Library Department
AUP for Academic Year 2024-2025
October 2023

Describe Department/Unit

Connection to College Mission

The library's mission is to support the college's educational programs and diverse communities by providing quality services, instruction, and collections that will: Ensure access by all Learning Resource Center users to current, quality information regardless of format; Facilitate the integration of new technologies into research, teaching, and learning; Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities; Provide an environment conducive to discovery, student engagement, and self-learning.

The library department's Administrative Unit Outcomes (AUOs) are:

• Provide materials and services that support the college's programs and the research interests of students, staff, and faculty

• Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research

• Provide Information Competency instruction across multiple modalities

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

- Investigated Alma D Digital Reserves platform and decided to purchase it to expand student access to course textbooks for which there are no OER equivalents.
  - Since the digitization project started in January 2023, students have viewed a total of 3,026 titles and 6,432 chapters. There have also been 681 turnaways, so there is evidence for the need to purchase even more copies of titles we have.
- Continued to support college's OER adoptions in consultation with instructional faculty.
- Expanded Core Academic Collections to additional yards at Tehachapi prison.
- Developed a Library Services Canvas page for ISEP students.
- Participated in campus Basic Needs efforts with the bi-annual Donuts, Snacks & Coffee event during finals week.

- In FY 22-23, we're seeing higher enrollments in LIBR courses among males compared to females (55% vs. 43.9%). This is likely due to the fact that we're offering more sections of LIBR C111 in the prisons.
- In FY 22-23, there were lower enrollments of First Gen students taking LIBR courses compared to college-wide (18.8% versus 30.7%). Perhaps targeted marketing efforts to 1st generation via a newsletter.
- In FY 22-23, there were the following success & completion Gaps:
  - Overall Success for LIBR courses slightly lower than college wide (75% versus 78%). It would be useful to see a 5-year trend.
  - LIBR Completion for male students lower than college wide (78% versus 90%). The closing of the prisons resulted in loss of students midway through the spring 23 semester in our LIBR C111 sections. Also, is the college-wide completion number for male students really 90% for this time period? That's impressive.
  - Rising Scholars success and completion for LIBR courses lower than college-wide Rising Scholars success and completion (college-wide completion: 90%; dept. completion: 73%/college-wide success: 80%; dept. success: 66%). This is interesting.
  - American Indian and Asian success rates lower than college wide; however, enrollment numbers deemed too small to have statistical significance.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

AUO: In spring, 2023, the library administered a faculty library survey as part of our AUO assessment and to inform program review. The responses informed program review goals. For example: making more concerted efforts to connect with and serve our ESCC faculty.

SLO: In AY 22/23, the department wrote the program review and had discussions about improving SLO assessment for LIBR C100. For example, it was determined that the final exam is not the best tool for assessing several of the SLOs.

Outcomes Assessment: Results of Last Year's Assessments

AUO Assessment

Target Met?

Yes

Outcomes Assessment: Missed Targets

Provide materials, services, and library instruction that support the college's programs and research interests of students, staff, and faculty

Type:

AUO

Target Missed/Gap Detected:

Target was met; however, with no ESCC adjunct librarian, there is a recognized gap in library coverage at ESCC

Type of Gap:

Limited capacity/infrastructure.

Analysis and Plan for Improvement:

Continue to advertise for an ESCC librarian adjunct; increase efforts to serve ESCC virtually

Anticipated Semester for Implementing Planned Improvements:

Fall 2023

Anticipated Semester of Next Assessment:

Spring 2025

Outcomes Assessment: Schedule of This Year's Assessments

LIBR C111 SLO Assessment: Spring 2024

PLO Assessment: Spring 2024

Program Review

Library

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

Wrote Program Review

Strategies Still to be Addressed:

N/A

Last Year's Initiatives

Increase library's collections in the areas of Allied Health and Nursing

- New titles for Allied Health and Nursing have been procured and processed. These include updated medical encyclopedias in our Gale eBook platform as well as print and eBook circulating titles.
- Funding for the CINAHL database was supplied; the database was purchased.

Develop new library website using Springshare LibGuides CMS platform

- After consulting with other librarians on the LibGuides CMS platform as well as with our college's website developer, we determined that we had the necessary functionality with our current website.
- With the new district-wide website rollout, the library webpage is now prominently linked on the main college website and the library webpage and subpages are vastly improved, thanks to the work of our web developer, Matt Mann.

Optimize library publishing platforms to support student contributions and allow them to share their scholarship more broadly via the library blog and LibGuides.

- Dialogue with the Honor's Program Lead has ensued. A general plan/overview has been drafted and sent to the VP of Instruction for feedback.
- Instructors teaching LIBR courses have piloted informal opportunities for students to contribute to the blog.

Reminder of Initiatives for the Current Year

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Curate a Historical Archive of Cerro Coso History

Develop an eReserve/eText Collection

Build Spanish-language versions of Library Supports

Plan Initiatives for Next Year

Initiatives for Next Academic Year

ZTC Library Support

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Inventory and evaluate current OER adoptions to ensure appropriate open licensing.
- Provide training and support to faculty adopting OERs.
- Continue to procure and scan non-OER textbooks and other materials for inclusion in library online text reserve repository.
- Create Libguides and course packs for faculty to embed into Canvas.

Early Observational Data, or "Lead" Measure(s):

- List of all OER course adoptions developed for inventorying.
- 5 course adoptions of OERS evaluated to ensure appropriate open licensing.
- 2 librarian-led trainings offered to faculty on OERs.
- Digitize at least 20 additional non-OER textbooks/books for online text reserve.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

- Increase in course adoption of OERs.
- Increase in ZTC programs.
- Decrease in # of non-compliant OER adoptions.

Person Responsible:

Librarians, Faculty, Library Technicians, Deans & Directors

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

CDCP "Research Skills" Exploration

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- Attend PD opportunities to learn about Career Development and College Prep (CDCP).
- Explore other community college offerings being developed around research and information literacy.
- Work with college stakeholders to identify local process for initiating a CDCP course.

Early Observational Data, or "Lead" Measure(s):

- Librarians attend at least 1 PD session on CDCP.
- Librarians network with statewide colleagues to learn about library CDCP developments.
- Librarians involved, through CIC and other avenues, in identifying local process for developing CDCP.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

- Librarians will be informed about the potentials and processes for developing a CDCP around library research skills.

Person Responsible:

Librarians

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Student Equity and Achievement Plan goal

Faculty Library Workshops Pilot

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- Develop and present library workshops via Zoom to increase awareness of library services and programs such as the online text reserve, OER adoption, collections, etc.
- Assess effectiveness of workshops for future planning.

Early Observational Data, or "Lead" Measure(s):

- Two workshops presented to faculty each semester.
- Workshops assessed for future planning.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

- Increased faculty usage of library services and programs, across sites and program areas.

Person Responsible:

Librarians, PD Committee to assist with publicity

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

Evaluate Resource Needs

Facilities

IWV:

- New water fountain with filtered water bottle filling option like the ones in the main building.

Our current water fountain is antiquated and a modernized one, with filling and filtering capabilities, would be more sanitary for our students and staff.

- Cell Phone Charging Station (free-standing, multiple device): $500

Many students rely on phones to access their courses and emails. Having a free standing cell phone changing station in the central library would support the college's Basic Needs efforts in ensuring students are able to charge their educational devices.

- General supplies: $500

For the past 20+ years, the libraries general supplies budget has remained stagnant, despite inflation. The supplies and materials we rely on (book processing and repair, etc.) have all had price increases. Also, there are more items being processed.

EK

- General supplies: $100

As our Tehachapi LRC gets up and running with a designated FT librarian, office and library-specific supplies are needed to support these efforts.

ESCC

- General supplies: $100

$50 for Bishop; $50 for Mammoth

Information Technology

- Canva Pro License: $120/year

Staff rely on Canva for outreach and social media; Faculty rely on Canva for instructional design. Canva Pro will increase quality and efficiency in using this powerful design tool.

- Online Public Access Catalog (OPAC):

There is currently no way for a patron to come in the library and browse the catalog without first having to login to a computer. This drastically reduces accessibility to the library collections.

Marketing

- Library Newsletter: $2500

Printing & postage to mail library newsletters to identified gap populations of students to increase engagement and retention.

Based on equity gap data presented earlier in this AUP, targeted marketing to First Gen students has been identified as a need for the library. We piloted the print newsletter idea in previous years, which resulted in an increase in ISEP students using and connecting with the library and we'd like to expand the success of the Library Newsletter to our (non-ISEP) First Gen students identified by the college as a whole (recently in the SEAC committee]) as a population needing extra support.

Professional Development

1. Accessibility Training & Professional Development in support of the district-wide accessibility initiative.

2. ALA Conference Attendance for 2 full-time classified staff: San Diego June 27 – July 2, 2024 (6 days) .

- Registration - $600 per person (estimated early registration for non-ALA members)
- Lodging – $2,025 ($405 x 5) per person
- Per diem – $335 ($67 x 5) per person
- Mileage – $315.71 (65.5 cents x 241 miles x 2)

- Parking – $120 (~$20 x 6)
- **$3,395.71 for 1 person**, **$6,355.71 for 2 people**

Classified have had to take on additional workload and projects with Ex Libris, website redesign, tech support for new library programming, digital reserves, 50th anniversary historical archive, etc., all of which requires them to be exposed to more current library environments and connect with other classified library staff to engage in idea-sharing to support our various programs and outreach.

Classified have historically missed out on conference travel, diminishing their worth and contributions to the college. ALA is being held in San Diego next year, so it's much more cost-efficient. Library classified staff should be honored for the hard work they've done taking on extra projects.

3. Librarian conference travel to ALA: **$3500**

- Requests for librarian PD conference attendance were placed on hold during COVID. With travel restrictions lifted, and with multiple categorical and grant funding options available, we'd like to get back into the practice of sending 1 librarian per year (on a rotation) to a conference in order to maintain professional currency. Sending our new FT librarian to the ALA conference with the classified staff would be a fantastic team-building opportunity for the department.

Other Needs

- Databases: $57,750

In order to align database subscriptions to a single FY order, half of the FY 23 databases were purchased using FY funds, causing fluctuations between the FY21 to FY23 expenditures. As of FY24, this expenditure will level out to a single annual purchase in July and increase at approximately 5% per year.

- Books: $25,000

Budget expansion to support ongoing ZTC efforts--digitizing our text reserve collections, etc. (See Initiative #1).

- Site travel to ESCC: $2000

In the absence of a designated site librarian, and in accordance with identified program review goals, regular travel to ESCC is needed to inventory/maintain collections and oversee/coordinate LRC operations.

- CCL Membership: $150
- OCLC ILL Renewals: $700
- Choice Subscription: $200

Staffing Requests

1000 Category - Certificated Positions

Adjunct Librarians

Location:

CC Online, ESCC Bishop, ESCC Mammoth Lakes

Justification:

- **BESCC: $8640 (4.5 hours per week x 32 weeks)**
- **MESCC: $8640 (4.5 hours per week x 32 weeks)**

We have an ongoing gap in on-site librarian coverage at ESCC and will continue to advertise and seek qualitied adjuncts to equitably serve students at ESCC.

- **Online (Spanish-speaking): $19,200 (8 hours per week x 40 weeks)**

The Child Development Department works closely with the library to include embedded librarians in certain courses, encourage students to attend the Zoom Workshops, etc. With our CHDV Associate Teacher COA in Spanish enrollments increasing, we have identified the need for a bilingual librarian. We believe this position is needed to support Child Development students and will benefit students in all discipline areas.

Specific needs a bilingual librarian would fill:

- Libguides / ancillary supports such as How To guides for doing research, citing in APA, etc (in Spanish).
- librarian support for the OERs and other learning materials in Spanish (curation, review, etc.).
- adjunct bi-lingual librarian to provide zoom workshops, APA, resource and research supports.
- continued support building CHDV specific ebook resources in Spanish.
- LIBR C100 is an advisory for all our CHDV courses. The course should be offered in Spanish to support the students completing the Associate Teacher COA in Spanish.

2000 Category - Classified Staff

Library Technician I

Location:

Ridgecrest/IWV

Salary Grade:

36.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

$3,066.85/mo.

Justification:

The library has expanded its services and programming to include:

- Online Text Reserve: This requires time-intensive scanning and digitization of textbooks for which there are no OER equivalents. The demand for digitized textbooks and other library material not available as eBook will continue to increase as more programs are moving towards ZTC.
  - Textbook digitization requests are coming in faster than current staff can complete them. We're halfway through the semester and still have 13 textbooks to scan.
  - The influx of new textbooks each semester requires technical processing in Primo (cataloging platform) and staff are behind schedule in processing. With more widespread adoption of ZTC programs, the demand for library procurement and processing of textbooks is set to increase dramatically.
  - Currently, the digitized textbooks are not %100 accessible (alt text for images, etc.). With the district's new Accessibility Initiative, these will all need to be checked for accessibility, which is a task far beyond the capacity of the existing FT staff in terms of time and resources required.

- Zoom Workshops: The library's Zoom Workshop program requires tech support to schedule, manage registration, collect and distribute attendance lists, follow up with participants, and troubleshoot, including evening support.
- LibGuide and Website maintenance: The Libguide platform allows librarians to curate course-specific guides of books and articles from the library collections. This requires tech support to enter data into the guides and maintain the links. Demand for course Libguides is increasing as faculty are requiring students to use library databases instead of the open web to curb student reliance on AI.
    - A complete inventorying of current Libguides to check links and ensure consistency of assets across the platform has not been done since we procured the platform.

These functions and programs are brand new and current staff are unable to take on all of these additional projects in addition to their current job responsibilities.

Without additional classified support, the library's ability to provide equitable access to collections, services, and programs regardless of location or means of delivery will be diminished, which is an integral piece of accreditation.

The library staff rely on student workers to help with the needs of the department; however, this isn't a long-term or viable solution.