw a 26% reduction. This is not sustainable. It is important to maximize every available dollar for those materials that are most utilized by students, thus, we have reduced our print journal, magazine, and newspaper collection from 100+ titles to roughly 10. This has saved Saffell Library and GCCC roughly $10,000 per year. Because we no longer collect a large volume of print journals we no longer need to bind them, thus, an additional annual savings of $1600. Furthermore, we have stopped collecting microfilm, a yearly savings of $1600. Electronic subscription databases are extremely expensive and we rely heavily on the State Library of Kansas' consortia purchase with EBSCO.

We currently maintain 43 computers for patron use. These machines are not listed on the wider GCCC technology replacement/rotation plan as are other labs. We have only replaced these through the successful writing of Mary Jo Williams Grants. While this has been a wonderful external funding source for Saffell Library and the CLC, these computer requests hinder our opportunity to request Mary Jo Williams grant funding for other resources that would be beneficial to students, like the new study carrels we installed last year, or the new CLC study tables and chairs we provided three years ago.

Staffing levels within Saffell Library, the CLC, and the Out-of-Class Testing Center are currently adequate.

In the summer of 2017 the library received a new roof which was needed. Our print collection, computers, carpet, and furniture are now safe from rain and melting snow.

Include documentation if requesting additional resources.

Component 4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community?

   ☐Yes   ☒No

   If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)

   [Respond Here]

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

   In Spring 2014, collaboration with the English Department resulted in the initiation of scheduled appointments as the volume of mandatory writing sessions swelled. Tutoring a writer requires unique strategies and uninterrupted time. The practice continued thereafter until Fall 2017 when the GCCC Writing Center opened. Currently, no appointment is required to work with a tutor in all other subjects.

   In Spring 2014, new tutor tables and task chairs were secured by a MJW grant. This increased available seating from 25 to 32. The racetrack or circular tutor tables are modern with electrical plug-ins available in the center of the largest tables. The CLC is much more inviting and efficient with coordinating tables and task chairs.

   In Summer 2015 the CLC acquired an Access database to track tutoring activity. Commercial databases were available, but the cost was prohibitive. Once the Access database was developed, paper/pencil records were retroactively entered.

   In Spring 2016 another MJW grant was secured to install nine individual quiet study cubicles along the south wall of the Main Reading Room in Saffell Library. These cubicles replaced six quiet study rooms converted to office space for Student Support Services.

   ALEKS math software was piloted in 2016 and the CLC has since provided embedded tutors in some of these classrooms. The ALEKS concept allows students to move through curriculum at their own paces; the instructor does not lecture. Instead, the instructor and embedded tutors are available one-on-one as students encounter confusing lessons. This is the first opportunity for the CLC to regularly place tutors in classrooms.

Component 5: Intended Outcomes, Assessment Measures, Targeted Level of Achievement, and Prior Results

1. If data has previously been gathered, list the intended outcomes for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each outcome supports.

In an effort to support GCCC's "Write Across the Curriculum" initiative, the CLC collaborated with the English department to help facilitate student success. This clearly supports GCCC's "Written Communication" as one of five Essential Skills students will obtain.

Additionally, in an effort to stabilize and increase the number of tutoring hours the CLC partnered with the Math department to engage student involvement with the CLC tutoring services. This collaboration would certainly bring attention to "Critical Thinking" as one of GCCC's five Essential Skills.

In December of 2017 a "Saffell Library Faculty Satisfaction Survey" was sent out to all faculty and adjunct instructors. There were 28 respondents. This survey will be analyzed to help with our continuous improvement plan. *Summary chart highlights are inserted after the English and Math evaluations below. [The full pdf survey is available upon request.]

2. Describe the data gathering process and give results.

English Department Collaboration:

The CLC collaborated with Sheena Hernandez, English faculty member, to increase tutor contact with writers during the Spring 2014 semester. "Writing Across the Curriculum" was one of the goals of the institution. Because Mrs. Hernandez intended to assign mandatory tutor visits, scheduled appointments with tutors were initiated for the first time in CLC history. Heretofore, writing students could drop in for tutoring at the CLC rather than schedule appointments in advance. The expected increased volume necessitated appointments so that CLC staff were not overwhelmed. In spite of an archaic, inconvenient paper/pencil appointment system, students called or stopped by the CLC to make appointments and then returned later to keep the tutoring appointments. Participation was good. Two English classes (English II Argumentative essay and Intermediate English Narrative essay) evaluated tutors, the students' willingness to attend writing tutoring in the future, the students' difficulties in keeping appointments, as well as the overall experience. First, students rated tutor behavior and effectiveness. Of the 9 statements on the survey, the lowest average rating was 4.2 out of 5. Of the 35 students surveyed, 31 students stated that they would participate again. Twenty-four students reported that it was not difficult to keep meetings with a tutor while 10 stated it was somewhat difficult; one student reported that yes, it was difficult to keep appointments. Finally, 35 students (100%) responded that their overall impressions of this experience were positive. (See Table 5 below)

Another class was documented in Fall, 2015 with similar results. Twenty-two students in one of Mrs. Hernandez' English I classes were required to schedule and keep three appointments with CLC writing tutors over the course of the semester. Written evaluations were collected from these students at the end of the semester. Tutor performance was rated slightly lower than previous evaluations on the use of memory aids and handouts: 3.7 out of 5. The overall rating of the experience was again high: 16 of the 22 students stated that the sessions went well and that there were no complaints. One student stated that there should be no more mandatory tutoring. (See Table 6 below)

During Fall, 2015, while Mrs. Hernandez' English I students were documented, other writing students were randomly asked for tutor evaluation, albeit a small sample of 11 respondents. These students were not required by instructors to seek tutoring. Again, this group rated tutor performance high, the lowest rating being 4.9 out of 5, six students (55%) stated the CLC was a helpful resource, and seven students (64%) had no complaints. (See Table 7 below)

Table 5: Mandatory English Session Student Responses, Sp 2014
Sample size: 35

Student Responses to CLC Tutor Evaluation

	Average score out of 5
The tutor was courteous.	4.9
The tutor understood my assignment.	4.8
The tutor referred to other sources as needed.	4.2
The tutor asked questions and listened to my responses.	4.8
The tutor required my active participation	4.7
The tutor encouraged my to rework my writing.	4.5
The tutor helped me understand my mistakes.	4.7
The tutor offered relevant suggestions to improve my writing.	4.7
I understood my assignment more clearly due to these sessions(s).	4.6

	Yes	No	Maybe	No Response
I would participate in this experience again.	89%	0%	11%	0%

	Yes	No	Somewhat	No Response
It was difficult for me to keep my meetings with my tutor.	3%	69%	29%	0%

	Positive	Negative	Indifferent	No Response
My overall impression of this experience was:	100%	0%	0%	0%

Table 5 cont: Mandatory English Session Comments, Sp 2014

Student comments about CLC tutoring. Responses from mandatory English visits in Spring 2014. "My session(s) with a CLC tutor helped me ___." **Sample size: 35**

	Number of students	Percent of students
The session helped the student improve his or her essay	24	68.6%
The session helped the student understand the assignment	5	14.3%
The session offered insight about the CLC	1	2.9%
The session helped the student improve his or her grade	1	2.9%
The CLC is a helpful resource	1	2.9%
No response	3	8.6%

Table 5 cont: Mandatory English Session Improvements, Sp 2014

Student suggestions for more effective sessions. Responses from mandatory English visits in Spring 2014. "My session(s) could be more helpful to me if ___." **Sample size: 35**

	Number of students	Percent of students
Student had been more prepared, gone more often, or gone earlier	9	25.7%
Tutoring session was not rushed	1	2.9%
Tutor had provided more examples	1	2.9%
Tutor had been skilled in the subject	1	2.9%
The CLC had more afternoon openings	1	2.9%

Student had known the tutors better	1	2.9%
No complaints, session(s) went well, tutor was helpful	21	60.0%

Table 6: Mandatory English Session Student Responses, Fall 2015
Sample size: 22

	Average score out of 5
The tutor was courteous.	4.8
The tutor seemed well-versed in the topic.	4.5
The tutor referred to other sources as needed.	4.2
The tutor asked questions and listened to my responses.	4.7
The tutor allowed time for me to think and ask questions.	4.8
The tutor encouraged me to embellish my notes or make note cards.	3.7
The tutor introduced a handout relevant to my subject.	3.9
The tutor helped me see my mistakes	4.8
I understand the topic more clearly because of the tutoring session.	4.2

Table 6 cont: Mandatory English Session Comments, Fall 2015

Student comments about CLC tutoring. Responses from mandatory English visits in Fall 2015.
"I may continue to utilize CLC tutoring services because ___." **Sample size: 22**

	Number of students	Percent of students
The session helped the student improve his or her essay	6	27.3%
The CLC is a helpful resource	4	18.2%
The session helped the student improve his or her grade	2	9.1%
The session helped the student understand the assignment	1	4.5%
The tutors are effective, helpful, and/or knowledgeable	1	4.5%
No response	8	36.4%

Table 6 cont: Mandatory English Session Improvements, Fall 2015

Student suggestions for more effective sessions. Responses from mandatory English visits in Fall 2015. "My session would have been more effective if ___." **Sample size: 22**

	Number of students	Percent of students
Student had been more prepared, gone more often, or gone earlier	3	13.6%
No more mandatory tutoring	1	4.5%
Tutor was more skilled in the subject	1	4.5%
Student had more time	1	4.5%
No complaints, session(s) went well, tutor was helpful	16	72.7%

Table 7: Voluntary English Sessions, Fall 2015

Student ratings of the voluntary English visits in Fall 2015. **Sample size: 11**

	Average score out of 5
The tutor was courteous.	5.0
The tutor seemed well-versed in the topic.	4.9
The tutor referred to other sources as needed.	4.9
The tutor asked questions and listened to my responses.	5.0
The tutor allowed time for me to think and ask questions.	5.0
The tutor encouraged me to embellish my notes or make note cards.	5.0
The tutor introduced a handout relevant to my subject.	4.9
The tutor helped me see my mistakes	5.0
I understand the topic more clearly because of the tutoring session.	4.9

Table 7 cont: Voluntary English Session Comments, Fall 2015

Student compliments about CLC tutoring. Responses from voluntary English visits in Fall 2015. "I may continue to utilize CLC tutoring services because ___." **Sample size: 11**

	Number of students	Percent of students
The CLC is a helpful resource	6	54.5%
The session helped the student improve his or her essay	1	9.1%
The session helped the student understand English better	1	9.1%
The session helped the student understand the assignment	1	9.1%
No response	2	18.2%

Table 7 cont: Voluntary English Session Improvements, Fall 2015

Student suggestions for more effective sessions. Responses from voluntary English visits in Spring 2015. "My session would have been more effective if ___." **Sample size: 11**

	Number of students	Percent of students
Student had been more prepared, gone more often, or gone earlier	3	27.3%
Session was not as early	1	9.1%
No complaints	7	63.6%

Math Department Collaboration:

In Spring 2017, another partnership was established. Michael Boateng, mathematics instructor, began awarding 5 points per major test for his students who spent at least one hour of documented CLC study time. The visits were not mandatory, and students could choose to work with a tutor or study independently. Documentation consisted of a Tutor Visit Form, which establishes when the student came and left the CLC and the name of the tutor, if applicable. CLC professional staff, not tutors, sign the Tutor Visit Form to verify time. The form is given to the student who is then entirely responsible for submitting the form to the instructor.

Shortly after the beginning of the Fall 2017 semester, two more math instructors, Perla Salazar and An Nguyen, joined Michael Boateng by offering 5 points per major test if students studied in the CLC for at least one hour. Each instructor provided the CLC with review worksheets and answer keys to facilitate tutors. Evaluations from 97 of these math students were collected and analyzed at the end of the semester.

Table 8:
The sample size for this evaluation was 97, divided into three categories. We were not able to get evaluations from all the sections who had the voluntary opportunity to visit the CLC for points, but our sample includes Mr. Boateng's Trig, College Algebra, and College Math sections; Ms. Nguyen's Intermediate and College Algebra sections; Mrs. Salazar's College Algebra section.

Table 8 Section A below addresses 28 students who did not participate. 21 said that their impressions of the CLC was positive. Six students stated that they did not know about the CLC while one had a negative impression. As for the likelihood that these non-participants will visit the CLC or a CLC tutor in the future, 15 state that they likely will visit even if they do not earn points. Eleven students say they will visit only if points are earned, and the remaining 2 students are unlikely to visit. When evaluating their difficulty in going to the CLC, 10 did not have trouble, 11 said it was somewhat difficult, and the remaining 7 did experience difficulty.

Table 8 Section B evaluates 20 students who did participate by studying independently in the CLC. Among these, 18 students indicated a positive overall impression of the CLC, 1 student had no opinion, and 1 student did not respond. Future visits are likely for 12 students even if no points are awarded, and 8 stated they would come only if they receive points. Twelve of the 20 had no difficulty going to the CLC, 5 experienced difficulty, and the remaining 3 had some difficulty. The group responded to this statement: my grades improved after visiting the CLC. Over half (11 students) felt that their grades improved, 7 said the grades improved somewhat, and 2 students were unsure. This group was offered another question: in the future, I am likely to study more regardless of where I study. Ninety percent (18 students) stated that yes, they are likely to study more in the future. No student reported that their grades fell because of their CLC visits.

Table 8 Section C evaluates the largest of the group, 59 students, which is 61% of the total group; thus, most students did participate in visiting the CLC to earn points. The lowest rating given to tutor performance by this group was 4.3 out of 5. Fifty-five students rated their impression of CLC tutoring as positive; 4 students had no opinion. No student reported a negative experience. Over half or 41 students would visit the CLC in the future even if they do not receive points. Seventeen students will require points and 2 students are unlikely to visit at all. Fifty-one students had no difficulty working with a CLC tutor, 7 reported some difficulty, and 2 reported difficulty. Thirty-two students felt that grades improved after CLC tutoring, 18 stated that grades somewhat improved, and 9 students were unsure. No student reported that grades dropped because of CLC contact.

Four math instructors plan to engage in this same system for Spring 2018: Michael Boateng, Perla Salazar, An Nguyen, and Jon Whitaker.

Table 8: Voluntary with Points Math Summary, Fall 2017

Sample Size: 97 Total Evaluations

Sample Size Break Down:

Students who did not participate in either CLC tutoring or CLC study hall:	28
Students who ONLY participated in CLC study hall:	10
Students who ONLY saw a CLC tutor:	49
Students who BOTH saw a CLC tutor AND participated in CLC study hall:	10

Sections:

Section A: Questions given to students who did NOT visit the CLC to see a tutor or for study hall.	Section B: Questions given to ANY student who participated in study hall at the CLC.	Section C: Questions given to ANY student who participated in tutoring at the CLC.

Table 8 cont: Section A (non-participants)

Review of the Section A questions including all surveys filled out by students who did **NOT** participate in CLC study hall or CLC tutoring. **Sample Size: 28**

	Positive	Negative	Do Not Know About the CLC
Overall, my impression of the CLC is:	75%	4%	21%

	Only if I earn points	Even if I do not earn points	Unlikely to visit the CLC
In the future, I am likely to study or visit a tutor in the CLC:	39%	54%	7%

	Yes	No	Somewhat
I have difficulty going to the CLC:	25%	36%	39%

Table 8 cont: Section B (independent study)

Review of Section B questions including any surveys filled out by **ANY** student who participated in study hall at the CLC, regardless of whether they saw a CLC tutor or not. **Sample Size: 20**

	Average
I accumulated __ yellow slips:	2.7

	Yes	No	Somewhat	Not Sure
My Grades Improved after I studied in the CLC:	55%	0%	35%	10%

	Positive	Negative	No Opinion	No Response
Overall, My impression of the CLC study environment was:	90%	0%	5%	5%

	Only if I earn points	Even if I do not earn points	Unlikely to visit the CLC
In the future, I am likely to study or visit a tutor in the CLC:	40%	60%	0%

	Yes	No	No Response
In the future, I am likely to study more regardless of where I study:	90%	0%	10%

	Yes	No	Somewhat
I have difficulty going to the CLC:	25%	60%	15%

Table 8 cont: Section C (students who worked with tutor)

Review of Section C questions including any surveys filled out by **ANY** student who worked with a CLC tutor, regardless of whether they participated in CLC study hall or not. **Sample Size: 59**

	Average
I accumulated __ yellow slips:	3.4

	Average
I had __ additional visits with a CLC tutor:	3.2

	Average score out of 5
The tutor was courteous.	4.6
The tutor seemed well versed in the topic.	4.4
The tutor asked me questions and listened to my responses.	4.5
The tutor allowed time for me to think and ask questions.	4.6
The tutor encouraged my active participation in the session.	4.6
The tutor guided me yet did not do my work.	4.5
The tutor helped me better understand the topic or topics.	4.5
I am likely to remember what the tutor and I discussed.	4.3

	Yes	No	Somewhat	Not Sure
If unsure about my questions, the tutor referred to other sources:	64%	7%	19%	10%

My grades improved after I had a session with a CLC tutor:	54%	0%	31%	15%

	Positive	**Negative**	**No Opinion**
Overall my impression of CLC tutoring was:	93%	0%	7%

	Only if I earn points	**Even if I do not earn points**	**Unlikely to visit the CLC**
In the future, I am likely to work with a CLC tutor:	27%	69%	3%

	Yes	**No**	**Somewhat**
I have difficulty working with a CLC tutor:	2%	85%	12%

Here is a summary of the Saffell Library Faculty Satisfaction Survey given in December of 2017.

Table 9: Faculty Satisfaction Survey Summary of Library Services

Customer Service	84% Excellent or Good		16% Not Applicable
Print Collection	68% Excellent or Good	8% Fair	24% Not Applicable
A/V Collection	32% Good	8% Fair	60% Not Applicable
Online Databases	68% Excellent or Good	8% Fair	24% Not Applicable
ILL Services	56% Excellent or Good		48% Not Applicable
Computer Access	76% Excellent or Good	12% Fair	12% Not Applicable
Hours of Operation	80% Excellent or Good	20% Fair	
Overall Rating	88% Excellent or Good	4% Fair	8% Not Applicable

What do you value most about the library?

Staff	3 responses
Study Space	2 responses
Resources	6 responses

How could the library or its services be improved?

No improvements needed	1 response
Update and modernize the facility	2 responses
Reduce noise and disruption	2 responses
Update and modernize the facility	2 responses
More printers	1 response
More funding	1 response
Move the CLC	1 response

A campus-wide satisfaction survey was available for faculty to evaluate CLC services in Dec. 2017. Twenty-eight responses were received. About half of the respondents marked "not applicable." Table 10 below shows that faculty gave an overall rating of CLC services at 90% excellent or good. The lowest percentage of excellent or good responses was 71% referring to CLC's resources. Responses indicate that faculty highly value the tutors and staff members, describing them as approachable, reliable, and knowledgeable. Although 2 of 13 respondents felt the CLC might benefit from a move and 2 faculty suggest the addition of Sat & Sunday hours, the majority (62%) did not mention issues with location or hours of operation.

Table 10: Faculty Satisfaction Summary of CLC Services, Dec. 2017

Hours of Operation	85% Excellent or Good	4% Fair	11% Not Applicable
Location & Facilities	89% Excellent or Good	3% Fair; 3% Poor	3% Not Applicable
CLC Resources	71% Excellent or Good		29% Not Applicable
Tutor Availability	72% Excellent or Good		28% Not Applicable
Tutor Impact on Students	75% Excellent or Good		25% Not Applicable
Coordinator's Communication	74% Excellent or Good	4% Fair	25% Not Applicable
Overall rating	90% Excellent or Good	4% Fair	7% Not Applicable

How could the library or its services be improved?

No improvements needed	1 response
More weekend hours	5 responses
Reduce noise and disruption	2 responses
Update and modernize the facility	2 responses
More printers	1 response
More funding	1 response
Move the CLC	1 response

A campus-wide satisfaction survey was available for faculty to evaluate CLC services in Dec. 2017. Twenty-eight responses were received. About half of the respondents marked "not applicable." Table 10 below shows that faculty gave an overall rating of CLC services at 90% excellent or good. The lowest percentage of excellent or good responses was 71% referring to CLC's resources. Responses indicate that faculty highly value the tutors and staff members, describing them as approachable, reliable, and knowledgeable. Although 2 of 13 respondents felt the CLC might benefit from a move and 2 faculty suggest the addition of Sat & Sunday hours, the majority (62%) did not mention issues with location or hours of operation.

Table 10: Faculty Satisfaction Summary of CLC Services, Dec. 2017

Hours of Operation	85% Excellent or Good	4% Fair	11% Not Applicable
Location & Facilities	89% Excellent or Good	3% Fair; 3% Poor	3% Not Applicable
CLC Resources	71% Excellent or Good		29% Not Applicable
Tutor Availability	72% Excellent or Good		28% Not Applicable
Tutor Impact on Students	75% Excellent or Good		25% Not Applicable
Coordinator's Communication	74% Excellent or Good	4% Fair	25% Not Applicable
Overall rating	90% Excellent or Good	4% Fair	7% Not Applicable

What do you value the most about the CLC? 18 faculty responses: 10 members skipped

Variety of topics offered and ease of use of the services	1 response
Free access to tutors plus study rooms for larger groups	1 response
Extra help for students outside of class	1 response
Tutor training	2 response
Tutor availability	3 response
Excellent tutors and staff; approachable, reliable, knowledgeable	8 response
The Writing Center	1 response
Options for students to see/hear info again	1 response

Table 10 cont.

How could CLC services be improved? 13 faculty responses; 15 skipped

Make sure every student knows what is offered, what subjects and when	1 member
The space might not be right. Visible, which is good, but some students may be embarrassed to visit a tutor b/c it is out in the open. It also seems like there are more distractions. Suggest moving CLC into Writing Lab and old TLC; A more private location with less traffic would be of interest to students.	2 members
Extended Saturday & Sunday hours, more testing center hours; some Saturday hours	2 members
Library is not very inviting b/c of outdated facility	1 member
Procedures for editing papers needs improvement.	1 member

More computer access such as more laptops	1 member
Tutors should not guess.	1 member
No issues, great experiences with CLC; can't think of anything; think all is great.	3 members
Can't force students to use services, wish I could.	1 member

Table 11 below focuses on faculty responses concerning the Out-of-Class Testing Center. Over half give the Testing Center an overall positive rating of 69% excellent or good. Out-of-Class Testing has become very popular among faculty. In recent years the number of proctored test was in excess of 5,500 tests per fiscal year and as high as 7,047per fiscal year, not including summer testing sessions.

Table 11: Faculty Satisfaction Survey Summary of Out-of-Class Testing Center

Testing Environment	67% Excellent or Good	4% Fair	>29% Not Applicable
Follow instructions?	71% Excellent or Good	4% Fair	25% Not Applicable
Minimize cheating?	75% Excellent or Good	4% Fair	>21% Not Applicable
Communicates test irregularities?	66% Excellent or Good	0 Fair; 0 Poor	>33% Not Applicable
Hours of Operation	46% Excellent or Good	25% Fair; 8% Poor	25% Not Applicable
Overall rating	69% Excellent or Good	9% Fair	22% Not Applicable

Written Comments from 15 faculty members; 13 members skipped

"What do you value the most about the Out-of-Class Testing Center?"

Student convenience, availability, or suitability	53%
Frees class time and instructor	20%
Well proctored; reduces cheating	20%
Not Applicable	7%

Written Comments from 8 faculty members; 20 members skipped

"How could the Testing Center improve?"

Misfiled completed tests	25%
Need more hours of operation	63%
No suggestions	12%

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

Targeted levels of achievement do not exist as this was the first year the Library, CLC, and Out-of-Class Testing completed a Department Review, so we do not have numbers to compare. However, the CLC has historically expected to deliver a minimum of 1,000 tutoring hours per semester. Table 1, CLC Activity Report, indicates a wide range in total number of tutoring hours per semester from a low of 799 hours to a high of 1,179 hours. The higher end of the spectrum resulted from collaboration with the English Department in Spring 2014 (1,179 hours) and again in Fall 2015 (1,142 hours). Because faculty either required or encouraged their students to seek CLC services, tutoring hours increased. A noticeable drop in tutoring hours occurred in Fall 2016 (854 hours) through Spring 2017 (799 hours) due to first, English faculty no longer requiring mandatory contact and then, full implementation of the GC3 Writing Center. At this point, the CLC no longer tutors writers. Prior to the GC3 Writing Center, about one-third of the CLC's total output was writing tutoring. The lesson learned was that direct collaboration with faculty drastically effects CLC activity; thus, collaboration with the Math Department resulted in Fall 2017. At the time of this submission (Feb. 2018), analysis of student success rates has not yet happened. Of course, the desired outcome is to document an increase in student success.

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

Changes: When the CLC experienced a drop in total tutoring hours, internal marketing strategies were increased. Undoubtedly, internal marketing can be extremely effective and reasonably inexpensive. The Library Director and Tutoring Coordinator will maintain a presence at Freshman Orientation each fall, thus heightening CLC awareness among new students. Personal tutor visits to math classrooms reduce student anxiety and help break barriers that may keep students from considering the use of the CLC. GCCC Tutor t-shirts, first ordered in Fall 2017, boosts exposure on campus at an affordable cost. These strategies will continue.

A Saffell Library, CLC, Out-of-Class Testing Center survey was issued to all Faculty/Adjunct instructors in December of 2017. There is a PDF copy of this complete survey available if required. (Unable to attach in this document.)

Attach copies of any stakeholder survey results for your department.

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:
- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.
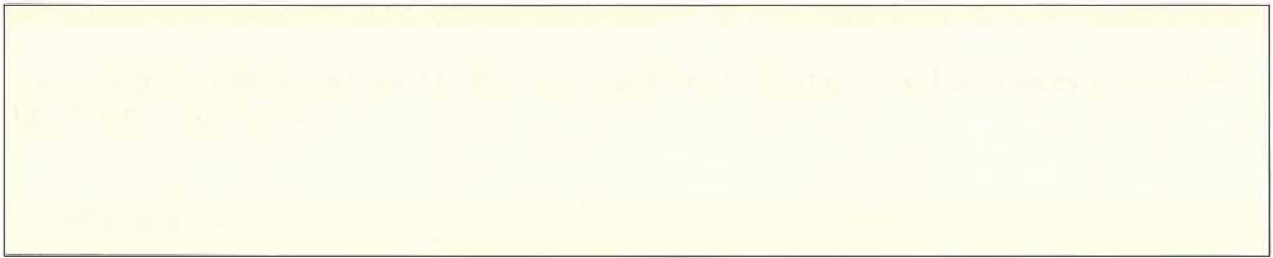
Component 7:   Executive Summary

1. Briefly describe how the department review was conducted:

The Non-Academic Departmental Review for Thomas F. Saffell Library and the Mary Jo Williams
Comprehensive Learning Center was conducted and composed by both the Library Director, Trent
Smith, and the Tutoring Coordinator, Janice Urie, with additional data compilation offered by library/CLC
staff. An overarching review of the wide range of services offered by the library was taken and then
relevant, obtainable statistics and data were sought to show an accurate portrait of our place and impact
on campus student success.

The following surveys and evaluation results were compiled:
--Saffell Library Faculty Satisfaction Survey: 28 full-time and adjunct respondents
--CLC Activity Report
--Comprehensive Learning Center Tutor Evaluations
--English Student Mandatory Surveys
--Math Student Satisfaction evaluations

2. Describe the MAJOR conclusions regarding the present state of the department:

Library:
The major conclusion regarding Thomas F. Saffell Library's print and electronic resources is that we offer
an adequate amount of viable options for lower-level (Freshman/Sophomore) undergraduate students.
The library Reference services, Interlibrary Loan services, Reserves, and availability of computers and
printing also meet student and faculty needs.

However, the library's budget cannot sustain further cuts and still maintain adequate coverage for new
print and electronic resources.

CLC:
Faculty survey – Faculty reported an overall rating of 90% excellent or good. Two faculty members
suggest that the CLC could be better located; however, high student satisfaction does not indicate the
need. In general, faculty felt the CLC maintains a well-organized learning center with excellent tutors who
are approachable, reliable, knowledgeable, and available.

Student surveys – GCCC students exhibit a positive response to CLC services. More than 90% of 201
random students over the span of five semesters averaged CLC tutoring services in the high 4's out of 5.
Most students who were required to receive tutoring or who were enticed to seek services indicated that
they will likely continue. Low percentages of students report difficulty in getting to the CLC. Overall,
students seem to be pleasantly surprised by the benefits of tutoring or additional study.
Consequently, the major conclusion is that the CLC provides adequate hours of operation in a
comfortable, friendly location and consistently employs adequate staff to meet the needs of GCCC
students.

Out of Class Testing Center:
The faculty's response to the survey was positive. 72% of the surveyed faculty report using the Out-of-
Class Testing Center. The majority (53%) felt that the Testing Center is convenient, available, and

suitable for students. Five of the eight respondents suggested the Testing Center should increase its hours of operation. In order to decide, students should be surveyed.

3. Briefly describe the goals and objectives of the department:

Library/CLC:
The goals and objectives of the Library/CLC are to bolster academic achievement for GCCC students by providing the place, access to resources, and the knowledgeable people necessary to accomplish collegiate credit. [Specific continuous improvement goals can be found under Component 8: Action Plan.]

Out-of-Cass Testing:
The Out-of-Class Testing Center expects to provide adequate test proctoring for all GCCC faculty and adjuncts who wish to use it. Students have access to testing services every day of the week except Saturday. Each session is 4 hours long to provide adequate time for test completion. Three evening sessions include Sunday, Monday, and Thursday from 5pm to 9pm. Two afternoon sessions include Tuesday and Wednesday from 2pm to 6pm. One morning session occurs on Friday from 9am to 9pm.

4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

Departments completing the review for the first time will not have these items and need not answer this question.

Note: This FY2018 report is Thomas F. Saffell Library's and the Mary Jo Williams Comprehensive Learning Center's first Non-Academic Departmental Review. However, as evidenced throughout the report, Thomas F. Saffell Library and the Mary Jo Williams CLC has a tradition of self-assessment continuous improvement and flexibility to client needs which will be enhanced by future reviews.

5. Describe the department strengths:

Library:
--Print and electronic resources

--Hours of operations. Fall of 2017 saw Saffell Library add 2 more hours to its Sunday shift. Now 4pm-9pm.
--Customer service

CLC:
The CLC's strengths include tutor availability, tutor training and certification, location, depth of subjects covered, Learning Center organization, and staff approachability. Students rank the CLC as positive.

Out-of-Cass Testing:
The Out-of-Class Testing Center is meeting its mission of providing a friendly, conducive, well-managed testing environment.

6. Describe what areas need improvement:

Library:
--Funding to provide annual professional development opportunities within and/or out-of-state for the Library Director.

CLC:
--Funding to provide occasional professional development for the Tutoring Coordinator.
--To develop and broaden a social media presence.
--Continue expanding internal marketing efforts.

Out-of-Class Testing:
--Improve accuracy of completed test filing. Routinely survey testers to evaluate the adequacy of testing sessions.
--Test Proctor starting pay remains at $8/hr since at least 2002. The last time proctors were included in staff pay increases was Fall 2012.

7. State the recommendations for the department:

Library:
--Professional development funding for the Library Director.
-- Acquire new circulation desk work area that is ADA compliant, staff and user friendly, and aesthetically pleasing.
-- Start and maintain an annual subscription to LibGuides.

CLC:
--Professional development funding; the Tutoring Coordinator last attended a national Learning Center convention ten years ago.
-- The CLC seeks to increase its total semester hours tutored to 1000
As long as instructors promote the use of the CLC, the number of tutoring hours and the number of unique students will stabilize and slowly increase. If instructors do not promote the use of the CLC, we can expect traffic and numbers to dwindle. If previous collaborations are an indicator, this practice seems

vital to the continued success and relevance of the CLC. More importantly, student responses indicate positivity, willingness to continue tutoring services, and improved grades. Continue collaboration with faculty.

--Without increasing the number of part-time paraprofessional positions, the CLC cannot extend hours of operation to include additional Saturday or Sunday hours.

Out-of-Class Testing:

--Increase Test Proctor starting pay to $10/hr and include all other part-time workers in annual pay increases.

--A few faculty members encounter students who claim the Testing Center hours are not convenient or adequate, however, these issues are outliers and the recommendation is to continue the hours of operation as currently scheduled.

--Provide additional Test Proctor training to reduce inaccurate filing of completed tests and maintain vigilance against cheating. Survey testers once per semester to monitor the Testing Center's hours of operation.

Component 8: Action Plan (with timelines for recommendations)			
	Year 1	Year 2	Year 3
	Actions & Budget Implications	**Actions & Budget Implications**	**Actions & Budget Implications**
Recommendation 1: Professional Development for the Tutoring Coordinator **Measure of Success**: (enter measure here)	**Actions**: Acquire annual funding from GCCC for CLC professional development budget line . **Budget Implications**: Increase of $1000 over CLC's FY18 total budget for FY19 **Timeline**: July 2018	**Actions**: Acquire annual funding from GCCC for CLC professional development budget line . **Budget Implications**: Maintain previous fiscal year's budget for FY20 **Timeline**: July 2019	**Actions**: Acquire annual funding from GCCC. **Budget Implications**: Maintain previous fiscal year's budget for FY21 **Timeline**: July 2020
Recommendation 2: Professional Development for the Library Director **Measure of Success**: Annual attendance at various Kansas Library Association meetings and conferences. One goal is to attend the national American Library Association annual conference within the next three years.	**Actions**: Acquire annual funding from GCCC for Library professional development budget line. As the current Vice-President of the Two Year Library Director's Committee, and the upcoming President for FY19 it's imperative that I attend various Kansas Library Association meetings and conferences. **Budget Implications**: Increase of $1000 over Library's FY18 total budget for FY19 **Timeline:** July 2018	**Actions**: Acquire annual funding from GCCC for Library professional development budget line. **Budget Implications**: Maintain previous fiscal year's budget for FY20 **Timeline:** July 2019	**Actions**: Acquire annual funding from GCCC for Library professional development budget line. **Budget Implications**: Maintain previous fiscal year's budget for FY21 **Timeline:** July 2020
Recommendation 3: Acquire new circulation desk work area	**Actions**: Use accumulated monies received from the	Actions: (enter actions here)	Actions: (enter actions here)

that is ADA compliant, staff and user friendly, and aesthetically pleasing. **Measure of Success:** Purchase and installation of said desk.	Patsy Ruddick library endowment. **Budget Implications**: Since funding will be from Endowment there will be no budget implication. **Timeline**: December 2018	Budget Implications: (enter budget implications here) Timeline: (use dropdown box)	Budget Implications: (enter budget implications here) Timeline: (use dropdown box)
Recommendation 4: Start and maintain an annual subscription to LibGuides. **Measure of Success**: Set up and link to current library website. Start adding a wealth of enhanced learning modules, how-to videos, print/electronic pathfinders, library policies etc. This will be a constantly updated and growing resource and success will be measured by use/clicks/download/views of students and faculty within the LibGuides interface.	**Actions**: Use current subscription fund line in the library's budget to purchase new subscription. **Budget Implications**: If library budget is maintained at status quo then no new funding is needed. **Timeline**: December 2018	**Actions**: (enter actions here) **Budget Implications**: None **Timeline**: Ongoing	**Actions:** (enter actions here) **Budget Implications:** None **Timeline:** Ongoing
Recommendation 5: The CLC seeks to increase its total semester hours tutored to 1000. **Measure of Success**: Reaching 1,000 tutored hours by adding all work study peer tutors, paraprofessional tutors, and the Tutoring Coordinator's tutoring hours.	**Actions**: CLC staff will attend every section of every level of math through College Algebra and promote CLC services. Also, we will actively promote the CLC using social media like Facebook and engage the student body in this new medium.	**Actions**: Continue same actions from previous year(s). **Budget Implications:** No budget implications at this time. **Timeline**: Ongoing	**Actions**: Continue same actions from previous year(s). **Budget Implications:** No budget implications at this time. **Timeline**: Ongoing

	Budget Implications: No budget implications at this time. Timeline: December 2018		
Recommendation 6: Increase starting salary for part-time Test Proctors and part-time CLC Paraprofessionals	Note: See page below for cost projections.		

[Recommendation 6]

Goal: Increase starting salary for part-time Test Proctors and part-time CLC Paraprofessionals

Cost Projections:
During fiscal year 2017, the CLC spent $37,164 of $40,000 for part-time wages which include both our Test Proctor and Paraprofessional staff.
Starting wages for part-time Test Proctors is $8/hr. Long-term employees last received a 2% raise in 2012.
Starting wages for part-time CLC Paraprofessionals is $10/hr.

Proposal:
Increase part-time Test Proctor wages to $10/hour starting salary.
Increase part-time CLC Paraprofessionals wages to $12/hour starting salary.

Justification:
Starting wages in our region have risen. Part-time Walmart workers now start at $11/hour. Work-study students on campus now receive $8/hr.
Each semester that part-time employees remain employed at GCCC, their value increases due to additional experience and expertise.
CLC Paraprofessionals are required to have proven expertise in upper levels of math and/or other topics such as accounting or the sciences. The education requirement moves this position above regional starting wage jobs.

Cost:
To increase Test Proctor wages from $8/hour to $10/hour, the cost is approximately $100/week.

Proctors work about 12 weeks per semester and about 10 weeks in the summer = 34 weeks/academic year x $100/week = $3,400 additional per academic year

To increase CLC Paraprofessional wages from $10/hour to $12/hour, the cost is approximately $150/week.
CLC Paraprofessionals work throughout the academic year except for holidays. $150/week x 48 weeks/academic year = $7,200 additional per academic year

Additional part-time funding = $10,600
The CLC used $37,000 of $40,000 annual part-time budget last year, leaving about $3,000 unused.
Total requested additional funding = $7,600 to $8,000 for a total CLC Part-time Hourly Wages budget line of $47,000 to $48,000 annually

Further consideration:
Part-time workers have not participated in staff raises since 2012.
Include part-time workers in raises along with full-time employees.
At current wages, a 2% increase for Test Proctors is about $300 annually.
At current wages, a 2% increase for CLC Paraprofessionals is $750 annually.
If starting salaries are not increased and a 2% raise is awarded to Test Proctors and CLC Paraprofessionals, no further additions to the Part-time Hourly Wage budget line is necessary for two years.

Component 9:   Signature Page and Archiving

[signature] 5/10/18
_____
Department Head   Date

[signature]
_____
Next Level Supervisor   Date

[signature] 7/9/18
_____
Dean of IEPR   Date

[signature]
_____
President   Date

Archiving:

Division Leader submits to Dean of Institutional Effectiveness, Planning and Research.

1. A complete electronic version of the Non-Academic Departmental Review self-study
2. All documentation (electronic and print)
3. A signed signature page (electronic and print)