Library Annual Unit Plan
2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The library's mission is to support the college's educational programs and diverse communities by providing quality services 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 and self-learning.

b. Program Applicability

The library program supports all courses and programs at the college.

c. Partnerships

The library at Mammoth Lakes is a joint-use facility per agreement between Cerro Coso and the Mono County Office of Education. The Mammoth Lakes Library, located near the college campus, houses a designated room for the college's Learning Resource Center.

d. Distance Education

The library has multiple distance education components that serve students online as well as at the remote sites. Electronic resources, Online Reference, and Online Research Guidance are three components that extend library programming and collections to students at a distance.

Electronic resources are of particular importance in view of the large geographical area served and the growth of online delivery. The Library subscribes to 20 full-text databases, such as InfoTrac Academic OneFile, Opposing Viewpoints Resource Center, Literature Resource Center, and Health and Wellness Resource Center. These databases provide access to over 6-million full-text periodical articles, primary source materials, and audiovisual clips. All library online resources are accessible from computers throughout the campus and at distant Sites. Remote access is provided to all Cerro Coso students with a current student ID number.

The library web site has been designed to provide students, regardless of physical location, access to materials in specific formats and directs students to specific formats of material in the same order as the "Steps in the Research Process", which is covered in information competency instruction. Finding background information in general encyclopedias and Reference works (Subject Resources) is listed before finding books (automated library catalog) and periodical articles (Indexes), for example. There is a "Websites by Subject" tab that lists websites evaluated by the library staff for currency and authority along with tips for searching the internet. The site also features citation guides, a few basic research tutorials, and links to learn about policies, procedures, and library staff.

In 2009, the "Ask-a Librarian" 24/7 chat service was added to the site, expanding reference assistance to distant and online students.

The Library's Distance Education components strive to fulfill the college's mission of educating, innovating, inspiring, and serving our students at all locations, including online. Library electronic resources grant access to key educational material; the 24/7 online chat feature is an innovative system that deliverers professional library services to students in any location at any time; online library research tutorials further educate students on key information competencies that they can use in their college career and beyond.

In addition to the Indian Wells Valley campus, the Library serves community campuses at Eastern Sierra College Center Bishop, Eastern Sierra College Center Mammoth, Kern River Valley, and South Kern. Of these Distant Sites, Eastern Sierra College Center Bishop is the only one with specifically designated library space. The Bishop site's library has 1,100+ volumes and includes a special collection of Eastern Sierra local history/interest books. Eastern Sierra College Center Mammoth shares a joint-use agreement with the Mono County Office of Education. The Mammoth Lakes Library, located near the college campus, houses a designated room for the Learning Resource Center. A small Core-Reference Collection of 70 titles was developed for the Mammoth site LRC.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Faculty Staffing: Budget request for additional adjunct coverage at the sites was approved. Each site (except South Kern) now has 4 hours per week of adjunct Reference Librarian coverage. This is the bare bones coverage needed to begin the important process of extending library services to the sites.

Classified Staffing: A request was made to reconfigure library positions so that the Tech II position was made into a full time position, based on job duties and work load. The position is filled. Two vacant part-time Tech I positions have been reconfigured into 1 30/hour/week Tech I position. The hope is that the job will be more attractive to potential applicants since it has pro-rated benefits. The job is currently unfilled. The library evening shift is being staffed by temporary workers.

Library Web Page: A new heading, "Research Guidance", was added to the library web page and includes several links that instruct students on the use of citation formats and on evaluating and using library resources.

Library Programming: Library Orientation/Research Instruction presentations have been formalized as key components to library programming. In spring 2011, these presentations were extended to the ESCC campuses. Workshops were developed for the IWV campus with input from the English faculty. They cover citation styles, plagiarism, and library research.

Collection Development: The textbook reserve project was initiated in fall 2010 and, over the past year, the library has procured ~100 textbooks for the Reserve collection.

b. Review of Overall Department/Unit

Program Review has never been undertaken for the library. Program and Administrative Learning Outcomes (PLOs) are just recently being assessed. Hence, the overall review of the program is largely based on anecdotal evidence and usage data (library attendance and materials usage data). Completing a Program Review and completely assessing the library program are gaps that need to be addressed. . In spring 2010, the "counter" that collected data on remote "hits" to our online resources was removed. Since then, the IT department has not come up with a similar program that collects remote usage data. This gap will impact the ability to complete certain key aspects of the program review.

One of the largest issues facing the library department is the challenge of serving all our students with a single librarian. Title 5 Article 4, Section 58724 outlines the minimum standards for Library staffing. For a college of Cerro Coso's size (~FTE 3,000), there should be a minimum of 3.0 faculty librarians. Currently there is 1.0 faculty librarian and .3 adjuncts. This is a gap that needs to be addressed. Currently, the full time librarian only serves the IWV students and adjuncts fill in the gaps at the sites. Serving online students, beyond simply providing access to electronic resources, is being neglected.

Another issue facing effective library programming at the college is the challenge of getting faculty to use library services and programming in their classes. Student use of the library is mostly voluntary. Promoting information competency should be a campus-wide endeavor; academic support should be seamless. Coordinating with faculty is an important librarian role that would be more effective with direct organizational/administrative support.

In terms of the IC C075 course, SLO assessment reveals some inconsistencies in how the class is scheduled and taught. Since the course is taught at several locations by several different instructors, a need for standardization is apparent.

Despite these gaps, library staff has developed strong, new, and innovative library programming on the IWV campus, where the full time librarian is located. Visits to the library by classes seeking library instruction and/or students attending library workshops have increased over the past year. New library laptops and new library desktop computers have also increased library attendance. Linking attendance to learning is a gap that needs to be addressed via the assessment cycle.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1: Extend Library Instruction to Online Students through Embedded Librarianship and Web Page Improvements/Additions

Connection to College Strategic Goals: this goal is aligned with the College's Strategic Goal #1.C. in that it is an effort to improve support for Distance Education.

Specific Internal or External conditions the goal is a response to: Internal--Currently, online classes don't have the same level of librarian support (in the form of workshops and research orientations) that on-site classes do. External—Over half of Cerro Coso students are online; Cerro Coso has 5 satellite "distant" campuses with little to no librarian coverage; Statistics show that more and more on-site students are accessing services online. Internal— Currently, the library website lacks instructional components.

Action Plan, specific objectives: 1. Work with faculty to target an online class with a research paper component to trial "embedded librarian". Librarian will be a "guest" or "contributor" to the online class during the time the students are assigned their research project and will present (via forum, lecture, messaging, etc.) library instruction. This is an attempt to mirror library programming that is available on-site.
2. Add 5 more learning objects to the library website under "Research Guidance" that instruct students on how to use library resources/evaluate information/present information effectively. 3. Research ways to assess learning outcomes of such objects.

Measure of Success: 1. In spring 2012, trial the embedded librarian program in 1 online course. In fall 2012, increase the program to at least 2 online courses, after evaluating the trial. Get feedback from instructor and students on effectiveness of embedded librarianship.

5 new learning objects by end of 2012/2013. 2. Plan in place to assess learning objects by end of fall 2012.

Goal 2: Seek collaboration with High School Librarian to improve Information Competency skills at the High School level for college readiness.

Connection to College Strategic Goals: This goal is aligned with the College's Strategic Goal #1.E. in that it is an effort to improve college-going rates with area K-12 schools. It is also aligned with Goal #2 in that it seeks to improve service to under-prepared students and increase their success rates.

Specific Internal or External conditions the goal is a response to: This goal is a response to internal and external conditions. Incoming students are increasingly recognized as under-prepared for college success. Information competency is a set of skills required to achieve college success.

Action Plan, specific objectives: The initial meeting with the Burroughs High School Librarian and administrator will be scheduled for AY 2011/2012. A plan will be developed for instructing high school students on key Information Competency skills to be implemented in fall semester 2012.

Measure of Success: Holding the first meeting, designing an instructional plan, implementing plan in fall 2012. Survey students and teachers at high school to determine if they feel they perceive college-success was attained in the area of Information Competency.

Goal 3: Align and Assess on-site Library Programming across campus locations

Connection to College Strategic Goals: this goal is aligned with the College's Strategic Goal #1.A. in that it seeks to strengthen instructional programs and services, #1.C. in that it is an effort to improve support for Distance Education, and 1.D. in that it seeks to evaluate strategies to maintain or improve the scope and quality of student services college-wide.

Specific Internal or External conditions the goal is a response to: Internal—library programming is only recently being developed at KRV and ESCC. There needs to be standardization of programming and also assessment of program learning outcomes at the sites.

Action Plan, specific objectives: 1. Meet with adjuncts at the sites in AY2011/2012 to develop programming and outcomes. 2. Implement standardized

programming at KRV and ESCC starting Fall 2012. Assess PLOs in Spring 2012.

Measure of Success: By spring 2012, there will be an increase in standardized library instruction sessions to classes at the sites. Each site adjunct will provide lists of faculty they've collaborated with, classes they've provided instruction in, workshops they've given, and learning outcomes results.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

None requested at this time

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Library	All	Online/ESCC	High (1A, 1B, 1C, 1D, 1E)	1.A; 1.C	G

Full-Time Faculty Staffing Justification:

This position addresses the college's strategic goals of "Response to Community Needs" and "Recruit, retain, and develop employees".

Revised: 11/7/11

1. The college is out of compliance with Title 5 Article 4, Section 58724 which outlines the minimum standards for Libraries. For a college of Cerro Coso's size (~FTE 3,000), there should be a minimum of 3.0 faculty librarians. Currently there is 1.0 faculty librarian and .3 adjuncts. Back in 1996, the college employed 1 librarian. Since then, the college's FTEs have almost doubled and the college has developed an online program that is essential to the college's overall health…yet we still only have 1 faculty librarian. A new librarian designated to coordinate library services online and at the North sites would make sense. The IWV librarian would then be able to focus on coordinating library services at IWV and the KRV sites.

2. The WASC Accreditation Standard II C. outlines the importance of library services, specifically the need for an institution to provide library services regardless of location or means of delivery. This includes access to collections, library services, information competency instruction, and assessment and evaluation of learning outcomes. Furthermore, The American Library Association's "Standards for Distance Learning Library Services" requires that institutions with a Distance Learning program have a designated librarian specializing in distance learning library services who can coordinate equitable distance learning library services and outcomes assessment, provide direct human access to online students, and provide information literacy instruction to the distance education learning community.

3. Currently the college funds 8 hours of weekly adjunct Librarian coverage at ESCC AND an additional 20 weekly hours of non-librarian adjunct coverage at ESCC. The Academic Senate, in a paper on "Library Faculty in California Community College Libraries" (1996) details the unique roles, qualifications, and responsibilities of community college librarians noting that library faculty are the primary source of information and instruction in research methods. Non-librarian adjuncts are unable to meet the LRC/Library needs at the sites. Currently the college is paying almost as much to staff the site LRCs with non-librarian adjuncts at ESCC than if the college hired a full time librarian to be "stationed" at the ESCC sites.

4. Library services and programming for online users has emerged as a key goal in the current and past few Annual Unit Plans. Supporting Distance Education is also a key goal in the college's Strategic Plan (Goal #1.C: Improve support for Distance Education). Currently this clientele is being neglected. The past few Annual Unit Plans have called for and justified the need for an additional librarian who understands the emerging trends in community college libraries, information competency needs of online students, and who has the skills to develop online guides and tutorials and support faculty teaching online.

5. Currently, all technical service library issues such as database administration and management are being handled by a Technical Librarian at Bakersfield College on an ad-hoc basis.

c. Supplies (per unit cost less than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Instructional Supplies & Material	IWV	1	1	Minimum supply budget for purchasing materials needed for ongoing library services including book processing, meding, reports, etc.	150.00	Ongoing	G
Toner Cartridges	IWV	1	1	Printers low on toner. Printers allow students to access and print needed course resources in the library.	400.00	One-time	G
Exhibit display	IWV	1	1	Library exhibits have been a neglected part of library programming. They visually extend curricular themes and increase student involvement.	375.00	One-time	G

d. Non-Technology Equipment (per unit cost greater than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Mobile, lockable shelving unit	KRV	1	1	Extending library services to KRV has been a program goal for several years. KRV lacks library facilities. A mobile shelving unit would allow collection development efforts to begin at this under-represented campus.	1200.00	One-time	G

e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
5 iPads for student use in the library and faculty to check out for use in the classroom.	IWV	3	1	Would extend library programming implement emerging technologies. Apps could target disciplines across curriculum, including basic skills.	4500.00	One time	G
Adobe Connect license	online	1	1	Would support online teaching and learning.	300.00	One time	G

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	IWV	1	1	Site visits. Job description calls for regular site visits to standardize library services cross-campuses. Previous year travel expense was $600. This was cut in half as a response to "budget crisis". At minimum of $400.00 is needed.	400.00	On going	G

Revised: 11/7/11

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Magazines and Periodicals	IWV	1	1	Keeps our current database subscriptions, allowing students and faculty at all locations and in all disciplines access to key library e-resources. This request allows for a 5% increase over last year's cost, per trends.	47055.86	On-going	G

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Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Software Licensing, Maintenance, Questionpoint, Classweb cataloging & Institutional Dues.	IWV	1	1	Subscription dues to OCLC, Horizon, and Questionpoint Online Reference. OCLC allows us to provide Interlibrary loan, cataloging; Horizon is our automated book database; Questionpoint extends Reference to online and site students. This request allows for a 5% increase over last year's cost, per trends.	11025.87	On-going	G
Library Books	IWV	1	1	Budget required to sustain minimum collection development for all campuses since TTIP monies halted.	10000.00	On going	G
Non-instructional Adjunct Librarians at sites (in the event that the requested full time faculty librarian justified above is not hired this year).	KRV ESCC	1	1	Currently each site (except South Kern) has 4 hours of weekly adjunct librarian coverage. It was decided to increase this # to 8 hours per week per site starting in AY2012/2013.	51683.34	On going	G

Revised: 11/7/11

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

ATTACHED

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

ATTACHED

Library SLO Update fall 2011

COURSE-LEVEL

Assessments of Student Learning Outcomes for IC C075 were initiated in summer 2010. It was determined that the first level of assessment would tackle SLO 1, 3, and 4 in summer and fall 2010. The following graphs tabulate SLO data for sections of IC C075 from the summer and fall semesters. SLO assessment of the remaining 2 SLOs is being undertaken in fall 2011.

Summer 2010
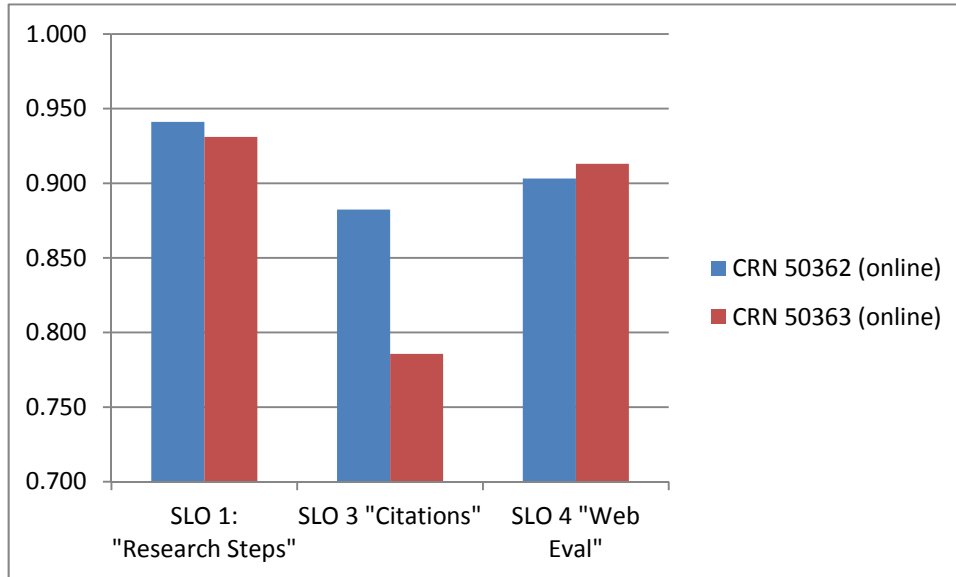
Fall 2011
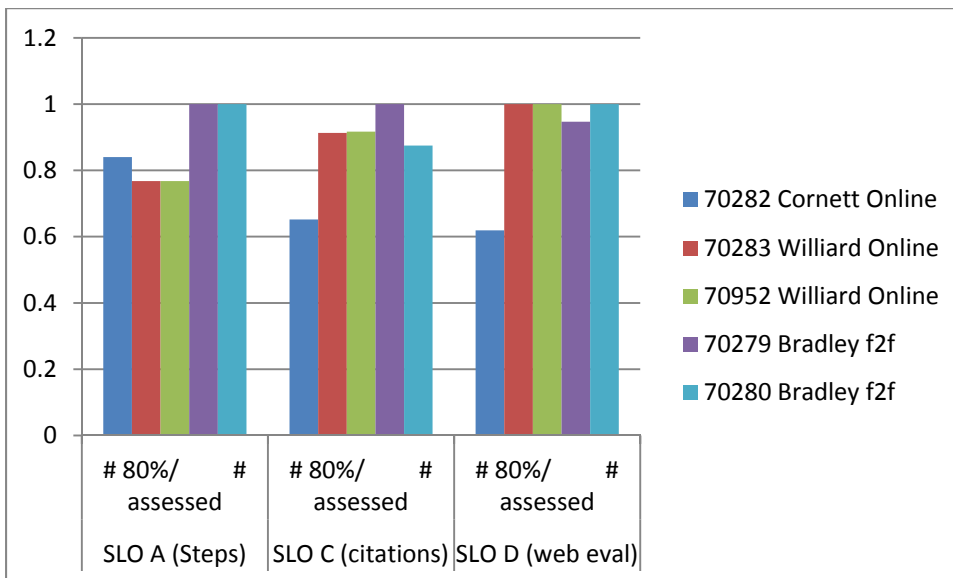
FINDINGS AND RECOMMENDATIONS
Summer 2010

Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. For each CRN, this averaged to:

- 33 students assessed for all 3 SLOs in CRN 50362

- 27 students assessed for all 3 SLOs in CRN 50363

Students in both classes scored fairly high in SLOs 1 and 4 (above 90%). Factors causing the lower percentages (less than 90%) in both CRNs for SLO 3 might include:

- The "citations" assignment being the last assignment in the class—students may be feeling end-of-course "burn out";

- The citations assignment requires the most attention to detail;

- The library chair is looking into other factors as well.

Fall 2010

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments, which in some ways made the assessment inconsistent. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to "fix" errors before turning in specific assignments linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.

Regardless of the inconsistency in assessment, findings reveal that students in each section scored highest in the SLO 1 (or A) and SLO 4 (or B).

RECOMMENDATIONS FOR FUTURE ASSESSMENT OF CURRICULUM SLOS
Revising the SLOs for the IC C075 course and developing standardized assessment tools for all instructors was initiated in the spring 2011 semester. Faculty in the library department, (Julie Cornett, Nancy Williard, Sandra Bradley) met several times to develop better assessment tools to assess SLOs. This discussion is still under way as the department deems it necessary to revise the SLOs for the IC C075 course to align them with the Standards for Information Competency developed by the Association of College and Research Libraries. This will ensure

that Cerro Coso students are meeting the same Information Competency learning goals and outcomes as other students in the nation's colleges.

After the fall 2011 semester, all SLOs will have been assessed. The department will discuss findings, which will inform future assessments and future SLO revision.

PROGRAM LEVEL

Library Programming

Program Learning Outcomes were initially developed in 2008 by the then Library Director. The outcomes have been revised and assessment tools were developed beginning in 2010 by the new faculty chair of the library. Development of effective assessment tools has been a challenge due to the fact that library programming has undergone some changes. For example, Library Orientations and Research Instruction presentations to classes as well as Library Workshops are new key components to library programming; hence, assessment tools are still being fine-tuned to capture necessary data.

A 2-page "exit quiz" was developed to assess SLOs for the Library Orientation/Research Instruction presentations to classes. After trying it out in a couple of English 70 classes, it became clear that there needed to be two separate assessment tools to assess two separate levels of class presentations: a Basic Library Orientation (offered to below 70-level courses) and a Research Instruction session (offered to 70-level and above courses that have a research paper requirement as part of the course). For each level of library instruction, a different set of program SLOs are assessed. Having gone through both levels of library instruction sessions (over the course of a student's tenure at the college), all program SLOs would be covered and assessed.

Similar "exit quizzes" are being developed for Library Workshops.

These tools are currently being finished and tried out in presentations and workshops (fall 2011).

ADMINISTRATIVE LEVEL

AUO #1

To provide materials that support academic programs and the research interests of students, staff, and faculty.

AUO #2

To provide an environment that supports and fosters student learning, and faculty teaching and research.

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The department is in discussion about ways to assess the library's administrative unit outcomes. As a start, In AY 11/12, surveys were developed to assess student and faculty use and perceptions of the library. Findings are reported below.

Student Survey spring 2011 Findings

To assess the library's administrative outcomes, a student survey was circulated in spring 2011. The survey, the first of its kind, targeted on-ground students at the main campus. 83 students filled out the survey and the following findings were reported:

- Most respondents visit the library a couple of times per week.
- The most common reasons for visiting the library: to study, to use text reserves, and to use online research databases.
- Many on-site students use library resources remotely "often" and "sometimes".
- However, many respondents were not aware of online library resources.
- Most respondents reported that they felt "very comfortable" asking the librarian questions and that the library staff is helpful.
- All but 5 respondents reported that the LRC space is pleasant.
- Only half of respondents were aware of library workshops.
- The majority of respondents desire the library to be open longer hours on Fridays.

Overall, the survey results reveal a fairly positive student view of the campus library environment—with approachable staff and comfortable study/research areas. Findings reveal that online database tutorials would work well to help students navigate electronic resources. Additionally, it is noted that the library can increase marketing efforts to publicize resources and programs. Lastly, adding additional weekend hours to the library schedule is being looked into at the administrative level.

Another survey is being developed for spring 2011 with questions that better measure the library's administrative unit outcomes. Specific questions about collection strengths are needed as well as some more pointed questions about the library environment.

The department is discussing surveying students at the distant sites now that there is adjunct coverage at those locations. The question about surveying online students is also in discussion.

Faculty Survey fall 2010 Findings

To assess the library's administrative outcomes, a student survey was circulated in fall 2010. This inaugural survey was circulated to faculty at all sites, including adjuncts teaching online. Only 23 faculty completed the survey and the following findings were reported:

- The resources and services ranking highest as "very important" to faculty for instruction were: books and ebooks, journals and databases, librarian help with research instruction, and instructional equipment.
- The library instruction topics thought to be "very important" to faculty for their students were: "Steps in the Research Process", "Overview of library research databases", "Evaluating web resources", and "Database search strategies".
- 78% of respondents were satisfied with library hours, with 4 respondents suggesting to open the library weekend hours.
- In general, only about half of respondents are "satisfied" with the library's print and online collections and services. Fewer than half are "satisfied" with the library's website.
- About one third of respondents "don't use" library collections and services, including the website.
- Faculty see the top 2 priorities for the library as: providing access to more ebooks and develop more online library tutorials and subject guides.

- One respondent suggested the library specify how the libraries on different campuses are different.

The faculty survey results reveal that, while faculty view library resources as important for instruction, many do not use them. The library department has addressed some of the faculty concerns brought up in the survey: the website has been updated to include site-specific information and also includes a new "Research Guidance" section with several library tutorials on citation styles and evaluating web information.

Another survey will be developed with questions that are better designed to measure the library's administrative unit outcomes. Questions addressing the library environment were left out of the faculty survey and will be included in the next version.

The department is in discussion about how to achieve better participation in the faculty survey.

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:IC	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			14	358	25.6	10.1	0.9	0.6	11.6	367	288	78.5%	233	63.5%
	200850		2	52	26.0	1.5	0.1	0.1	11.5	50	46	92.0%	41	82.0%
		Information Competency	2	52	26.0	1.5	0.1	0.1	11.5	50	46	92.0%	41	82.0%
	200870		7	155	22.1	4.6	0.5	0.3	9.8	174	122	70.1%	90	51.7%
		Information Competency	7	155	22.1	4.6	0.5	0.3	9.8	174	122	70.1%	90	51.7%
	200930		5	151	30.2	4.0	0.3	0.2	14.8	143	120	83.9%	102	71.3%
		Information Competency	5	151	30.2	4.0	0.3	0.2	14.8	143	120	83.9%	102	71.3%
2009-2010			14	403	28.8	11.9	0.9	0.5	13.7	397	335	84.4%	278	70.0%
	200950		3	96	32.0	2.8	0.2	0.1	13.7	97	83	85.6%	70	72.2%
		Information Competency	3	96	32.0	2.8	0.2	0.1	13.7	97	83	85.6%	70	72.2%
	200970		4	111	27.8	3.3	0.3	0.1	12.2	113	87	77.0%	76	67.3%
		Information Competency	4	111	27.8	3.3	0.3	0.1	12.2	113	87	77.0%	76	67.3%
	201030		7	196	28.0	5.9	0.4	0.3	14.6	187	165	88.2%	132	70.6%
		Information Competency	7	196	28.0	5.9	0.4	0.3	14.6	187	165	88.2%	132	70.6%
2010-2011			13	427	32.8	13.7	0.9	0.7	15.7	423	334	79.0%	302	71.4%
	201050		2	75	37.5	2.3	0.1	0.1	17.4	77	64	83.1%	59	76.6%
		Information Competency	2	75	37.5	2.3	0.1	0.1	17.4	77	64	83.1%	59	76.6%
	201070		6	172	28.7	5.6	0.4	0.3	13.9	166	119	71.7%	104	62.7%
		Information Competency	6	172	28.7	5.6	0.4	0.3	13.9	166	119	71.7%	104	62.7%
	201130		5	180	36.0	5.8	0.3	0.3	17.3	180	151	83.9%	139	77.2%
		Information Competency	5	180	36.0	5.8	0.3	0.3	17.3	180	151	83.9%	139	77.2%
Sum			40	1,188	29.7	35.7	2.6	1.9	13.7	1,187	957	80.6%	813	68.5%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
7/15/2011

Subject:LIT	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			21	546	26.0	15.6	1.4	0.9	11.2	522	460	88.1%	349	66.9%
	200750		4	99	24.8	2.9	0.3	0.3	10.8	100	90	90.0%	74	74.0%
		Library & Information Tech.	4	99	24.8	2.9	0.3	0.3	10.8	100	90	90.0%	74	74.0%
	200770		8	201	25.1	5.9	0.5	0.3	11.1	169	160	94.7%	114	67.5%
		Library & Information Tech.	8	201	25.1	5.9	0.5	0.3	11.1	169	160	94.7%	114	67.5%
	200830		9	246	27.3	6.8	0.6	0.3	11.4	253	210	83.0%	161	63.6%
		Library & Information Tech.	9	246	27.3	6.8	0.6	0.3	11.4	253	210	83.0%	161	63.6%
Sum			21	546	26.0	15.6	1.4	0.9	11.2	522	460	88.1%	349	66.9%