5-Year Non-Academic Department Review

Department Name

Library Services

List all staff involved in the preparation of this workbook.

Glenn Kahmann,
Manager, Library Services

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Part I: Department Background

Section 1: Mission

State the department's formal mission:

The mission of the CLC Library is to provide quality services and collections, advance information literacy and critical thinking, and promote lifelong learning to support the academic success of students, faculty and the college community.

How does the department mission align with CLC's institutional mission, vision, values, and goals?

The library promotes access by removing barriers to information necessary to succeed in classes and beyond. The library strives for equity in access to this information and serves all students, staff, faculty, and our community. Through partnerships and collaboration with faculty and other CLC departments, we aim to empower students to meet in-class expectations and develop sound research and reasoning skills for lifelong use. The library dedicates resources at its disposal to improve upon these goals in a responsible and sustainable manner.

Section 2: Duties and Functions of the Department

List the essential duties, functions, programs, and services performed/offered by your department:

The library is a forward-facing entity in that all library staff work with the students, staff, faculty, and administration of CLC. The library interacts with residents of our local communities, and those who work in Lake County, since a large portion of the collection is available to them as a tax-supported institution.

The library serves as an equalizer in student access and success by offering equipment in the form of HP Streams, calculators, course reserve items, body models, cameras, phone charging cords, dry erase marker sets and more. All students have access to study rooms or common areas to help provide a precious dedicated and quiet area to complete tasks, or to facilitate teamwork, discourse, and exploration.

The library frequently serves as a directional and informational service point beyond the scope of our typical operations. Incoming and prospective students, their families, and visitors may come to the library...
as a part of a tour, to receive student IDs, or seeking assistance in navigating the campus or finding the correct department for help.

The librarians assist instructors by providing support to the instructor’s established curricula in work sessions and aid in the development of student research skills. Students schedule appointments with librarians to learn the skills for academic research. Librarians provide research assistance and appointments at the public service area on all three campuses, maintain and develop collections for selected subject areas (both in digital and physical form), and act as individual liaisons to departments throughout the College.

**Why are these duties, functions, programs, and services important for the college?**

Academic libraries exist as a confluence of student and faculty needs outside of the classroom. The library stores, accesses, and tracks items that faculty require students use for further study. The CLC library offers a very robust course reserve collection that assists many students when experiencing financial difficulty, when they have forgotten their purchased/rented item for the day, and supports supplementary items from faculty.

As a community commons, the CLC library operates as a convenient meeting place for commuting students outside of the cafeteria or main lobbies. The CLC library can fill the need for a “third space,” beyond home and work, in a student’s life where they can pursue their academic endeavors and accomplish tasks.

**How do these duties, functions, programs, and services compare to those offered at peer institutions or to industry best practices?**

The duties, functions, programs, and services offered at the CLC library are similar to that offered at any comparable academic library and are in line with industry best practices.

**Are there any functions that the department could offer that is does not currently offer? Please explain.**

Given the overall direction of the CLC library’s focus on creating connections within the campus community and enabling a more equitable culture of information, access, and student success, the library can remain cognizant of student and faculty need in relation to items and skills that act as an impediment to the desired culture. While the library can not address all problems it encounters, it can be a partner in:

- Addressing equipment needs of students and instructors
- Recognizing barriers in access and how they can be minimized or mitigated
- Creating scenarios where CLC students can succeed in their current educational path, continue to further education, or progress in their chosen field of work

**Section 3: Structure**

Upload a current department organization chart:

![LTAS ORG Chart No Names July 2019.pdf](attachment:LTAS ORG Chart No Names July 2019.pdf)

**How does your department structure/organization compare to that of peer institutions or industry best practices?**

Overall, the CLC library's structure/organization is very similar to peer institutions in the area.

**Who are the department's primary stakeholders (e.g. students, faculty, staff, community**
members, other)?

- Students
- Staff
- Faculty
- Lake County Residents/Taxpayers

**List key internal collaborative relationships:**

- Welcome and One Stop - primarily dealing with enrollment blocks, communicating technical issues with ID issuance, and directional questions.
- Testing - mostly ID requirements and directional questions. Lakeshore testing assists as an item return location.
- Tutoring - directing students to appropriate resources or individuals.
- IT Department - maintenance of large amounts of computer equipment the library utilizes, ID issuance issues, directional questions for computer lab and student computer-related issues. PeopleSoft data for library access, account holds, ILL data, SLL certificates for Sierra ILS and Encore, and EZ-Proxy for database access.
- Finance - ensuring proper receipt and bookkeeping of payments accepted by/on the library's behalf.
- Bookstore - creation of accurate purchase orders for the course reserves collection.
- New Student Orientation - occasional revising of the script used by NSO staff, answering questions during NSO tours, and communicating technical issues with ID issuance.
- Coaching for Academic Success - assisting with informational and directional questions.
- Faculty - building and maintaining a reserve collection to promote student success and a collection of equipment for faculty use in the classroom.

**List key external collaborative relationships:**

No formal external collaborations exist at this time. The CLC library works with external entities upon request when appropriate.

**How does your department assess stakeholder satisfaction?**

No formal feedback mechanisms are in place. Most feedback is received through one-on-one interactions, at faculty development meetings, or other informal or unsolicited means.

**Part II: Resources**

*Section 1: Human Resources*

**Staffing Table Template**

**Upload the Staffing table:**

[Library Department Staffing Table.docx]

**Based on the data provided on the Staffing table, is your department adequately staffed to fulfill the department mission, duties, and functions listed in Part I? Explain.**

On a day-to-day basis, the CLC library is adequately staffed to meet the department's mission, duties, and functions. As processes and workflows are examined, and with the completion of construction at the Lakeshore campus, staffing levels may need to undergo an assessment.

**How do your department staffing levels compare to those at peer institutions and industry standards?**

Overall CLC library staffing levels are comparable to Elgin, Waubonsee, and Oakton Community College.
The CLC library has more staff than McHenry Community College and Joliet Junior College with 10-15 staff at each college library.

In comparison to Harper College and College of DuPage, with 32 and 57 staff respectively, the CLC library staffing levels are lower.

Do you anticipate staff turnover in key positions over the next 5-years? Yes

List new and replacement staffing needs for the next review cycle (5-years). Rate the urgency of each on a 1 (least urgent) to 5 (most urgent) scale.

New:
- Inter-Library Loan staff member, full-time, rate = 5
- Student employee, part-time, rate = 4

Possible replacement:
- Librarian, faculty - due to retirement, rate = 5
- Librarian, adjunct - due to turnover, rate = 5
- Library Services Assistant, part-time - due to staff turnover, rate = 4
- Library Services Assistant, full-time - due to staff turnover, rate = 3
- Library Services Coordinator, full-time - due to retirement, rate = 1

Section 2: Technology, Systems, Equipment, and Facilities Resources

Technology, Systems, Equipment, and Facilities Inventory Template

Upload the Technology, Systems, Equipment, and Facilities Inventory table:

Based on the data provided on the Inventory, is your department adequately equipped to fulfill the department mission, duties, and functions listed in Part I? Explain.

The CLC library is adequately equipped to fulfill the department mission, duties and functions outlined in Part I if appropriate systems are maintained, updated, or succeeded with appropriate solutions.

How do your department technology, systems, equipment, and facilities levels compare to those at peer institutions and industry standards?

Technology, systems, equipment, and facility levels are comparable to peer institutions. Grayslake library was recently renovated to better meet student needs. Lakeshore library will be moved into a new physical space when construction is completed. Southlake library is set to undergo cosmetic re-visioning over the next few years.

List your department's technology, systems, equipment, and facilities needs for the next review cycle (5-years). Rate the urgency for each on a 1 (least urgent) to 5 (most urgent) scale.

- New Lakeshore library location, rate = 5
- Replacement student HP Streams, rate = 5
- Mobile hotspots for student use, rate = 5
- Multi-media room for students, room L223, rate = 4
- Southlake shelving and furniture renovation, rate = 4
- Additional shelving, Grayslake, rate = 4
- Replacement staff/librarian workstations, rate = 3
- Collection materials label printer for Technical Services, rate = 3
- Replacement ID machine, Southlake, rate = 3
- Replacement ID machine, Lakeshore, rate = 3
- Mobile Worklist handheld devices, rate = 1

Section 3: Financial Resources

Describe your department's major funding sources (i.e. revenues; e.g. student fees, grant funding, fundraising, etc...).

The General Fund (01) is the primary source of funding for the CLC library.

The course reserves collection is maintained through faculty in-kind donations and grant funds from student fees and alumni donations.

Attach a copy of your department's most recent budget document outlining major expenditure categories:

![FINAL FY20 LTAS Budget presentation.pdf]

What cost-saving steps has your department taken over the past 5-years?

Cost savings have primarily been realized over the past 5 years in staffing reductions that have created a leaner structure. Circulation and Technical Services over-staffing reduced through attrition. An Inter-Library Loan specialist, evening specialist, and several classified positions were removed. Utilizing vendor services for shelf-ready materials and to automate processes reduced staff workload in the Technical Services area.

Inter-Library Loan reuses packing materials from supply and material orders delivered to the library as well as from incoming ILL items.

Though minor, all paper used for notes or call numbers at public workstations is recycled from other uses.

Supply orders are compiled by two individuals. Only one of those individuals has authorization to submit the orders to reduce duplication.

The processing of physical items added to the collection has also undergone cost reduction steps. Less material is needed to make an item "shelf ready" which in turn has meant the library spends less on specialized supplies, and the library recycles some AV material casing for re-use.

What is your department's contingency plan for reduced revenues? How will you decide which areas to make cuts in your budget, if necessary, in the future?

No formal contingency plan is in place. Cost reduction could be realized quickly by curtailing print, digital, and database collection expenditures. On a longer timeline, service hours could be shortened to further decrease costs. With the reduced hours, staff/faculty contracts or positions could be rethought or offers not extended. Decisions would depend on the amount of funding cut, the expected length of the reduced revenues, and priority of service to the College community.
Part III: Quality

Section 1: Policies, Procedures, and Processes

IEPR Website - Process Mapping Resources

List key departmental policies, procedures, and processes:

Circulation - Billed, equipment
Circulation - Billed, main collection
Circulation - Data load
Circulation - Equipment booking
Circulation - Film camera checkout
Circulation - Fulfilling holds
Circulation - Handling of payments
Circulation - Handling of refunds
Circulation - Student ID machine
Circulation - Monthly in-transit check
Circulation - Monthly missing item check
Circulation - Patron record purge
Circulation - PeopleSoft Service Indicator

Course Reserves - Billed items
Course Reserves - Collection assessment, retention, and disposal
Course Reserves - Identifying and purchasing items with CR funds
Course Reserves - Processing of faculty items for reserve
Course Reserves - Processing of main circulation items for reserve

Inter-Library Loan - Borrowing a digital item
Inter-Library Loan - Borrowing a physical item
Inter-Library Loan - Lending a digital item
Inter-Library Loan - Lending a physical item
Inter-Library Loan - Items returning from consortium member
Inter-Library Loan - Items returning from patron
Inter-Library Loan - Items returning to consortium member
Inter-Library Loan - Missing or damaged items

Technical Services - Cataloging of materials
Technical Services - De-accession of materials
Technical Services - Invoice generation and tracking
Technical Services - "Lost and paid" items
Technical Services - Maintenance of authority control records
Technical Services - Maintenance of periodical collection
Technical Services - "Missing decide" items
Technical Services - Ordering and receiving of materials
Technical Services - Physical processing of materials
Technical Services - Standing order maintenance

What percent of your department's key policies, processes, and procedures have been formally documented and shared (e.g. manuals, process maps, etc..)?

50%-59%
Describe any professional standards/organizations or legal/accreditation responsibilities that guide the department's policies and processes:

- American Library Association - Bill of Rights and Freedom to Read
- RUSA - Reference & User Services Association for reference and professional guidelines
- United States Copyright Law and Section 107 of the Copyright Act (Fair Use)

Section 2: Measurement, Analysis, and Assessment

What are the department's key performance indicators?

General Operations
- Number of errors discovered/reported
- Customer satisfaction
- Holds placed and utilized vs. not utilized or not able to fulfill
- Circulation data examined and used in collection evaluation

Inter-Library Loan
- Requests fulfilled vs. requests unfulfilled or rejected
- Time to fulfillment
- Mandatory state reporting

Course Reserves
- Delivery of response from time of request received to fulfillment/rejection and notification of requester
- Requests processed successfully vs. requests unable to be processed (with rationale)

What methods and tools are used by the department to assess its performance (e.g. surveys, data sets, systems, etc...)

General Operations
- HLC monthly report for complaints
- No other formal tracking in place at this time

Inter-Library Loan
- Monthly data reports, with historical data sets available
- Mandatory state annual report

Course Reserves
- Semester performance data retained in item records
- Composed reports based on individual item performance and indicated retention/disposal

Describe how department leaders use the results of your department assessments for decision-making. How has the department used the assessment results to make improvements?

Through informal feedback, department leaders gauge which processes or policies are not clear to our user population, or internally. Impediments to user success suggest areas where improvement can be made. Information is shared at department meetings, collection development meetings, and via email/blog post as needed. Informal feedback has resulted in longer course reserve loan periods, the circulation of various phone cords, more lenient grace periods and fine limits, the elimination of fines for non-equipment lending, and the addition of more scientific calculators with varying loan periods to better
meet student demand.

Inter-library loan provides data on items that might better serve our patrons were it to be purchased and held by the library rather than relying on external sources. Reports are reviewed monthly by ILL staff and by the Manager of Library Services. A compiled report of requested journal titles will be forwarded to appropriate librarians for review and consideration.

Course Reserve data and reports are used to determine which items are to be returned to their point of origin, allowed to continue in the collection, retained for possible future use, or otherwise disposed of according to internal policies. Item requests submitted via web form allow for tracking of requests, appropriate action to be taken, and follow up with the requesting source. Web forms are reviewed daily for action and can be used in the future to determine areas for improvement or barriers to success. Semester reports are generated by Course Reserve staff, and shared with the Manager of Library Services, for a snapshot of collection performance, to determine how current items should be handled, and to identify potential items to purchase for the upcoming semester.

Describe any quality improvements or modifications made since the last review period.
The 2015 review indicated a desire to have all library services located on a single floor. This has been realized through the renovation of the L building. Referrals between functional units of the library can now be made more personal by escorting students, staff, etc. directly to the service point they need, or the employee they are seeking. Operational hours at Grayslake more closely align to student use patterns and are the basis for L building accessibility. While hours at the Lakeshore and Southlake locations do not mirror those at Grayslake, their hours are in alignment with one another to minimize confusion. The digital library is accessible 24 hours a day, and has a librarian presence during the Grayslake location hours.

A need to address the technology and devices required by students has also been a focus since the last review. HP Streams are now available to all students at each of the three campuses. Scientific calculators were added to the collection around the time of the last review and that offering has continued to grow in importance and size. Kindles were circulated for a time, but their lifecycle ended since the last review. Other equipment is still stored for staff and faculty use and evolves based on the need of the campus community. Loan policies have been under constant assessment as service models have evolved to more closely align with how library patrons access and interact with varying material. A standardized loan period for the vast majority of the collection helps to reduce confusion. Longer loan periods for some items better serves a student who is only on campus once a week. In some cases, a shorter loan period option has kept high demand items, needed only for a class or short study session, moving along to serve a greater number of students.

Co-Curricular Areas Only:

List the department's student learning outcomes:
No formal learning outcomes as library services provides transactional services for students.

Part IV: Strategic Planning

List the goals from your last review and explain whether each goal was achieved and why/why not:
N/A

No goals were listed in the 2015 review.

Based on the current review, what are the department's strengths?
The experience of the existing staff and librarians, the updated physical location at Grayslake, and the connections we have built through collaborative and working relationships with other students, staff, and
Based on the current review, what areas for improvement has the department identified?

- Ensuring technology offerings stay relevant to the student population.
- Meeting the study and research needs of the student population.
- Understanding the needs of our diverse student population, staying cognizant of best customer service strategies, and identifying and incorporating equitable policies and practices.

Goals Worksheet Template

Upload the Goals worksheet:

What structure and personnel changes will your department need to make in order to achieve its goals for the next 5 years?

- The library will need additional librarians and staff to teach research understanding and skills.
- A dedicated staff member at the Lakeshore campus, more closely mirroring our Southlake operations, to provide a consistency of service.
- A dedicated staff member to ensure the orderly flow of inter-library loan materials in support of the increased research emphasis.
- Student employees to handle basic functions so staff can focus on course reserve collections and customer service.

What financial support will your department need in order to achieve its goals for the next 5 years?

- Funding for librarian positions.
- ILL and Lakeshore operational restructuring in the short-term can be covered by maintaining existing funds.
- Additional part-time staffing for longer-term expanded Lakeshore operations.
- Possible funds to allow flexibility in hiring desired student worker candidates.
- Funding for replacement of outdated, damaged, or retired technology and to acquire and support new technologies.

What additional resources (e.g. technology, equipment, space, systems) will your department need in order to achieve its goals for the next 5 years?

- HP Streams (or similar notebook computers) for student use.
- Calculators for student use.
- Other devices, discovered through short-term goal #2, to empower students to succeed.
- SpringShare e-reserve module.
- Proper storage units for technology and physical reserve collections.
- Properly updated/replaced workstations.

What factors (internal and external) could impact your department's ability to meet its goals for the next 5 years?

Staff turnover in key areas, and the attendant loss of knowledge and experience, are a possible impediment. Unfilled staff or librarian positions in key areas will also limit potential success. Barriers to access created by publishers or vendors, such as digital gate keeping or delays in accessing scholarly research, and access codes for textbooks present a challenge. Lack of funds, or low priority dedicating funds, to help students access technology needed for their success will stymie library efforts. Internal reluctance or unwillingness to provide innovative and responsive service would could also have an impact.
Summary

Please detail all major findings resulting from the current review.

During the course of this review the library has discussed staffing levels and difficulties encountered with our ILL and Lakeshore operations. Clear and continuous communication between librarians and staff working inter-library loan is essential for enabling students to effectively access pertinent scholarly information and hone their research skills. As the Lakeshore campus develops, it behooves the library to take action now to address student needs, plan for upcoming change, and stabilize staffing at that location.

The CLC library is in need of policy and procedure revisions, standardization, and process mapping to assist in day-to-day operations, onboarding new hires, and succession planning. Many manuals contained outdated images or information pertaining to previous versions of current systems. Preliminary work on creating branch specific manuals and updating the main circulation and course reserve manuals has proven to be beneficial.

CLC students continue to value the library as a location in which to study, socialize, and access course materials and technology. The library is one of the few places on any campus with dedicated quiet study spaces or areas in which to gather and work collaboratively outside of the classroom. The course reserve collection is highly utilized, publicized by NSO tours and by library personnel at promotional events, and acts as a crucial link between students and instructor materials beyond the classroom. From notebook computer and calculators, to cameras and phone charging cables, the library works to give student the tools that they need to succeed during their time at CLC.

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

- Spring 2020 - being beta testing of e-reserve module.
- Spring 2020 to Fall 2020 - solicit student feedback about desired technology offerings.
- Spring 2021 - review technology feedback and plan for procurement.
- Summer 2021 - finalize e-reserve module.
- Fall 2021 - e-reserve module is operational.
- Annually to Fall 2024 - progressively revise policy/procedure manuals and map processes.
- Annually to Fall 2024 - continual customer service training to promote stronger service skills.

Part V: Division Dean or VP Response

The division dean or VP should complete this section after reviewing the responses provided in Parts 1-4 and discussing the NADR with department leadership.

Please select ONE of the following three options:

I concur with the findings in this department review without exception.

Provide a narrative explaining the basis for each exception in the space below:

Provide a narrative explaining the reason(s) you do not concur with this review: