Library Program Review
Cerro Coso Community College
Julie Cornett
[2017-2018]

Table of Contents

Executive Summary 3
Part 1 - Relevance 4
Department Mission 4
Report Coverage 4
Relationship to College Mission and Strategic Goals 4
Department History and Description 5
Part 2 – Appropriateness 10
1. Organizational Chart 10
2. Service Recipients 10
3. Determination of Student or Service Recipient Needs 18
4. Department Function 20
5. Department Relationships and Impact 22
6. Department Costs/Revenues 24
Part 3 – Currency 25
1. Staffing 25
2. Professional Development 27
3. Physical Resources 27
4. Technology 29
5. Marketing 29
Part 4 – Achievement of Unit Outcomes 30
1. Achievement of Administrative Unit Outcomes 30
2. Achievement of Program Learning Outcomes 32
3. Achievement of Course Student Learning Outcomes 34
4. Assessment Schedule for Next Program Review Cycle 36
Part 5 – Action Plans 36
1. Effectiveness and Efficiency 36
2. Current Strengths 36
3. Improvements Needed 37
4. Response to Previous Strategies 38
5. Two-Year Department Strategies 39
6. Five-Year Department Strategies 41
Part 6 – Appendices: Supporting Documentation 42
Appendix 1: Library Snapshots 2013-2017 43
Appendix 2: LIBR C100 Subject Demographic Data 53
Appendix 3: AUO Assessment 2016-17 58
Appendix 4: Library Department Annual Unit Plan 66
Appendix 5: Staffing Comparisons at other CA Community Colleges 76

Executive Summary

Since the last Program Review, the library department has experienced some noteworthy changes to structure, staffing, and workload. In 2015, the library and learning assistance center (LAC) formally became a single department and gained two additional full-time faculty members: a librarian and a LAC coordinator. This Program Review only addresses the library entity.

The majority of the library's collections are online and well over half of our programming is online, which has implications for future staffing scenarios. With the addition of a full-time librarian, the department has been able to increase instructional programming, especially in Embedded Librarian sessions and online reference. However, since 2015, the department has been greatly impacted by the college's expansion to two prisons, the exponential growth of the Embedded Librarian program, the loss of adjunct coverage at the Eastern Sierra College Center (ESCC) campuses, and the assumed leadership role in the college's Open Educational Resources (OER) initiatives. The primary impact is the challenge of meeting the demand for Information Competency, now an Institutional Learning Outcome (ILO), across the growing service area while substantially increasing workload, for all members of the department. Locating and retaining librarian adjuncts has been a challenge for the department, which has caused gaps in scaling and aligning programming across the sites, especially with an imbalance in LAC versus librarian coverage at ESCC. The inconsistent adjunct librarian coverage at the sites has also created some data collection inconsistencies.

Another gap identified in this review is the sharp decrease in enrollments in the LIBR C100 course, a critical requirement for the local Associate's degrees. Increasing enrollment in this course is one of the department's prioritized goals.

Despite these challenges, the department has accomplished a lot and has been able to maintain a high level of institutional participation, advocating for Information Competency and for the library on various committees, including Student Success and Support Program (SSSP), Equity, and Professional Development. The librarians have been commended for their teaching and have maintained a high degree of currency in their subject area. Staff and faculty in the department have been early adopters of technology and have taken advantage of recent training on accessibility, which is becoming a crucial area of focus for colleges.

The department has identified strategies and goals in the areas of streamlined data collection, increased staffing, improved collection development and library instruction programming, and continued leadership and support for the college's OER initiatives.

Part 1 - Relevance

Department Mission

The Cerro Coso Community College Library's mission is to support the college's educational programs and diverse communities by providing high-quality services, programs and collections that:

- Ensure access by all Learning Resource Center (LRC) users to current, quality information in multi-varietal formats in an environment conducive to discovery and self-learning.
- Build and nurture Information Competency skills and dispositions among students at the college, regardless of location, through high-quality library and research instruction.
- Facilitate the integration of new technologies into research, teaching, and learning.
- Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities.

Report Coverage

The LRC is comprised of two components, the Library and the Learning Assistance Center (LAC). These are two independent entities with separate and distinct functions and staffing requirements, especially as related to the minimum qualifications for librarians (*Title 5 CCR § 53410*) and learning assistance coordinators (*Title 5 CCR § 53415*). This report addresses the library component of the LRC. The Learning Assistance Center will be addressed in a separate report.

Relationship to College Mission and Strategic Goals

The activities of the college library support the college's mission and strategic goals in a number of ways. The LRC is at the center of academic life at Cerro Coso, providing a supportive and innovative environment for student learning and engagement with the college. The mission of Cerro Coso Community College is to provide tailored programs and equitable services to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery. The library staff supports the instructional mission of Cerro Coso by providing tailored programming, collections and equitable library services to support student success.

Library programming and services are directly aligned with Cerro Coso's current Strategic Goals in that they are developed to:

- Goal 1: Maximize Student Success

- Goal 2: Advance Student Equity Measures

The librarians have been instrumental in advocating for the adoption of Information Competency as an Institutional Learning Outcome (ILO). Information Competency means that students can recognize the need for information, identify and locate information appropriate to their need, organize and evaluate information, and use and communicate information appropriately and effectively. Information Competency is not, strictly speaking, a library research-oriented skill, but an evaluative skill; it is essential to critical thinking and lifelong learning. Nurturing the achievement of Information Competency, therefore, directly addresses Goal 1 by equipping students with skills that maximize their success in courses across all academic departments.

The librarians and library staff have also taken the lead on Student Equity measures that have a direct impact on students by advocating for Equity funding to increase our textbook reserve collections at all sites and spearheading Open Education Resources (OER) initiatives at the college to reduce textbook costs for students. Additionally, the librarians have targeted specialized programming to our inmate students, recognizing the importance of equitably serving this diverse clientele. These efforts clearly address Goal 2.

Department History and Description

The Library/LRC is a central hub of student engagement with the college. Librarians and library staff provide out-of-classroom learning support, resources and research instruction to support student learning and faculty teaching. Librarians are experts in teaching Information Competency to students.

The main campus library at Ridgecrest/Indian Wells Valley (IWV) moved to its current location on the bottom level of the LRC in 2004 upon completion of the new building. Physical structures for both individual and group learning experiences are provided in the library through small study carrels, group study rooms, sofa chairs and tables, and individual media stations. Technological assets in the library include a computer classroom designated for library instruction equipped with sufficient hardware and software applications to meet the research needs of the student body. There are also 10 “Research Pod” desktop computers, 10 laptops for student use in the library; 5 iPads; two stand-alone kiosks; one photocopier; two networked printers, including one color printer; and building-wide wireless computing access.

The library department extends to other campus sites, both physically and virtually. Single room Learning Resource Centers exist at Bishop, Mammoth Lakes and Lake Isabella (KRV). At Mammoth, there is a small text reserve collection and students also have access to leisure

reading at the Joint Use Library shared by Cerro Coso and the Mono County Office of Education. The Bishop and KRV campus LRCs have very small reference and text reserve collections. The Tehachapi campus does not have current space for a library; however, there is a reserve text collection housed in a locking cabinet and the librarians are working with an adjunct librarian and the Site Director to begin developing Library services and programming there. At the two prisons served by the college (a recent expansion), efforts are underway to assess the potential for developing collections in their existing facilities.

In 2015, the library and LAC officially combined into a single department, the LRC. That same year, the department gained a new full-time librarian and a new full-time LAC coordinator. The librarian position was largely justified by the department's expansion of library instruction to online students (Embedded Librarian) and the coordinator position was hired to expand the functions, measure the impacts, and align services in the LACs at all sites.

Since 2015, the department has been greatly impacted by the college's expansion to two prisons, the exponential growth of the Embedded Librarian program, the loss of adjunct coverage at ESCC, and the assumed leadership role in the college's Open Educational Resources (OER) initiatives. The primary impact is the demand for Information Competency and the threat of compromising or circumventing minimum qualification requirements to supply the demand.

Library Department Components

Collections

The library's collection development guidelines state that the goal of the Cerro Coso Library is to "provide a well-rounded resource collection of high quality materials which primarily supports the instructional programs of Cerro Coso Community College at all sites". (pg. 1) Since the last program review, usage data has informed collection development decisions that have resulted in the emphasis on electronic resources over print. Print collections have been weeded at the IWV and ESCC locations and, while funding is still allocated for print material, resources in electronic formats better meet the needs of all service recipients regardless of location and means of delivery.

Of note, the library has been included in the college's equity planning and, over the last 3 years, has received generous financial support to expand our text reserve collection to all college sites.

The collection consists of 27,329 print volumes, 28,245 eBooks, 1 print periodical subscription, and over 1,260 audiovisual resources. The library subscribes to 36 databases, which provide access to over 6 million full-text periodical articles, primary source materials, films and

audiovisual clips. The bulk of these databases are purchased directly through participation in the Community College Library Consortium (CCLC). Our membership in this consortium allowed us to take advantage of a statewide database purchase, which decreased our budget request for databases in 2012. All library eResources are accessible from networked computers on any of the college's campuses as well as through the web to students and staff with a current ID number**.** Additionally, the main campus library has 10 laptops and 5 iPads for checkout to students, increasing access to collections and technology in the library. Instructional faculty also check out the library iPads for classroom instruction to optimize powerful applications such as the *Human Anatomy Atlas*.

Circulation Desk and Technical Services

Students, staff, and faculty utilize services at the circulation desk at the main library to access material. The circulation desk is the access point for the checkout of all materials in library, including print books, course reserves, InterLibrary Loan items, and various other media. InterLibrary Loan extends the availability of materials beyond the doors of the main campus Library. This service is normally free to users, although at times there may be a cost depending on fees charged by the lending institution. The Reserves Collection allows students to use texts and materials set aside by faculty to assist in coursework. The intent is to provide maximum availability of required or recommended course readings to a large number of students through restricted loan.

Technical Services include cataloging, acquisitions, and the processing of all materials purchased for the Library, regardless of format. It fulfills a crucial role in the overall mission of the Library. The fundamental role of cataloging is to describe and organize library materials to maximize their potential for retrieval using the Library of Congress Subject Heading standards.

Information Competency

The Academic Senate for California Community Colleges (1998) defines information competency as:

> "The ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of Library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills."

In April 2006, the Academic Senate for California Community Colleges reaffirmed its 2001 recommendation that Information Competency be a graduation requirement for degree and Chancellor's Office approved certificate programs.

Cerro Coso adopted Information Competency as an ILO in 2017. To build and strengthen information competency skills among students, the Library department has formalized library Instruction programming across campuses, including online. Information competency is institutionalized at Cerro Coso in the following ways:

Library Instruction

The fundamental goal of the Library Instruction program at Cerro Coso is to equip students with the Information Competency skills needed to become effective lifelong learners with strong critical thinking skills. To achieve this goal, the library has developed an instruction program that is delivered through in-class library orientations. In 2012, the department successfully piloted an online version by embedding the librarian and services into an online section and the Embedded Librarian has had exponential growth since then, in large part by the hiring of an additional full time librarian in 2015.

Orientations are tailored to specific courses and include basic overviews for English 40, Counseling 101 and Personal Development courses as well as advanced research instruction for courses with intensive research and writing requirements. Student attendance to orientations depends on faculty involvement and support. The librarians (and library adjuncts at the sites) work with faculty to target the presentations to a specific class or assignment. Currently, library instruction is offered at all sites, with the exception of the California City Correctional Center (CAC). Interactive Television (iTV) allows the IWV librarians to provide orientations to classes at ESCC in the absence of an adjunct librarian.

To add an additional layer of library support to students taking online classes or classes with an online course shell, the librarians have worked with the Distance Education department to provide seamless integration of the library catalog, databases, synchronous reference, and media-rich tutorials from the library website directly into the Student Services Canvas page. The library webpage is continuously updated with tutorials on how to locate, access, evaluate, and use information. Directions on how to conduct searches using library databases, how to cite information correctly, how to evaluate information found in web pages, and the basics of research are provided.

Reference Desk Individual Library Instruction

Reference desk interactions are another key component of the overall library program. It is the goal of the librarians staffing the desk to use reference desk interactions as teaching opportunities whereby students learn Information Competency concepts and skills such as how to locate information, how to evaluate information, and how to present information. Currently,

reference desk coverage is provided by two full time librarians at the main IWV campus and one part time adjunct who splits her time between KRV and Tehachapi, also providing virtual reference to students at ESCC and mail reference to students at the Tehachapi prison.

Online Reference: Beginning in Summer 2010, the library joined the Questionpoint "Ask A Librarian" consortium through the Community College League of California. This service extends reference services to students online 24/7. A chat box is accessible from the library website and students are instantly connected to librarians who can assist them with all aspects of research.

Prison Reference: Beginning in Fall 2016, library support was extended to the two prisons served by the college. Currently, providing prison library support has greatly impacted the department in terms of staffing and resources due to the fact that, with no Internet access, all research and document retrieval is performed by librarians and library staff.

Stand-Alone Information Competency Course: LIBR C100

Professional literature makes a strong case that for-credit Information Literacy courses are more effective at developing research, evaluation, and citation skills in college students than stand-alone "one shots" (Mery, Newby & Peng, 2012[1]). The most impactful component of the overall library program is the for-credit course LIBR C100, previously known as IC C075. LIBR C100 is a one-unit course established as a general education requirement in 2003 for AA/AS degree recipients at Cerro Coso. This course presents the fundamentals of the research process and documentation styles. The student is introduced to the organization of information in the library setting and access through the use of online catalogs. The use of the Internet is covered with particular emphasis on evaluation of information contained in web pages. The course covers the use of printed and electronic reference materials and discusses legal and ethical issues of intellectual property including copyright, fair use, and plagiarism.

Enrollments in LIBR C100 have shown a steady decline (Figure 1). The department speculated that this trend was due to fewer students opting for the Local Associates degree; however, data show increases in the awarding of the local Associate of Art and Science degrees (Appendix). Another possible reason for the decline has been postulated: more students are funneled into student success courses such as COUN and PDEV. College-wide enrollments have fluctuated by site while increasing overall. The department hopes to offer sections at the prisons and high schools.

[1] Mery, Y. Newby, J., & Peng, K. (2012). Why one-shot information literacy sessions are not the future of instruction: A case for credit courses. *College & Research Libraries, 73*(4), 366-377.

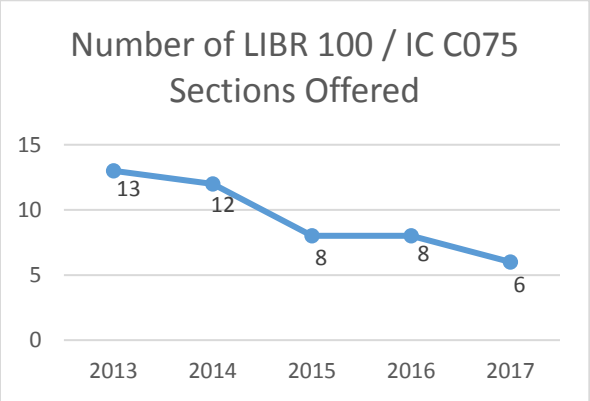
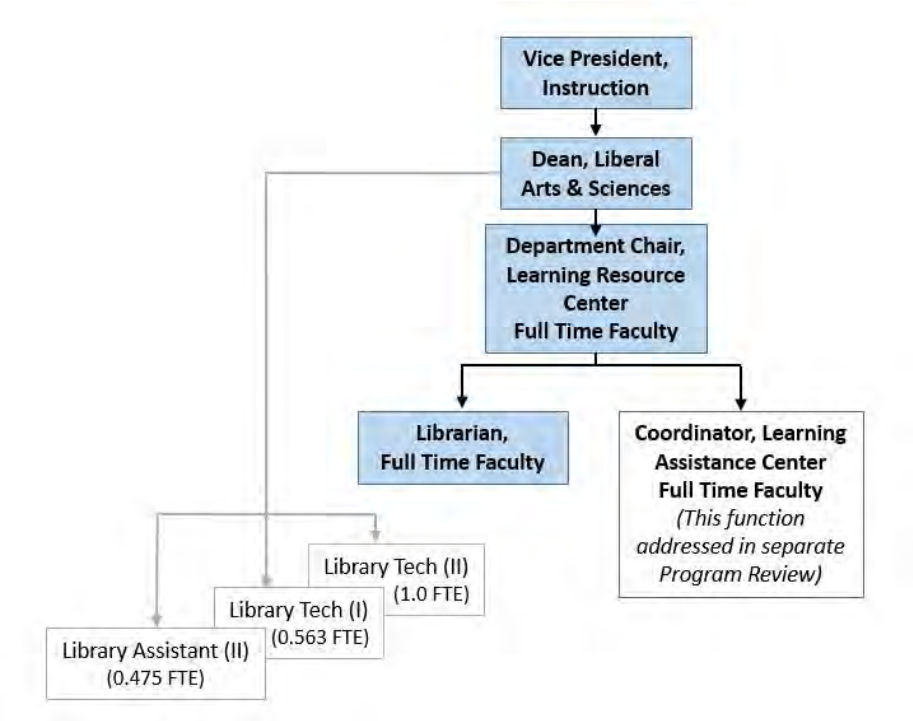


Figure 1. LIBR C100 Enrollment Trends

Part 2 – Appropriateness

1. Organizational Chart



2. Service Recipients

The department collects data on Information Competency instructional programming, library attendance, circulation and acquisitions, all of which are presented here to provide trend data about service recipients.

The library serves all current Cerro Coso students, faculty, and staff. It is also open to the communities it serves. All current students, faculty, and staff, regardless of geographic location have access to the collections. Students and faculty at all campus sites have access to a designated reference librarian who provides in-class and/or virtual library instruction to build and strengthen Information Competency skills in students. Students at the remote sites and the prisons have limited access to an on-site librarian. In the last few years, there have been some significant changes to the college's service area (Figure 2, below). Sharp increases in courses offered at the two prisons as well as dual and concurrent courses offered at the high schools are of particular note. The Library recognizes a need to provide equitable services and programs to these recipients.

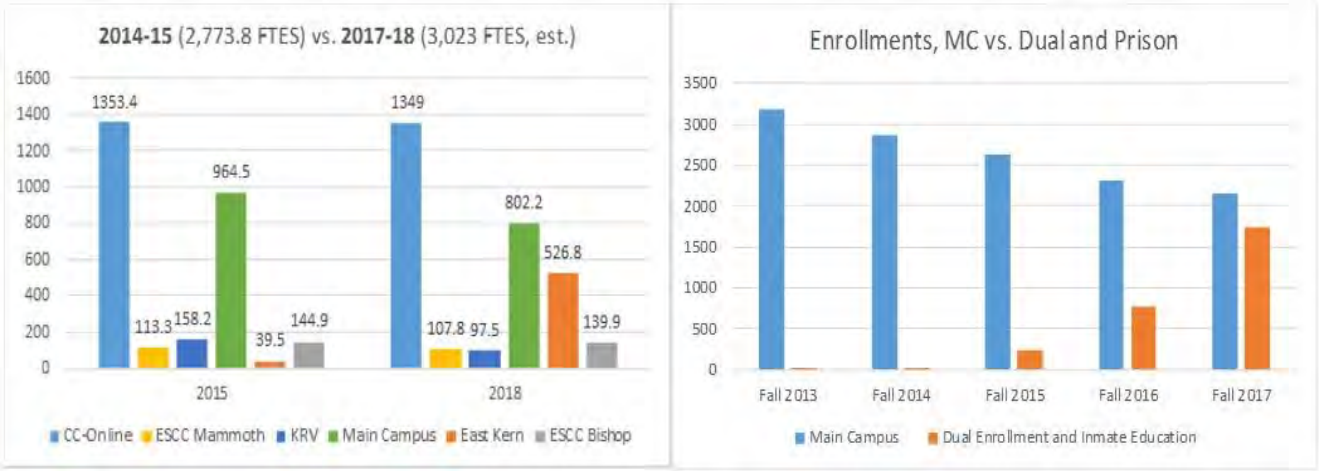
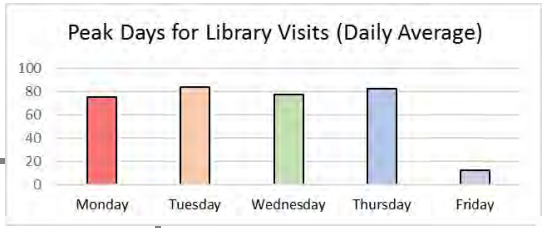


Figure 2. College Service Recipient Trends

Library Attendance:

A graph of library attendance at the IWV campus for the period of 2013-2017 is presented below in Figure 3. According to the graph, attendance has fluctuated over the past five years. The library sees more foot traffic during the daytime hours (between 8am and 5pm) than in the evening hours (5pm – 9pm) and very few students visit the library on Fridays (Friday hours are 8am-noon). Although there is no current collection method for disaggregating student attendance by age, gender, ethnicity, and other elements, we assume that Library service recipients mirror the college-wide demographics. We plan to work with IR to address this data collection gap.



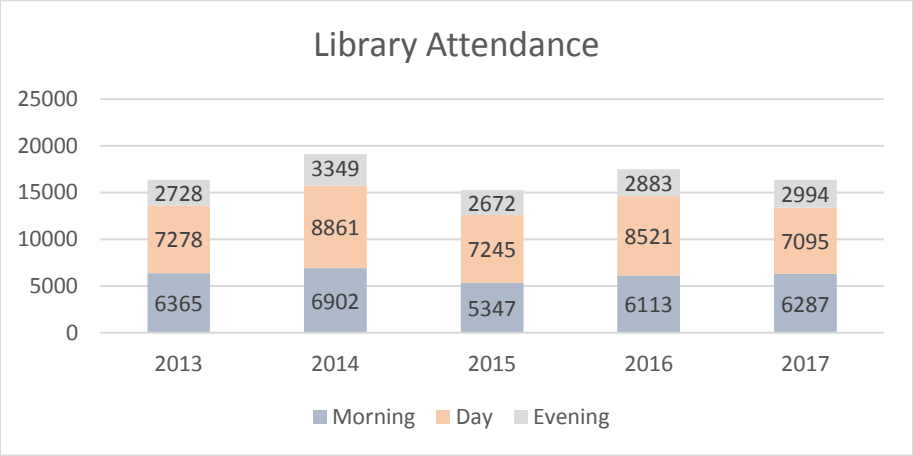


Figure 3. IWV Library Attendance, 2013-2017

Library Instruction Programming:

Library programming is geared to students in courses requiring written assignments and research projects. Library orientations are offered to certain populations of incoming students as part of their required "student success" courses. Efforts to familiarize students at all academic levels and in all academic programs with basic library services are undertaken each semester; however, it is up to the individual faculty to take advantage of library programs and services.

The department utilizes curriculum mapping to ascertain gap areas in library instruction and programming. Figure 4 below shows library instruction recipients across the college's instructional areas. We have steadily increased our instruction in CTE courses, particularly in Child Development, Computer Information Systems/Business, and Public Services. Providing instruction in the Student Services area (COUN) has been consistent. We continue to provide instruction across the Liberal Arts academic areas, particularly in English, Social Science, and Art. The department recognizes a gap in providing instruction to classes in the Sciences.

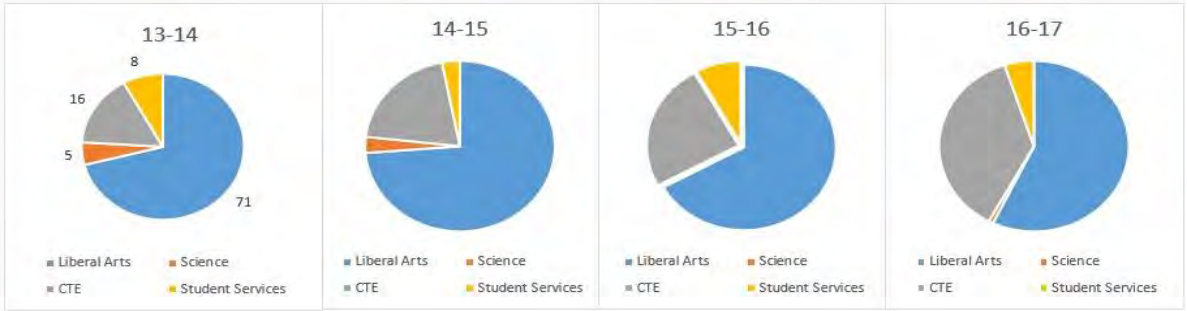


Figure 4: Library Instruction Across Instructional Areas (Percentages of all sessions offered)

Trends in library instruction across the sites, including online are shown in Figure 5.

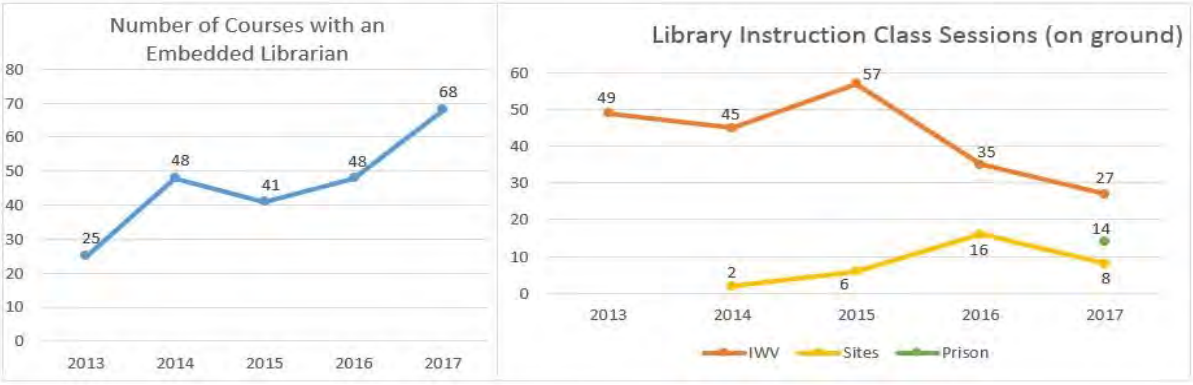


Figure 5. Library Instruction Trends

The librarians and adjuncts have made progress in providing more library instruction presentations and research interactions to students using multiple modalities. Embedded Library Instruction efforts have increased with the addition of a 2nd full time librarian in 2015. On ground sessions have declined, mirroring the decline in enrollments at the main campus. Also, more instructors are embedding library programming into a Canvas course page that accompanies their on ground section. Adjuncts provide very limited coverage at the sites and their limited availability is a challenge in terms of providing library instruction sessions, especially at ESCC. The librarians are trying to promote iTV as a modality for serving the remote sites. Lastly, library supports were also offered in 14 sections at the two prisons that the college has expanded to serve.

This overall increase in library instruction has resulted in increases in reference transactions (Figure 6). There were 2092 online reference transactions (through Embedded library instruction and virtual 24/7 Chat) versus 1046 on-ground transactions in 2016-17. The sharp increase in in-person reference is due to extending services to the prisons. Without the addition of a 3rd librarian or an increase in adjunct coverage, sustaining this growth in offering library instruction online and to our inmate students will not be possible.

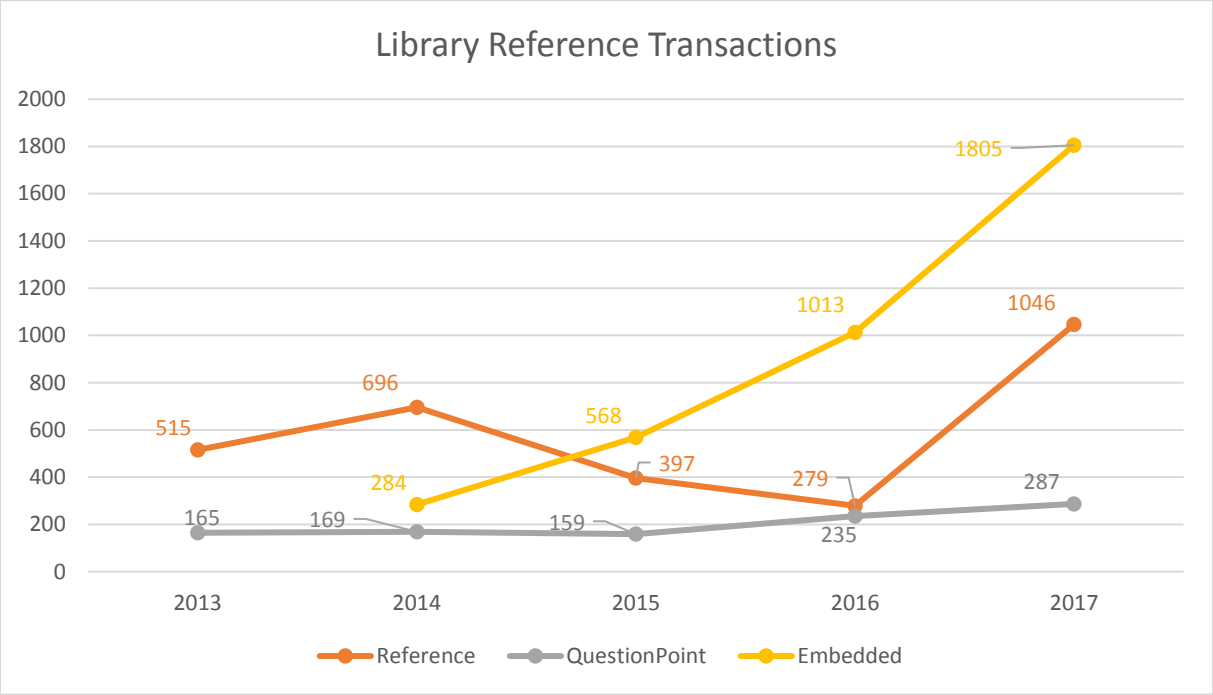


Figure 6: Library Reference Transactions by Modality

LIBR C100:

Service Recipient data for the LIBR C100 course is provided in Figure 7. A more comprehensive disaggregation of student demographics for LIBR C100 is included in the appendix. Of note, the number of students taking the course is decreasing substantially; more females take the class as compared to the college average; a very high percentage of fully matriculated students take the class as compared to the college average (students typically tackle the class late in their academic career). Interestingly, faculty teaching the course often hear from their students that they wish they would have taken the course earlier in their pathway through the college.

2017-18 Subject Trend Data

Cerro Coso Community College

Library Science

Student Demographic Information

Unduplicated Headcount [1]	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Cerro Coso College	358	-7%	301	-16%	237	-21%	206	-13%	139	-33%

Gender	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	221	62%	211	70%	161	68%	134	65%	97	70%	5,310	59%
Male	136	38%	90	30%	76	32%	72	35%	42	30%	3,574	40%
Not Reported	1	0%									105	1%

Completed Matriculation [2]	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	274	77%	255	85%	200	84%	181	88%	115	83%	4,687	52%

Figure 7: Recipient Data for LIBR C100

Circulation:

The summary of resources in circulation for the past 5 years is presented for five categories of library resources in Figure 8 (below). These five categories are: Books, eBooks, Reserves, Laptops & iPads, and Interlibrary Loans. According to Figure 7, eBooks are the most popular resource. The peak of eBook usage in 2015 was likely do to with a cataloging project embarked on by library staff. Print book checkouts are on the decline, as are laptop checkouts. Popularity of the reserve collection has been growing since its expansion.

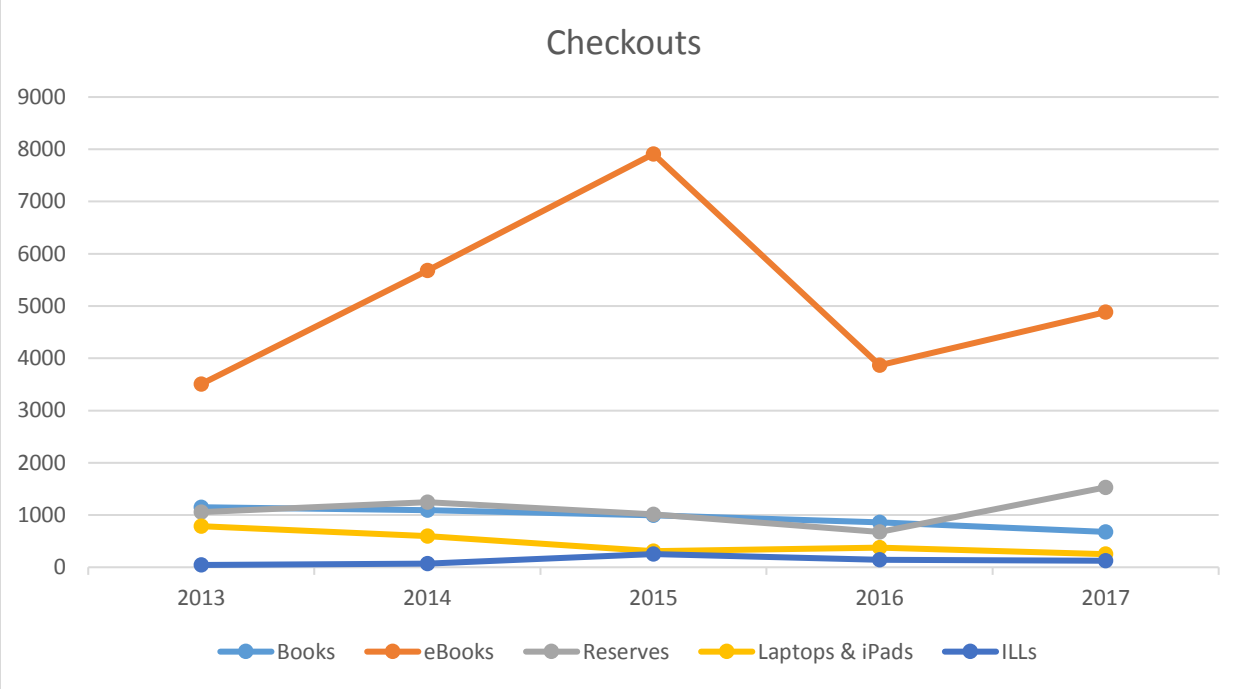


Figure 8. Circulation of Library Resources 2013-2017

According to Figure 9, below, database usage has increased over the past year. After 2015, we switched from collecting session data to collecting search data, which is why the figure only shows one year. The addition of a full-time librarian has allowed the department to increase library instruction programming, which could be one reason for the increase in database usage. We hope that this usage trend continues with the embedding of the Library Service page into the Canvas LMS, which will require working with the Distance Education (DE) and the Institutional Research (IR) offices to capture this data.

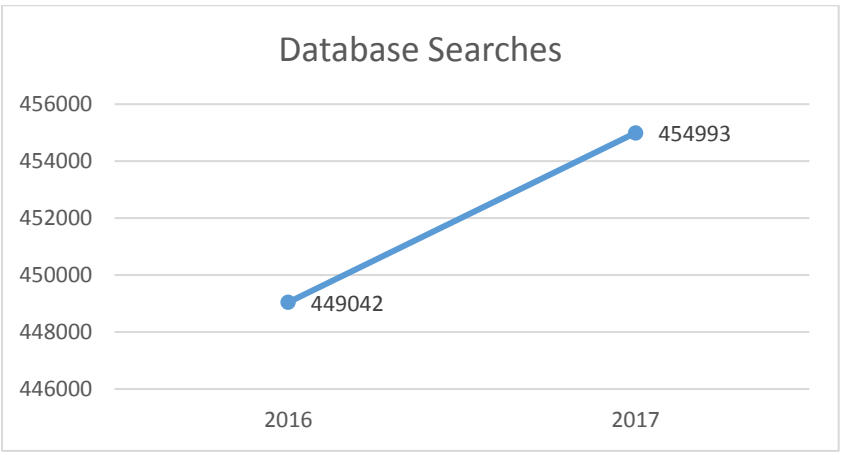


Figure 9. Database Searches

The most frequently used databases are shown in Figure 10. *Academic Search* Complete is a multi-subject database that covers a wide range of academic subjects. We continue to grow our *Gale Virtual Reference Library* collection, another popular database.

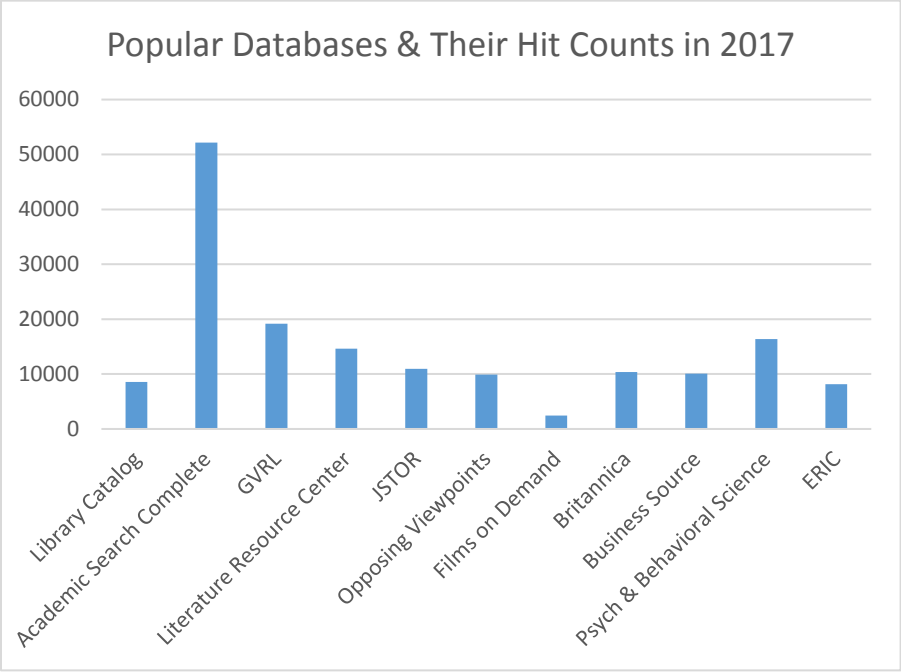


Figure 10. Popular Databases

Acquisitions:

The final metric presented here to provide a snapshot of how the library serves its recipients is acquisitions. According to data presented in Figure 11, the library continues to increase its holdings, particularly reserves and ebooks. Purchasing of print items has decreased, despite the upward trend shown in the chart. This is due to continued donations.

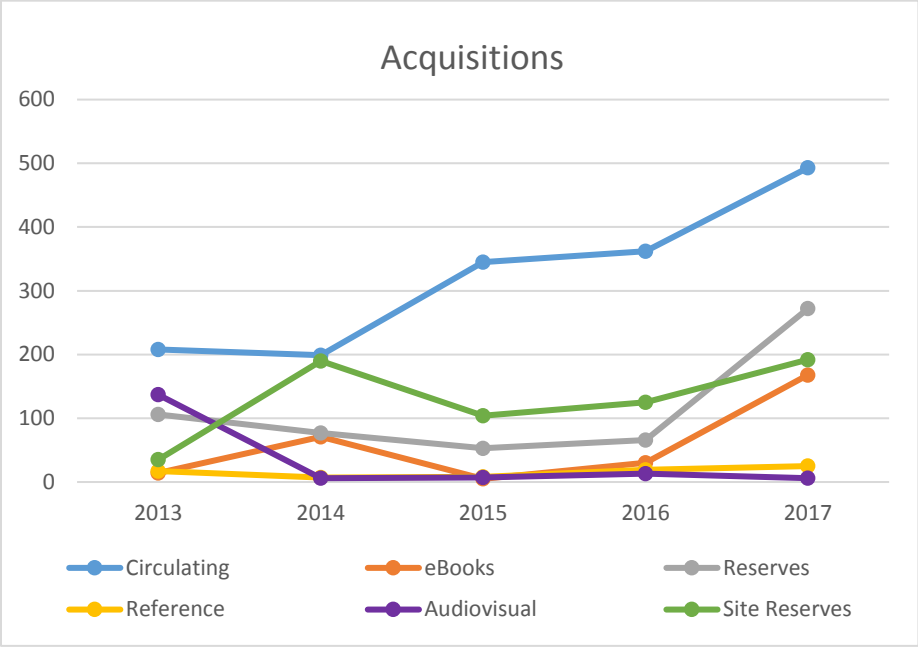


Figure 11. Acquisitions

3. Determination of Student or Service Recipient Needs

The roles and responsibilities of the community college library and Learning Resource Center are clearly identified by the Accrediting Commission for Community and Junior Colleges (ACCJC), specifically in Standard II B, which decrees that all students at the college have access to current and equitable library and learning support collections, services, and instructional programming, regardless of location and means of delivery and that ongoing assessment ensures that they are meeting the learning needs of the service recipients.

The informational needs of students, staff, and faculty are changing. In 2016, the Association of College & Research Libraries (ACRL) published a new *Framework for Information Literacy* for Higher Education, recognizing that, in the current information landscape:

- "Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically";
- "Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines";
- "Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty" (ACRL, 2016).

The Librarians have deployed the new framework in revising the course outline of record for LIBR C100 and have worked with faculty to create activities and assignments to nurture the core dispositions of Information Competency through in-person contacts and professional development presentations.

Service recipient needs are also determined by input from the college community as a whole. Information Competency is an adopted ILO and the librarians are actively engaged in a variety of committees to help the college achieve this ILO. Some examples: There is librarian representation on the SSSP committee, which identifies and implements institutional data-driven initiatives to support student success, retention, and to close equity gaps. There is also librarian representation in the Academic Senate, Curriculum and Instruction Council, SLO committee, Professional Development, Honors committee, OER and Textbook committee, and Department Chairs. This high level of involvement helps inform departmental planning that is intentionally targeted to meet the needs of our service recipients.

Through this institutional dialogue, some gaps in service have been identified. There is a general consensus that students at the college lack the Information Competency skills to succeed in courses with term papers, and since fewer students are opting to complete the local Associates (in which the LIBR C100 course is a requirement), the department is in discussion about how to increase enrollments in this crucial class. Another identified gap in library programming and access is at the ESCC sites and the prisons. Attracting and retaining qualified librarian adjuncts to work limited hours at these sites has been a challenge, which has impacted the department's efforts to standardize and align library programming across our large geographical area and meet the needs of students and faculty.

4. Department Function

The main functions of the library, as outlined earlier, include providing access to materials that support the college's academic programs, providing services and programs that strengthen information competency institutionally, and providing an atmosphere conducive to discovery and self-learning.

The main library and the campus LRCs strive to create an open, inviting environment for discovery and self-learning. The main library is open and furnished with comfortable seating and lighting. There are no restrictions placed on users of the computers beyond the reminder that they honor campus-wide computer use policies. In surveys aimed at assessing student satisfaction with the library, findings revealed that roughly half of student respondents value the library services, collections, and programming and that roughly half of respondents have no idea what services, programs, and collections the library has (2015 SES). The limited capacity of providing library coverage at all the sites is a challenge to market library collections and services. We anticipate seeing an increase in the number of students aware and satisfied with library collections in the next SEP due to increasing our online Embedded Librarian programming, offering virtual reference across all sites and online, and ramping up marketing efforts. In faculty satisfaction surveys, findings revealed that 90% of faculty surveyed are generally satisfied with the collections, 83% feel the library provides an environment that supports student learning and faculty teaching, and 83% find the library webpage easy to navigate. Of note, many faculty surveyed were not aware that library instruction could be delivered to the distant sites using interactive television (iTV). The department plans to better market library instruction opportunities to ESCC using this modality.

In addition to being a portal for accessing the 24/7 catalog and database collections, the library website features citation guides and links to learn about policies, procedures, and library staff. In Spring 2010, the library added a 24/7 "Chat with a Librarian" widget on the library web page, a service that expands library reference services to all students regardless of location. Reference questions can be submitted and answered via chat with a live librarian, or students can choose to email or phone the librarian with a reference question.

Technical processing operations, circulation operations, acquisitions and access operations are carried out by the classified staff. Library technicians and the assistant staff the circulation desk, checking out materials to students. They order library material in print and electronic format and catalog and process new material. They also compile lists of faculty-recommended titles to inform new purchases. The technicians coordinate efforts with the district technical librarian to maintain and troubleshoot the catalog, databases, and the off-campus authentication system in use by the library. Library technicians and the library assistant are instrumental in running

statistical reports, establishing and maintaining circulation policies for all library materials, creating patron records, collecting fines, supervising student assistants, and a variety of other tasks.

Noteworthy contributions to overall library function by the classified staff in the past five years:

- Ramped up outreach and engagement efforts by implementing a "Makerspace", and creating interactive events and activities around Banned Book Week, National Library Week, 5th grader visits, OpenEd week, etc.
- Disseminated information about library news and collections through the LibLink, Library Snapshot, New Materials list, and Reserve Textbook list.
- Devised a Collection Development policy for acquisitions and weeding, in assistance to the librarians.
- Developed and implemented an inventory process, done every 3 years.
- Collaborated with the librarians to develop a process for handling research requests for students in correctional institutions and assisted with prison reference.
- Created a shell for Cerro Coso's LibGuide and began populating it with librarian-selected content.
- Created and updated tutorials for databases and eBooks.
- Updated the library's staff manual.
- Oversaw the development of a "Welcome to the Library" video.
- Collaborated with Student Equity to develop and update the reserve textbook collection, including growing the OpenStax reserves to support the college's OER efforts.

Library programming functions, including instruction across multiple modalities, collection development, formalized assessment and planning, and participation in state-level surveys are carried out by the librarians. The librarian and adjuncts work together to develop and align library programming that strengthens information competency institutionally and campus-wide. They also involve faculty in collection development and collection maintenance.

Noteworthy accomplishments in the library's programming functions in the past five years:

- Scaled out the Embedded Librarian program to serve online students and increased overall library instruction sessions by 63.2% since hiring a 2nd full time librarian in 2015 (See Snapshots in Appendix).
- Procured adjunct librarian coverage at Tehachapi and the prisons to provide library programming to these new service areas.

- Took leadership in the college's Open Educational Resources (OER) initiatives, including securing grant funding and managing implementation, promoting Open Ed Week, and providing OER professional development opportunities.
- Advocated for Equity funding and library inclusion in SSSP and Equity planning.
- Worked with the Distance Education (DE) department on the creation of a Copyright Handbook for the college.
- Worked with the DE department to create and deploy a custom "Library Services" page in the Canvas Learning Management System to extend library collections and services to online students and faculty.
- Harnessed new technologies to provide virtual, real-time library reference across the college's service area.
- Presented at conferences (State Library and Strengthening Student Success).
- Collaborated with student clubs to develop special interest collections, such as Umoji, International Club, and Rainbow club.

As aforementioned, the librarians are actively engaged in a variety of committees that keep the department informed of changes to Board Policy, Title V, ACRL, and state-level educational initiatives. Additionally, the department adheres to the established schedule of administrative-level, program-level, and course-level outcomes assessment, which will be discussed in detail in Part 4 of this review.

5. Department Relationships and Impact

The library has strong relationships with all academic programs and student support services at the college and with various community organizations and stakeholders. The library is positioned as an important piece of academic life at the college and the librarians work hard to develop collaborative relationships with faculty across all academic and Career and Technical Education (CTE) disciplines at all sites. The LRC department falls under the jurisdiction of Academic Affairs and is represented by the department chair at faculty chair meetings. The librarians meet regularly with the Counseling department to bridge the gap between academics and student services and with site directors to align services and programming. The library has a formalized "joint use" partnership with the Mono County Office of Education to provide access to leisure reading to Mammoth Lakes students.

Providing equitable library services and programming to the sites and online has been partially achieved by relying on adjuncts; however, there are some notable gaps and concerns,

particularly at Eastern Sierra and the two prisons served by the college. The concerns have to do with the increased demand for Information Competency and the temptation to supply that demand with informal arrangements when faculty meeting minimum qualification requirements are not available locally. This issue was raised earlier in section 2 of this report, "Department History and Description." For the locations just mentioned, the current approach for supplying the demand for Information Competency with qualified faculty involves arranging for remote assistance or routine site visits. These options are challenging for the department and students, but the alternative of attempting to supply the demand with unqualified staff is a disservice to the student body in this critical area. In addition, such an approach hampers and postpones a more rigorous, sustainable solution to the problem in keeping with the value of our Information Competency program and in keeping with long-term accreditation requirements.

In recent months, it would appear that this concern is being addressed at the administration level and the department is happy to report a more formal and systematic promotion of the role of the Library department and program to ESCC faculty and students. The librarians hope to continue to work with the Site Director and Dean to ensure balance of LRC functions, to improve and increase virtual reference (in absence of an on-site adjunct Librarian), and to promote enrollment in LIBR C100 at ESCC, especially via dual and concurrent enrollment.

In regards to other library department partnerships, in evaluating the scope and range of resources at the joint-use library at Mammoth Lakes, it has been determined that the partnership doesn't meet the academic needs of students and, as such, should not be promoted as a solution for the lack of a college librarian at ESCC Mammoth Lakes. Collection development is geared toward a public and non-academic audience; the public librarians lack the minimum qualifications to teach Information Competency; and, lastly, there is no data infrastructure in place to track Cerro Coso College student usage of the joint-use library.

At the prisons, relationships need to be built and policies established between the library department and prison administrators to ensure student access to library and learning resources. Stabilizing LRC functions across all sites has been identified in the 2018/19 Academic Affairs Division Plan. Also, the librarians intend to foster new relationships with the local high schools across the college's service area to offer dual and concurrent enrollment for LIBR C100 in the future. In meetings with the principal of Mammoth High School as well as with directors, this idea has been favorable.

6. Department Costs/Revenues

Expenditures

The library department's costs and revenues are presented in Figures 12 and 13. The total cost of running the Library department (not including the LAC) was $399,285.88 in fiscal year 2017 and $373,201.74 in 2016. Staff pay and benefits comprise the largest expenditure, followed by collections. Title 5 (§58724) provides minimum standards for the number of book volumes and periodicals that must be provided based on student FTES. The library should be funded to meet or exceed these standards. Cerro Coso's Library collections include approximately 50,000 volumes, which meet the Title 5 standards; however, with the focus on electronic sources, which are more expensive, the department will need to advocate for continued funding maintain the standards. A statewide effort to provide financial assistance to community college libraries has offset the cost of procuring the Library's most-used collections: databases.

The Library has successfully advocated for Equity funding to expand the text reserves; however, there is concern that the funding will dry up and that this important collection will not be sustainable. However, as more instructors adopt OERs, this could offset the cost of the reserve collection, freeing up funding for other library resources.

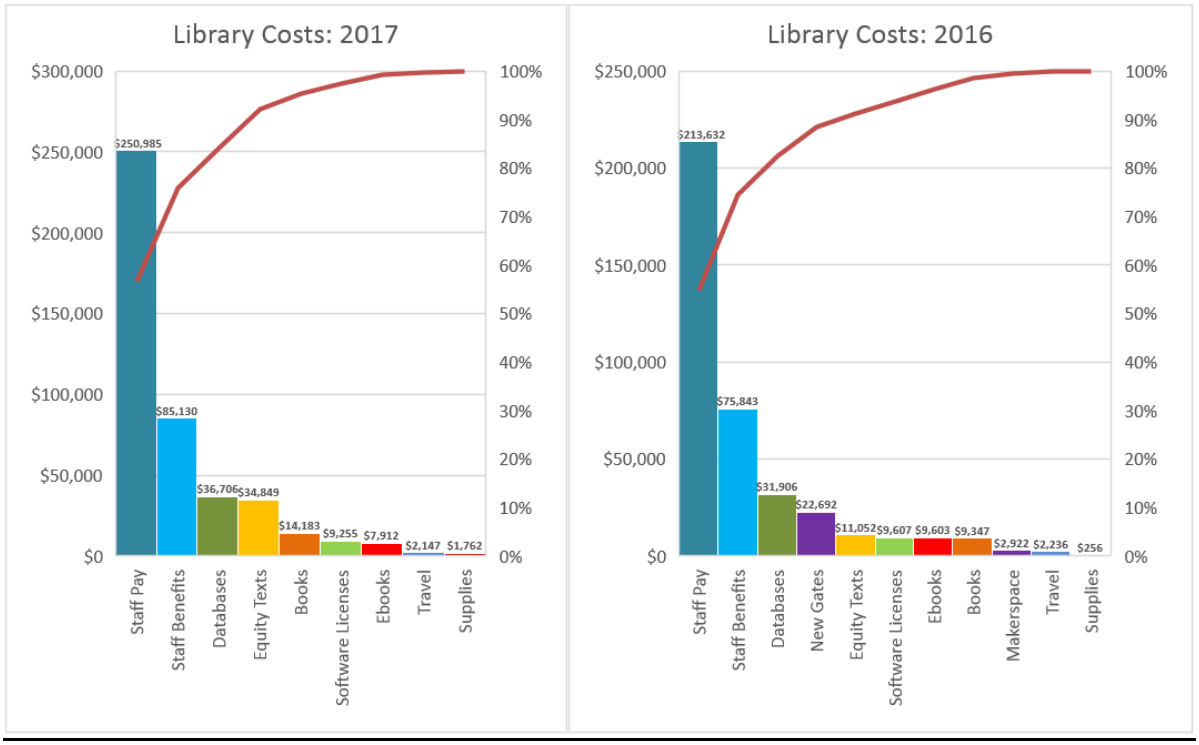


Figure 12. Library Expenditures

Revenues

The Library does not bring in much revenue, aside from copier and overdue fees. The department is in discussion about working with the Foundation to establish an easy way for donations to be earmarked for the Library. Through book sales and donations coordinated through the Foundation, the Library has raised approximately $20,000 held in a designated Foundation account. In 2016, monies from this account were spent to fund a new Makerspace programming effort in the Library.

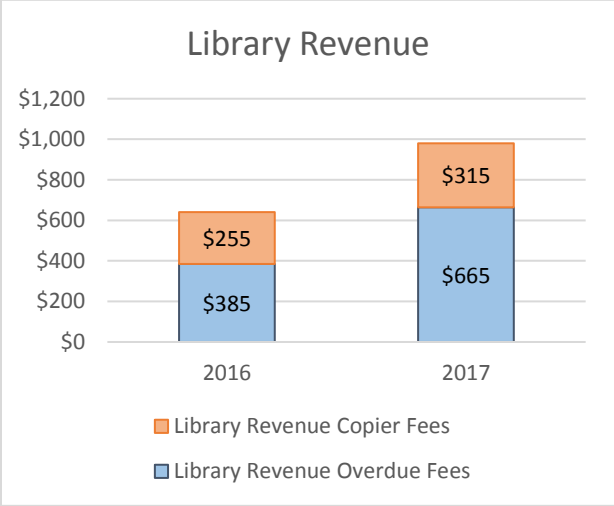


Figure 13. Library Revenue

Part 3 – Currency

1. Staffing

To evaluate current staffing sufficiency, the department considers Title 5 standards, comparisons with other California community colleges of our size, our college's unique composition, and workload trends and gaps. The Library does not meet the recommendations outlined in *Title 5* standards for staffing, which sets the minimum of faculty librarians for a college size of 1,001 – 3,000 FTES at 3.0. Our current total is 2.0 (2 Full time and 1 adjunct working 12 hours per week). In a comparison of our current librarian staffing with seventeen other California community colleges with similar Full Time Equivalent Students (FTEs) (See Appendix), nine colleges (over half) employed more full time librarians than Cerro Coso College does. Such a comparison must take into account the unique composition of our college and the challenge of aligning and scaling out equitable programming considering this composition: We have a large online program, four satellite campuses spanning over three counties and have expanded to serve two prisons.

The two full-time Librarians teach a 1-unit class that was tucked into their load on a trial basis beginning in 2015. Between 2015 and present, the librarians have absorbed the OER initiative and prison reference into their workload. Although these two areas of expansion will eventually be set on a more sustainable path, the department will be impacted by serving the needs of the college's growing inmate population and the college's OER initiatives for the long term. It is imperative that the librarian load be re-established to the baseline of 1.0, with the option for any additional teaching assignment or committee compensation to be overload. The decrease in load devoted to traditional librarian duties while taking on new duties has resulted in gaps in the areas of collection development, community and departmental partnerships, virtual reference, and exhibits.

The department relies on adjuncts to provide librarian services and programming at the sites. A minimum of sixteen hours per week total has been funded for the past few years, and the department has recently been relying on a single adjunct to provide in-person support at KRV, Tehachapi and the California Correctional Institution at Tehachapi as well as virtual support to ESCC. This adjunct staffing model is not sustainable, especially with the exponential growth at the prisons. Disappointingly, the department's request for a new librarian hire in the 2017-2018 annual unit plan was not approved, despite it being the number one new faculty hire position ranked by the Academic Senate. The department has requested an increase in adjunct funding to address this staffing shortage and is in the process of locating and hiring adjuncts; however, training and retaining adjuncts has been an incredible challenge for the library department and, as such, a full-time position is crucial.

The district-wide faculty contract was amended in 2015 to provide the two full-time librarians with 10 additional working days. While this allows partial summer coverage, additional librarian coverage is needed each summer semester to provide reference services online and for courses offered across the college's expanding service area. In 2010, the Director of Learning Resources retired. The college replaced his position with a faculty Librarian hire. Currently there is no Director for the Library or Learning Resource Center.

In terms of classified staffing, *Title 5* suggests a minimum of 4.5 support staff; our current total is 2.03. In a comparison of our current library classified staffing with seventeen other California community colleges with similar FTEs (See Appendix), ten colleges employed more full time classified library staff than Cerro Coso College does. The library's lack of adherence with *Title 5* minimum standards for support staff impacts library services in negative ways. Currently the library's hours of operation are barely covered by support staff. Several times per week, there is not enough coverage for some of the staff to take breaks away from the circulation desk. In the event of an emergency or illness, the library does not have enough support staff to cover the

hours of operation. This has serious legal and contractual implications that are of concern. Justification to augment the Technician I position from a 30 hour/9 month to full-time has been proposed in several library annual unit plans.

2. Professional Development

Professional development is needed for faculty in the department to stay abreast of trends and changes in the Library profession. With the recent rollout of the ACRL Framework for Information Literacy, there is a lot to learn and adopt. Prison librarianship and OERs are also two areas greatly impacting the department, for which professional development is needed. Best practices in online teaching and learning as well as best practices in pedagogy are also areas where continued professional development opportunities are needed. The librarians take advantage of free webinars to stay current with database interface changes, creating impactful library presence online, balancing print and electronic collection development, keeping up with the statewide OER, Equity, and SSSP initiatives, etc. Additionally, the librarians have been financially supported by the institution to attend library conferences, which has been paramount for the department due to limited staffing and the fact that our college is so remote and unique.

Classified staff need professional development in the area of accessibility. Creating accessible documents is crucial for the Library department as it continues to publish and distribute tutorials and other materials in a variety of formats. Also, continued training to maintain currency in cataloging, classification, outreach, equity, and engagement is important.

Faculty and staff in the department are active participants in professional development opportunities that are offered internally and externally. One of the librarians currently co-chairs the Professional Development Committee. Adjuncts are encouraged to attend the annual Adjunct Professional Development day held the first Saturday of November. There are additional opportunities for full time and adjunct faculty throughout the year through Lunch and Learns and peer training.

3. Physical Resources

Library facilities at the main campus are safe and sufficient to support the quality of the department. The Main Building Modernization Project, which began in 2015, brought the Switchboard and Print Shop functions into the Library, dislocating the classified staff work area temporarily. The Library has welcomed the additional foot traffic and the librarians have been able to better network with faculty; however, the lack of space has paralyzed functions such as weeding and materials processing. The Library currently utilizes the LRC computer classroom 631 to offer orientations and we are grateful that administration has preserved this space during this time when many classrooms have been off-line due to the modernization. Study

space in the library is more than adequate to meet the needs of students; however, access to the four meeting rooms designated for students has been limited due to the modernization project. The study rooms are often scheduled by staff and faculty for meetings and interviews, limiting availability for students. Staff and faculty scheduling is expected to decrease with the reopening of the main building.

The Library's electrical infrastructure is sufficient to meet the needs of library patrons. There are enough electrical outlets to accommodate the increasing number of laptop users. The Library was wired for wifi in fall 2011 and students seem to be taking advantage of this service. The lighting in the LRC is efficient and makes use of the many windows throughout the facility; however, some light fixtures, especially on the second floor, above the circulation desk, and near the study rooms, will need to have bulbs replaced in the near future. The Maintenance and Operations (M&O) department ensures that Library facilities, including lighting, electrical, heating, air conditioning, and plumbing are maintained and in proper working order. The Library reports any facilities issues to the Maintenance Department and they are assigned a work order based on priority.

The Library building must be secured in such a way that its materials and technology are in a locked area when the library is closed. This is achieved by the use of a locking gate that is secured whenever the library is closed. Library entrance has several 3-M security towers that alert staff in the event of theft. The gates were replaced in 2017 and the department, with input from M&O opted out of the annual service agreement.

There are concerns about the facilities at the sites, in particular, the safety of the Bishop collection. There are no security gates protecting the reference collection and inventories performed over the last several years have identified several missing items. The department decided to decrease the size of the collection in 2014 and to only purchase materials for the text reserves that are housed in locking filing cabinets. The Mammoth Lakes text reserve is also located in locking filing cabinets. After the last inventory of both ESCC text reserve collections in 2017, it was decided that the locking filing cabinets being used to house the text reserves are insufficient because the collections are outgrowing them and it is cumbersome to access stack of texts from filing cabinet drawers. Maintenance and security of the joint-use Mammoth library facility is the responsibility of the Mono County Office of Education, which interfiles materials with their own reference collection. The Learning Resource Center room at the Kern River Valley and Tehachapi sites house reference and textbook collections that are located in locking cabinets that are sufficient. Similar cabinets need to replace the ESCC collections. Facilities at the prisons need to be assessed in order to determine the feasibility of developing resource collections.

4. Technology

The Library's technological needs center primarily around computers and related technology. The 10 desktop computers in the "Research Pod" and the 10 laptops and 5 iPads available for checkout for use in the main campus Library are used regularly. Students use these computers for research, word processing, email, and a variety of recreational activities. Each computer is equipped with Windows XP as well as a range of software applications and the computers are maintained and updated by the campus IT department. The Library relies upon the knowledge and expertise of the IT Department to make decisions about technology needs, services, hardware, and software. Also, we have a working relationship with Bakersfield College and their Technical Librarian to maintain the catalog, EZProxy, and database connections. Webinars to train staff to maintain currency in these applications are needed.

Library staff stay abreast of technology trends in academic libraries through listservs and membership in associations. Other technology equipment at the main campus includes two library catalog search stations, printers, and a variety of staff-related technology. In 2017, webcams were installed on each of the two full time librarians' computers to allow for virtual reference. The same year, 2 laptops were purchased for ESCC to expand virtual reference. Other than these laptops, there is no technical equipment owned by the library at the other campuses. Computers in the labs adjacent to the LRCs at the other sites are operated and maintained by the Information Technology (IT) department. Technology needs that would help the department include the purchase of a high capacity printer and a librarian workstation with a computer for the Tehachapi site. Also, laptops for each of the full time librarians would allow more flexibility in terms of meeting student needs and increased efficiency overall.

5. Marketing

The Library department promotes its services, collections, and programs in several ways. Emails are sent to faculty and to the college community publicizing library news, programming, and services. Posters are developed to promote services and collections at the sites. The library webpage, one of the most accessed college webpage, is current and consistently updated with new tools and features. The library is included in the college's orientation material and the Counseling department helps market library services, programming, and the LIBR C100 course in orientations and in the Navigate on-boarding platform. Also, the department has worked with the DE department to create a library page in the Canvas Learning Management System.

The library staff manage a Facebook page and an Instagram account to promote the Library using social media. The department also participates in college-wide marketing events to attract potential service recipients, including the "I'm Going to College" fifth grader visits,

Career Day, and the booth at the Fair, where they provide brochures and handouts promoting the library.

Improved marketing is needed. Coordinating with the Counseling department to promote LIBR C100 is one example. Working with the Public Information Office to better promote library collections, course offerings, exhibits and services is another area of improvement.

Part 4 – Achievement of Unit Outcomes

1. Achievement of Administrative Unit Outcomes

AUO 1:	*Provide materials and services that support the college's programs and the research interests of students, staff, and faculty*
Target:	80%
Assessment Method:	Satisfaction Surveys distributed to students (via the Student Experience Survey) and to faculty (via department survey)
Assessment Date:	2015 (SES); 2017 (department survey)
Recent Results:	Students: Roughly half of respondents value the Library services, collections, and programming and roughly half of respondents have no idea what services, programs, and collections the Library has. Faculty: 90% of faculty surveyed are satisfied with the collections, 83% feel the Library provides an environment that supports student learning and faculty teaching, and 83% find the Library webpage easy to navigate
AUO 2:	*Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research*
Target:	80%
Assessment Method:	Satisfaction Surveys distributed to students (via the Student Experience Survey) and to faculty (via department survey)
Assessment Date:	2015 (SES); 2017 (department survey)
Recent Results:	Students: Roughly half of respondents value the Library services, collections, and programming and roughly half of respondents have no idea what services, programs, and collections the Library has. Faculty: 90% of faculty surveyed are satisfied with the collections, 83% feel the Library provides an environment that supports student learning and faculty teaching, and 83% find the Library webpage easy to navigate

AUO 3:	*Optimize technology to enhance Information Competency instructional interactions across multiple modalities*
Target:	80%
Assessment Method:	Satisfaction Surveys distributed to students (via the Student Experience Survey) and to faculty (via department survey)
Assessment Date:	2015 (SES); 2017 (department survey)
Recent Results:	Students: Roughly half of respondents value the Library services, collections, and programming and roughly half of respondents have no idea what services, programs, and collections the Library has. Faculty: 90% of faculty surveyed are satisfied with the collections, 83% feel the Library provides an environment that supports student learning and faculty teaching, and 83% find the Library webpage easy to navigate

		Assessment History Summary					
AUO #	**Target**	**Semester**	**Met?**	**Semester**	**Met?**	**Semester**	**Met?**
AUO 1	80%	SPR 12	Yes	FA 15 & 17	Yes and No	SPR 19	TBD
AUO 2	80%	SPR 12	Yes	FA 15 & 17	Yes and No	SPR 19	TBD
AUO 3	80%	NA (added 2015)	NA	FA 15 & 17	Yes and No	SPR 19	TBD

a. Gaps and Improvements Made

The largest gap in the outcomes results is due to the limited capacity of providing Library coverage at all the sites, which now include two prisons. Only the IWV and Bishop campuses have designated academic library spaces in a brick and mortar building with accompanying collections. Consequently, many respondents likely rate their satisfaction of the physical library and collections low. The department is considering revising AUO 2 to address this discrepancy.

Another gap identified is due to assessment process. In order to reach as many student respondents as possible, the department added questions to the Student Experience Survey (SEP) to assess student satisfaction with Library services, collections, environment, and programming. This allowed us to reach a much higher number of students; however, the last

time the survey was administered was 2015. With a designated IR department, we hope to improve data collection and assessment tools, perhaps with a standardized, random survey. We anticipate seeing an increase in the number of students aware and satisfied with library collections in the next SEP due to increasing our online Embedded Librarian programming, offering virtual reference across all sites and online, and ramping up marketing efforts.

b. Summary of Administrative Unit Outcome Achievement

In summary, the Library department is achieving the AUOs; however, the limited capacity of reaching all students and faculty across all service areas as well as the limited infrastructure in ensuring each campus has a designated Library space has been a challenge. Since the Library collections, services, and programming are mostly online, AUOs need to better reflect this. Dialogue about AUOs is consistent and meaningful within the department and informs collection development, staffing, budget allocation, and programming. We are looking forward to fine tuning and improving our assessment process in collaboration with IR.

2. Achievement of Program Learning Outcomes

The Library department's Program Learning Outcomes (PLOs) are: Having participated in a variety of Library instruction sessions, orientations, and/or workshops, 75% of students will be able to:

PLO 1:	*Devise research strategies to successfully locate a variety of relevant information resources for their research papers and projects*
Assessment Method:	Satisfaction Surveys distributed to students and faculty; Student Quiz
Assessment Date:	2017
Recent Results:	98%
PLO 2:	*Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view*
Assessment Method:	Satisfaction Surveys distributed to students and faculty; student quiz
Assessment Date:	2017
Recent Results:	86%

PLO 3:	*Use information ethically and effectively by identifying proper citation format and integrating sources into research papers and projects*
Assessment Method:	Satisfaction Surveys distributed to students and faculty; Student Quiz
Assessment Date:	2017
Recent Results:	See Narrative
PLO 4:	Recognize different areas of the physical and online Library and identify the services offered in each area
Assessment Method:	Satisfaction Surveys distributed to students and faculty
Assessment Date:	2017
Recent Results:	See Narrative

The last cycle of PLO assessment occurred in Fall 2017. Satisfaction surveys for students and faculty were administered in a sampling of sections including courses in the Liberal Arts and Sciences area, CTE, online, on-ground, and at the sites (8 online sections, with selection across disciplines; 5 on-ground sections with selection across disciplines). The student surveys included 2 "quiz" questions to assess PLOs 1 and 3.

Students overwhelmingly were able to correctly answer the 2 quiz questions. Both students and faculty rate library programming favorably, regardless of location or means of delivery. 79% of online students and 87% of on-ground students rated the helpfulness of Embedded Library instruction as "very" or "extremely". 100% of faculty percieved that the library instruction prepared their students for their research paper/assignment "very well".

		Assessment History Summary					
PLO #	**Target**	**Semester**	**Met?**	**Semester**	**Met?**	**Semester**	**Met?**
PLO 1	75%	Fall 12	Yes	Fall 17	Yes	SPR 22	TBD
PLO 2	75%	Fall 12	Yes	Fall 17	Yes	SPR 22	TBD
PLO 3	75%	Fall 12	Yes	Fall 17	Yes	SPR 22	TBD
PLO 4	75%	Fall 12	Yes	Fall 17	Yes	SPR 22	TBD

a. Gaps and Improvements Made and Summary of Program Learning Outcome Achievement

The department has made tremendous strides in expanding library instuction to online classes and, despite having lost the ESCC adjunct, is optimizing iTV and Canvas to meet the programming needs of students and faculty there. The assessment results listed above, while favorable, are mostly qualitative. The gaps in the department's PLO endeavors boils down to the assessment process itself. The department has tried to develop a standardized "quiz" to gather quantitative assessment data; however, it has been a challenge due to the fact that each Library instruction session is tailored to a specific subject area. In prior rounds of PLO assessment, pre and post quizzes were developed for our "Basic" Library orientations. Five years later, we have abandonded such time-consuming and "one size fits all" assessment. We've had discussion about developing a rubric to "grade" student papers/projects within courses where we've provided instruction; however, it would be difficult to control for. With the new IR office established, the department plans on conducting institutional research whereby course comparisons (with Library instruction versus without) can be achieved.

3. Achievement of Course Student Learning Outcomes

The credit-bearing LIBR C100 course has 6 SLOs. Upon completion of the course, the student will be able to:

1. List and explain the steps in the research process
2. Identify types and formats of information sources appropriate for college research, explaining purpose and audience
3. Access information efficiently by refining a search strategy, using keywords, controlled vocabulary, and advanced search techniques
4. Critically evaluate information by applying standard criteria
5. Recognize and use correct documentation style in parenthetical and bibliographic citations.
6. Examine the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

Course	SLO #	Target	Semester	Met?	Semester	Met?
LIBR C100	SLO 1	80%	SPR 14	Yes	SPR 17	Yes
	SLO 2	80%	SPR 14	No	SPR 17	Yes
	SLO 3	80%	SPR 14	Yes	SPR 17	Yes
	SLO 4	80%	SPR 14	Yes	SPR 17	Yes
	SLO 5	80%	SPR 14	No	SPR 17	No
	SLO 6	80%	SPR 14	Yes	SPR 17	Yes

a. Gaps and Improvements Made

The last assessment reveals that students are achieving mastery of all SLOs with the exception of SLO 5 (which was also not met in the previous assessment cycle). Perfecting citation formatting requires a high degree of detail and accuracy. Additionally, students rely on citation generator tools that, in effect, make it convenient to not focus on learning citation format. Instructional efforts that focus more time teaching effective citation formatting are currently being employed to address this gap. Instead of touching on this concept in a single module, citation and formatting is touched on and practiced more frequently throughout the course.

Although all other SLOs were met in the combined results of all sections, mastery of SLO 2 and 4 were not met in the section taught on-ground at KRV. The department discussed this discrepancy and came up with the following conclusions, keeping in mind the low enrollment at KRV during this semester (<10).

- The KRV campus serves a higher number of disenfranchised students (physical and learning disabilities, low-income)
- The KRV campus is undergoing a renovation, so the class was taught in a makeshift classroom with limited technology

The department has discussed the need for faculty training on how to work with different populations, including targeted teaching strategies, accommodations, and accessibility.

b. Summary of Student Learning Outcome Achievement

The department involves full time and adjunct instructors in the SLO assessment process. Through ongoing dialogue, the following noteworthy topics have emerged in regards to SLO achievement in LIBR C100 and of Information Competency overall. Compelling data have been collected informally for the past 5 years in the form of unsolicited student feedback revealing that students believe the LIBR C100 course should be a required early course for any pathway through the college. The department is in the process of determining how to increase enrollments in this course, which is critical to student success.

Information Competency was adopted as an Institutional Learning Outcome (ILO) in 2016 based on recommendations from an ad hoc Task Force as well as ongoing discussion at faculty chairs meetings about the lack of student preparedness in being able to locate and cite sources effectively. The librarians are collaborating with the chair of the Learning Outcomes Assessment committee to map this ILO across programs in preparation for the first round of ILO assessment. The librarians maintain that the most effective way to teach Information Competency skills and achieve this ILO is through the credit-bearing LIBR C100 course.

4. Assessment Schedule for Next Program Review Cycle

	Year 1	Year 2	Year 3	Year 4
AUOs				
AUO 1		x		x
AUO 2		x		x
AUO 3		x		x
PLOs				
PLO 1		x		
PLO 2		x		
PLO 3		x		
PLO 4		x		
SLOs				
LIBR C100				
SLO 1	X		x	
SLO 2	X		x	
SLO 3	X		x	
SLO 4	X		x	
SLO 5	X		x	

Part 5 – Action Plans

1. Effectiveness and Efficiency

The Library department measures its effectiveness and efficiency in several ways that have been examined in this review. The department's hours, budget, collections, usage, programs, and services are quantified through its Annual Reports and Snapshots (See Appendices). The library also assesses unit outcomes, program outcomes, and course-level learning outcomes, which give opportunities for student and faculty feedback. Staff and department meetings occur frequently and inform the library's planning to ensure the department's mission and goals are being met.

2. Current Strengths

The department's largest strength is in the area of institutional participation, particularly in terms of promoting Information Competency as a critical skill across the curriculum and advocating for the library's inclusion in Equity and SSSP planning. The librarians are highly involved in committee work, including professional development, CIC, SLO, and Honors and the

library staff also participate in committee work and professional development opportunities, when provided with opportunities. This has allowed the department to foster collaborative relationships with faculty, staff, and administration.

Another area of strength is the department's ongoing efforts to maintain subject level currency in the field of Library Science and Pedagogy, which has resulted in commendations in teaching. The LIBR C100 course is grounded in strong pedagogy and the librarians have received accolades from students and peers regarding both the content and delivery of the course (See student feedback in the Appendices). The librarians have taken the lead on embracing OER initiatives, the new ACRL Framework for Information Literacy and have attended conferences and training on Equity, prison librarianship, OEI, and instructional technology. Providing a high level of research support to faculty and students at the prisons is another noteworthy accomplishment.

The department prides itself on being early adopters of technology and for our innovative programming. Examples include the Embedded Librarian program (which has greatly expanded our ability to nurture Information Competency skills in students in the online environment), the Canvas Library Services page (developed in concert with the Distance Education department), prison reference, accessibility training, and our Makerspace.

The library facility itself is one of the department's strengths as well. It is welcoming and stately, filled with resources and technology to promote research, learning, and reflection. Overlooking the valley, it has become a popular place to host student activities and events and the library staff has accommodated and promoted these events to draw people in. With the main building modernization, which moved several college functions into the library, our staff has been accommodating to both student needs and staff requirements, as well as adaptable to the displacement of library work areas and classrooms/study rooms. Lastly, it is noteworthy what the department has been able to take on as additional work with a skeletal crew, which is a testament to our exceptional workers, our teamwork, and our resourcefulness.

3. Improvements Needed

Despite the librarians' best efforts to provide library and Information Competency instruction across all disciplines and across the college's growing service area, our greatest gap is scalability. Another full-time librarians is needed. Adjunct coverage is spotty and difficult to sustain and, with the exponential growth at the prisons and Tehachapi, as well as the focus on OERs and offering online student services, hiring a full-time librarian is paramount. The college's current full time counselor to librarian ratio is 6:2, excluding adjuncts. This is particularly noteworthy considering the library's hours of operation exceed that of other

campus departments. Librarians and staff spread coverage to include evenings and, due to heavy Embedded Librarian student contact, librarians routinely work weekend hours.

Plummeting enrollments in the critical LIBR C100 course is another gap that needs to be addressed. The "one shot" library instruction efforts (embedded and on-ground) in no way achieve what the unit-bearing class can, in terms of building Information Competency skills in students. Overwhelmingly, students who take the class bemoan the fact that the class isn't required for all incoming students (See student feedback in the Appendices). The most efficient and effective way for students at Cerro Coso to achieve the Institutional Learning Outcome of Information Competency is to complete LIBR C100. The class is not offered on ground at ESCC, Tehachapi nor at the prisons and offerings at KRV have been inconsistent.

Another improvement needed is unifying the two entities of the LRC department, through the adoption of common goals, refocusing of energies, and integration of efforts to balance LRC functions and avoid duplication of programming, especially at the sites.

A final area for improvement is in the area of data collection. Working with IR and IT to develop a tool for collecting and disaggregating library attendance and reference transactions is of crucial importance, especially considering the focus on Equity. This is especially a challenge for our department with such a high rate of turnover for adjunct librarians at the sites, which has resulted in inconsistent data collection.

4. Response to Previous Strategies

Three Year Strategy 1: Increase Information Competency skills and readiness among Basic Skills students

In Progress or Pending: The library continues to purchase titles that support Basic Skills students (college success skills, self-efficacy skills, ESL titles, etc.). The librarians have made in-roads with counseling faculty to provide one-shot orientations in the COUN 101 courses; however, it has been a challenge to provide this service in all sections across sites and online. Recent efforts to provide sessions to Dual and Concurrent Enrollment students at ESCC at Mammoth Lakes were successful and the department intends to continue to target efforts to this growing population.

Three Year Strategy 2: Increase library's instructional programming at sites and online

In Progress: With the hiring of an additional librarian in 2015, we've been able to scale out library instruction, especially online and at the prisons; however, this strategy is still in progress

since retaining adjuncts is an ongoing challenge, resulting in gaps in programming at the sites. Also, as the college grows its service area, this strategy will continue to be in progress.

Three Year Strategy 3: Enhance the library's print and media collections without compromising the maintenance and development of electronic resources

Completed and ongoing: A weeding and inventorying project was completed to identify areas in the print collections that needed attention to maintain currency, scope and coverage. New titles were purchased in many deficient areas. The department continues to purchase print and electronic resources with an emphasis on electronic.

Six Year Strategy 1: Increase the institutionalization of Information Competency at the college

In Progress and ongoing: Information Competency was adopted as an ILO, which has increased institutional recognition of this crucial skillset for critical thinking, student success, and lifelong learning. To achieve mastery of this ILO will require a high degree of librarian involvement: promoting and teaching LIBR C100; scaling out library instruction programming across the college service area; collaborating with faculty on adopting impactful pedagogy to scaffold these skills; and ongoing assessment.

Six Year Strategy 2: Become compliant with Title 5 and ACRL Distance Education staffing requirements by hiring a new librarian

In Progress: An additional full-time librarian was hired in 2015. A third librarian was requested in the 2017-2018 AUP to achieve the Title 5 recommendations. This position is needed to serve the college's growing service area and to address the gap in librarian workload due to the absorption of prison reference OER into the librarian job description.

5. Two-Year Department Strategies

Two Year Strategy 1: Work with IR to streamline the LRC department's data collection

Throughout this Program Review, many data collection inconsistencies and gaps have been identified, including the lack of infrastructure to disaggregate attendance data, inconsistent data collection across the sites, changes in tracking circulation and reference data, and need to refine assessment tools.

Action Plan for Achieving Strategy 1

- Connection to college Strategic Goals: Goal 5, Objective 5: Increase Institutional Effectiveness and Goal 2: Advance Student Equity Measures
- Persons responsible: Librarians, library staff, IR, IT
- Resources Needed: Data Infrastructure for collecting and disaggregating LRC attendance data
- Timeline:
    - Year 1: meet with IR to consult on data needs; work with library staff and adjuncts to streamline library reference usage data at all sites and online
    - Year 2: work with IR and IT to develop and implement data collection infrastructures and assessment tools.

2 Year Strategy 2: Improve Collections by curating LibGuides and by devoting more professional expertise to maintaining collection currency, depth, and scope across campus sites.

While we've done our best with limited staff capacity to focus on collection development, this is one area that could use bolstered efforts.

Action Plan for Achieving Strategy 2

- Connection to college Strategic Goals: Goal 1, Objective 3: Increase Student Engagement; Goal 2: Advance Student Equity Measures
- Persons responsible: Librarians and Subject Area Faculty, Equity Director
- Resources Needed: Continued subscription to Choice : Current Reviews for Academic Libraries
- Timeline:
    - Year 1: work with LA&S Faculty to increase faculty recommendations for collections and LibGuides
    - Year 2: work with CTE Faculty to increase faculty recommendations for collections and LibGuides; Work with Equity Director to develop a strategy for ensuring sustainability for Equity Reserves

6. Five-Year Department Strategies

Five Year Strategy 1: Increase efficiency and effectiveness of library instruction program by increasing enrollments in LIBR C100

Action Plan for Achieving Strategy 1

- Connection to college Strategic Goals: Goal 1: Maximize Student Success; Goal 2: Advance Student Equity Efforts; Goal 3: Ensure Student Access
- Persons responsible: Librarians, Adjuncts, Directors, LA&S Dean, Counseling, IR
- Timeline:
    - Years 1-3: Meet with dual and concurrent enrollment stakeholders to advocate for LIBR C100; Meet with Counseling and Directors to advocate for LIBR C100 to identify ways for students to be funneled into LIBR C100 using the COUNS 101 model; Grow adjunct pool; Develop version of LIBR C100 to be taught at the prisons
    - Years 3-5: work with IR to develop a data study to analyze possible correlations between LIBR C100 and student success; continue to set enrollments on sustainable path; develop a long term schedule that includes all sites; Evaluate the library instruction program overall and identify ways to improve efficiency, based on impact of increased enrollments in LIBR C100

Five Year Strategy 2: Continue to support increased OER adoption across the campus, working towards the goal of having at least 1 zero-cost degree pathway

Action Plan for Achieving Strategy 2

- Connection to college Strategic Goals: Goal 1: Maximize Student Success; Goal 2: Advance Student Equity Efforts; Goal 3: Ensure Student Access
- Persons responsible: Librarians, faculty, Deans, VPs, Directors
- Timeline:
    - Years 1-3: Work with Senate to revive OER/Textbook committee; identify professional development opportunities for faculty; collaborate with bookstore management to improve the textbook adoption process; track and publicize student savings; work with departments to identify a strategy for achieving a z degree
    - Years 3-5: Increased institutional awareness and understanding of the ways OERs greatly contribute to equity and student success; collaborate with IR to identify data points for showing impact on success and equity measures; work

with departments to flesh out the GE courses needed to achieve a zero-cost degree

Five Year Strategy 3: Continue to request an additional full-time librarian and grow adjunct librarian pool (as a backup plan)

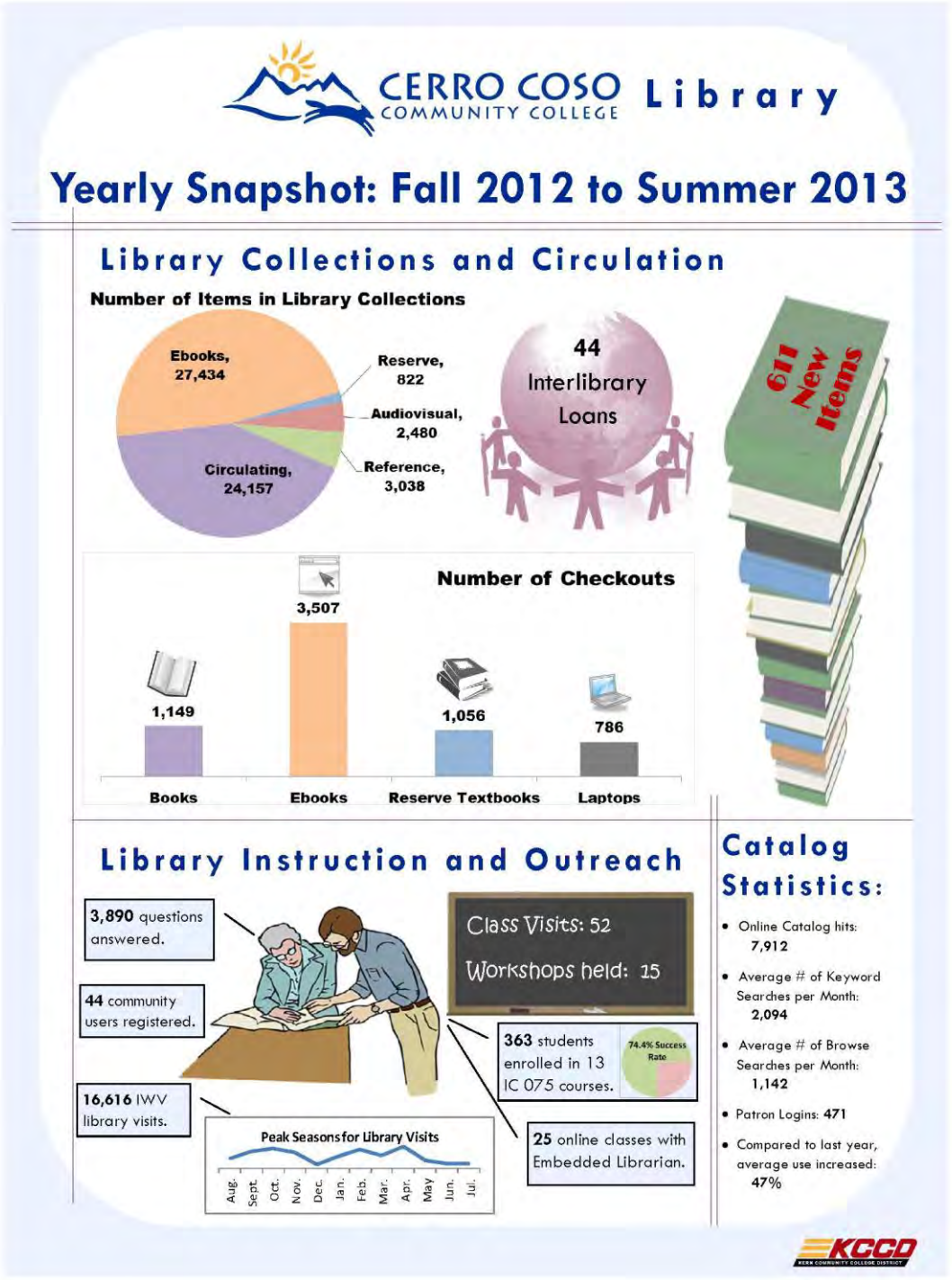
Action Plan for Achieving Strategy 3

- Connection to college Strategic Goals: Goal 1: Maximize Student Success; Goal 2: Advance Student Equity Measures; Goal 3: Ensure Student Access
- Persons responsible: Library Department Chair, Human Resources, Dean, Academic Senate, Site Directors
- Timeline:
    - Year 1: Work with HR to post and maintain adjunct job announcements; Request full-time librarian in library AUP
    - Year 2: Increase librarian adjunct pool by 3 new candidates; Request full-time librarian in library AUP
    - Years 3-5: Request full-time librarian in library AUP; replace, hire, and train adjuncts as needed

Part 6 – Appendices: Supporting Documentation

1. **Library Snapshots 2013-2017**
2. **LIBR Subject Demographic Data**
3. **Administrative Unit Outcomes Data and Analysis (SLO and PLO Data and Analysis can be found in the G Drive under Library: Outcomes Assessment)**
4. **Copy of the Library Department's most recent Annual Unit Plan**
5. **Staffing Comparisons of other CA Community Colleges**

Appendix 1: Library Snapshots 2013-2017



Online Presence

*On average, the library web page is the **6th** most frequently visited page on the Cerro Coso website.*

Total library homepage hits: 50,196

Reference Questions: 163

Databases: 35

Database sessions: 80,475

Top 5 Databases:

Britannica Academic Edition
9,220 sessions

Academic Search Complete
7,010 sessions

Grolier Online
5,331 sessions

Films On Demand – Digital Educational Video
3,849 sessions

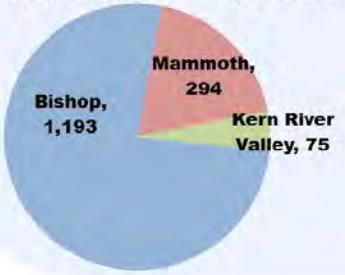
Psychology & Behavioral Sciences Collection
2, 250 sessions

95 likes

free WiFi

Site LRCs

Number of Items at Campus Sites



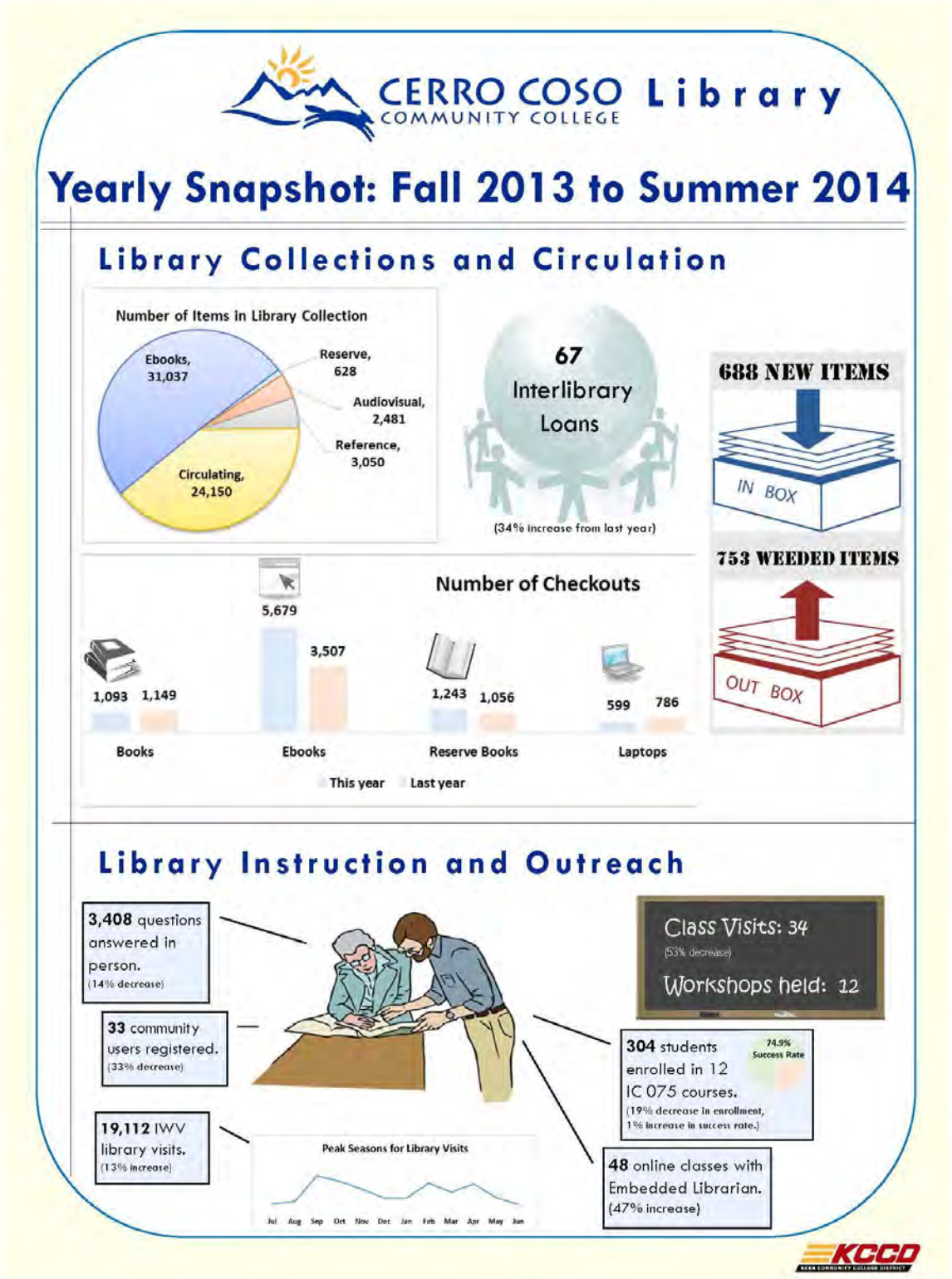
ESCC
Library Orientations: 18
Workshops held: 12

Photos

The Banned Books Week display in September 2012 brings attention to censorship issues concerning schools and libraries.

Librarian Julie Cornett helps a student find a good book on All Hallow's Eve 2012.

Students celebrate National Poetry Month in April 2013 by collaborating on a poem.


CERRO COSO COMMUNITY COLLEGE Library
Yearly Snapshot: Fall 2013 to Summer 2014
Library Collections and Circulation
Number of Items in Library Collection
Ebooks, 31,037
Reserve, 628
Audiovisual, 2,481
Reference, 3,050
Circulating, 24,150
67 Interlibrary Loans
(34% increase from last year)
688 NEW ITEMS
IN BOX
753 WEEDED ITEMS
OUT BOX
Number of Checkouts
1,093 1,149
5,679 3,507
1,243 1,056
599 786
Books
Ebooks
Reserve Books
Laptops
This year
Last year
Library Instruction and Outreach
3,408 questions answered in person. (14% decrease)
33 community users registered. (33% decrease)
19,112 IWV library visits. (13% increase)
Peak Seasons for Library Visits
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
Class Visits: 34
(53% decrease)
Workshops held: 12
304 students enrolled in 12 IC 075 courses. (19% decrease in enrollment, 1% increase in success rate.)
74.9% Success Rate
48 online classes with Embedded Librarian. (47% increase)
KCCD

Online Presence

free WiFi

Total library homepage hits: 46,602

Number of Databases: 34

Database sessions: 106,133
(24% increase)

Online Reference Questions Answered: 568
(71% increase)

Top 5 Databases:

Academic Search Complete
9,977 sessions

Britannica ACADEMIC EDITION
8,883 sessions

FILMS ON DEMAND DIGITAL EDUCATIONAL VIDEO
5,825 sessions

Psychology & Behavioral Sciences Collection
3,475 sessions

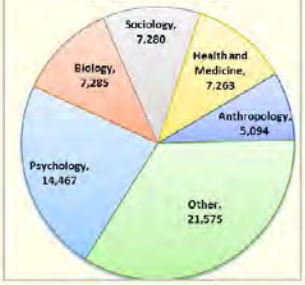
MasterFILE
3,140 sessions

Like us on Facebook!

Cerro Coso Community College Library

125 likes

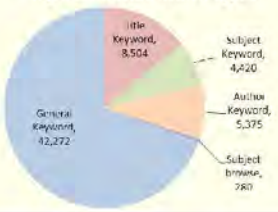
5 Most Popular Topics Searched through Films on Demand



Online Catalog Statistics:

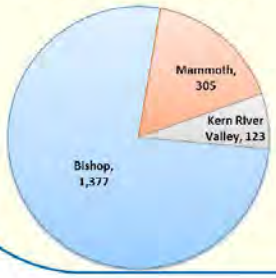
- Online Catalog hits: **7,953**
- Average # of Keyword Searches per Month: **2,762**
- Average # of Browse Searches per Month: **438**
- Patron Logins: **560**
- Total number of searches increased **36%**

Top 5 Conducted Search Types



Site LRCs

Number of Items at Campus Sites

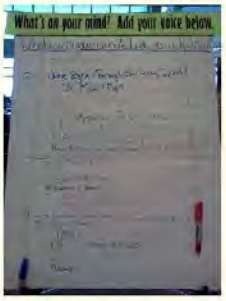


Orientations/Workshops
ESCC: 31
KRV: 11

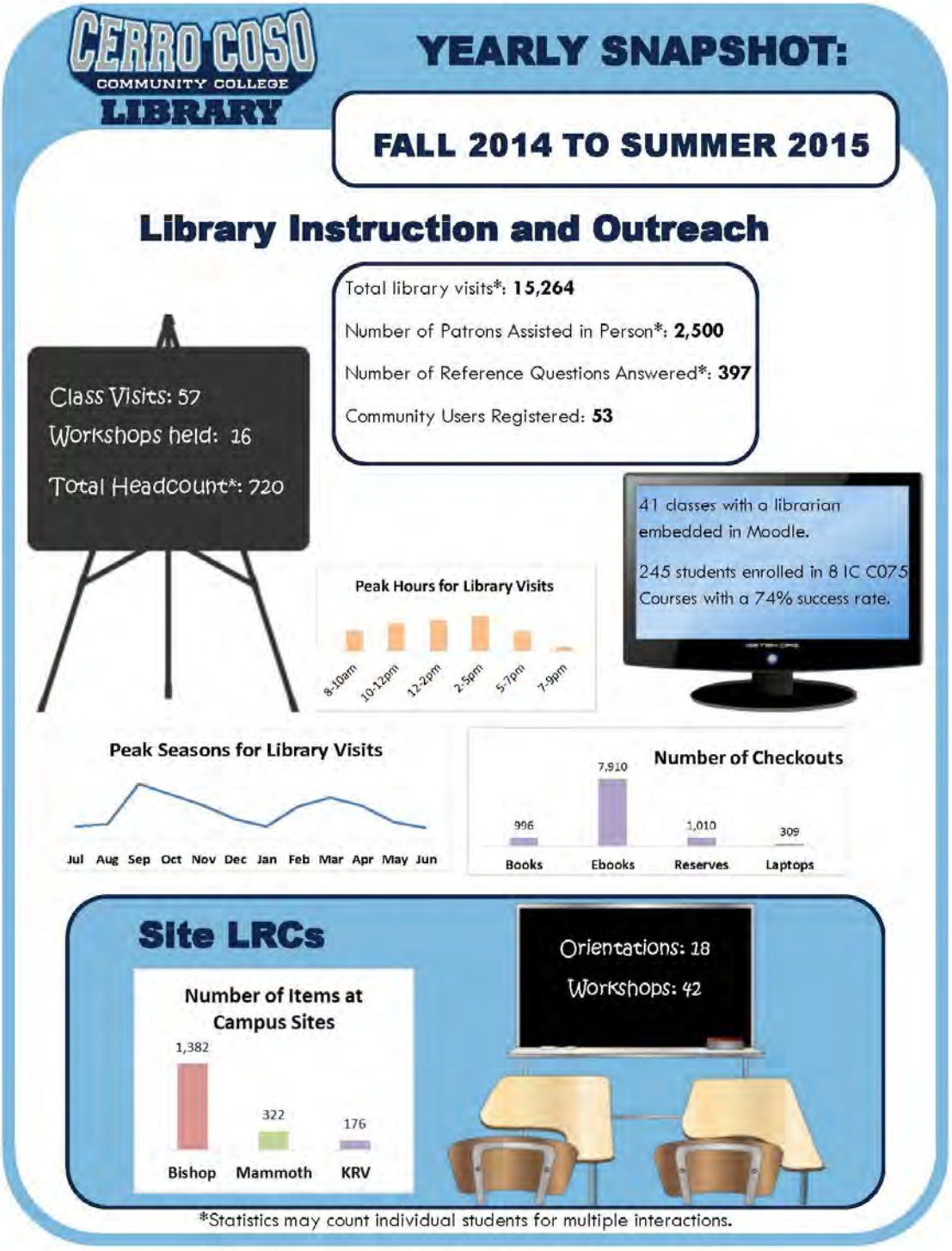
Photos

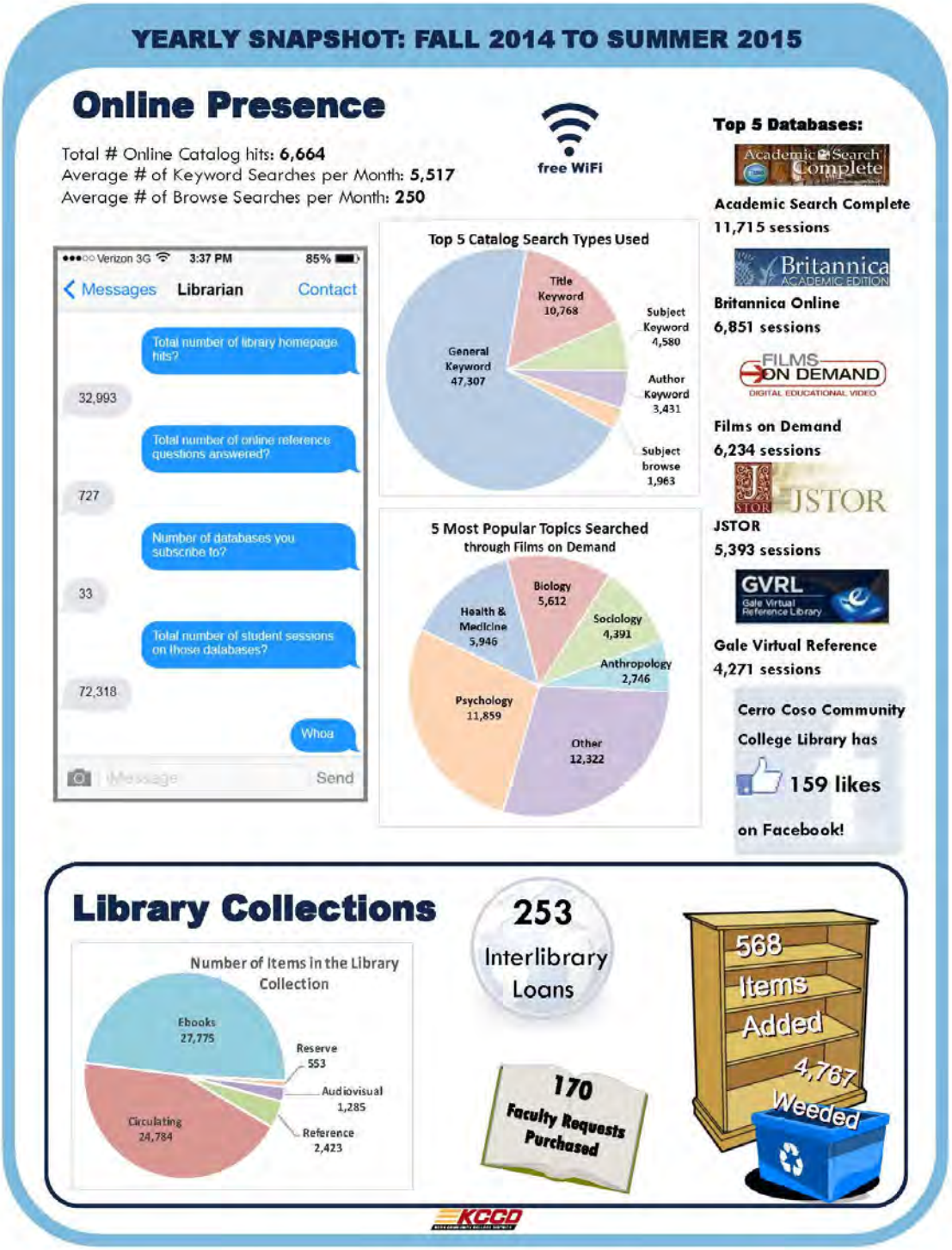
The Banned Books Week display in September brings attention to censorship issues concerning schools and libraries.

New iPad kiosks provide quick access to the library catalog.



Students share their favorite childhood books on the Free Speech Board.


CERRO COSO COMMUNITY COLLEGE LIBRARY
YEARLY SNAPSHOT:
FALL 2014 TO SUMMER 2015
Library Instruction and Outreach
Total library visits*: 15,264
Number of Patrons Assisted in Person*: 2,500
Number of Reference Questions Answered*: 397
Community Users Registered: 53
Class Visits: 57
Workshops held: 16
Total Headcount*: 720
41 classes with a librarian embedded in Moodle.
245 students enrolled in 8 IC C075 Courses with a 74% success rate.
Peak Hours for Library Visits
8-10am
10-12pm
12-2pm
2-5pm
5-7pm
7-9pm
Peak Seasons for Library Visits
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
Number of Checkouts
996
7,910
1,010
309
Books
Ebooks
Reserves
Laptops
Site LRCs
Number of Items at Campus Sites
1,382
322
176
Bishop
Mammoth
KRV
Orientations: 18
Workshops: 42
*Statistics may count individual students for multiple interactions.


YEARLY SNAPSHOT: FALL 2014 TO SUMMER 2015
Online Presence
Total # Online Catalog hits: 6,664
Average # of Keyword Searches per Month: 5,517
Average # of Browse Searches per Month: 250
free WiFi
Top 5 Databases:
Academic Search Complete
11,715 sessions
Britannica Online
6,851 sessions
Films on Demand
6,234 sessions
JSTOR
5,393 sessions
Gale Virtual Reference
4,271 sessions
Cerro Coso Community College Library has
159 likes
on Facebook!
Messages
Librarian
Contact
Total number of library homepage hits?
32,993
Total number of online reference questions answered?
727
Number of databases you subscribe to?
33
Total number of student sessions on those databases?
72,318
Whoa
Send
Top 5 Catalog Search Types Used
Title Keyword 10,768
Subject Keyword 4,580
Author Keyword 3,431
Subject browse 1,963
General Keyword 47,307
5 Most Popular Topics Searched through Films on Demand
Biology 5,612
Sociology 4,391
Anthropology 2,746
Other 12,322
Psychology 11,859
Health & Medicine 5,946
Library Collections
Number of Items in the Library Collection
Ebooks 27,775
Reserve 553
Audiovisual 1,285
Reference 2,423
Circulating 24,784
253
Interlibrary Loans
170
Faculty Requests Purchased
568
Items Added
4,767
Weeded
KCCD

CERRO COSO COMMUNITY COLLEGE LIBRARY

YEARLY SNAPSHOT:

FALL 2015 TO SUMMER 2016

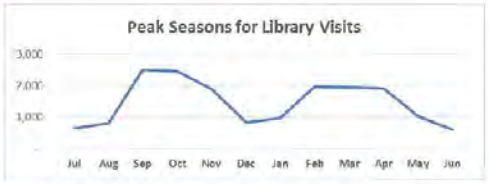
Library Outreach

Total library visits*: **17,517** (+15% from last year!)

Number of Patrons Assisted in Person*: **3,046** (+22%)

Number of on-site Reference Questions Answered*: **608** (+53%)

Number of online Reference Questions Answered*: **1248** (+72%)



Library Instruction

Class Visits: **61**

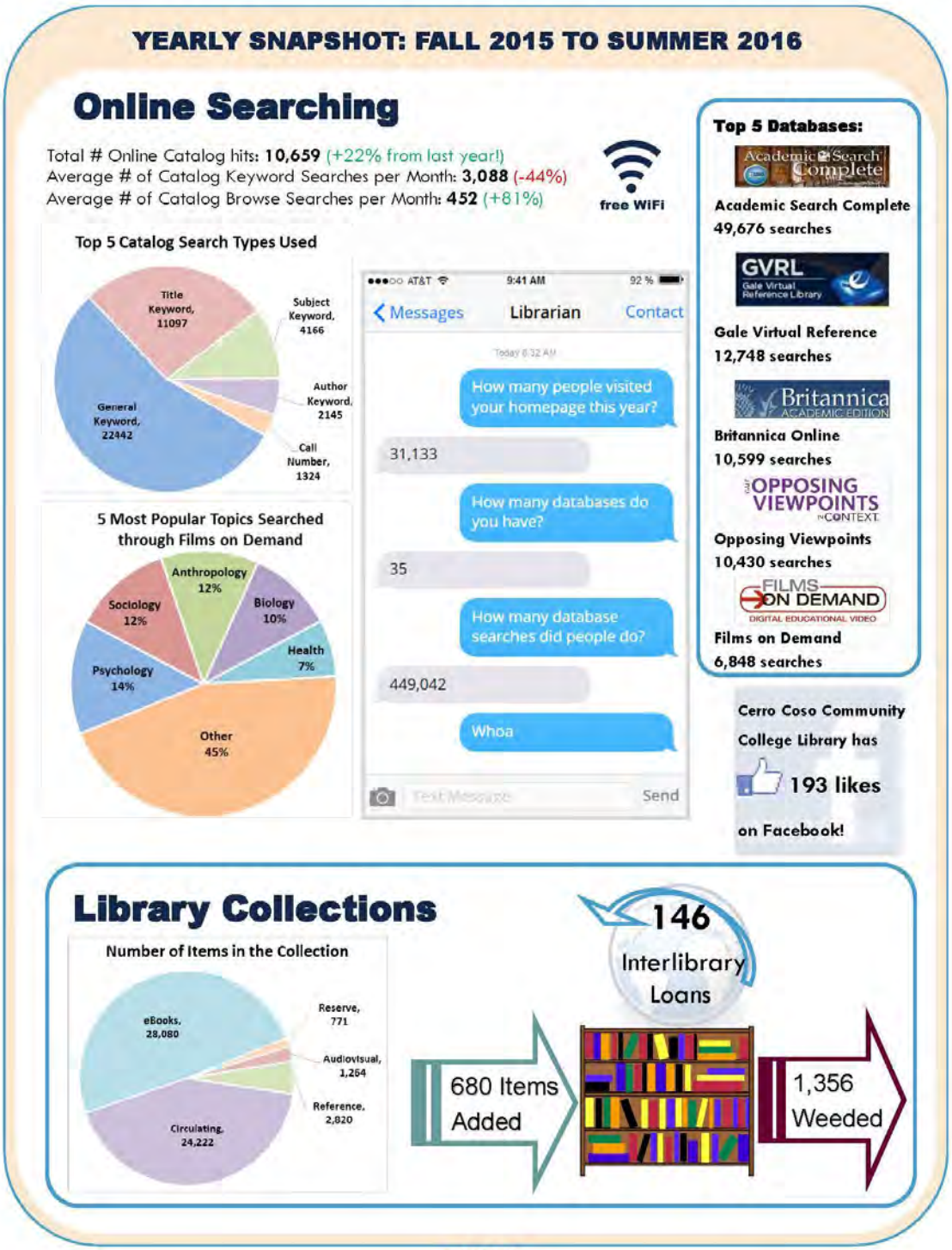
Library Tours: **11**

Embedded classes: **48**

Workshops: **35**

Total Headcount*: **1242**

*Statistics may count individual students for multiple interactions.


YEARLY SNAPSHOT: FALL 2015 TO SUMMER 2016
Online Searching
Total # Online Catalog hits: 10,659 (+22% from last year!)
Average # of Catalog Keyword Searches per Month: 3,088 (-44%)
Average # of Catalog Browse Searches per Month: 452 (+81%)
free WiFi
Top 5 Catalog Search Types Used
Title Keyword, 11097
Subject Keyword, 4166
Author Keyword, 2145
Call Number, 1324
General Keyword, 22442
5 Most Popular Topics Searched through Films on Demand
Anthropology 12%
Biology 10%
Health 7%
Other 45%
Psychology 14%
Sociology 12%
Messages
Librarian
Contact
How many people visited your homepage this year?
31,133
How many databases do you have?
35
How many database searches did people do?
449,042
Whoa
Send
Top 5 Databases:
Academic Search Complete
49,676 searches
GVRL
Gale Virtual Reference Library
Gale Virtual Reference
12,748 searches
Britannica
ACADEMIC EDITION
Britannica Online
10,599 searches
OPPOSING VIEWPOINTS IN CONTEXT
Opposing Viewpoints
10,430 searches
FILMS ON DEMAND
DIGITAL EDUCATIONAL VIDEO
Films on Demand
6,848 searches
Cerro Coso Community College Library has
193 likes
on Facebook!
Library Collections
Number of Items in the Collection
eBooks, 28,080
Reserve, 771
Audiovisual, 1,264
Reference, 2,820
Circulating, 24,222
146
Interlibrary Loans
680 Items Added
1,356 Weeded
KCCD

ANNUAL LIBRARY SNAPSHOT

FALL 2016 TO SUMMER 2017

LIBRARY OUTREACH

Total library visits*: **15,776**

Number of Patrons Assisted in Person*: **2,036**

Number of Online Reference Questions Answered*: **2,077**

Number of On-Campus Reference Questions Answered*: **377**

Number of Prison Sections with Library Support: **14**
Number of Prison Reference Questions Answered*: **669**

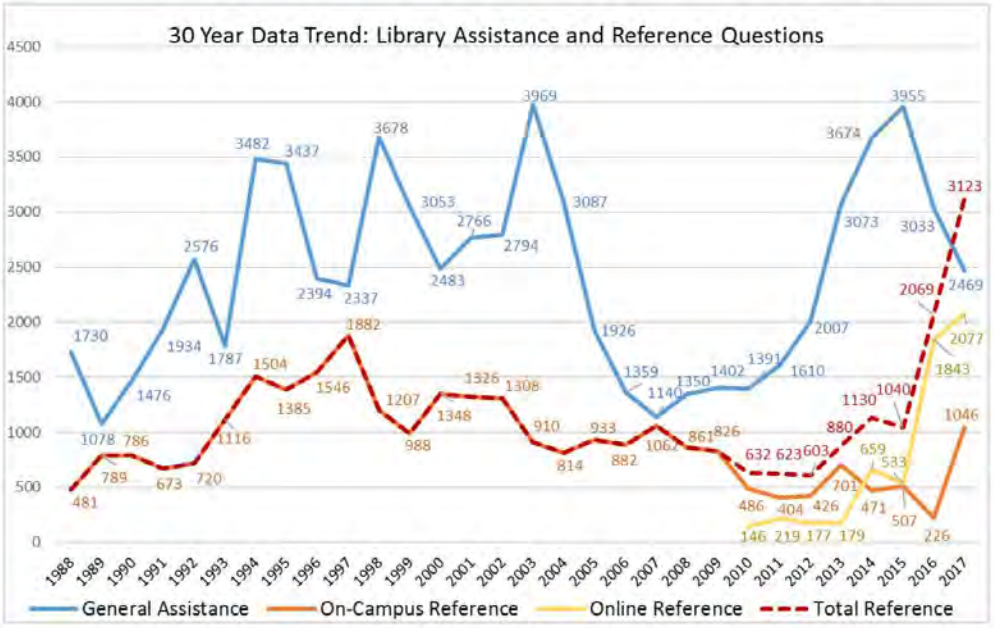
*Statistics may count individual students for multiple interactions.

Cerro Coso Community College Library has **196 likes** on Facebook!

cerrocosolibrary has **55 followers** on Instagram!

LIBRARY INSTRUCTION

- Library Tours and Visits: **43**
- Embedded classes: **68**
- **162** students enrolled in **6** LIBR C100 courses with an **87%** success rate.

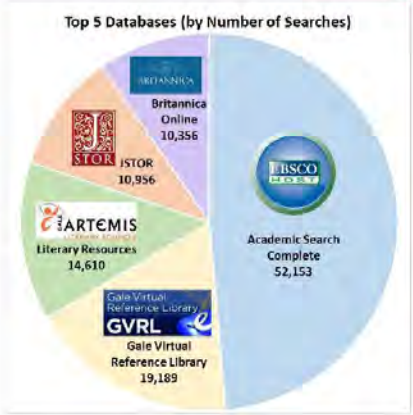


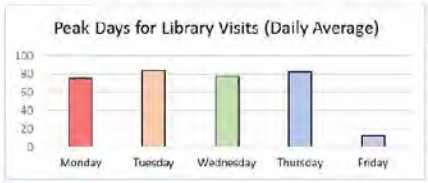
On-Campus Reference includes reference provided to prison courses.

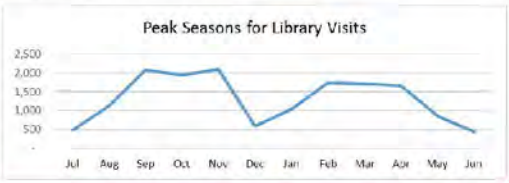
ANNUAL LIBRARY SNAPSHOT: 2016-2017

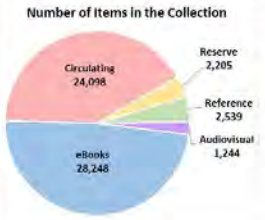
Library Usage

Total # of Library Website Hits: **31,541**
Total # of Library Catalog Hits: **8,563**
Total # of Catalog Searches: **36,859**
Total # of Databases: **36**
Total # of Database Searches: 454,993







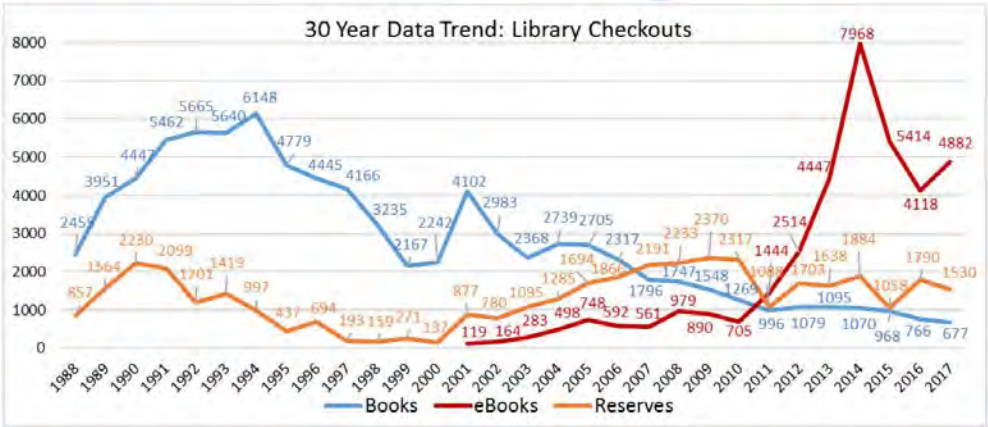


121
Faculty Requests Purchased

1,159 Items Added

1,412 Items Weeded

126
Interlibrary Loans



Appendix 2: LIBR C100 Subject Demographic Data

2017-18 Subject Trend Data — Cerro Coso Community College

Library Science

Student Demographic Information

Unduplicated Headcount [1]	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Cerro Coso College	**358**	-7%	**301**	-16%	**237**	-21%	**206**	-13%	**139**	-33%

Gender	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	221	62%	211	70%	161	68%	134	65%	97	70%	5,310	59%
Male	136	38%	90	30%	76	32%	72	35%	42	30%	3,574	40%
Not Reported	1	0%									105	1%

Age	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	52	15%	62	21%	30	13%	41	20%	16	12%	1,848	21%
20-29	172	48%	135	45%	112	47%	93	45%	64	46%	3,672	41%
30-39	76	21%	61	20%	53	22%	42	20%	26	19%	1,837	20%
40 & Older	58	16%	43	14%	42	18%	30	15%	33	24%	1,632	18%

Ethnicity	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	10	3%	5	2%	7	3%	3	1%	6	4%	478	5%
American Indian	10	3%	13	4%	8	3%	10	5%	6	4%	127	1%
Asian/Filipino/Pac. Islander	10	3%	10	3%	6	3%	6	3%	4	3%	366	4%
Hispanic/ Latino	96	27%	91	30%	72	30%	69	33%	46	33%	3,574	40%
White	213	59%	164	54%	129	54%	101	49%	73	53%	3,940	44%
Two or More Races	19	5%	18	6%	15	6%	17	8%	4	3%	385	4%
Not Reported											119	1%

KCCD Institutional Research & Reporting — 1 of 5 — Library Science — Aug 25, 2017

Ed Plan Completion	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	10	3%	8	3%	30	13%	38	18%	25	18%	1,407	16%
Comprehensive	298	83%	250	83%	138	58%	100	49%	56	40%	1,955	22%
Both (Abbrev. and Comp.)	28	8%	27	9%	44	19%	50	24%	50	36%	1,475	16%
Other Ed Plan					7	3%	4	2%	1	1%	31	0%
Exempt			1	0%			1	0%	1	1%	479	5%
No Ed Plan Completed	22	6%	15	5%	18	8%	13	6%	6	4%	3,642	41%

Completed Matriculation [2]	Library Science										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	274	77%	255	85%	200	84%	181	88%	115	83%	4,687	52%

*This subject has no majors/awards

Course Enrollments

Active Sections	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	5	4	2	3	2
Distance Ed	8	8	6	5	4
Total	**13**	**12**	**8**	**8**	**6**

First Day Enrollment [4]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	134	85	30	64	20
Distance Ed	333	281	263	199	142
Total	**467**	**366**	**293**	**263**	**162**

Census Day Enrollment [4]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	114	79	28	51	20
Distance Ed	249	225	217	157	121
Total	**363**	**304**	**245**	**208**	**141**

Subject Students/Section [5]	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	23	20	14	17	10
Distance Ed	31	28	36	31	30
Total	**28**	**25**	**31**	**26**	**24**

Collegewide Students/Section [5]	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	18	19	17	17	17
Distance Ed	29	28	27	27	27
Total	24	24	22	22	21

First Day Waitlist [6]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	6	0	0	0	0
Distance Ed	81	5	12	0	0
Total	**87**	**5**	**12**	**0**	**0**

FTES, FTEF & Productivity

FTES [7]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	3.9	5.4	1.9	5.7	4.1
Distance Ed	7.8	15.1	13.2	10.6	6.9
Total	**11.7**	**20.5**	**15.2**	**16.3**	**11.0**

FTEF Workload [7]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	0.3	0.5	0.3	0.1	0.0
Distance Ed	0.5	0.8	0.8	0.4	0.1
Total	**0.8**	**1.3**	**1.1**	**0.5**	**0.2**

FTEF Workload By Contract Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time							0.0	0%	0.0	0%
2) Overload	0.1	8%			0.3	25%	0.4	75%		
3) Adjunct	0.6	75%	0.9	70%	0.7	62%			0.0	20%
4) Summer	0.1	17%	0.3	20%	0.1	12%	0.1	25%	0.1	80%
5) Banked Load			0.1	10%						

Subject Productivity (FTES/FTEF) [8]	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	11.7	10.2	7.3	42.9	124.3
Distance Ed	16.7	18.9	16.6	26.5	51.6
Productivity (FTES/FTEF)	**14.6**	**15.4**	**14.2**	**30.6**	**66.2**

Collegewide Productivity (FTES/FTEF)[8]	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	13.9	13.0	12.4	12.3	11.8
Distance Ed	15.1	14.1	13.9	13.9	13.7
Productivity (FTES/FTEF)	14.5	13.6	13.1	13.1	12.8

Success & Retention Rates

Subject[9]	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	94%	88%	86%	81%	86%	86%	84%	69%	95%	95%
Distance Ed	81%	68%	84%	73%	86%	73%	84%	74%	93%	86%
Total	**85%**	**74%**	**85%**	**75%**	**86%**	**74%**	**84%**	**73%**	**93%**	**87%**

Collegewide[9]	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	90%	76%	89%	75%	90%	79%	91%	80%	94%	83%
Distance Ed	79%	61%	79%	61%	81%	65%	82%	64%	85%	66%
Total	83%	67%	82%	66%	85%	71%	86%	70%	89%	73%

Success & Retention Rates Disaggregated

Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Library Science	86%	76%

Collegewide Overall Combined	Retention	Success
Cerro Coso College	85%	70%

Subject Gender	Retention	Success
Female	86%	76%
Male	85%	76%

Collegewide Gender	Retention	Success
Female	84%	69%
Male	86%	71%

Subject Age	Retention	Success
19 & Younger	*90%*	*78%*
20-29	86%	75%
30-39	*84%*	*75%*
40 & Older	*85%*	*77%*

Collegewide Age	Retention	Success
19 & Younger	88%	71%
20-29	83%	66%
30-39	84%	71%
40 & Older	85%	75%

Subject Ethnicity	Retention	Success
African American	[illegible]	[illegible]
American Indian	[illegible]	[illegible]
Asian/Filipino/Pac. Islander	[illegible]	[illegible]
Hispanic/ Latino	88%	77%
Two or More Races	[illegible]	[illegible]
White	86%	77%

Collegewide Ethnicity	Retention	Success
African American	73%	49%
American Indian	80%	60%
Asian/Filipino/Pac. Islander	89%	77%
Hispanic/ Latino	84%	67%
Two or More Races	84%	68%
White	87%	74%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	86%	76%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	86%	72%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	87%	77%

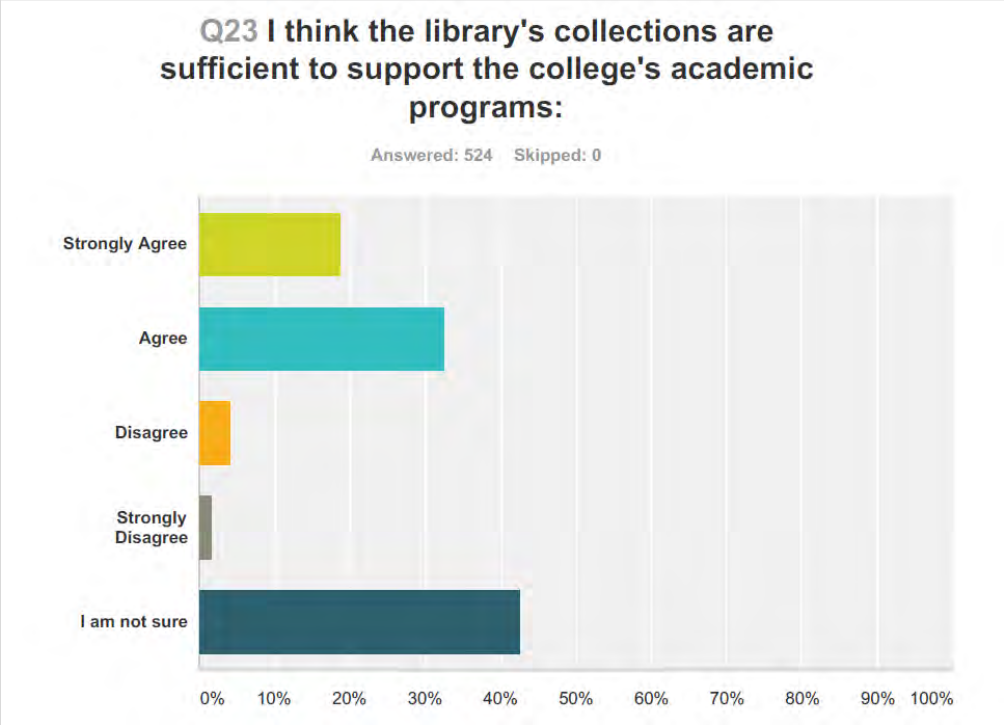
Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	86%	72%

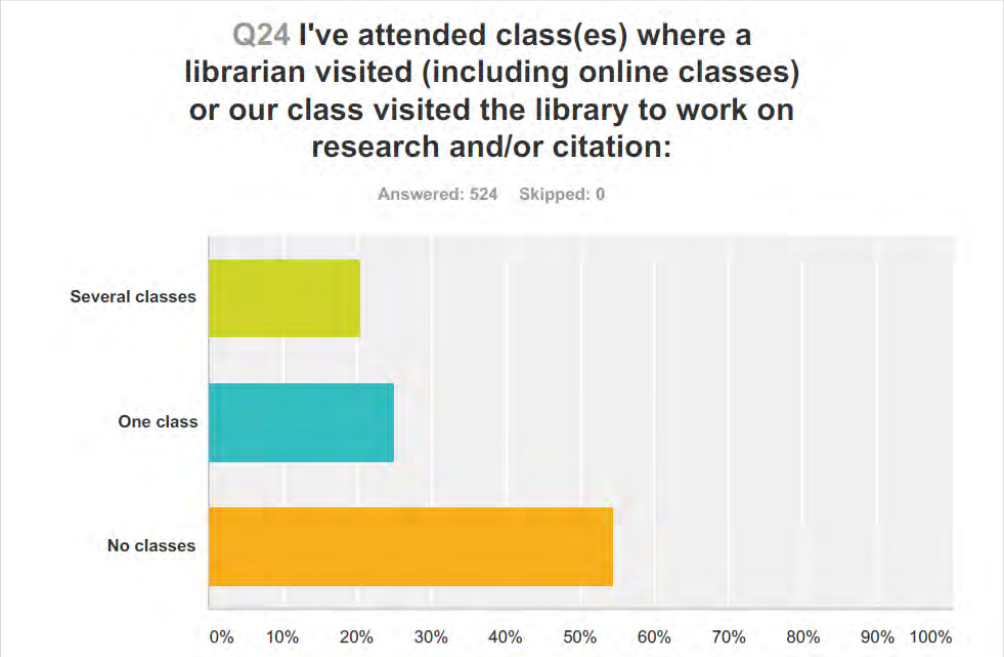
*This subject has no majors/awards

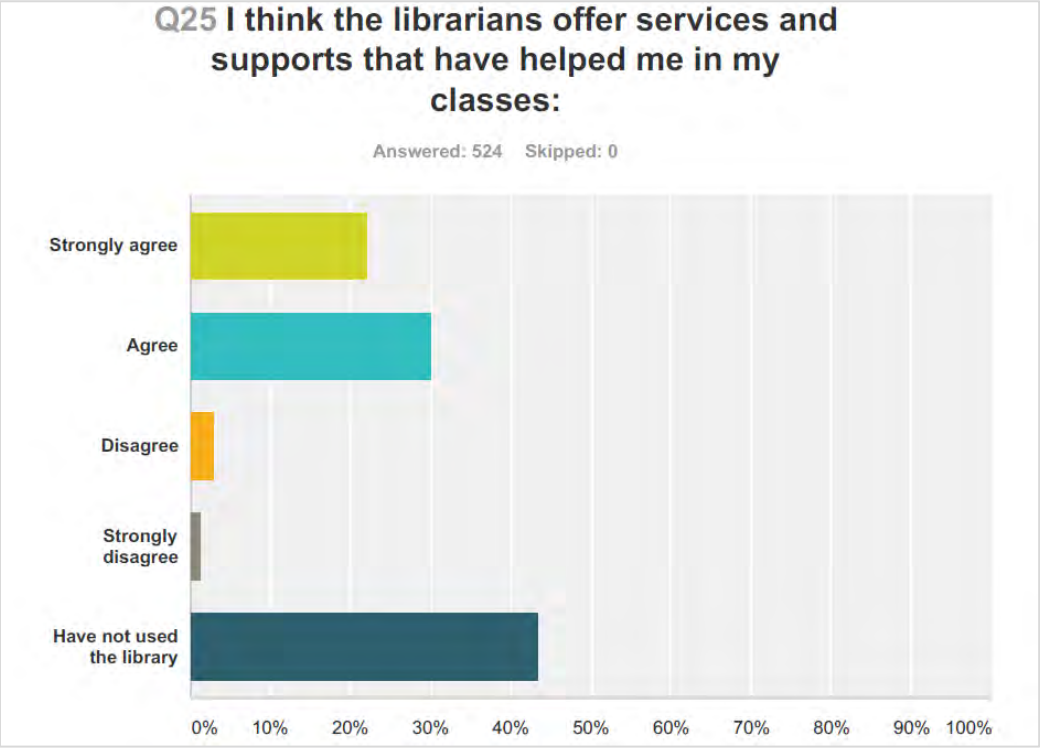
Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2016-17 college catalog.
4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), dropped after Census Day (DR), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2016-17 college catalog.

Student responses from SEP







Student responses from LIBR C100

"I really found this class very important for all college students. My advice is taking this class before other classes because I struggled to find the right information for my previous classes assignments. Since this class is my last course before graduation, I did not have a chance to apply to other classes what we learned in this class."

"I'm shocked I have been writing research papers or any type of paper without using these steps and the correct formatting. However, I was able to apply what I learned in my Sociology class. I should have taken this class the first semester I came back to college."

"For work, coincidentally, I was asked to help my director and assistant director with writing up a report and find information for this binder they need to complete in a few weeks. This class has been a huge help with helping me find information that I need and how to format the paper to look professional and complete. I am so happy I am taking this class and wish I took it sooner because it really does make life easier."

"I think the class should be required for all online students"

"I honestly had no expectations going into this course. I definitely learned more than I thought I would and am glad the course is mandatory."

"Though this class was a requirement for my degree I have found it very useful. I have taken many classes in the past years and I wish I had taken this class before I took all the other ones, many things that I have been shown here I already knew but I only learned them through trial and error. If I had taken this class first it would have been easier when writing my essays, research papers and even my observations. I think that this class is an essential tool for first time students and an amazing tool for us older students going back to further our education or just to strengthen what we already know. It is a must to know not only how to write but also how to look for what you are writing about and be able to give credit where credit is due. Knowing how to find the information that is required for what you are writing can be the difference between pass and fail."

"The most important thing about this class is, that I have been able to apply all my knowledge of research and APA format in my essays and term papers. For the first time in taking these college classes, I got 100 in a term paper of one of my current classes. I wish I would have taken this class at the beginning of my college freshman year. Moreover, I have been using the college library more often for my papers and research ideas."

"This class has actually been a lot of fun. I was warned by my counselor that this class had the reputation of being very difficult and frustrating. I found it to be difficult yet very enlightening."

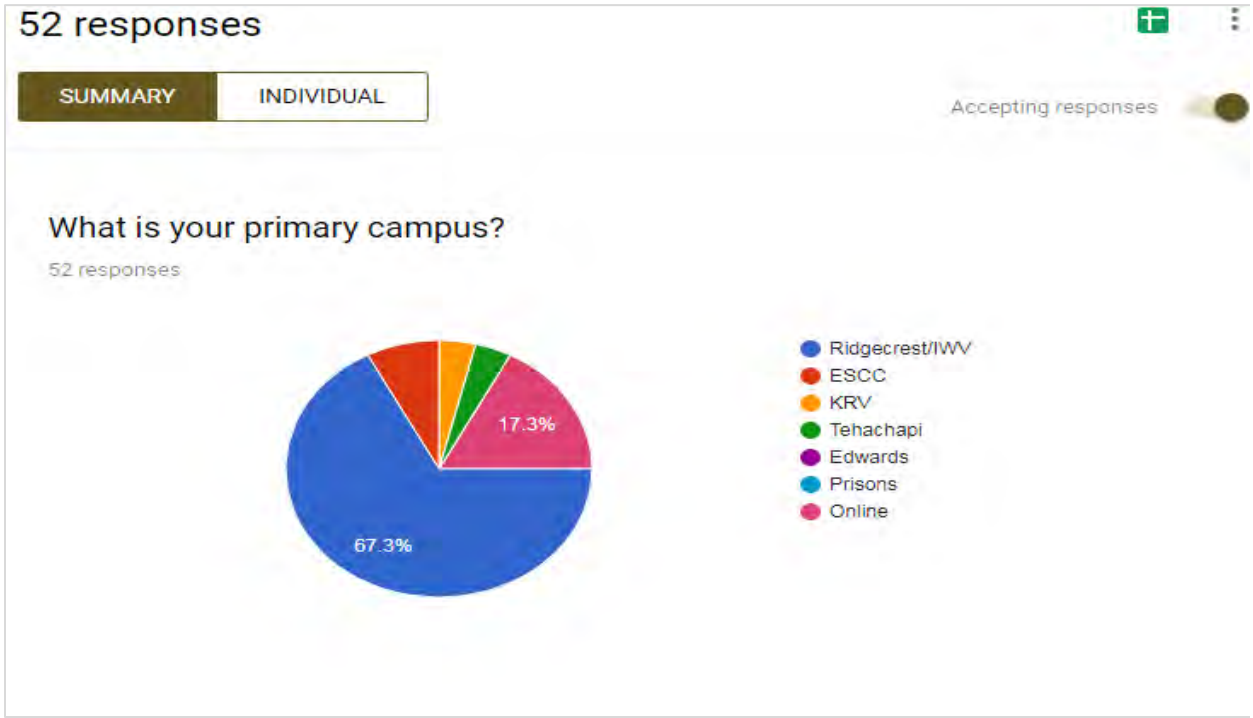
"I learned a lot of useful things! I should have taken this course way before this semester, as it would have helped me a lot in my other classes when I had to write research papers. With that being said, I look forward to putting my new found research skills into action as I move on to a 4 year university. Learning how to use Google Scholar was really helpful. Now I know that even if I am not attending a college or university but want to do some research on something, I have a very useful tool at my fingertips to help give me professional and accurate information. Learning how to use a Google's "usage rights" was also really cool. I want to learn more about graphic design this year and this is a very useful tool to potentially find images I can use that are not copyrighted."

"The class was a lot harder than I expected. I think that all of the information is very important and I learned a lot more than I thought. I wish that it was a longer class so we could have taken each week slower. I feel like this should be a 3 unit class and that there should be more time to work on each of the citation methods."

"I have learned so much from this class that I will definitely be using in my work life, and college life. I have learned that there are so many resources out there available to us that we can use for so many things. I expected to learn a lot from this class, but I thought it would be another one of those classes that we would learn a bunch of stuff we would never use in real life. I was wrong! I'm already using the databases for my English class for my essays."

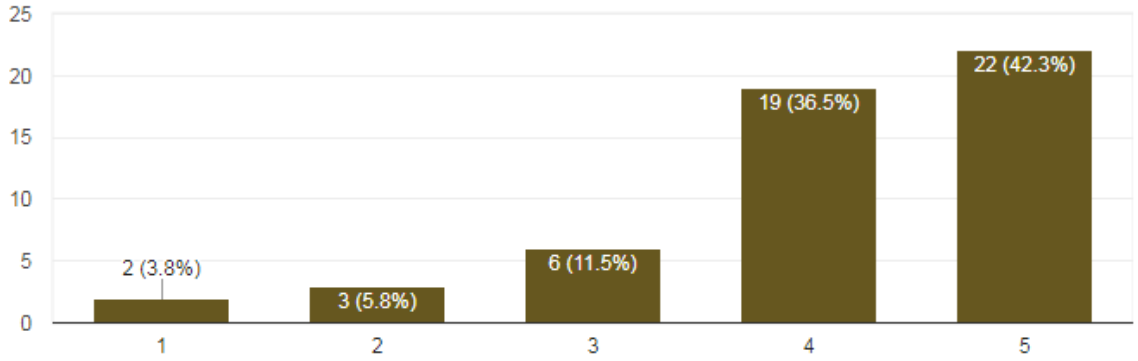
"I think that for a 1 unit class you did an amazing job covering everything, I just wish we had more time to work on it. Because this is a one unit class I took it along with many other classes. So I was always rushing though everything. I would have loved to take this class as a 3 unit class so that I had more time to work on all the aspects of the library resources. Definitely more time on citation."

Faculty responses from AUO survey



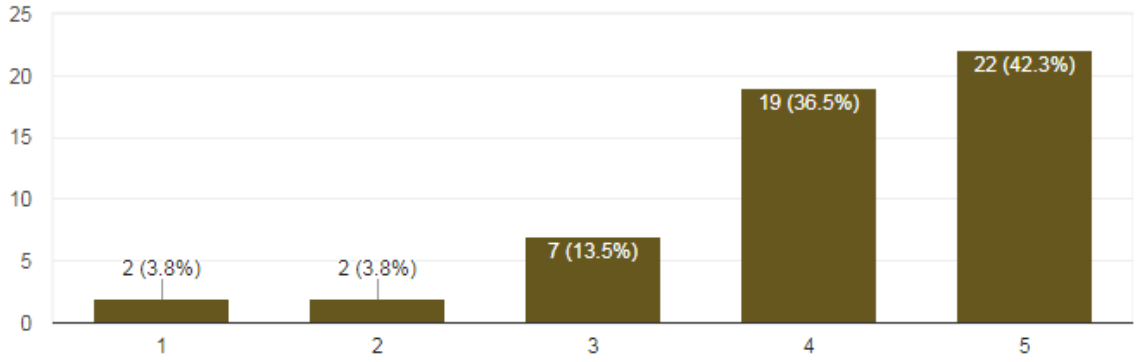
I am satisfied with the library's print collections, ebooks, databases, services, and other resources.

52 responses



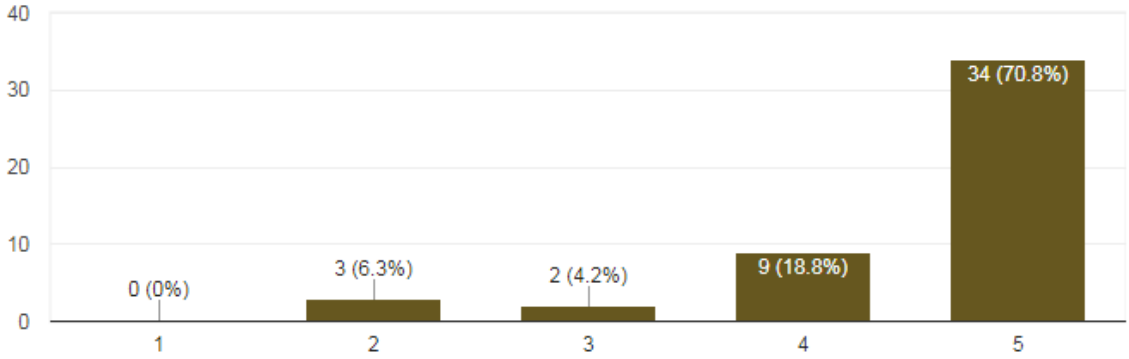
The library collections, including books, eBooks, databases, and Interlibrary Loan are sufficient to meet my instructional needs.

52 responses



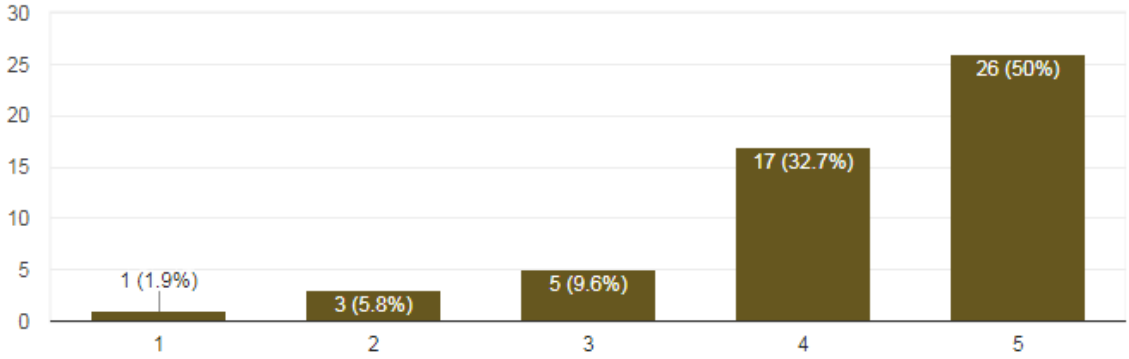
The IWV/Ridgecrest library provides an environment that supports student learning and faculty teaching and research.

48 responses



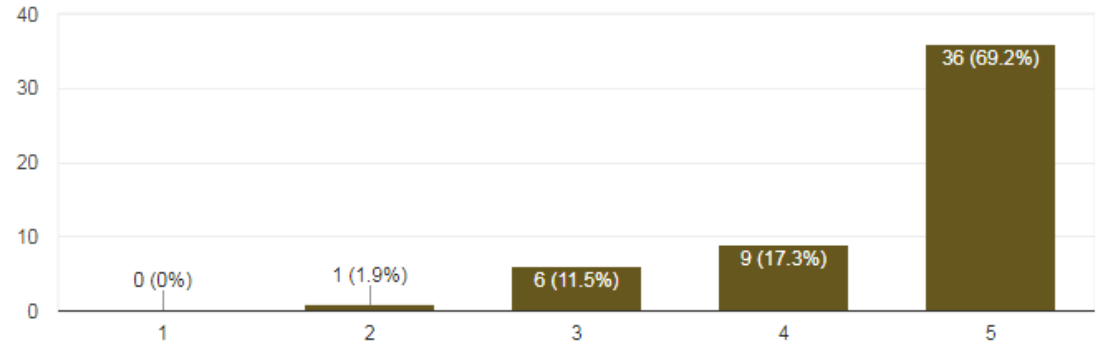
The library webpage is easy to navigate and fosters student learning and faculty teaching and research.

52 responses

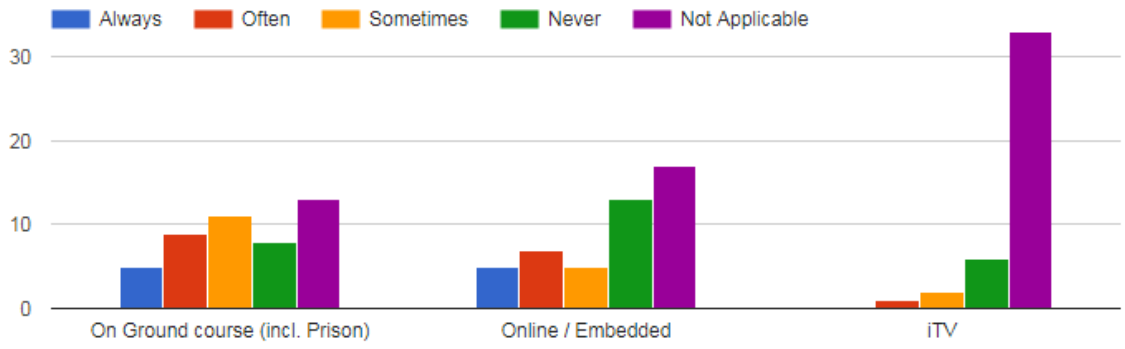


The librarians and library staff provide effective assistance and instruction in using library resources.

52 responses



I have taught a course section where a librarian has provided instruction and/or support. (You may choose more than one teaching modality.)



Cerro Coso Awards By Type

% within Academic Year

		Academic Year					
		2012-13	2013-14	2014-15	2015-16	2016-17	Total
Degree Desc	Assoc in Science for Transfer	0.6%	0.5%	2.7%	5.3%	5.4%	3.0%
	Associate in Arts	42.7%	48.0%	45.7%	44.1%	43.2%	44.6%
	Associate in Arts for Transfer		0.2%	0.9%	3.6%	3.6%	1.7%
	Associate in Science	12.5%	14.0%	12.4%	11.6%	12.8%	12.6%
	Cert of Achievement >1 <2 yr	21.8%	15.2%	21.7%	22.3%	16.8%	19.6%
	Cert. of Achievement < 1 yr	12.1%	13.3%	11.1%	8.4%	8.8%	10.6%
	Cert. of Completion >1 <2 yr	0.2%					0.0%
	Job Skills Certificate	10.1%	8.9%	5.6%	4.8%	9.4%	7.7%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix 4: Library Department Annual Unit Plan

Library Department
Annual Unit Plan for Academic Year 2018-2019
October 2017

Describe Department/Unit

Connection to College Mission

The library's mission is to support the college's educational programs and diverse communities by providing quality services, instruction, and collections that will: Ensure access by all Learning Resource Center users to current, quality information regardless of format. Facilitate the integration of new technologies into research, teaching, and learning. Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities. Provide an environment conducive to discovery, student engagement, and self-learning. The library department's Administrative Unit Outcomes (AUOs) are: • Provide materials and services that support the college's programs and the research interests of students, staff, and faculty • Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research • Optimize technology to enhance Information Competency instructional interactions across multiple modalities The library department's Program Learning Outcomes (PLOs) are: Having participated in a variety of library instruction sessions, orientations, and/or workshops, 75% of students will be able to: • Devise research strategies to successfully locate a variety of relevant information resources for their research papers and projects • Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view • Use information ethically and effectively by identifying proper citation format and integrating sources into research papers and projects • Recognize different areas of the physical and online library and identify the services offered in each area

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

Textbook Reserve Expansion: The library department advocated to receive funding from the Student Equity budget to greatly expand our textbook reserve collections across all sites at the college, including the prisons. This effort was undertaken to provide textbook alternatives to students, cutting down on textbook costs. There is an intersectionality between class and ethnicity.

OER Grant: The library department, along with English faculty, spearheaded the college's efforts to apply for and implement an OER grant as an effort to cut down on textbook costs for our students at lower socioeconomic sectors.

Prison Reference: The prison populations served by our college are largely comprised of Hispanic and African American males. The library's efforts to extend critical library instruction and programming to the prisons was embarked on last year.

The department formally instituted a two step initiative aimed at improving student engagement and success, a student engagement survey and an early diagnostic assignment. These practices became integrated as mandatory practices for all full-time members of the department in Fall of 2017. They will be integrated for all members of the department in Spring of 2018.

Student Equity: Gaps to be Addressed

Ethnicity: American Indian

Gap Identified:

More Native American students take the LIBR C100 course than the college average (4% versus 1%) and their success rate in the class is 12% lower than the college average (47% versus 60%).

Discussion:

The majority of these students live in our ESCC service area and we have not had a qualified adjunct to teach the course on-ground

at ESCC for several years despite regular announcement postings. Two years ago, one of the librarians teaching the course online coordinated an in-person workshop at the Owens Valley Career Development Center (OVCDC) to work with Native students taking the online class.

We intent to reach out again to OVCDC to develop a process and infrastructure for checking in with Native students taking the class, to provide a layer of support, including virtual workshops using Zoom or Cranium Café.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

No actions taken in the prior academic year. We assessed our SLOs spring 2017 and will report those results in next section.

Assessments completed in the prior academic year

LIBR C100 assessed in spring 2017

All 6 SLOs assessed in all sections taught in spring 2017.

Outcomes Assessment: Gaps to be Addressed

LIBR C100 SLO 5

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 5 (recognize and use correct documentation style in parenthetical and bibliographic citations) is an obvious gap, with only 1 section of students achieving the 80% target.

Type of Gap:

Need to alter/refine instructional techniques.

Analysis and Plan for Improvement:

The department discussed this discrepancy and have changed our teaching approach to more effectively stress citation format. Instead of touching on this concept in a single module, citation and formatting is touched on and practiced more frequently throughout the course.

Anticipated Semester for Implementing Planned Improvements:

fall 2017 and beyond

Anticipated Semester of Next Assessment:

spring 2019

LIBR C100 SLOs 2 and 4

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 2 and 4 were not met in the section taught on-ground at KRV.

Type of Gap:

Limited capacity/infrastructure. Other (explain in Analysis)

Analysis and Plan for Improvement:

The department discussed this discrepancy and came up with the following conclusions:The KRV campus serves a higher number of disenfranchised students (physical and learning disabilities, low-income);The KRV campus is undergoing a renovation, so the class was taught in a makeshift classroom with limited technology

We have a new adjunct who will be teaching the course in spring 2018 and the classroom setup and technology will be addressed.

Anticipated Semester for Implementing Planned Improvements:

spring 2018

Anticipated Semester of Next Assessment:

spring 2019

Program Review: Actions Taken

Library

Year of Last Program Review:

2012

Actions Taken in the Prior Year to Address Strategies:

Goal 1: Increase Information Competency skills and readiness among Basic Skills students---while the department continues to tackle this goal, it is a challenge. The college is restructuring BS sequencing and we continue to expand to other sites without adequate librarian adjunct coverage. Last AY, the librarians networked with the Mammoth Dual Enrollment/Concurrent Enrollment principal and are offering workshops to these students at MHS. We hope to continue to do this, and are even considering revising LIBR C100 so that all DE/Concurrent students can take this course.

Goal 2: Increase library's instructional programming at sites and online--Last AY, we were able to increase our library instruction and support at Tehachapi and the Prisons. At our northern sites, there are challenges due to unavailability of adjunct librarians. We are trying an innovative approach this year.

In order to continue to increase IC skills and library instruction programming across all sites (including the summer), we will be increasing our request for adjunct librarian coverage

8 hours per week at ESCC (4 at BESCC, 4 at MESCC) (x32 weeks)

6 hours per week at KRV (x32 weeks)

6 hours per week at Tehachapi (including prison reference) (x32 weeks)

8 hours per week (x 10 weeks) for summer adjunct coverage

Depending on where we are able to secure adjuncts, these hours might be moved around so that virtual reference can be provided

to remote sites with no in-person adjunct librarian.

Goal 3: Enhance the Library's print and media collections without compromising the maintenance and development of electronic resources--last AY we enhanced the library's print collections substantially with funding from Equity. We were awarded $40,000 to spend on textbooks for each site's RESERVE, which is a strategy backed by the college to cut down on textbook costs for students.

Six Year Goals

Goal 1: Increase the institutionalization of Information Competency at the College--this continues to be important yet challenging work for our department. Last AY, we were able to scale up our Embedded Librarian program as well as offer supports to our emerging Prison sites.

Strategies Still to be Addressed:

We still need to work on institutionalizing Info Comp at the college. We see our enrollments drop precariously in our LIBR C100 course. We are in discussion about how our department and our college best equips students with critical information literacy skills in a way that is sustainable. The course needs institutional support and backing and we plan on having some conversations with administration to figure out how to promote the course, using the COUNS 101 model in which certain populations are required to take it.

Annual Planning: Actions Taken

Library Website Improvements

This is an ongoing project. The website usage statistics have been examined and we've removed clutter and packaged content better as a result. New tutorials have been added and a new and improved Welcome to the library video is in the works.

We are hoping to work with IR to conduct student focus groups in order to better package content, with the addition of LibGuides, which will allow us to reinstate a faculty resources tab as well as curate online collections for OERs.

Continue to Integrate Information Literacy/Competency into Basic Skills

While the library did complete some of the action items associated with this initiative (At least 30 new titles purchased for BS level to add to collections), the department is re-addressing this Goal and realizes there needs to be a complete re-assessment of how best to integrate info lit into the curriculum, not just at the Basic Skills level. Basic Skills English is being completely revamped, with BS courses completely removed from the sequence.

The COUNS and PDEV courses continue to support our efforts to integrate Info Lit into certain sections of these courses.

Collaborate with DE Department to Develop a "Copyright Guidelines"

The Copyright Guidelines document is very near to completion with workshops and resources to follow.

Collaborate with Faculty to Develop Textbook Alternatives using OERs and Library Resources

Sharlene Paxton has very successfully moved this initiative to completion. Working with instructors on adopting OERs as well as providing resources and professional development opportunities is something Sharlene continues to do in her capacity as librarian. Phase II of this initiative is now in the works and we anticipate a Phase III initiative in regards to OER.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Intentionalize and Align Library Instruction Across the Curriculum at the Program Level

No assistance needed. We are on track to implement these initiatives this year.

Assess Prison Library Programming so that it is on a Sustainable Path

No assistance needed. We may need to push the deadline back for the 2nd measure of success, though.

OER Phase II: Implement OER Grant & Continue to Support Faculty in OER Adoption

No assistance needed.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Increase enrollment in LIBR C100

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Work with Counseling department to investigate new strategies for promoting the course;

Develop a long term schedule in which the course is offered consistently across all sites, including the prison;

Lead Measure of Success:

Increased meetings with Counseling department;

Long term schedule developed, in concert with site directors

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increased sections of LIBR C100 offered across the college;

Increased success rates in courses students take requiring highly-developed research paper skills;

Person Responsible:

Librarians, Counseling deparment, Site Directors

Other

As we gear up for Program Review, it has become apparent that we need to resuscitate LIBR C100 in terms of sections offered. It is a critical course and we have years of compelling student testimonials touting the important skills learned. We also see a precarious

drop in enrollment at the same time the college has adopted Info Lit as an institutional learning outcome.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Continue to Support the College's OER efforts

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Explore Z degree and other OER grants, taking a leadership role as a department in supporting these efforts;

Curate OER resources for faculty and programs;

Advocate for continued equity funding support in OER efforts

Lead Measure of Success:

Identification of PD opportunities OER participation;

OER funding identified in Equity Report;

Identification of grant opportunities

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Curation of OER Resources;

Students and faculty saving money on textbooks;

Person Responsible:

Librarians, Deans, Equity Director

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures

Streamline and Enhance Online/Virtual Library Services to Students Across the Service Area

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Identify best virtual reference platform;

Create a sustainable schedule and procedure for connecting with students virtually, across the service area;

Work with DE on best approach to embed virtual reference into the website and LMS;

Work with DE and LAC and Counseling to ensure best approach for connecting virtually with students to avoid overlap;

Lead Measure of Success:

Best Virtual Platform identified (Zoom, Cranium Café, etc)--with input from multiple departments, to cut down on student confusion;

Schedule established for Virtual Library Reference (Librarians);

Meeting with DE and LAC on best approach for embedding into Website/LMS

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increased virtual Reference/Librarian transactions

Student satisfaction with virtual reference (PLO assessment)

Improved student success on research assignments

Person Responsible:

Librarians, LAC Coordinator, DE

It addresses a program review strategy

Increase institutionalization of Info Literacy/Info Competency

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 5: Strengthen Organizational Effectiveness

Evaluate Resource Needs

Facilities

BESCC

Replace defunct and broken "rolling gate" between LRC/Library room and adjacent Community Room with a glass wall ($18,000)

Justification--The Bishop campus layout has been repurposed over the years to maximize efficiency and to optimize student and community interactions. The old "computer lab" adjacent to the LRC has turned into a highly-used community and student room to house events. The computers are now inside the adjacent LRC, allowing LRC faculty to work one-on-one with students in a smaller, more intimate venue. With the old defunct metal gate, sound carries from the community room (orchestra, community events, etc) into the LRC, which impedes student concentration and disrupts LRC learning interactions. A glass wall is needed to fully separate these two adjacent spaces that serve two distinct purposes on the campus.

Tehachapi

A designated work area for the Librarian: desk, cubicle walls ($800)

Justification--the Tehachapi LRC is located in the 1 room all-purpose campus room with no clear area for the librarian

Supplies ($100)--toner for new printer, paper for printer

IWV

Supplies (general): ($250)

Information Technology

IWV

- Library Laptop replacements (per conversation with IT Director): $9,000

6 new laptops with video and mic built in ($1500 each)

Based on usage statistics, we are asking for 6 instead of 10

KRV

- Library Laptops (2) (per conversation with Site Director): $3,000

2 new laptops with video and mic built in ($1500 each)

For student use in the LRC to update technology, increasing library, tutoring, and proctoring supports

Tehachapi/Prisons

- Standard Duty Printer + Finisher (collating and stapling) ($1,300)

Printer designated for the LRC printing needs

Marketing

Professional Development

Each librarian will attend at least 1 conference per year, to allow the librarians to keep up with the high-paced changes happening in

academic librarianship ($4000)

Staffing Requests

1000 Category - Certificated Positions

Librarian

Location:

CC Online, EKC Edwards/Cal City, EKC Tehachapi, Kern River Valley

Justification:

Librarian for serving our expanding service area in East Kern, KRV (Tehachapi and Prisons) and online.

Justifications:

A full time Librarian is needed to serve our expanding service area. This position would be based at EKC/KRV, providing library programming and services at the these sites as well as providing library reference and instruction to the Prisons (off site and, on-site, if possible) as well as online.

Adjuncts have been able to provide coverage at KRV and Tehachapi over the years, but only very limited hours. In the past year, our department has been most impacted by Prison Reference as well as absorbing our college's OER efforts. Both of these have greatly impacted our work and our department's ability to provide equitable library services and collections across our expanding service area.

Some data on prison reference:

In Fall 16, we provided research assistance to 3 prison sections (129 transactions)

In Spring 17, we provided research assistance to 10 prison sections (386 transactions) with the help of 1 adjunct

In Fall 17, we are providing research assistance to 14 prison sections with the help of 1 adjunct

Since the prisons have no Internet, it is a very intensive process to provide equitable library services and programming to the Prison students. We have developed an innovative way to assist faculty and students in the prisons; however, it will always be a cumbersome and intensive process due to the fact that there is no Internet. The library efforts have been overwhelmingly supported by both prison faculty and students alike. In a recent survey, all but 2 of the 61 Prison students "Strongly Agreed/Agreed" that having library supports added value to the education we are providing them.

A counselor was hired last year to serve this growing service area and a Librarian would round out the non-instructional support needs of students in this service area.

In addition to serving this expanding service area, the Librarian would also take on some of the growing Online Embedded Librarian programming that has become unsustainable for the 2 full time librarians. Currently, the 2 librarians provide embedded services to 20 online classes per semester. We have had to turn down requests due to having a workforce shortage.

Lastly, our department is trying innovative ways using synchronous technology to provide librarian services to our far-flung, adjunct-less sites and online. Our transactions to students online, using Zoom and Cranium Cafe are increasing, but there is a large gap in coverage due to a workforce shortage.

2000 Category - Classified Staff

Position Augmentation: Library Tech 1

Location:

Ridgecrest/IWV

Salary Grade:

Range 36

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

2814.80

Justification:

For a few years now, we are asking for an augmentation to the Tech I position. Instead of a 30 hour per week/9 month position, we need a 40 hour per week, 12 month position.

1. The Tech I performs duties and projects that cannot be performed by the Assistant, such as ILL and book processing. While the Assistant is needed to help with the volume of students during the regular school sessions, there are fewer students in the summer. Meanwhile, the Tech I duties, which are necessary year-round, must be done by the Library Tech II, on top of other duties. A better distribution of workflows would result in the Tech I at 12 months and the Assistant at 9 months.

2. The library closes at 6pm during summer months due to the lack of a Tech I. The library must occasionally close completely if there is an illness or emergency during the summer.

3. No

4. Library Tech II is currently performing Tech I duties during the summer hours on top of other duties.

Appendix 5: Staffing Comparisons at other CA Community Colleges

College	Total FTES	Full Time/Part Time Librarians	Full Time Classified
Barstow College	1,152	1	2
Berkeley City College	2,102	3/1	1
Cañada College	2,034	2/1	3
West Hills College -- Coalinga	1,085	1	2
College of Alameda	1,735	3	4
College of Marin	1,834	3/1	5
College of the Redwoods	1,971	1/.5	4.5
Compton College	2,308	3/1	3
Contra Costa College	2,316	3	2
Crafton Hills College	2,087	3	3.5
Gavilan College	2,443	2	1.3
Los Angeles Southwest College	2,094	4	4
Merritt College	2,276	3/2	4

College	Total FTES	Full Time/Part Time Librarians	Full Time Classified
Oxnard College	2,440	1	3
Porterville College	1,448	1	1
Taft College	1,239	1	3
Yuba College	2,424	2/2	2