



Data on course-integrated library instructional programming shown in Figure 17 shows a notable increase in embedded librarian services. This program has been consistently requested each semester and is a beneficial resource for students and faculty to receive library support and instruction. Embedded librarian work can be extensive and time consuming, depending on the form of service being provided and the total number of students within a course. These factors need to be taken into account when assigning embedded sessions to librarians and their overall workload. The library is dedicated to the expansion of this program to further integrate and develop library services in all programs at Cerro Coso and sees the benefits this provides to students and faculty.

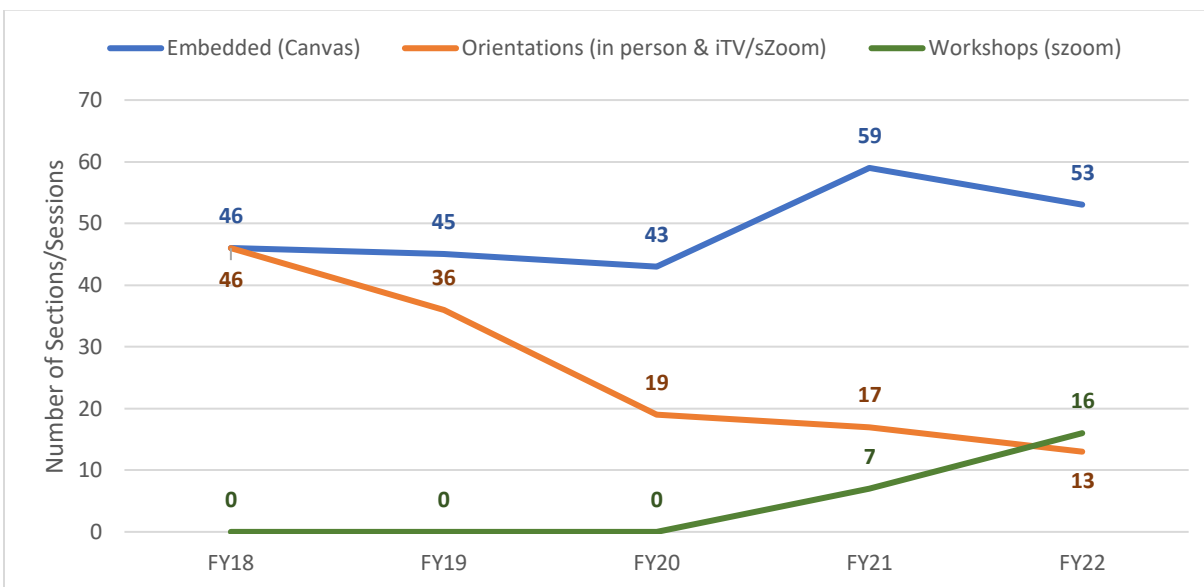


Figure 17. Library Instruction Programming: Modality

Virtual library workshops have become a popular program for the department, as evidenced in Figure 17. At present, the library only currently has attendance data on Workshops for FY21 and Spring 2022. Moving forward, the library will be maintaining a clear record of registrants/attendees of workshops in order to better inform instruction needs. The department is performing continuous outreach with workshop promotion including utilizing college-wide faculty emails, promoting through social media, and making registration links readily available on the department website. With this promotion the library has been able to increase the number of sessions offered per semester to accommodate more students and faculty. This data informs the department of the continued need to offer a variety of instruction sessions online and in person. The department is looking to increase attendance numbers through outreach with departments and making workshop attendance either a grade baring factor or extra credit for student attendance.



*AUO 2 Assessment Results*

|                    |   |
|--------------------|---|
| AUO Language:      | Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research |
| Target:            | 75% of students and faculty surveyed  |
| Assessment Method: | Student Experience Survey and Faculty Library Survey  |
| Assessment Date:   | SES: Spring 21; Faculty survey: Spring 23   |
| Recent Results:    | Target met-both groups  |

*AUO 3 Assessment Results*

|                    |   |
|--------------------|---|
| AUO Language:      | Optimize technology to enhance Information Competency instructional interactions across multiple modalities |
| Target:            | 75% of students and faculty surveyed  |
| Assessment Method: | Student Experience Survey and Faculty Library Survey  |
| Assessment Date:   | SES: Spring 21; Faculty survey: Spring 23   |
| Recent Results:    | Target met-both groups  |

3.3.4 Evaluation of Administrative Unit Outcomes

Based on the library’s AUO assessment, students and faculty are using online library services and collections significantly more than the physical libraries. There is a high level of satisfaction among respondents in both groups with the library collections and services. The department is doing well at promoting and expanding virtual services and collections. More institutional support is needed to fund and staff libraries at all sites if this is a college priority.

*Student Experience Survey Results and Analysis:*

Out of the 218 respondents to the SEP, 20.6% of students (1 in 5) used library services at least once and, of these students, 88.6% were satisfied/very satisfied with the services. 60% of respondents (3 in 5) used the library website and databases at least once and, of these, 85% were satisfied/very satisfied. This data shows that more students interact with the library online versus on ground, which makes sense considering that the majority of our students take online classes and that only the main campus has an easily recognizable library with designated full-time librarians. Of student respondents, 70.5% reported using library services such as books, citation help, databases, etc. This data is promising in that it illustrates that the department’s ongoing outreach efforts are working and that a large majority of student respondents are connecting to library collections and services. On questions about specific library services, 71% of respondents agreed that the library provides services that support their learning **where** they need it, versus 50% who agreed that the library provides services **when** they need it. The service scoring the lowest in terms of student agreement with the statement was “The library is a good place to study and work,” with only 42% agreement. This is not surprising, with only the main campus having a designated library space and with the college’s high online enrollments.



In discussions about the survey data, the department has decided to devote more time and energy to developing online/virtual library services, including evenings, to meet student demand. Sending out a print “Library Newsletter” to new students has also been discussed to help connect students to the library. Funding for the Tehachapi Education Center LRC is also under discussion. Hiring an adjunct for ESCC to help develop the LRC and provide library supports is an ongoing obstacle for the department, despite funding support from the institution.

*Faculty Library Survey Results and Analysis:*

The Library Faculty Survey had 50 respondents, with the majority from the main campus followed by online and ISEP. Only 1 ESCC response was recorded. Again, this may illustrate that, without a designated librarian serving ESCC, faculty and students at those remote campuses are not well connected to the collections, services, and programs and may not even be aware of them. The responses overall show a high satisfaction rate for library collections and library instruction, with the highest rating for the library instruction program (76% = very high). This data is promising in that it confirms the college librarians’ important instructional role at Cerro Coso. Most faculty respondents reported being aware of various library supports and programming, which confirms that outreach and publicity efforts are paying off. Several faculty were unaware of iTV and sZoom library orientation modality options and expressed interest in using these in the future.

Based on the data, the department is in discussion about reaching out to faculty teaching iTV to offer library instruction (especially at ESCC), designing Canvas html announcements for faculty to embed in their Canvases, offering more frequent Lunch & Learns, and better publicizing our scholarly journal holdings.

### 3.4 Course Student Learning Outcomes (SLOs)

#### 3.4.1 Assessment History & Evaluation

*SLO Assessment 5-Year History*

| Course    | SLO # | Target | Semester | Met?, %  | Semester | Met?, %  | Semester | Met?, %  |
|-----------|-------|--------|----------|----------|----------|----------|----------|----------|
| LIBR C100 | SLO 1 | 75%    | SP19     | Yes, 75% |          |          | SP 22    | Yes, 84% |
|           | SLO 2 | 75%    | SP19     | No, 70%  |          |          | SP 22    | Yes, 79% |
|           | SLO 3 | 75%    | SP19     | Yes, 95% |          |          | SP 22    | Yes, 95% |
|           | SLO 4 | 75%    | SP19     | No, 74%  |          |          | SP 22    | Yes, 78% |
| LIBR C111 | SLO 1 | 75%    |          |          | SP21     | Yes, 90% |          |          |
|           | SLO 2 | 75%    |          |          | SP21     | Yes, 90% |          |          |
|           | SLO 3 | 75%    |          |          | SP21     | Yes, 90% |          |          |
|           | SLO 4 | 75%    |          |          | SP 21    | Yes, 80% |          |          |
|           | SLO 5 | 75%    |          |          | SP 21    | Yes, 80% |          |          |