Library Program Review 2011-2012

Part 1 Relevance

The library's mission is to support the college's educational programs and diverse communities by providing high-quality services and collections that:

- Ensure access by all Learning Resource Center (LRC) users to current, quality information in multi-varietal formats.
- 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.

Relationship to College Mission and Strategic Goals:

The activities of the college library support the college's "General Education Philosophy" and "Values" in a number of ways. The LRC is at the center of academic life at Cerro Coso College, providing a supportive and innovative environment for learning. The library staff supports the instructional mission of Cerro Coso College by collaborating with other instructional faculty and by providing and managing resources for reading and research, key components of higher education. The librarians and library staff also assist individual students in accessing and navigating the increasingly complex universe of information. The librarians provide instruction to individuals as well as groups through class orientations, research workshops, and IC C075 (Introduction to Library Research and Bibliography). In addition, the librarian prepares instructional materials to meet student needs in accessing, evaluating and using information.

The librarian has been instrumental in leading the college's effort to develop students' information competency. 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. Information competency can be divided into incremental skills. The librarian's participation in the Basic Skill's Committee at the college is important in integrating and aligning Information Competency learning outcomes with Basic Skills learning outcomes.

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

- Strengthen instructional programs and improve support for distance education (Goal 1. A & C)
- Evaluate strategies to improve the scope and quality of student services college-wide (Goal 1.D)
- Improve service to under-prepared students and seek opportunities to enhance the acquisition and use of resources (Goals 2 & 3)

Program History and Description:

The library is the center of learning resources. The main campus (IWV) library 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. A "Research Pod" of 10 computers is a constant hub of activity for student research, recreation and social networking. Technological assets in the library include a designated computer classroom 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; two stand-alone kiosks; one photocopier; two networked printers; and building-wide wireless computing access.

The Library department extends to the other campus sites. The Bishop campus has a designated Library with a small Reference collection and an adjacent computer lab. At the Mammoth campus, the library is a joint-use facility shared by Cerro Coso College and the Mono County Office of Education. The Kern River Valley (KRV) campus does not have current space for a library; however, the librarian is working with an adjunct and the Site Director to begin developing library services and programming at that site. There is currently no library facility or adjunct librarian support at the South Kern campus.

The key components of the Library Program are:

Collections

The library's collection development policy states that the goal of the Cerro Coso College Library is to "…provide a well-rounded materials and resources collection which primarily supports the instructional programs of the college at all sites". (pg. 1) The Library provides a variety of resources that serve students, faculty, and staff working on and off-campus. The collection consists of 28,000+ print volumes, 5 print periodical subscriptions, and 2,300+ audiovisual items. The collection has been enhanced by the addition of over 27,000 ebooks through direct purchase and through participation in the Community College Library Consortium (CCLC). Electronic resources are of particular importance in

view of the large geographical area served and the growth of online delivery. The Library subscribes to over 20 full-text databases, such as Academic Search Premiere, Opposing Viewpoints Resource Center, Literature Resource Center, and Nursing Resource Center. These databases provide access to over 6-million full-text periodical articles, primary source materials, and audiovisual clips. All library eResources are accessible from computers throughout the campus and at Distant Sites. Remote access is provided to all Cerro Coso students with their current student ID number.

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. The Kern Community College District entered into a joint-use agreement with the Mono County Office of Education in November, 2005 resulting in a joint use library shared by the residents of Mono County and Cerro Coso Community College students attending at ESCC Mammoth. The library collections are fully integrated and the library facility houses a designated room for the college's Learning Resource Center. The development of an equitable LRC at the KRV site is limited by lack of facilities. There is a small room that encompasses a few computer workstations that has been turned into the campus LRC/ LAC. A very small reference collection has been developed for KRV.

Circulation Desk and Technical Services

Students, staff, and faculty utilize services at the Circulation desk to access material. The Circulation Desk is the access point for the checkout of all materials in the 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 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:

> "Information competency is 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 is one of the 20% of California community colleges that have adopted an information competency graduation requirement. To further improve information competency skills among students, Cerro Coso librarians have formalized Library Instruction programming across campuses, including online. Information competency is institutionalized at Cerro Coso in the following ways:

Library Instruction: Orientations and Workshops

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 informal Library Orientations (a "basic" orientation and a more "advanced" orientation offered to classes with research projects), and Workshops.

Orientations and Workshops introduce library resources and information competency skills to students in their classrooms and in the library. Basic orientations are offered to students in Basic Skills courses and the Counseling 101 and Personal Development 101 courses and cover more remedial information competency skills. Advanced orientations are given to classes where students are assigned research projects. These orientations introduce and enforce higher-level information competency skills. Student attendance to Orientations and Workshops depends on faculty involvement and support. The librarian (and library adjuncts at the sites) works with faculty to target the presentations to a specific class or assignment.

To provide library instruction to students in online classes, 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 under the "Research Guidance" section of the library webpage.

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 a full time librarian at the main IWV campus and 2 part time (8 hours per week) adjuncts at the KRV and the ESCC sites.

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 LRC website and students are instantly connected to librarians who can assist them with all aspects of research.

Stand-Alone Information Competency Course: IC C075

The most institutionalized component of the overall Library Program is the for-credit course IC C075. Introduction to Library Research and Bibliography is a one-unit course established as a general education requirement in 2003 for AA/AS degree recipients at Cerro Coso College. 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 world wide web 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. Hellenius (2006) offers as a best practice the model of a one-credit course taken concurrently with a linked course in English. At Cerro Coso, the course includes an advisory to be taken concurrently with English 70.

Part 2- Functions and Service Recipients

1. **Organizational Chart:** (See Appendix A)

2. **Department Function:**

The main functions of the Library, as discussed 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.

Technical processing operations, circulation operations, acquisitions and access operations are carried out by the classified staff. Library Technicians 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 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 the food, drink, and cell phone usage policies.

Noteworthy contributions to overall library function by the Classified Staff in the past two years:

- Updates to the library's procedures manual, policies regarding accessing electronic resources, and the "Campus-wide Library Policies" on the library's webpage in Fall, 2011.
- The development of a "Text Reserve" collection for the library in Fall 2011 in collaboration with faculty members and publishers. This collection is searchable on the Horizon automated library catalog.
- Library webpage updates including the "websites by subject" section.

Library programming functions, including assessment of library services and programs, are carried out by the librarians. Usage statistics, satisfaction surveys, and data collected from other assessment tools are used to assess the library's effectiveness. The full time librarian is chair of the department and also serves on several campus committees including the Curriculum and Instruction Counsel, the Basic Skills Committee, and the Assessment Committee. Participation in these committees and the Academic Senate allows the librarian to stay abreast of changes in board policies and other policies that might impact the library. Additionally, the librarian is a member of the Association of College and Research Libraries and the "Instruction" and "Distance Education" subcommittees.

The Library Chair is responsible for assessing course-level and program-level learning outcomes as well as securing adjunct librarians to teach the 1-unit IC C075 course and provide reference desk coverage at the campus sites. The librarian and adjuncts work together to develop library programming that strengthens information competency institutionally and campus-wide. They also work with faculty on collection development and collection maintenance.

The full-time librarian collaborates with other departments and college service areas to further integrate the library into the college institutionally including Student Services, Special Services, and Career Technical Education. The librarian works with the college's web site developer and the Director

of Distance Education to strengthen the library's web presence. Additionally, the librarian participates in outreach efforts in the community to publicize the library's services available to community members.

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

- Formalized Library Instruction at main campus and at ESCC and KRV.
- Adjunct librarian coverage at ESCC and KRV to develop library programming at the sites.
- Increased efforts to collaborate and involve faculty: new *Library Link* newsletter.
- Assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs).
- Extension of library services online via research tutorials on the website and 24/7 reference chat available via the website.

The library strives to create an open, inviting environment for discovery and self-learning. The space is open and furnished with comfortable seating and lighting. There are no restrictions placed on users of the computer beyond the reminder that they honor campus-wide computer use policies. Eighty-four percent of the respondents to the library's Spring 2012 survey (See Appendix B for survey instruments and results) agreed that the library space is pleasant and seventy-five percent were satisfied with the library's hours, although some requests were made for weekend hours. A few respondents from the KRV campus responded unfavorably, which is not surprising since there is limited library space at that campus.

The library's web page has become the key access point to library resources. The library has started to develop online reference services and tutorials to make its web presence more inviting to students, but a web site overhaul is required for it to serve as an intuitive and instructional component of the library. Additional staff and training will be required to meet the information competency needs of online users and to explore the emerging technologies that could benefit our students.

3.   Department Relationships and Impact:

Ideally a community college library has strong relationships with all academic programs and student support services at the college, and with various community organizations and stakeholders. The Cerro Coso Library is positioned as an important piece of academic life at the college. It is housed in one of the newer buildings in a central location. The department is integrated into the curriculum most notably with the Information Competency course as a required course in the General Education pattern. The library falls under the jurisdiction of Academic Affairs and is represented by the

department chair at faculty chair meetings. Additionally, the librarian is included in the Student Services Executive Council, which helps bridge the gap between Academics and Student Services. The librarian is a member of the Curriculum and Instruction Council and any new program proposed to CIC must include a consultation with the librarian to determine the need for resources.

There are some gaps in how well the library is integrated into the college as a whole. Information competency outcomes are not well integrated into the learning outcomes of most programs. Information competency is not called out anywhere in the college's or district's institutional outcomes or strategic goals. Getting faculty support of library programming and collection development is dependent upon the public relations efforts of the librarian with not a lot of formal administrative backing. Best practices indicate that library services are most effectively publicized to students through their instructors and that library skills are best acquired when integrated into the course syllabus; however, many full time as well as adjunct faculty are unfamiliar with the breadth of the library's resources and services.

Providing equitable library services to the distant sites and online has been partially achieved by relying on adjuncts; however, American Library Association (2008) "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. The college's new Director of Distance Education will be a key partner in the library's efforts to increase online presence.

Despite these shortcomings, the librarian and adjuncts at the site campuses have made progress in providing more library instruction presentations and workshops to classes. In 2007, 8 orientations were given to classes and in 2011, 36 orientations were given to classes on the main campus. Orientations and workshops have also been taking place at ESCC and KRV since Fall 2011. Workshops and orientations are not mandatory; however, many instructors are now offering extra credit or requiring attendance to workshops in their syllabi.

In the past two years, increased outreach to faculty by the librarians has resulted in an increased library presence at all sites, including online. The library published its first faculty newsletter, *Library Link*, in spring 2011. This informative newsletter not only discusses library news, it also publicizes workshops and library Instruction orientations at all campuses. Contacts with the Counseling department have resulted in library orientations being included in the "Extended Orientation" process

that is part of the matriculation process for new students. Also, the librarian is a member of the Basic Skills committee and efforts have been made to improve coordination between the library and the Learning Assistance Centers. The librarian has presented and co-presented at faculty professional development days on various topics such as "Successful Integration of Research Projects." The Library also designs web-based instructional materials to aid online students and, in Spring 2012, did a library instruction trial in an online class with excellent results. The department is exploring ways to increase its collaboration with online faculty.

4.   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. The majority of the print collection is housed at the main IWV campus; however, students at other sites and online can request material to be sent to their homes or campus sites through document delivery. Electronic resources are available 24/7 to all current students, faculty, and staff. Remote access to electronic resources is achieved by authentication of student ID number.

Students and faculty at all campus sites, except South Kern, have access to an on-site reference librarian who provides library instruction and workshops to strengthen information competency skills in students; however, students at the remote sites have limited access to an on-site librarian.

Library programming is geared to students in courses requiring written assignments and research projects. Typically, faculty members teaching math and other "hard sciences" don't make use of Library Instruction and workshops. Library Orientations are offered to incoming students as part of their college orientation process. 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 the individual faculty to take advantage of library programs and services. As a member of the Basic Skills Committee, the librarian is looking into ways to better serve these service recipients through library orientations, workshops, and collection development.

The informational needs of students, staff, and faculty are changing. The Association of College & Research Libraries (ACRL), in the article *2010 Top Trends in Academic Libraries* introduces some of the ways that informational needs of library users are impacting library services: collection growth is driven by patron demand and will include new resource types and sharing systems; explosive growth of mobile devices and applications will drive new services; regardless of what types of new services a

library chooses to offer, "…there will be staffing, training, budgeting, marketing, and instruction implications" (pg. 288); technology will continue to change services and required skills.

Cerro Coso Library has seen evidence of some of these trends. For example, there has been a decrease over the past 5 years in checkout of print books while eBook access has increased. Also, laptop checkout at the library continues to be one of the most used services at the circulation desk. (See Section 5 for data charts).

Though staying abreast of nationwide trends among college student's informational needs is important, it must be noted that Cerro Coso college serves a unique demographic. Many students don't own or have access to a computer, let alone the most cutting-edge mobile devices and tablets. Some communities served by the college have poor access to computing technology and adequate bandwidth.

5. Usage Data

Library Attendance:

A graph of library attendance at the IWV campus for the period of 2007-2011 is presented below in Figure 1. According to the graph, attendance has remained level at around 15,000 for the past three years. The library sees more foot traffic during the daytime hours (between 8am and 5pm) than in the evening hours (5pm – 9pm).

LIBRARY ATTENDANCE
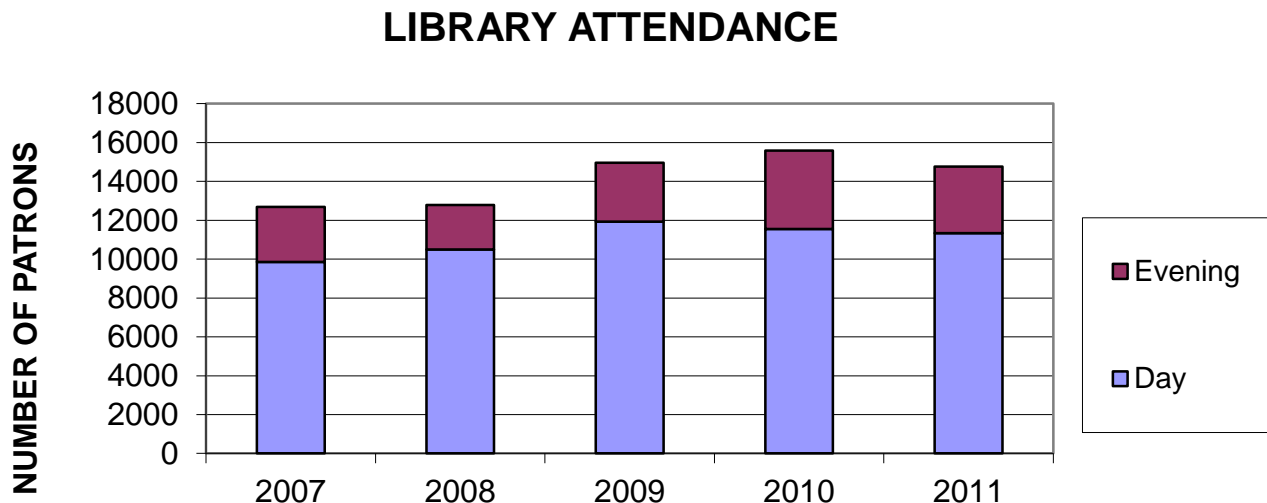
Figure 1. IWV Library Attendance, 2007-2011

Circulation

The summary of resources in circulation for the past 5 years is presented for five categories of library resources in Figure 2 (below). These five categories are: Books, eBooks, Interlibrary Loans, Laptops, and Reserves. According to Figure 2, total circulation peaked in 2008 and has declined in the last two years. An assessment of why total circulation of library sources has declined from the 2008 peak is beyond the scope of this review but a factor influencing current declines might be the availability of online access to resources. According to Figure 2, use of ebooks in the past year surpassed circulation of print books for the first time.

Laptop checkouts declined in 2011. This does not necessarily imply that computing is a decreased need inside the library; 10 new desktop computers were installed inside the library in 2011 and wireless connectivity was also introduced in the same year. The desktop computing stations are one of the busiest hubs inside the library.

Usage of Reserves is expected to increase in the future with the new "Textbook Reserve" collection.

CIRCULATION OF LIBRARY RESOURCES
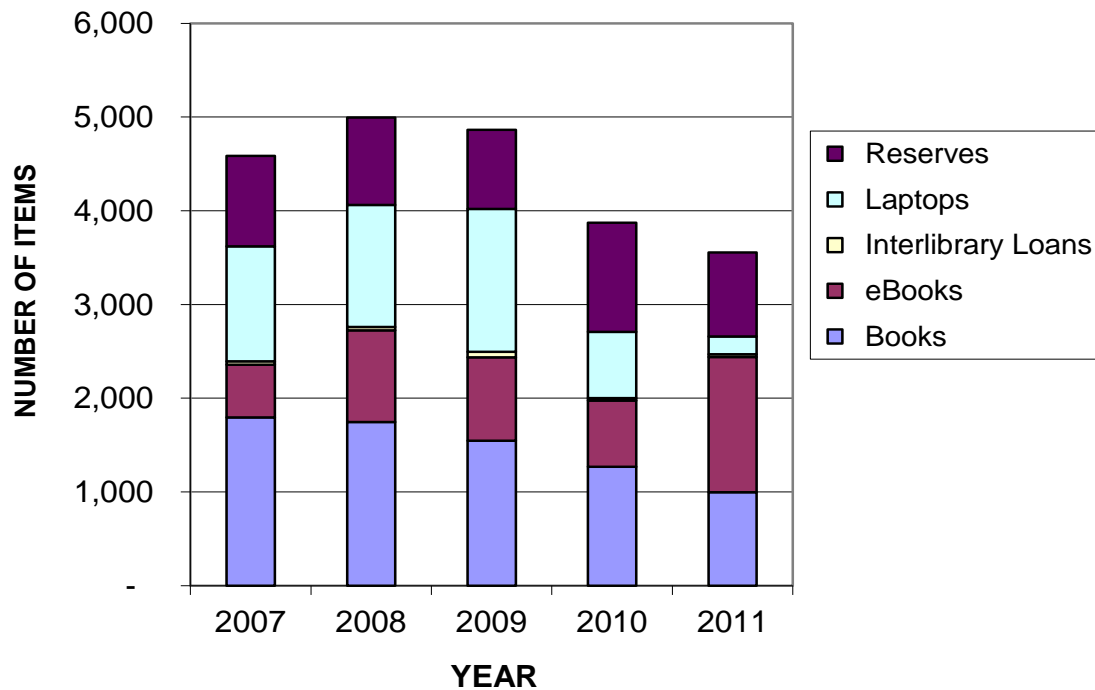
Figure 2. Circulation of Library Resources 2007-2011

Database Usage

According to Figure 3, usage of most library databases has been increasing over the past two years. Britannica Online and the aggregator database Onefile have experienced substantial increases in usage. The department believes this to be due to increased instruction and outreach efforts. The most used databases, according to the Figure 3 are the general databases Britannica Online, Onefile, and Expanded Academic. The most frequently used subject specific databases seem to be the Literature Resource Center, Health and Wellness, and the Nursing Resource Center.

The sharp decrease in usage of the Horizon OPAC catalog is due to the fact that, starting in 2010, the counting program that the IT department had developed to capture library database hits was discontinued. While the department is able to collect data about book checkout and ebook access, we are not presently able to collect data on how much use the library catalog gets.
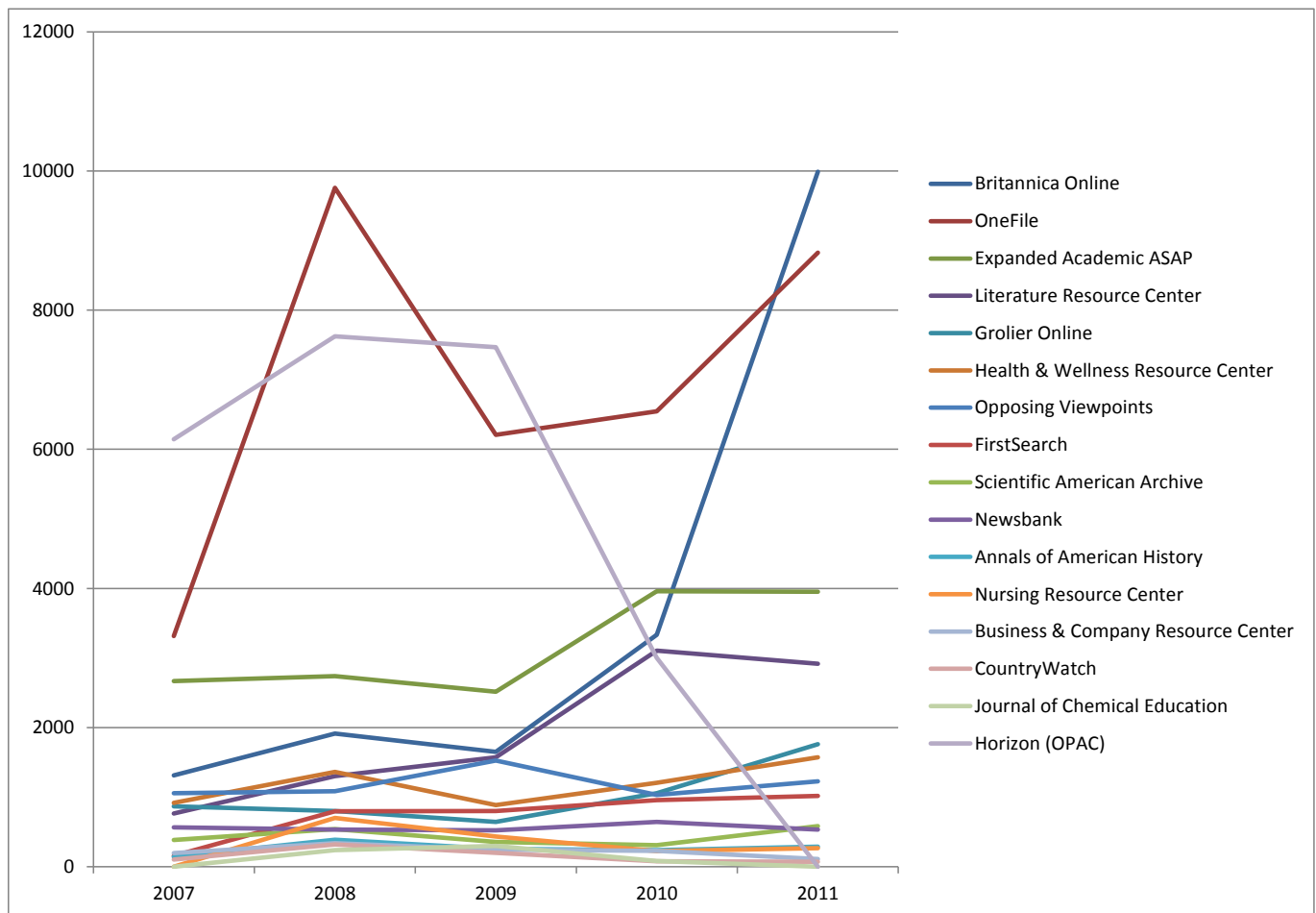
Figure 3. Database Usage

- Remote Access of library databases:

Historically, data has been collected on remote access to library databases; however, as mentioned above, the "counter" developed by IT to capture remote access of library databases was discontinued in 2010. Figure 4 captures remote versus in-house usage of our most popular subject databases for the years 2007-2009. A couple of obvious trends are present: library databases are accessed remotely far more often than on campus; remote access is increasing. Such trends enforce the need for the library to continue to offer access to electronic databases and to develop instructional materials for using these resources.
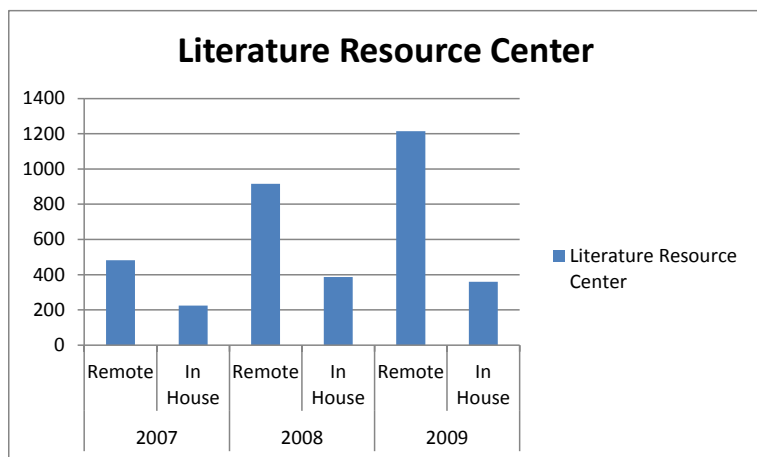
Figure 4. Remote Access to Library Databases

<u>Reference Services</u>

Reference Services are comprised of individual one-on-one reference and patron assistance and library instruction Orientations. There has been inconsistency over the years about what defines a reference transaction. All levels of library staff have been performing these transactions with no consistency and standardization about how to provide the best service to students conducting research. As a result, Figure 5 (above) is somewhat inconclusive. There is no way to determine how many of the "Patron Assistance" transactions should have been counted as traditional "Reference" transactions with a librarian. Currently, steps are being taken to clarify this inconsistency and formalize data reporting.

Despite this reporting inconsistency, data in Figure 5 reveals an overall increase in reference services in 2011. Additionally, online reference is increasing and comprises a large overall percentage of "Reference".

REFERENCE SERVICES
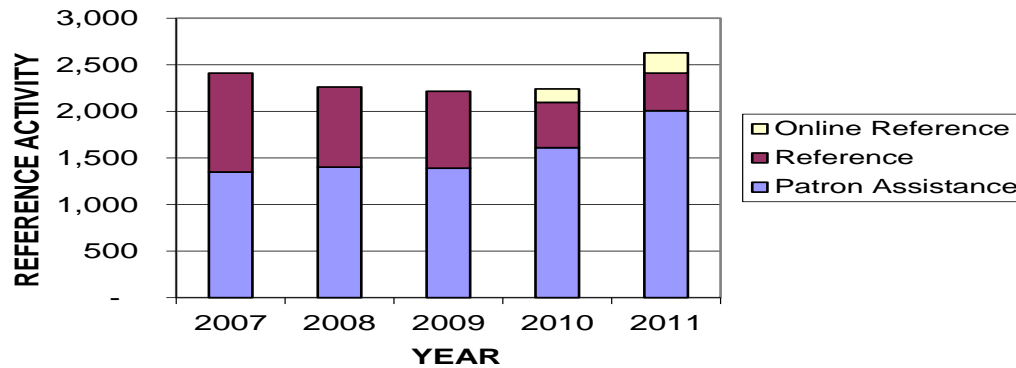
Figure 5. Reference Services at IWV and Online

Library orientations also comprise a key feature of Reference Services. Orientations are given to a variety of groups: incoming students as part of the Counseling Department's "Extended Orientation"; introductory, Basic Skills level classes like Personal Development 101; and to upper-division classes where research papers are assigned. Beginning in 2010, the Library Chair increased efforts to formalize and publicize library orientations as a key component of the library's information competency platform. According the Figure 6 (below), there has been a steady increase in the number of library orientations offered each year. Head count has increased substantially between 2007 and 2011 while the average attendance has remained fairly steady at ~20 students per class.

ORIENTATIONS AND HEAD COUNT
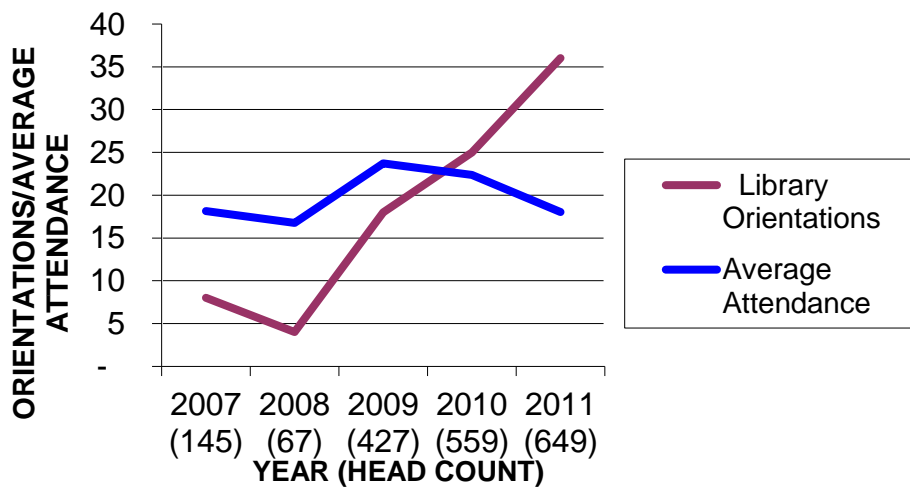
Figure 6. Library Orientations

Acquisitions

Book purchase data for the library is broken down by collection in Figure 7 (below). The library relied heavily on state Technology and Telecommunications Infrastructure Program (TTIP) funding over the past decade. In 2007-2008, as evident in Figure 7, the library was able to purchase substantially more materials than in later years. Funding for library books has decreased substantially over the past two years. TTIP funding allowed collections to be developed for the Bishop and Mammoth campuses and the Nursing Department in 2007-2009.

The data included in Figure 7 regarding ebooks is somewhat misleading since ebooks purchased as part of the shared Community College Library Consortium (CCLC) are not technically owned by Cerro Coso Library. In 2011, the ebook vendor used by the CCLC was purchased by a different vendor and the shared model of ebooks is no longer supported. The library is currently exploring new ebook purchase agreements with the new vendor so that future ebook purchases are owned by Cerro Coso. Since eBook usage (as seen in Figure 2) is a growing trend, this is an important component of future acquisitions.
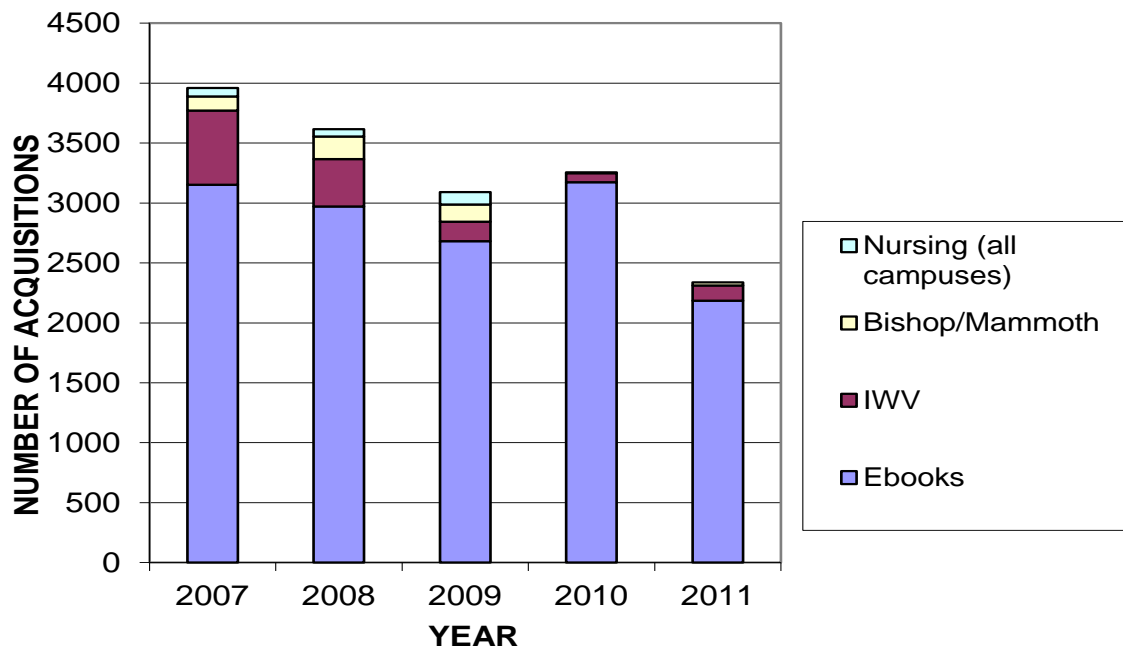
Figure 7. Acquisitions

Sites

Usage data has not been collected from the sites in a formal manner. Only recently has there been adjunct librarian coverage at ESCC and KRV so library programming and services are only now being developed at those sites. Collecting data about the use of the collections, reference interactions, and attendance in workshops and orientations will be an important next step. The college is looking into implementing a new tracking service that could collect such data at the sites.

IC C075

Introduction to Library Research and Bibliography (IC C075) is a one-unit required course for students in various Career Transfer programs and for students pursuing their local AA degree at the college. The course outline of record (COR) is up to date and SLOs are assessed regularly (See Appendix F for COR). On average, 14 sections are offered each academic year in various formats (online, iTV, and face to face) and at all sites except South Kern.

Based on assessment results (see Part 4) and ACRL standards, the department is in the process of revising the COR for IC C075. Addition a pre-requisite of ENG 40 to the course will be undertaken at the same time based on recommendations from CIC. (See Appendix G for Success and Retention chart).

Part 3 Currency

1. **Collections Currency**

Library materials are carefully selected by the librarians, with input from teaching faculty, staff, and students. Suggestions are accepted by telephone, email, or in written form. Faculty, staff, and students are queried periodically on their satisfaction with the collections using satisfaction surveys.

The most recent statistics generated from the Library bibliographic system, Horizon, indicate that Cerro Coso College Library has the following holdings:

Standards for 1,000 – 3,000 FTES	Cerro Coso Library	ACRL/Title 5
Total Book Titles (Print and Electronic)	56,777	40,000
Periodical Subscriptions	12	300
Video & Film Titles	2,252	400
Electronic Databases	32	TTIP/CCL Compliance

The Association of College and Research Libraries (ACRL) *Standards for Community, Technical, or Junior College Libraries* recommend the above minimum collection sizes for colleges with 1,000 – 2,999

students. Cerro Coso Community College's current number of full time equivalent students (FTEs) falls in the ~3,000 range. As shown in the above chart, the college is in compliance with most of its collections, with the exception of periodical subscriptions which falls far short of the ACRL or *Title 5* minimum standards. While the total book collection is robust for a college of Cerro Coso's size, it must be noted that the above figure is a combination of both print and electronic books. Electronic books in Cerro Coso's collection are actually part of a collection of titles shared by members of the Community College Library Consortium. Cerro Coso has access to electronic books in this shared collection but does not technically *own* the titles.

A more careful analysis of the age of the book collections shows that 35% of titles are over 20 years old. (See Appendix E) In addition, most of the more current titles in the collection are electronic books which, as noted previously, are not actually owned by the Library but are part of a shared collection. Maintaining and growing the print collection is of concern as is building a collection of electronic books owned by the Library.

The Library subscribes to a robust number of electronic databases, which is an increasingly important component of the overall collection since the Library serves students at five college sites and online. The Library is a member of the Community College Library Consortium, which handles database subscriptions for many California community college libraries. The consortium reviews and evaluates databases and offers pricing cuts to participating members. These databases include full text from thousands of periodicals, which accounts for why many libraries, including Cerro Coso, no longer subscribe to print periodicals.

Of particular concern to the library is the lack of closed-captioned audiovisual resources in the library collection. Of the 2252 VHS and DVD titles in the collection, only a tiny portion (.012) of VHS titles is closed-captioned. State law requires that all videos must be captioned before they can be used in the classroom. The college took advantage of a grant to have certain titles in the collection closed-captioned but the process was cumbersome and resulted in only a small section being completed. In 2011, the library hosted a trial of the closed-captioned *Films on Demand* database and is looking to subscribe permanently. This would greatly increase the closed captioned offerings to all classes, regardless of physical location.

In Spring 2011, the library staff embarked on efforts to develop a textbook reserve collection. Providing affordable textbook alternatives is part of the college's third Strategic Goal and the library staff felt this would be a crucial service for students. Library staff continues to work with faculty and publishers to request free copies of textbooks for use in the library. As of Spring 2012, over 180 current textbooks

have been procured and this service has been very popular among students at all campus sites, with the exception of South Kern.

2.   Staffing Currency

The Library is out of compliance with *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 1.0 faculty librarian. The department relies on adjuncts to provide librarian support at two distant sites and teach the one-unit Information Competency course. In addition, *Title 5* suggests a minimum of 4.5 support staff; our current total is 2.03. Is *Title 5* an unrealistic measure for staffing standards? The skills students need to locate and synthesize useful information in the increasingly complex information-intensive society in which we live are the domain of library faculty and staff. These will become more critical skills as our world grows increasingly electronic.

Upwards of 60% of enrollment at Cerro Coso is comprised of students taking our online classes. There is a critical need for an additional professional library faculty to develop library services online and to serve the needs of our students at distant sites. Securing qualified library faculty who understand the work of nontraditional higher education, emerging technologies, virtual library service, and who can cultivate and maintain good working relationships with the distance education community served by the college is paramount. Additionally, Librarian coverage is needed each summer semester to provide reference services online as part of the library's participation in Questionpoint 24/7 Chat Reference. In 2010, the Director of Learning Resources retired. The college hired a faculty librarian who reports to the Vice President of Academic Affairs. Currently there is no Director for the Library or Learning Resources. This lack of leadership and direction impacts the entire Learning Resource Center.

The Library's lack of compliance 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.

3.   Physical Resources Currency

Facilities:

Library facilities at the main campus are safe and sufficient to support the quality of the department. The Library currently utilizes the LRC computer classroom 631 to offer workshops and orientations. When this room is unavailable, other computer classrooms in the building can be used and scheduling

is never a problem. Study space in the library is more than adequate to meet the needs of students. The Library has experienced an increase in day-to-day traffic since the addition of 10 desktop computers in Spring 2011. The Library welcomes this additional traffic; however, the need to enforce policies restricting food and drink is evident.

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. The Maintenance 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. There are some minor issues in the library staff workroom that have been reported as needing to be fixed, including peeling of linoleum floor tiles and gaps under and between the back doors that allow critters into the building.

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. There is no current line-item in the Library budget for upkeep and maintenance of this gate. Since the gate seems to be "catching" on its runner in a few places, this is a concern. The Library entrance has several 3-M security towers that alert staff in the event of a book theft taking place. In 2010, the service contract for maintenance of these towers was removed from the budget.

Another recent concern is that some weekend Community and Contract Education classes have been held in the Library after the Library has closed. There is simply not adequate security assistance to ensure that all the students in these classes come and go at the same time, especially since these courses meet for as many as 6 hours. The Reserves Collection and computer equipment are especially vulnerable to theft.

Facilities at the Bishop and Mammoth sites are also safe and sufficient to support the quality of the department. The collection at the Bishop Library is secured by a locking gate; the facility is open only when it is staffed. Maintenance and security of the joint-use Mammoth library facility is the responsibility of the Mono County Office of Education. The Learning Resource Center room at the Kern River Valley site, which is where bare-bones library services and programming are being developed, is staffed by an Adjunct Librarian and a Learning Support Technician but only for limited hours per week. Purchasing a lockable shelving unit is a consideration for providing security for a small reference collection at KRV.

Equipment:

The Library has transitioned away from being the campus Media Center. As instructors continue to emphasize the use of various media for class assignments and classroom teaching, the college has equipped most classrooms with ample media, turning them into "Smart Classrooms." This has decreased the need for the Library to check out media carts to faculty. The Information Technology Department (IT) has taken over the service of equipping faculty with appropriate media equipment for their instructional needs. The Library continues to provide media viewing and listening stations for use out of the classroom. Upkeep of this equipment is something that needs to be addressed in cooperation with the IT Department.

There is a storeroom of defunct equipment behind the circulation desk. Most of this equipment is owned by the Special Services department and needs to be inventoried by Special Services and IT.

Of recent concern is the student photocopier in the library. The copier recently stopped working and, as it is the only student copier on campus, students do not currently have use of a copier. The Associated Students of Cerro Coso (ASCC) own the copier in the library and a plan for replacing the copier is under way.

4.   Technology Currency:

The Library's technological needs center primarily around computers and related technology. The 10 desktop computers in the "Research Pod" and the 10 laptops available for checkout at the main campus 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. Additionally, 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 Spring 2012, Library staff received new computers and monitors. This upgrade was essential, as many features on the Library's automated systems and databases require technology that can handle increased processing loads. 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 IT department. Technology needs that would help the department in the future are centered around instructional needs. Training on the use of software like Adobe Connect and Camtasia would greatly enhance the library's services and programming. For example, it would enable staff to create online tutorials and improve online instruction.

5.   Department Costs

Cerro Coso Community College, like all California community colleges, has been affected by substantial budget cuts over the past five years. In efforts to reduce costs, the library department is looking into creating efficiencies with other departments. Over the past three years, the Basic Skills department has provided some essential supplies for the new efforts taking place in the site LRCs. The librarian recently met with the new Director of Distance Education to discuss possible efficiencies, since the library serves the distance education community in many ways.

Although the library staff and administration continue to explore budget savings, it must be noted that the library has seen sharp decreases in its budget over the past five years. The total 2011/2012 Academic Year budget for the library is $279,680.63. This includes personnel, supplies, materials, membership dues, software licensing, and books and databases. In the last five years this amount has fluctuated due to reductions in staffing, reductions in state Technology and Telecommunications Infrastructure Program (TTIP) funding, and overall district-wide budget reductions. See Figure 8 for fluctuations in the library budget over the past 5 years.
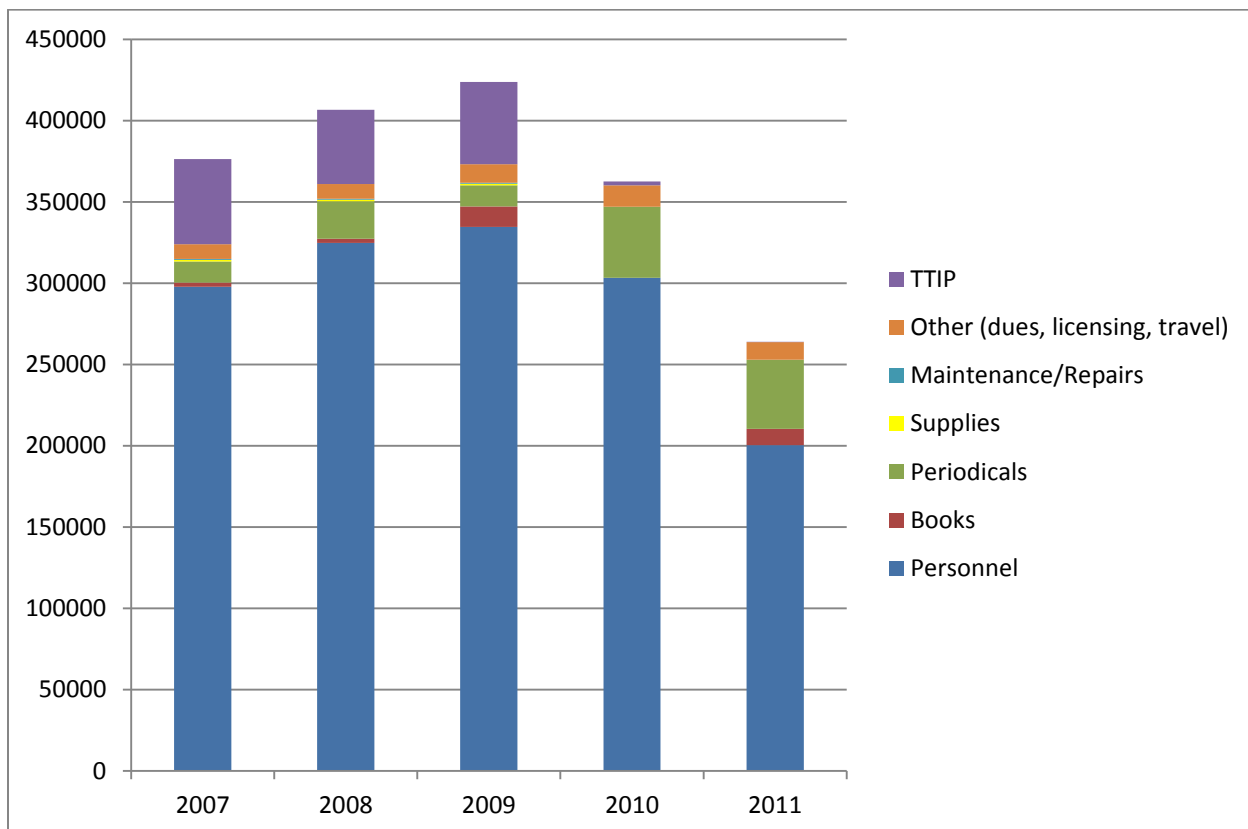
Figure 8. Library Budget

Collections: Funding

According to *Title 5* standards, a college of Cerro Coso's size should have a book budget of approximately $45,000 and an audiovisual materials budget of $9,360. The Library's current annual book budget is $10,000, which falls way under the recommended standard. In 2007, an additional $30,000 was available for collection purchases through TTIP/special funding. By 2009 the TTIP funding for book purchases had dwindled to $3,000. Since 2010, the library only spends $10,000 on new book purchases. Any audiovisual requests such as DVDS are also purchased out of this reduced budget. A stable funding source to support the growth of both the print and, especially, the electronic book collection is needed since the library has had to rely on TTIP funding for a large percentage of its materials budget, which is no longer available.

Despite these budget shortcomings, the funding for software licensing, online reference and periodicals databases remains consistent. TTIP funds covered most of the costs of periodical databases in 2007-2009. Since 2010, the costs of these databases have come from the college's General Fund. The library values this support since electronic resources allow the Library to offer equitable access to resources to all students, staff, and faculty regardless of location. This continued budgetary support is crucial.

A statewide effort to provide financial assistance to community college libraries has allowed Cerro Coso Library to expand its database collections. The Council of Chief Librarians, in January 2012, collaborated with the Chancellor's Office to offer a statewide purchase of Ebsco databases. The Library department is in the process of reviewing the college's database needs based on this windfall. While the Ebsco databases provide general coverage to a variety of disciplines, many of the databases in the Library's "old" collection will need to be purchased a la carte, which is more expensive per title. Additionally, the statewide purchase was intended to *supplement*, not *supplant* library database subscriptions. To meet the audiovisual material needs of faculty and students, the Library hopes to purchase the *Films on Demand* database with any leftover funds.

Equipment, Facilities and Other Expenses

Over the past two years, the library's supplies, travel, equipment, and membership funds have been sharply reduced. In 2010 and 2011, funds for maintenance and supplies were removed from the budget. Of concern to the department is the lack of coverage in the budget for maintenance of the security gate and for a service contract for the 3-M security towers.

The Director of Learning Resources, in 2007, had memberships totaling $425 including the Special Library Association, the American Library Association, and the Council of Chief Librarians. As of 2010, membership to the ALA and SLA was no longer included in the budget. In a college with only one full

time librarian, networking and memberships are essential to staying abreast of library trends and building a network of peers.

Personnel: Funding

The library's budget for personnel also fall below the *Title 5* standards which are calculated based on how many support staff and faculty librarians should be employed by a college the size of Cerro Coso. This computes to approximately $375,000 (3 faculty x salary of $65,000 + 4.5 classified x salary of $40,000). According to the above chart, the personnel budget declined by slightly more than 40% over the last two years due to cuts in personnel. $200,285 was budgeted for personnel in 2011.

Beginning in 2009, funding was secured for an adjunct librarian working at the ESCC sites and this funding has increased over the past two years. Still, until the college hires an additional faculty librarian and additional support staff, the Library will remain out of compliance with *Title 5* standards in the area of personnel.

Part 4 - Achievement of Administrative Unit and Program Learning Outcomes

It is difficult to accurately measure program success and performance in libraries since they have traditionally relied upon input measures (size of collection, budget, attendance, circulation statistics) to assess the effectiveness of their programs and services. With the current emphasis on student learning outcomes, however, assessment in libraries has grown to include both outcomes and inputs to document student learning and demonstrate success of the program. The Library uses a variety of input and outcome measures to assess student learning.

Achievement of Administrative Unit Outcomes

The Library developed the following two Administrative Unit Outcomes in 2010:

Cerro Coso Community College Library strives to:

1. Provide materials and programs that support academic programs and the research interests of students, staff, and faculty.
2. Provide an environment that supports and fosters student learning, and faculty teaching and research.

To assess these outcomes, student and faculty surveys were developed and circulated in Fall/Spring 2011 and again in Spring 2012. (Please see Appendix B to review the full surveys) The Spring 2011

survey targeted on-ground students and faculty at the main campus. 83 students and 23 faculty filled out the surveys and the following noteworthy findings were reported:

- 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 online library resources remotely "often" and "sometimes"; However, many respondents were not aware of online library resources.
- All but 5 student respondents reported that the LRC space is pleasant.
- 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.
- 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 two priorities for the library as: providing access to more ebooks and develop more online library tutorials and subject guides.

Another survey was circulated in Spring 2012. This survey was available online so that students and faculty online and at the other sites could take it. 57 students and 31 faculty filled out these surveys and the following noteworthy findings were reported:

- 84% of student respondents and 87% of faculty respondents believed that the library space is pleasant.
- 67% of student respondents and 62% of faculty respondents believed that the collections are sufficient
- 81% of student respondents and 71% of faculty respondents believed that the access to the collections is sufficient.

Gaps Identified

Overall, the survey results reveal a fairly positive view among faculty and students of the campus library environment. Findings reveal that online database tutorials would work well to help students navigate electronic resources and that continued purchasing of ebooks would meet the needs of our faculty at all locations. Additionally, it is noted that the library can increase marketing efforts to publicize resources and programs.

The first 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.

The second survey was better designed to assess the library's Administrative Unit Outcomes and findings reveal some negative perceptions about the quality and depth of library collections. It must be noted that the majority of negative responses came from students and faculty at the KRV campus, where library space, collections, and services are extremely limited. A new adjunct librarian has been working at KRV for the past year and is looking into ways to support this underserved distant site.

Revising and Updating Administrative Unit Outcomes

At this time, the Library department will not be revising the Administrative Unit Outcomes developed in 2010. The Library will continue to survey its users at least every two years to determine how well the department is achieving its Administrative Unit Outcomes. The Library will use survey data to inform its programming goals, which are aligned with its Mission Statement and the college's Strategic Goals.

Achievement of Program Learning Outcomes

The most effective method for influencing student learning in libraries is through teaching information competency skills. Lindauer (2004) notes:

> "Teaching information literacy skills is probably the service that has the greatest potential of affecting student learning outcomes because these skills also support such general/liberal education outcomes as critical thinking, computer and multimedia literacy, problem solving, and lifelong learning" (p. 4).

The library has aligned its Program Learning Outcomes (PLOs) with the information literacy standards endorsed by the Association of College and Research Libraries (ACRL). Students learn these skills by attending informal orientations and workshops and also during one-on-one interactions with the librarian at the reference desk. The library has identified four PLOs:

Having attended a variety of Library Instruction orientations and workshops, 75% of students will be able to:

1. Devise research strategies and methodologies to successfully locate a variety of relevant library resources for the type of project, including books and ebooks, periodical articles, subject resources, and websites.
2. Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view.
3. Use information effectively by identifying proper citation format and recognizing ethical aspects of information use.
4. Recognize different areas of the physical and virtual library and identify the services offered in each area.

Library Instruction Programming	Program Learning Outcomes			
	1: Research Strategies	**2: Evaluate Info**	**3: Citations**	**4: Recognize Library + Services**
Basic Library Orientation	X			X
Advanced Library Orientation	X	X	X	X
Citation Workshop			X	X
Library Research Workshop	X		X	X
Evaluating Info Workshop		X		

The Library is continually fine-tuning its PLO assessment tools. Currently, Library Instruction orientations are assessed using a short exit-quiz/questionnaire. For the current semester, 83% of students scored at least 3/4 on the exit-quiz/questionnaire. Additionally, a faculty questionnaire is distributed to faculty who brought their classes in for Library Instruction. Results from the faculty questionnaire in Fall 2011 assessed the library instruction orientation as having prepared students very well (over 80% of respondents agreed) for their research assignments. Findings also imply that the Library Instruction is most effective at introducing students to a variety of information sources and least effective at covering evaluating information sources and identifying effective keywords. (See Appendix C for PLO assessment tools and findings).

The department has had difficulty developing a method for assessing one-on-one Reference Desk interactions. Each interaction depends on a particular student's need, so it is difficult to generalize due to our varied student population. A "Reference Desk Questionnaire" is under consideration.

Although assessment of Library PLOs is a new undertaking for the Library, preliminary findings are encouraging. Faculty support of Library Instruction has increased over the last two years and Workshop attendance is slowly increasing.

Gaps Identified

1. <u>Critical evaluation of information sources</u>. Based on the results of the faculty questionnaire, the department intends to focus more on developing instruction to help students critically evaluate information sources in future semesters.
2. <u>Systematic assessment of department PLOs:</u> The Library department has a long way to go in the assessment of its PLOs. Assessment efforts have only just begun, with Fall 2011 being the first semester the assessment instruments were used. Only a few library instruction presentations have been assessed and library workshops have not been assessed at all. Since library instruction programming is only now being developed at the site campuses, assessment of PLOs at the sites will not take place for at least another semester or two.
3. <u>Integration of library instruction into online classes.</u> Library instruction has not extended to online classes. In Spring 2012 the librarian piloted an "embedded librarianship" project in an online class, which was very successful. There has been interest from other instructors to try this type of embedded instruction in a variety of online classes that require research projects. The library website has a few instructional tutorials; however, they are not interactive and the library has no way of assessing how well they instruct students.

Revising and Updating Program Learning Outcomes

At this time, the Library will not be revising its Program Learning Outcomes. The outcomes and assessment tools have been fine-tuned over the course of the last two years and this process has informed the development of new library instruction programming overall. The Library is finally poised to conduct a full assessment cycle and intends to implement the following assessment plan/schedule:

- Assess all Library Instruction presentations at all sites using the same assessment tools and methods starting Fall 2012
- Develop assessment tools for Library Workshops in Fall 2012
- Assess all Workshops at all sites starting Spring 2012
- Increase the number of "embedded librarian" instruction to online courses starting Spring 2012

Achievement of IC C075 Course-Level Student Learning Outcomes

The library department completed a full assessment cycle of course-level SLOs in Fall 2011. The SLOs for IC C075 are:

1. List and explain the basic steps in the research process.
2. Clearly articulate quality of information needed to solve a research problem.
3. Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.
4. Evaluate the credibility of web sites by applying standard criteria.
5. Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

In general, students are meeting the set target for achieving these SLOs. Assessment findings revealed that students are not quite hitting the target set for SLO 3: writing bibliographic citations. (See Appendix D for IC C075 SLO write up)

Gaps Identified and Plans for Revising and Updating Course-Level SLOs

The department identified many gaps in the assessment process. Although all instructors used identitical assessment tools, there was too much flexibility in how these tools were used to collect the data. Also, it became apparent that certain assessment tools were not ideal for measuring the outcome. Lastly, it became apparent that the certain SLOs did not quite capture the type of learning students should be achieving in the course. (See Appendix for discussion of SLO assessment).

Based on the assessment process and findings, the department has decided to revise the current SLOs for IC C075 to better align them with ACRL standards by Fall 2012. The department will develop new assessment tools and implement an assessment cycle starting in Spring 2014.

Part 5 - Future Needs and Planning

1. **Effectiveness and Efficiency**

The library measures its effectiveness and efficiency in a few ways. Each year, the Library Chair completes an Annual Unit Plan (See Appendix H for most current version). The library uses the Unit Plan to plan the year's budget, course offerings, and overall library operations. Although this is the first Program Review for the library, the department will attempt to adhere to the Program Review

schedule now in place. The library has completed a full cycle of assessments of its Annual Unit Outcomes, Program Learning Outcomes, and course-level Student Learning Outcomes and continues to use the findings to inform decisions about how to be more effective and efficient. The department has made the decision to survey students and faculty using Satisfaction Surveys at least every two years to allow a feedback loop to be continuous. Data from assessments inform department planning, collection development, and programming at all sites, including online.

The librarian also meets monthly with the Vice President of Academic Affairs to discuss library planning and evaluation efforts. Library effectiveness and efficiency is also measured by standards set by professional organizations such as ACRL, accrediting bodies, and state codes such as *Title 5.*

2. **Current Strengths:**
   - Collaborative efforts between librarians and faculty have increased across campus, including online. This has been achieved by increased publicity and outreach efforts including fliers, newsletters, and increased adjunct coverage at the distant sites.
   - The overall Library Instruction program, with its emphasis on information competency, has been formalized across campuses and numbers of orientations and workshops are increasing.
   - Library instruction is embedded in the General Education curriculum via the one-unit IC C075 course.
   - Reference services are well-rounded, including traditional (walk-in and phone) and electronic (synchronous chat).
   - AUOs, PLOs, and course-level SLOs have recently been assessed to guide best practices.
   - The library has developed positive relationships across campus and collaborates effectively with different departments.
   - There is sufficient technology to support student needs in the library.
   - Comprehensive and well-balanced electronic databases serve the mission of the College and the needs of students and faculty.
   - Library staff members are well qualified to provide library services.

3. **Improvements Needed**
   - Information competency needs to be better institutionalized so that all students receive library instruction—not only those students who take the for-unit IC C075 course.
   - Personnel needs: staff deficiencies, particularly faculty librarians, impede outreach, collection development, and service development efforts.

- Inequitable services to distance education students are a direct result of staff deficiencies.
- Improved funding for print collection, audio-visual collection (or database), and other services.
- Online instruction, through "embedded librarian" efforts and webpage tutorials are needed, which will require increased personnel.
- Data collection on materials usage and reference services at the sites as well as electronic resource usage data needs to be collected, which will require IT support.

4.   Response to Previous Action Plans

Since this is the first Program Review for the library, no previous action plans were devised. However, goals have been identified in past years' Annual Unit Plans (AUP) that will be discussed in this section.

AUP Goals	Action Taken and Date
Hire new full time Librarian for DE/Online	Not completed. Fall 2011-Increased use of adjuncts at the sites as an interim measure
Online Library Instruction	In progress-Spring 2012. Tutorials being added to website, website redesign with new Web Site developer, Piloted first "embedded librarian" into online class
Target High School to increase information competency readiness	In progress-Spring 2012. Held first meeting with High School Librarian to discuss strategy

5.   Three-Year Program Goals

Goal 1: Increase Information Competency skills and readiness among Basic Skills students. This will achieved by collaborating with the Basic Skills department to identify needs and avenues for meeting those needs. The librarian will also continue to meet with the High School librarian to discuss ways to increase readiness at the High School level. The library will improve/develop collections that cater to Basic Skills students and will develop library instruction Orientations and Workshops that utilize basic outcomes to incrementally build information competency skills.

- Connection to College Strategic Goal Number Two: Improve service to under-prepared students and increase their success rate.

- Persons responsible: Librarian, library staff, Basic Skills Committee members, Basic Skills instructors, Counseling Department.
- Resources needed: this goal will make use of existing resources; however, Basic Skills funding will be explored for the development of new collections for Basic Skills learners.
- Timeline: New titles purchased each year starting with 2012/2013. Orientation for Basic Skills developed in Fall 2012. Continue to collaborate with Counseling Department to offer library orientation as part of Extended Orientation. Plan an instructional session with the High School librarian in Fall 2012 to present to High School faculty.

Goal 2: Increase library's instructional programming at sites and online. This will be achieved by collaborating with the Director of Distance Education, the new Webmaster, and the College's Distance Education faculty to increase library's online webpage presence, increase instructional tutorials, and embed library instruction into online classes. This also includes assessing online library instruction.

- Connection to College Strategic Goal Number One A: Strengthen instructional programs and services. Goal Number One C: Improve support for Distance Education.
- Persons responsible: Librarian, Director of Distance Education, Webmaster, Online Faculty.
- Resources needed: this goal will make use of existing resources; however, training in creating interactive library online tutorials will be necessary.
- Timeline: Create an online library orientation on the library webpage by Spring 2012. Collaborate with online faculty to create a list of online courses with research requirements in Fall 2012. Increase the number of embedded online librarian instruction to 3 courses per semester by Spring 2012. Develop online instruction modules/tutorials that address all information competency standards for the library website by Fall 2014. Develop assessment strategies for new online instructional components by Fall 2014. Begin to collect use and program data from sites beginning in Fall 2012.

Goal 3: Enhance the Library's print and media collections without compromising the maintenance and development of electronic resources. This will be achieved by continuing to seek increased, ongoing district and college funding for materials in the annual budget process.

- Connection to College Strategic Goal Number Three: Seek opportunities to enhance the acquisition and use of resources.
- Persons responsible: Librarian, Administration, Faculty, Budget Committee.
- Resources needed: increase in budget.

- Timeline: Spring 2012 and annually during Budget Justification.

6. **Six-Year Program Goals**

Goal 1: Increase the institutionalization of Information Competency at the College. This will be achieved by collaborating with administrators, faculty, student services, and other stakeholders to better integrate information competency into College strategic goals, institutional outcomes, and planning documents.

- Connection to College Strategic Goal Number One A: Strengthen instructional programs and services. Goal Number One C: Improve support for Distance Education, Goal Number Two: Improve service to under-prepared students and increase their success rate.
- Persons responsible: Librarian, Directors, Vice President of Academic Affairs, other Administrators.
- Timeline: Collaborate with Vice President of Academic Affairs on adding a "Library Resources Need" section to the Annual Unit Plan Template by AY2012/2013. Advocate for inclusion of Information Competency as part of institutional outcomes and as part of Strategic Goals during next revisions.

Goal 2: Become compliant with Title 5 and ACRL Distance Education staffing requirements. This will be achieved by continuing to seek increased district funding for a new DE/Online faculty librarian in the Annual Unit Plan process. In the interim, continue to seek ongoing funding for adjunct librarian coverage at the sites and an adjunct librarian with knowledge and education in online learning and teaching.

- Connection to College Strategic Goal Number Six: Recruit, retain, and develop employees who uphold the Cerro Coso culture of excellence.
- Persons responsible: Librarian, Administration, Budget Committee, Academic Senate.
- Timeline: Fall 2012 and annually during AUP process. Take advantage of professional development opportunities in online library instruction annually.

Part 6-Supporting Documentation

Appendix A: Organizational Chart

Cerro Coso Community College
Academic Affairs
Liberal Arts & Distance Education
Organizational Chart
2011-2012
updated September 27, 2011

Vice President
Academic Affairs
Corey Marvin
General Ed, Faculty
Relations, Learning
Support Services,
Distance Education
Basic Skills

Administrative Assistant
Tammy Kinnan
Administrative support to VP
CMC027

Director,
Distance
Education
Grade I
Vacant

Faculty Chairs
Curriculum
Development
Curriculum Review
Student Complaints
Adjunct Selection

Office Supervisor
LAC
Sherri Windish
CMC058

Teaching Aide
Physical Science
George Hodgkinson
CMC183

Teaching Assistant
Visual Arts
Donald Seymour
CMC042

Instructional Design
Specialists
Kiana Wyatt

Teaching
Assistant
ITv
Colleen Miller
CMC174

Science
Shannon Bliss
CMF018

Library
Julie Cornett
CMF011

English
Clifford Davis
CMF014

Visual & Performing
Arts
Loren Sandvik
CMF002

Library Assistant II
.475 FTE
Karen Spurlock
CMC223

Social Science
Norman Stephens
CMF009

Humanities
Jon Heaton
CMF034

Library Tech II
1.0FTE
Sarah Erwin
CMC218

Library Tech I
.563 FTE
(9 month/30 hr)
Vacant

Physical
Education
Bill Locke
CMF001

Mathematics
Dean Bernsten
CMF133

Appendix B: Administrative Unit Outcomes Surveys and Results

Fall 2010 Faculty Survey Questions and Results

Total Number of Surveys: 23

How important are the following library resources/services for your classes/instruction?

The top 5 *very important* to staff:
- Books/ebooks (10)
- Journal databases (10)
- Librarian help with research (8)
- Subject-specific databases (7)
- Instructional equipment (7)

The top 5 *important* to staff:
- Subject-specific databases (10)
- Web resources (9)
- Librarian help with research (9)
- Library instruction (8)
- Reserve collection (7)

What are the following library instruction topics that would be most useful for the librarian to cover during class visits?

The top 5 *very important* to staff:
- Steps in the research process (12)
- Overview of research databases/collections (12)
- Evaluating web resources (12)
- Database search strategies (10)
- Plagerism and paraphrasing (9)

The top 6 *important* to staff (the last 2 both received 8 votes):
- Course specific databases/collections (11)
- Citations and bibliographies (11)
- Developing a research topic (9)
- Plagerism and paraphrasing (9)
- Database search strategies (8)
- Peer-review/scholarly vs. popular journals and magazines (8)

Suggestions for Library Instruction topics:
- Tutorials that cover all of the topics in the survey
- Fine tuning research
- Explanation of resources the library has to offer

Appendix B: Administrative Unit Outcomes Surveys and Results (Continued)

Library Hours:
- 78% are satisfied with the library hours

Suggestions:
- Open the library on weekends (4)
- Ask students when they would like to see the library open (3)
- Keep the library open all day Friday & ½ day on Saturday (1)

How satisfied are you in general with the campus library in general terms of:

	Don't Use	Not Satisfied	Satisfied	Very Satisfied
Library Print Collection	7	1	10	1
Library Online Resources	5		9	6
Library Services	4		10	4
Library Website	5		9	5

*Only 20 of the surveys responded to this section

The majority of the staff is satisfied with the library.

Top 2 priorities for the library:

1. Provide access to more online databases and ebooks (10)

2. Develop more online library tutorials and subject guides (8)

General Suggestions -

- Specify how the libraries on different campuses are different. (Chris Cooper)
- "The Library budget is not adequate. Staff & resources have suffered as a result. Both print and online materials need to be upgraded. There are no new books or databases and there are fewer than last year." (Sandy)
- Do we have any music resources? (Deb Veit)
- Promote services on and off campus
- Provide greater computer access on campus
- Host independent seminars that students could attend regardless of classes, offered at a variety of times that would cover the topics on the survey (steps in research process, developing a research topic, over of research databases/collections, etc.)
- Paralegal (Karen O'Connor)

Appendix B: Administrative Unit Outcomes Surveys and Results (Continued)

Spring 2012 Student Survey Questions and Results

Total Surveys	**83**
Male	36
Female	47

Age	
18-24	57
25-30	5
31-40	8
41-50	6
51-60	4
60+	3
No response	2

I visit the library	
Daily	23
A couple times a week	32
Once a week	4
A couple times a semester	15
Once a semester	4
Never	6

I visit the library to	
study	67
check out books for class	23
check out books for pleasure	14
use textbooks on reserve	14
find articles using online databases	27
use the online catalog	19
check out laptops	7
use the photocopy machine	6
watch videos for class	17
use the study rooms	32
get help from a librarian	12

attend class in room 631   10
attend workshops   4
other reasons
hanging out
reading my own books
look around
do homework
use computers upstairs for recreation
tutoring
Read
class goes to library
math class and homework
use the computers upstairs

I use the library resources from home or remotely
frequently   18
sometimes   37
rarely   14
never   15
no response   1
comment: I didn't know this was available

I feel confident using the online databases
Strongly Agree   24
Agree   25
 Neutral   20
Disagree   2
Strongly Disagree   0
I am not familiar with the online databases   14

I feel comfortable asking the librarian questions
Strongly Agree   37
Agree   28
 Neutral   11
Disagree   2
Strongly Disagree   0
N/A   7

I feel comfortable using the "Ask a Librarian" feature

Strongly Agree	22
Agree	26
Neutral	27
Disagree	5
Strongly Disagree	1
N/A	3

Library staff is helpful

Strongly Agree	33
Agree	37
Neutral	7
Disagree	0
Strongly Disagree	1
N/A	6

The LRC is pleasant

Strongly Agree	47
Agree	32
Neutral	3
Disagree	0
Strongly Disagree	0
N/A	2

Knowledge of the workshops

Yes	41
NO	42
No response	1

Satisfied with the library hours

Yes	72
No	10
Kind of	1
No Response	1

Other hours of operation for the LRC

Friday afternoon	58
Saturday monring	26

Saturday afternoon	26
Sunday morning	9
Sunday afternoon	14
No response	15
Whenever	1

Additional Comments:

Library guy is kind of a jerk

computer in LRC are not good and slow

More books

Need some kind of great secluded area to read in

Need comfortable chairs

Quieter

Please do not get rid of the databases due to funding cuts

Workshops on the different resources in the library

I like to use the computers in the library for research

Better resources for ASAP on subjects

Continue the workshops

Make it quieter

The LRC is really Ridgecrest because the city has limited resources

Keep up the good work

I want the library to be open longer on Friday

Have printers that print

I would like to see the library open longer on Fridays and open on Saturday

Extend all hours to later times: M-F 3am - 10pm, Sat & Sun 8-5

Keep it open later

It is a great resource and I study a lot there

More books

Art station

More workshops at different times, maybe once in a while on the weekend

I don't use it that often but I like the services it offers and would use it if I needed it.

Appendix B: Administrative Unit Outcomes Surveys and Results (Continued)

Spring 2012 Faculty Survey Questions and Results

Total Surveys	31
Courses Taught	
Online	9
On Campus	15
iTV	2
Campus	
IWV	21
ESCC	5
KRV	6
South Kern	0
Online	9
The LRC space is pleasant	
Strongly Agree	19
Agree	8
Neutral	3
Disagree	1
Strongly Disagree	0
Don't Know	0
Satisfied with LRC hours	
Strongly Agree	7
Agree	18
Neutral	3
Disagree	1

Strongly Disagree	0
Don't Know	0
Aware of Online Resources	
Strongly Agree	15
Agree	7
Neutral	5
Disagree	2
Strongly Disagree	0
Don't Know	1
Satisfied with Collections	
Strongly Agree	5
Agree	14
Neutral	8
Disagree	3
Strongly Disagree	0
Don't Know	0
Collections Meet Student Needs	
Strongly Agree	4
Agree	15
Neutral	8
Disagree	3
Strongly Disagree	0
Don't Know	0

Access to Collection is Adequate

Strongly Agree	7
Agree	15
Neutral	6
Disagree	2
Strongly Disagree	0
Don't Know	0

Library Staff is Helpful

Strongly Agree	16
Agree	13
Neutral	0
Disagree	0
Strongly Disagree	0
Don't Know	1

Refer Students to Services & Workshops

Strongly Agree	13
Agree	5
Neutral	8
Disagree	2
Strongly Disagree	2
Don't Know	0

Assign Papers Requiring Info Competency

Strongly Agree	16
Agree	6
Neutral	4
Disagree	1
Strongly Disagree	2
Don't Know	1

Additional Comments: I think the staff and services are great! (IWV, KRV)

Mrs. Smith is an excellent resource person! (KRV)

Outside required textbooks, I rely more heavily on online resources than traditional text and periodical resources. DMA C113 does have a paper assigned, but most assignments in courses in the web design program are project based. (IWV, Online)

Julie Cornett is a great librarian (IWV, Online)

I suspect that more e-books and online databases would best serve the needs of our students. When IWV gets resources, these are not readily available to students who attend online or at other campuses. (IWV)

I get rave reviews from my students who attend the LRC workshops; I consider these sessions a part of my curriculum and have come to depend on them for my students' success in research, citing, and accessibility to computers - even in Eng. 70 some of my students do not have computer access outside of the college. The library is an integral part of everything we do and I find myself using the classroom projection systems more and more to demonstrate access to the LRC databases, in particular. There is no amount of praise sufficient for the learning resources and "human touch" available through the LRC. Thank you. (IWV)

We love having the library available for art shows! We don't assign research papers to our class anymore, so there isn't a huge need for our library resources. But we do appreciate that it is there when we need it. (ESCC)

I feel the library staff is very proactive and reaches out to students very effectively. (IWV, Online)

There should be more grammar material for foreign language courses (IWV, KRV, Online)

The library budget doesn't allow us to purchase sufficient print and online materials for our classes. The staff is at a minimal, and we could use more support staff and paid hours. (IWV)

Difficulties experienced online not on campus. Information provided was less than helpful about getting a password problem and access rectified.

Appendix B: Administrative Unit Outcomes Surveys and Results (Continued)

Spring 2012 Student Survey Questions and Results

	TOTAL
Total Surveys	572
Male	9
Female	27
I visit the library	
Daily	21
Weekly	17
Occasionally	8
Rarely	9
Never	3
I use electronic resources	
Daily	14
Weekly	14
Occasionally	15
Rarely	8
Never	5
The LRC space is pleasant	
Strongly Agree	34
Agree	1

	4
Neutral	**3**
Disagree	**0**
Strongly Disagree	**1**
Don't Know	**5**

Satisfied with the library hours

	3
Strongly Agree	**0**
	1
Agree	**3**
Neutral	**4**
Disagree	**3**
Strongly Disagree	**3**
Don't Know	**4**

Aware of Databases

	2
Strongly Agree	**8**
	1
Agree	**6**
Neutral	**7**
Disagree	**2**
Strongly Disagree	**2**
Don't Know	**2**

Library Collection is Adequate

	2
Strongly Agree	**6**
	1
Agree	**2**
	1
Neutral	**0**
Disagree	**0**
Strongly Disagree	**2**
Don't Know	**6**

Access to Collection is Adequate

Strongly Agree	**3**

	1
	1
Agree	**5**
Neutral	**8**
Disagree	**1**
Strongly Disagree	**0**
Don't Know	**1**

Access to Computers is Adequate

	2
Strongly Agree	**9**
	1
Agree	**5**
Neutral	**5**
Disagree	**2**
Strongly Disagree	**2**
Don't Know	**2**

Comfortable Asking the Librarian Questions

	3
Strongly Agree	**8**
	1
Agree	**0**
Neutral	**6**
Disagree	**0**
Strongly Disagree	**0**
Don't Know	**3**

Library Staff is Helpful

	3
Strongly Agree	**3**
	1
Agree	**4**
Neutral	**7**
Disagree	**0**
Strongly Disagree	**0**
Don't Know	**3**

Attended a Library Workshop

Strongly Agree	**1**

	7
Agree	4
Neutral	2
Disagree	6
	1
Strongly Disagree	0
	1
Don't Know	7

Class has Visited the Library

	3
Strongly Agree	1
Agree	8
Neutral	0
Disagree	5
Strongly Disagree	5
Don't Know	6

Top Reasons to Visit the Library

	4
Study	2
	3
Find Resources	7
	3
Use Computers	3
	1
Use Laptops	0
Make Photocopies	6
	1
Use Study Rooms	6
Get help from a librarian	8
Attend Class	2
Attend workshops	3
Other	8

Additional Comme Longer hours at KRV. A brand spanking, dripping wet, new car smell college for KRV with the latest and greatest of everything, darn the expense, with a state-of-the-art library and top-knotch librarian with at least a Doctor's degree. Thanks I'll be looking forward to seeing results

nts   ASAP. A dream is a dream until it becomes reality. (KRV)

Not enough computers. The main lab has classes in there.
(KRV)

Not open enough hrs to access computers. It is usually loud -(talking in room &
hallways) Not a place to focus & study - Too many distractions. (KRV)

I think the library should be open more often and longer hours.
(KRV)

I find the library very beneficial to me. Great environment, and the librarians
are very respectful, kind, and very helpful (IWV)

Open on Saterday :) (IWV)

Great help and very friendly! Thank you! (IWV)

Provide tutors for all the courses and online courses. (IWV)

I love the resources in the library and use them frequently.
(IWV)

I find the hours a bit frustrating even though I believe the library staff need lives too and
shouldn't have to work all weekend and flex fridays. But those are the only days I have off to
really put in time for my papers/homework…than that I'm VERY VERY satisfied with all the
resources and help the library and staff provide. Thank you so much! (IWV)

The ladies behind the desk and the librarian, they are helpful and
nice! :) (IWV)

Appendix C: Program Learning Outcomes Assessment Tools and Results

"Advanced" Orientation Post-Quiz

Library Instruction Questionnaire

Please take a moment to answer the following 5 questions.

<u>Circle</u> 1 answer for each question.

1. You are starting research for a sociology paper, and you need a <u>definition and overview</u> of Marxism. Which of the following is the best place to start? (Your teacher wants you to use library sources).

    a. Use Yahoo! Or Google to search for "Marxism"
    b. Use a reference source like an encyclopedia to look up "Marxism"
    c. Look for scholarly journal articles about Marxism
    d. Ask your friends what they know about Marxism

2. You need to find <u>scholarly articles</u> on Child Development. The best place to start looking is:

    a. A local newspaper
    b. Google
    c. Databases available through the library
    d. The library's book catalog

3. You are writing a report on schizophrenia and teenagers. Which of the following sources is likely to contain the <u>most trustworthy and objective</u> information? (Choose 1 answer):
    a. An autobiography written by a schizophrenia patient
    b. An article on schizophrenia and teens located in the *Journal of Abnormal Psychology*
    c. A website by the American Psychic Association linking near-death experiences to schizophrenia
    d. A science fiction novel about mind disorders

4. You are writing a research paper and include a quote from a book. What information do you need from the book to correctly cite it at the end of your paper?

a. Author, Title, Page number
b. Author, Title, Publication information, including date of publication
c. Author, Page number, Chapter Heading
d. Author, Title, ISBN number

5. You are searching for information about "the impact of women in sports" in a library database. Which keywords would bring up the most relevant articles on your topic? (Choose 1 answer)

a. Woman achievers
b. Gender impact
c. Women sports
d. Girls basketball

Appendix C: Program Learning Outcomes Assessment Tools and Results (Continued)

"Basic" Orientation Post-Quiz

Library Orientation Questionnaire

Please take a moment to answer the following 4 questions.

<u>Circle</u> 1 answer for each question.

1. You can use Cerro Coso College Library's <u>CC Library Catalog</u> to:
   a. Find information about books
   b. Read full text journal articles
   c. Find and read eBooks
   d. Both a and c

2. You can contact the librarian to ask a research question using:
   a. "Ask a Librarian" 24/7 chat
   b. Phone
   c. Email
   d. All of the above

3. You need to locate an article from a magazine on your research topic. What link would click on the library's webpage?
   a. Library Catalog
   b. Citing Sources
   c. Article Databases
   d. None of the above

4. Your teacher sends you to the library to attend a workshop to improve your citation skills. Which workshop would you attend?

a. Library Research workshop
b. MLA or APA workshop
c. Google Like a Librarian workshop
d. Either a or c

Thank you for participating in our assessment efforts!

## Results (fall 2011-spring 2012)

"Advanced" Orientation

69% scored 4/5 or above.

Outcomes not achieved at the target set: 1 (devising a search strategy using effective keywords) and 4 (recognize physical and virtual library and where information is located).

"Basic" Orientation

83% scored 3/4 or above. All outcomes achieved at the set target.

Faculty Questionnaire for Assessing Library Instruction: Questions and Results (Fall 2011)
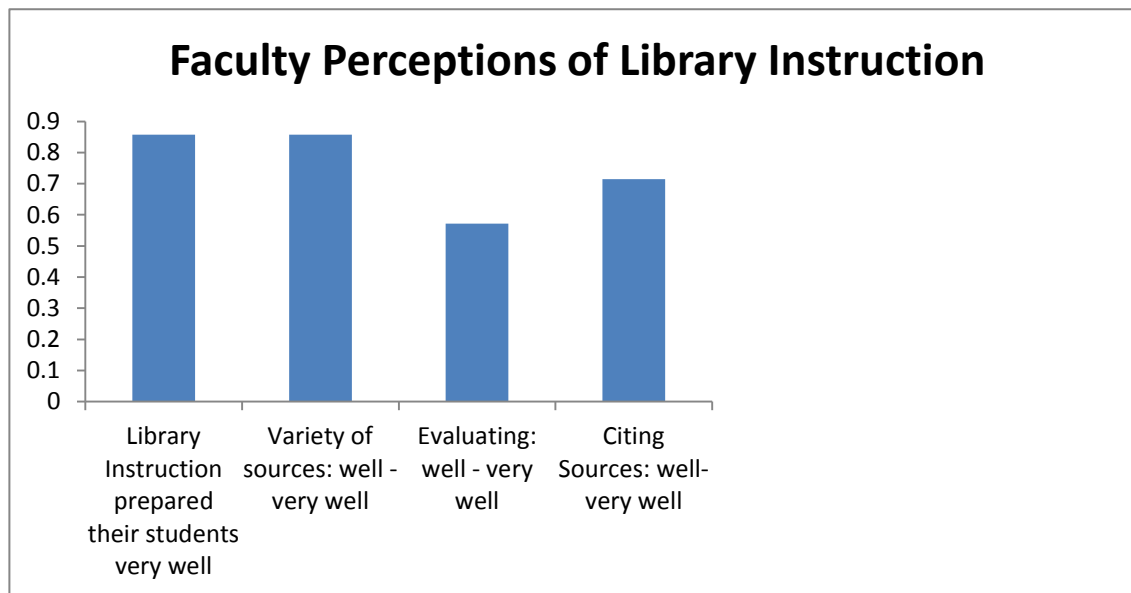
Appendix D: IC C075 SLO Results

Library SLO Update Fall 2011

<u>COURSE-LEVEL</u>

IC C075 Student Learning Outcomes:

Upon completion of the course, the student will be able to

      A. List and explain the basic steps in the research process.
      B. Clearly articulate quality of information needed to solve a research problem.
      C. Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.
      D. Evaluate the credibility of web sites by applying standard criteria.
      E. Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

<u>Timeline:</u>

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 was undertaken in fall 2011.

<u>Assessment Tools:</u>

It was determined that SLO A would be assessed by an exam question asking students to match steps in the research process to the corresponding number. Students had to get the question fully correct to meet the outcome.

SLO B was assessed by 3 exam questions appearing on the Final Exam. The results of all 3 questions were then averaged. 80% accuracy (on average) met the outcome.

SLO C was assessed by an assignment graded with a rubric. Students were required to compile an MLA formatted "Works Cited" page using a variety of sources. Scores of 18/20 or higher met the outcome.

SLO D was assessed by an assignment graded with a rubric. Students were required to evaluate 2 websites using standard criteria. Scores of 18/20 or higher met the outcome.
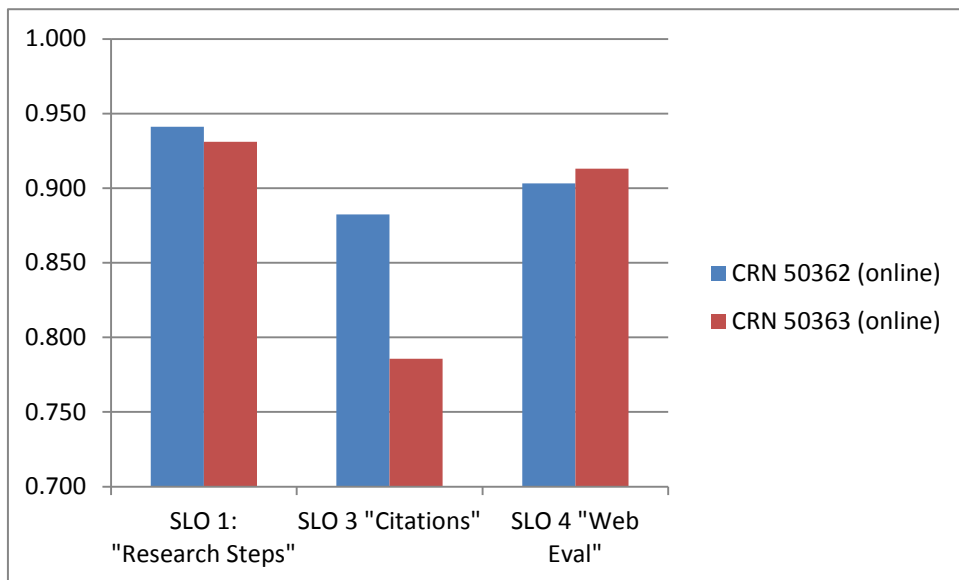
SLO E was assessed by 3 exam questions appearing on the Final Exam. The results of all 3 questions were then averaged. 80% accuracy (on average) met the outcome.

Findings:

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.
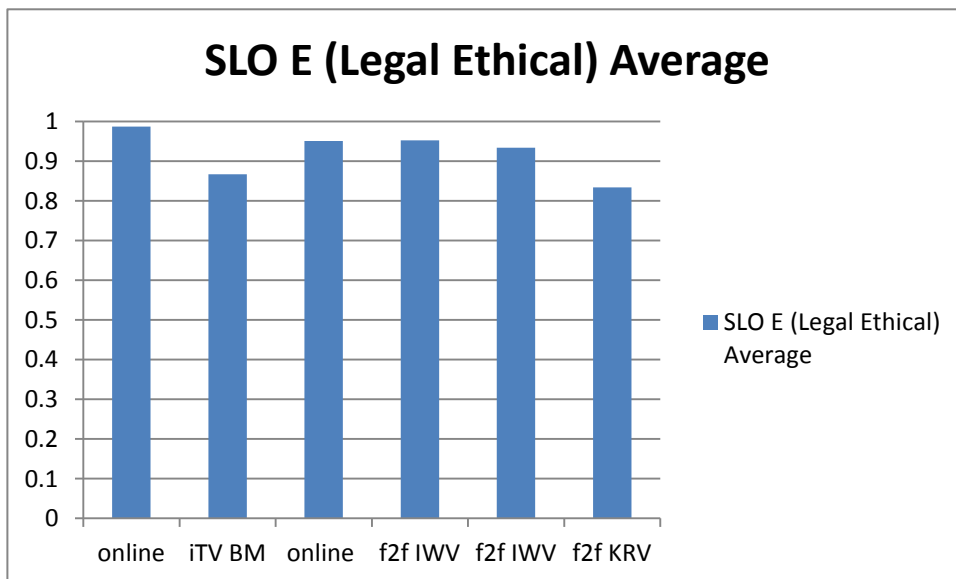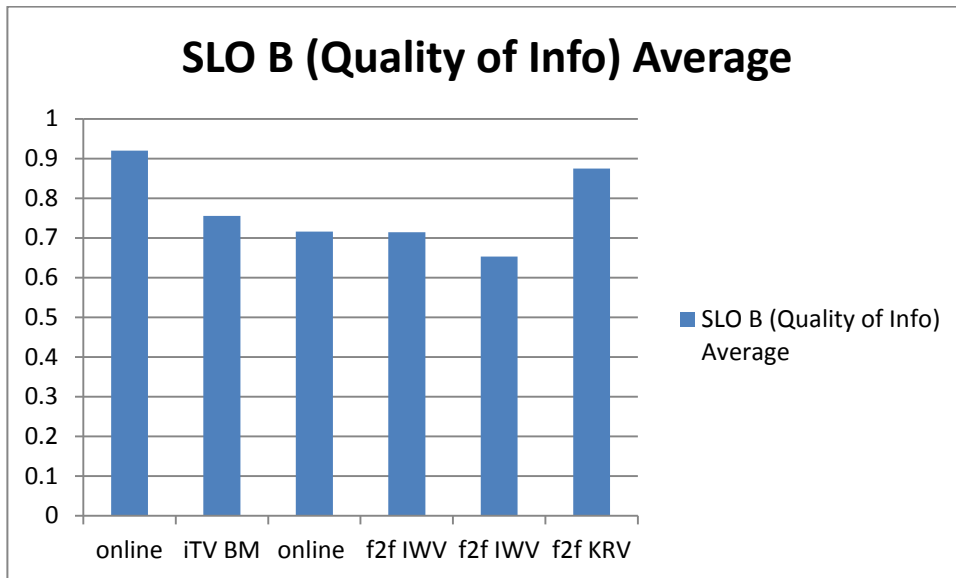
Fall 2010
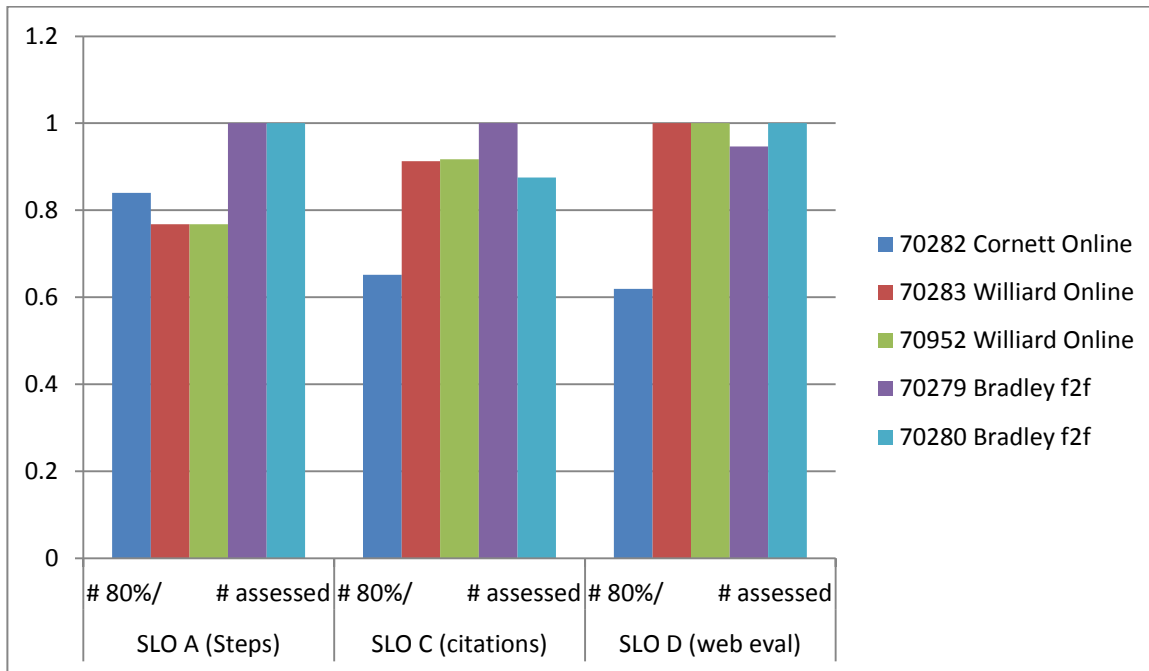
5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. 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 all but one online section scored highest in SLO 4/D (evaluating web pages).

SLO B (Quality of Info) Average

SLO E (Legal Ethical) Average

The remaining 2 SLOs were assessed in all IC C075 courses during the fall 2011 semester. These SLOs were assessed by exam. Three exam questions were developed for each SLO. The results for each question were then averaged, as seen on the graphs above.

For SLO E, students scored over 80% in all sections offered. The questions devised to assess this SLO were all basic multiple choice questions. The department wonders if the questions were too basic and is also in discussion about the need to cover the legal and ethical aspects of information use in more depth with instruction covering fair use, which was left out of any assessment questions.

There was more of a discrepancy among results in regards to SLO B. Before averaging the results of the 3 questions, results of each question were considered. In both of the IWV f2f classes, taught by the same instructor, students scored very poorly on Question 1. This question prompted students to distinguish between subject-specific and general resources. The instructor noted that she did not use the phrase "subject specific" very often in her instruction and also pointed out that the question could be reworked because it was a bit vague.

Recommendations for IC C075 Instruction and future Assessment of Curriculum SLOs

Reviewing the SLO cycle and data led the department to make some changes. The department decided that assessment strategies needed to be more standardized for the next SLO assessment cycle. Also, the department decided that the SLOs for IC C075 needed to be revised. This decision came about for 2 major reasons: 1.) the SLOs need to be better aligned with the Standards for Information Competency developed by the Association of College and Research Libraries to ensure that Cerro Coso students are meeting the same Information Competency learning goals and outcomes as other students in the nation's colleges; and 2.) it was decided that the current SLOs were worded in ways that didn't fit the scope of the intended course content and also didn't lend themselves to effective assessment strategies. For example, SLO 1/A states that students should be able to list the steps in the research process. This assumes that there is, indeed, a set sequence in the research process, which is too confining.

Revising the SLOs for the IC C075 course and developing new standardized assessment tools was initiated in the spring 2012 semester. Faculty in the library department, (Julie Cornett, Nancy Williard, Sandra Bradley, Terri Smith) met several times to revise the SLOs and to develop new assessment tools to assess SLOs. This discussion is still under way.

The department intends to revise the SLOs by Fall 2012 semester. The department will then work on developing new assessment tools and starting a new cycle of assessment.

Appendix E: Collection Currency

From: Kirk Russell

Sent: Monday, May 02, 2011 4:10PM

TO: Julie Cornett

Subject: RE: Collection stats

Julie

I ran some queries against the CC database regarding publication date of all bib records. This is how it breaks down:

1900-1970: 7,889 titles (15%)

1970-1990: 10,472 titles (20%)

1990-2011: 34,797 titles (65%)

You have 19,467 with pub dates between 2000 and 2001

Remember that those numbers include ebooks, which probably accounts for the big numbers in the 1990-2011 range.

Hope this helps. If you need this broken down differently, I'll see what I can do.

--Kirk

Appendix F: IC C075 COR

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

IC C075 COURSE OUTLINE OF RECORD

A. DISCIPLINE AND COURSE NUMBER:
IC C075

B. COURSE TITLE:
Introduction to Library Research and Bibliography

C. C-ID:
D. CATALOG COURSE DESCRIPTION:
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 World Wide Web 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.

E. GRADING METHOD
Default:

S = Standard Letter Grade

Optional:

A = Audit;P = Pass/No Pass

F. TOTAL UNITS:
1

G. INSTRUCTIONAL METHODS / UNITS & HOURS:
Method

Min Units

Min Hours

Lecture

1

18

Lab

0

0

Activity

0

0

Open Entry/Open Exit

0

0

Volunteer Work Experience

0

0

Paid Work Experience

0

0

Non Standard

0

0

Non-Standard Hours Justification:

H. **REPEATABILITY**
   Type:

Non-Repeatable Credit

I. **MATERIALS FEE:**
   No

J. **CREDIT BY EXAM:**
   No

K. **CORE MISSION APPLICABILITY:**
   Associate Degree Applicable (AA/AS);Certificate of Achievement (COA);Career Technical Education (CTE)

L. **STAND-ALONE:**

No

M. PROGRAM APPLICABILITY
Required:

General Education ()
Vocational Nursing (AS Degree Program)
Vocational Nursing Cert (Certificate of Achievement)

Elective:

N. GENERAL EDUCATION APPLICABILITY
Local:

CC GE Area V: Information Competency = Information Competency;

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course:

O. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to
1. List and explain the basic steps in the research process.
2. Clearly articulate quality of information needed to solve a research problem.
3. Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.
4. Evaluate the credibility of web sites by applying standard criteria.
5. Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

P. REQUISITES
Advisory:

Reading - 1 Level Prior to Transfer
Writing - 2 Levels Prior to Transfer

CSCI C070

Concurrent enrollment in ENGL C070 recommended.

Q. DETAILED TOPICAL OUTLINE:

Lecture:

A.   Research Process

      1.   Identifying and Developing a Topic
      2.   Identifying the Level of Specificity
      3.   Identifying the Type of Information Required

B.   Documentation & Bibliographic Style
      1.   Formatting a Research Paper
      2.   Bibliographic Style for Books, Periodicals, and Electronic Resources
      3.   In-Text Citations
      4.   Organizing the List of Words Cited

C.   Finding Background Information in Encyclopedias and Reference Sources

D.   Using Library Catalogs to Find Books

E.   Using Indexes to find Articles in Periodicals
      1.   Types of Periodicals
      2.   Types of Periodical Indexes and Databases
      3.   Searching for Full-text Articles

F.   Using the Internet to Find Web Resources

G.   Evaluation of Information
      1.   Evaluation Criteria
      2.   Applying Criteria to Different Information Sources

H.   Legal and Ethical Issues of Intellectual Property
      1.   Fair Use
      2.   Copyright
      3.   Plagiarism

R.   METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to
    1.   Audiovisual;
    2.   Discussion;
    3.   Group Work;
    4.   Lecture;
    5.   Library;
    6.   Outside reading;
    7.   Written work;

S.   OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

Identifying and Locating Sources of Information Preparation of Bibliographic Entries

T.   METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

Research Projects to reinforce material learned in class: developing research topics; retrieving information in a variety of formats; evaluating information; using information effectively; citations.

Quizzes and Exams to evaluate student's information retrieval and competency skills.

U. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to
Textbooks

Modern Language Association of America. (2009) *MLA Handbook for Writers of Reference Papers*, 7th, Modern Language Association of America

Manuals

Periodicals

Software

Other

Appendix G: IC C075 Success/Retention/Sections

	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Wait list First Day	Actual FTES	FTEF	FTES / FTEF	Retention Rate	Success Rate

ICC075	Intro Library Research/Bibliog	2011-2012	201230	Spring 2012	5	172	169	165	34	47	0.0	0.3	0.0	0.0%	0.0%
			201170	Fall 2011	7	218	169	141	24	56	5.7	0.4	14.2	84.0%	72.8%
			201150	Summer 2011	2	95	92	78	46	46	2.8	0.1	21.2	82.1%	62.1%
			Annual Yr Sum		**14**	**485**	**430**	**384**	**31**	**149**	**8.5**	**0.9**	**9.8**	**82.1%**	**67.9%**
		2010-2011	201130	Spring 2011	5	215	180	151	36	26	5.8	0.3	17.3	83.9%	77.2%
			201070	Fall 2010	6	226	172	119	29	31	5.6	0.4	13.9	71.7%	62.7%
			201050	Summer 2010	2	91	75	64	38	23	2.3	0.1	17.4	83.1%	76.6%
			Annual Yr Sum		**13**	**532**	**427**	**334**	**33**	**80**	**13.7**	**0.9**	**15.7**	**79.0%**	**71.4%**
		2009-2010	201030	Spring 2010	7	253	196	165	28	47	5.9	0.4	14.6	88.2%	70.6%
			200970	Fall 2009	4	132	111	87	28	0	3.3	0.3	12.2	77.0%	67.3%
			200950	Summer 2009	3	104	96	83	32		2.8	0.2	13.7	85.6%	72.2%
			Annual Yr Su		**14**	**489**	**403**	**335**	**29**	**47**	**11.9**	**0.9**	**13.7**	**84.4%**	**70.0%**

		m												
2008 - 2009	200 930	Spri ng 2009	5	157	151	12 0	30	0	4.0	0 . 3	14. 8	83. 9%	71. 3%
	200 870	Fall 2008	7	202	155	12 2	22	0	4.6	0 . 5	9.8	70. 1%	51. 7%
	200 850	Sum mer 2008	2	58	52	46	26	0	1.5	0 . 1	11. 5	92. 0%	82. 0%
	An nua l Yr Su m		**14**	**417**	**358**	**28 8**	**26**	**0**	**10. 1**	**0 . 9**	**11. 6**	**78. 5%**	**63. 5%**

Appendix H: Library Annual Unit Plan

Under separate cover

Part 7-Executive Summary

Cerro Coso College's Library Program has many key strengths. Collaborative efforts between librarians and faculty have increased across campus, including online. Faculty support and use of library instruction programming is on the rise, which strengthens information competency skills in students. Reference services are well-rounded and have been extended to online students through synchronous

chat. There is sufficient technology to support student needs in the library and the library continues to offer a comprehensive and robust collection of electronic databases that serve the needs of students and faculty at all sites and online. Lastly, the library has assessed its Administrative Unit Outcomes, Program Learning Outcomes, and course-level Outcomes and is on track to continue this important process. The Library Program struggles to perform effectively in some ways due to some identified gaps. Information competency, a key 21st century skill, needs to be better institutionalized at the college so that all students received library instruction. Also, the library is out of compliance with Title 5 staffing, budget, and material guidelines. Staff deficiencies impede outreach, collection development, and service development efforts, particularly for our online students and remote site students. Lastly, assessment efforts need to extend to our online and distant site locations.

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