



Library Program Review

April, 2023



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Executive Summary

Since the last program review, library operations have been impacted by a major earthquake and a global pandemic, both of which caused severe disruption to in-person services. Fortunately, the department was poised to continue to serve students with minimal disruption via virtual services and collections. Over the last five years, library virtual services have expanded to include zoom reference, zoom workshops, and increased embedded librarian services. The library prioritized procurement of digital collections and platforms to ensure access by all students regardless of location. The Libguides platform, for example, has resulted in more seamless integration of library resources and collections into Canvas. Also, the statewide purchase of the Ex Libris Alma Primo cataloging system allows for a higher level of integration of resources, including digital Reserves, which greatly benefits students. Though the college's precipitous decline in FTEs post COVID-19 has certainly been felt in the library department, especially in our physical spaces, expanded virtual library services have ensured continuity in teaching and learning at the college during this time of great flux.

Library services to our incarcerated students were also impacted by COVID-19, which forced ISEP instruction to be offered via correspondence. This initially resulted in fewer "batch" research requests for all students in a course; however, individual research requests increased. The department's request for a full-time ISEP librarian was approved in 2022, and there are lots of exciting developments in library services to our ISEP and Tehachapi students.

Data on student usage and satisfaction of library collections and services has remained steady, with preference for virtual over physical, though with the recent efforts to offer more in-person classes at the college, demand for in-person library instruction is starting to increase. Faculty satisfaction with library collections and services is very high, except for faculty at the Eastern Sierra College Center. The ongoing gap in library services at ESCC continues to be an area of improvement for the department and will require institutional support for adjunct funding. Support for adjunct funding will also be needed to develop library programming in Spanish and to continue to scale out virtual programming.

Of concern for the department is that so few students take either of the library classes (LIBR C100 and C111) at the college (roughly 24%). Another concern is the permanent loss of the Library Assistant position, which resulted in the suspension of evening library hours. The remaining 2 full-time staff are overtaxed with increased systems maintenance for the new catalog and various new duties that will be ongoing. A final concern is the drastic change in library funding sources in the past 3 years and the lack of communication and transparency throughout the budget process.

Despite these concerns, the library continues to support the college's strategic goals, equity efforts, faculty teaching, and student learning. The department's future goals include develop a digital Reserve collection of online textbooks to increase student access to expensive course material, increase library services at ESCC, Tehachapi, and ISEP, work with IR to identify data projects that explore correlations between library engagement and student success, and, most importantly, scale out library programming more intentionally to provide library instruction to students who most need it.



Part 1: Program Overview

1.1. Program Definition

1.1.1 College Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity.

1.1.2 Program Mission

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

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

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

- Goal 1: Maximize Student Success and Access
- Goal 2: Narrow Student Equity Gaps

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

The librarians and library staff have also supported the college's Student Equity efforts by advocating for equity funding to maintain a textbook reserve collection, helping scale out faculty adoption of Open Education Resources (OER), developing several exhibits and online Library Guides showcasing diversity resources and culturally responsive pedagogy, and adding diversity titles to our collections. Additionally,



the department continues to provide library services to our incarcerated students, recognizing the importance of equitably serving this underserved clientele. These efforts clearly address Goal 2.

1.1.3 Program Description

The Library/LRC is a central hub of student and faculty engagement with the college. Librarians and library staff provide academic learning support, quality collections, resources, and research instruction to support student learning and faculty teaching.

1.1.3.1 Program History

Since the last program review, library operations were impacted by an earthquake and a global pandemic. For the majority of the years that this program review assesses, physical library operations were greatly and gravely impacted by these events, beginning in 2019 when the earthquake damaged the LRC, and the library moved limited operations to a classroom in the east wing. Just about the time the building was repaired, COVID-19 forced the college to shutter its physical buildings. The library was well-positioned to respond to these external threats with a strong virtual embedded librarian program, virtual collections, Canvas presence, and a new online cataloging platform. In spring of 2021, virtual workshops were added, which have become increasingly popular even as we slowly return to in-person instruction. Library staff developed a process for curbside pick-up and PDF scanning of reserve textbook chapters to sustain student access to print library collections during the pandemic. Library services to our incarcerated students continued during the pandemic; however, correspondence instruction decreased the number of student research requests.

Presently, physical structures for both individual and group learning experiences are provided in the library through comfortable seating, tables, and group meeting rooms. Technological assets in the library include a computer classroom designated for library instruction equipped with sufficient hardware and software applications to meet the research needs of the student body. There are also 5 “Research Pod” desktop computers, 6 laptops for student use in the library, 5 iPads, two stand-alone catalog kiosk tablets, one photocopier, one staff-controlled scanner, one networked printer, and building-wide wireless computing access.

The library department extends to other campus sites, both physically and virtually. Single room Learning Resource Centers exist at Bishop, Mammoth Lakes and the Tehachapi Education Center and include small reserve textbook collections. Our incarcerated students have limited access to library collections and resources via the correspondence reference model and a small collection in D-Yard at the Tehachapi correctional facility.

1.2. Program Details

1.2.1 Program Functions and Operations

Collections

The library’s collection development guidelines state that the purpose of the Cerro Coso Library is to select and provide access to “...print, audiovisual, and electronic materials to support Cerro Coso



programs, as well as reference materials and general works traditionally found in a community college library. In addition, the library acquires basic writings suitable to the diversity of students' abilities in major fields of knowledge and information on current matters of public interest and controversy" (pg. 3). Since the last program review, the library has continued to prioritize eBook purchases over print and, while funding is still allocated for print material, resources in electronic formats that better meet the needs of all service recipients regardless of location and means of delivery.

The collection consists of 27,307 print volumes, 37,734 eBooks, 1,983 reserve items, 552 physical audiovisual resources, and 37,929 electronic media titles. The library subscribes to 37 databases, which provide access to over 6 million full-text periodical articles, primary source materials, films, and audiovisual clips. The bulk of these databases are purchased directly through participation in the Community College Library Consortium (CCLC). In 2019, all California Community College libraries implemented a shared catalog, Ex Libris. This has allowed standardization and improved access to shared library collections across the state. However, there is some loss in overall customization at the college level and increased maintenance of the library catalog. All library eResources are accessible from networked computers on any of the college's campuses as well as through the web to students and staff with a current college email address. The library acquired *Springshare's* LibGuides platform in 2017, which has allowed the librarians to build course-specific library guides that link students directly to specific titles in the collections, vastly expanding access. Additionally, the main campus library collection includes 6 laptops and 5 iPads for student use in the library. Instructional faculty also check out the library iPads for classroom instruction to optimize powerful applications such as the *Human Anatomy Atlas*.

Of note, a core academic collection was purchased for the "D Yard" library at the Tehachapi Correctional Institution (TCCI) in 2021 with Coronavirus Aid, Relief, and Economic Security (CARES) funding. This collection is maintained with assistance from the prison librarian(s).

[Circulation Desk and Technical Services](#)

Students, staff, and faculty utilize services at the circulation desk at the main library to access information and material. The circulation desk is the access point for the checkout of all physical materials in library, including print books, course reserves, InterLibrary Loan items, and various other media. InterLibrary Loan extends the availability of materials beyond the doors of the main campus Library. This service is normally free to Cerro Coso users, although at times there may be a cost depending on fees charged by the lending institution. The reserve collection allows students to use texts and materials set aside by faculty to assist in coursework. The intent is to provide maximum availability of required or recommended course readings to a large number of students through restricted loan. Due to COVID stay-at-home restrictions from 2020-2021, the library began offering scanned and emailed PDF chapters of reserve resources, per copyright allowances. This practice has continued, allowing more students across our service area access to our print reserve collections.



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. Ex Libris Alma and Primo systems were purchased by the Community College Library Consortium in 2019 to replace our SirsiDynix Horizon library catalog. Migration, implementation, and staff training was conducted by the Tech II in 2019-2020. While incredibly beneficial to students, this system also increases staff workload by requiring a higher level of ongoing system-level maintenance, which is now done at Cerro Coso rather than at the overall district level, as well as the integration of additional resources, which include digital textbooks, LibGuides, and database articles and videos.

Library Instruction

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

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

Information competency is one of the college’s institutional learning outcomes (ILO) and the library plays a central role in building and nurturing this competency among students, through a variety of library instruction programming including in-person, online (embedded), and synchronous zoom. Since piloting the online embedded librarian program in 2012, this service has been scaled out substantially and has become the bulk of librarian-student contact at the college.

Library instruction is tailored for specific courses, with librarians collaborating with the course instructors in designing research activities and assessments that scaffold research skills, resulting in increased success on research papers and projects and increased student engagement with the library. Currently, library instruction is offered at all sites, with the exception of the California City correctional facility. Interactive Television (iTV) and Zoom allow the librarians to provide orientations to classes at ESCC in the absence of an ESCC librarian. The library’s embedded library program offers intensive support at the course level and is an expansion of the traditional “one-shot” in that the librarian joins an online course for one week or more to work with all students in a course on a graded research assignment. As such, librarians spend substantially more time for each embedded section than they do offering traditional “one-shot” library orientations that might result in a few student reference questions. Also, embedded work requires librarians to work weekend hours to provide feedback and instruction to students in discussion forums that are typically due Sunday nights.

To add an additional layer of library support to students taking online classes or classes with an online course shell, the librarians have worked with the Distance Education department to provide integration of library collections, research skills videos and tutorials, and other library resources into the Canvas Learning Management System (LMS). The library webpage is continuously updated with tutorials on how to locate, access, evaluate, and use information. Directions on how to conduct searches using library



databases, how to cite information correctly, how to evaluate information found in web pages, and the basics of research are provided.

Reference interactions are another key component of the overall library program. It is the goal of the librarians providing reference services to use 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. During the semesters impacted by COVID-19, librarians offered Zoom reference, which has become a primary reference modality that allows the librarians to connect with students regardless of location. Reference coverage is provided by three full-time librarians and two adjuncts. The library also provides 24/7 chat reference via the *LibAnswers* platform. A chat box is accessible from the library website and students are instantly connected to librarians who can assist them with all aspects of research.

Beginning in Fall 2022, a full time Incarcerated Student Education Program (ISEP) librarian was hired to offer library instruction programming to our incarcerated students. This librarian, based out of Tehachapi Education Center, supports students and faculty both at the Center and in the Tehachapi correctional facility, offering in-person reference at the facility for the first time since the college's ISEP program was launched.

[For Credit Information Competency Courses: LIBR C100 and LIBR C111](#)

Professional literature makes a strong case that for-credit Information Literacy courses are more effective at developing research, evaluation, and citation skills in college students than stand-alone “one shots¹.” The department offers two courses that teach these skills. LIBR C100, Introduction to Library research, is a one-unit course established as a general education requirement in 2003 for AA/AS degree recipients at Cerro Coso. This course presents the fundamentals of the research process and documentation styles. The student is introduced to the organization of information in the library setting and access through the use of online catalogs. The use of the Internet is covered with particular emphasis on evaluation of information contained in web pages. The course covers the use of printed and electronic reference materials and discusses legal and ethical issues of intellectual property including copyright, fair use, and plagiarism. The course is offered in-person and online and has been badged for quality by the California Virtual College Online Education Initiative (CVC-OEI). In addition to LIBR C100, the department began offering a three-unit LIBR C111, Media and Information Literacy course in spring 2020 that provides a foundational overview of how to conduct academic research and delves into the social, psychological, and physiological impacts of living in an information society. This course, in addition to meeting the college's local Information Competency requirement, also satisfies Area E, Lifelong Learning, on the California State University transfer pathway. With the recent statewide decision to merge the Cal State and University of California (IGETC) transfer pathways, Area E will be eliminated in 2025.

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



1.2.2 Program Costs and Funding

The library has come to rely on a variety of non-traditional funding sources for collections, supplies, memberships, dues, etc. A drastic change to funding sources was experienced in FY 21 (see Figure 1), when the Budget Development Committee decided to use lottery funds instead of general funds for most library collections expenditures. The shrinking of general fund support is concerning because relying on lottery and categorial funds is less stable for such an integral piece of library programming. Figure 2 also illustrates the library’s success in advocating for external budget sources to ensure collections are of scope, depth, and currency. CARES and Equity funding have been allocated to the department to purchase Text Reserve and ISEP collections, which has improved access to library collections for our most disenfranchised students. Also, generous funding from CTE has allowed the department to update collections in Allied Health, Business Office Technology, Information Technology, and Childhood Education.

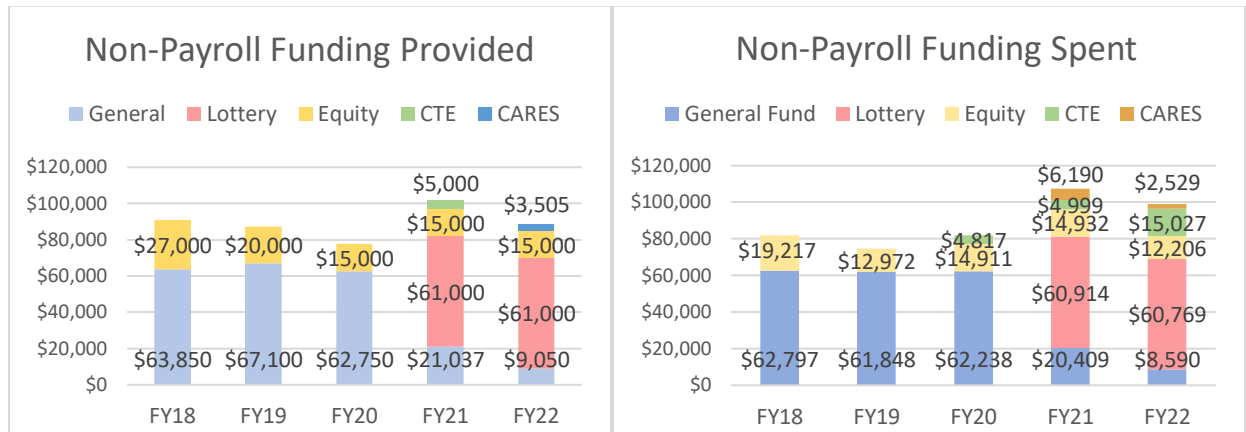


Figure 1. Library Funding Trends

General funding for adjunct librarians has steadily increased over the past five years as a response to the demonstrated need for ISEP and virtual librarian coverage (see Figure 2). The decline in actual expenditures in FY 22 reflects a lack of available librarians to serve at certain sites, namely ESCC, and not a decreased need for services. The department will continue to advocate for adjunct funding at ESCC and to continue scaling out our virtual programming.

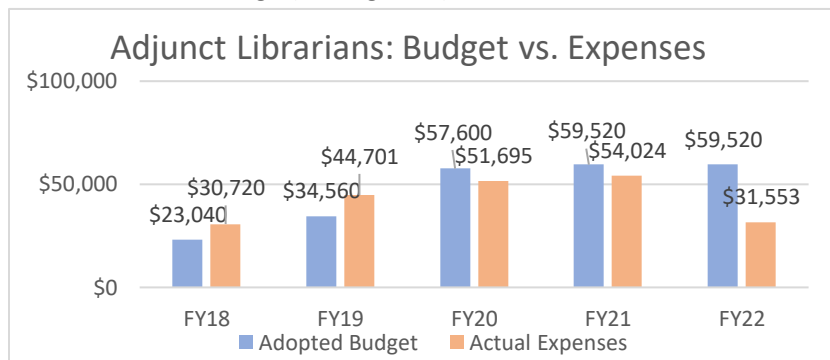


Figure 2. Adjunct Budget Allocation vs. Expenses



1.2.3 Organizational Chart

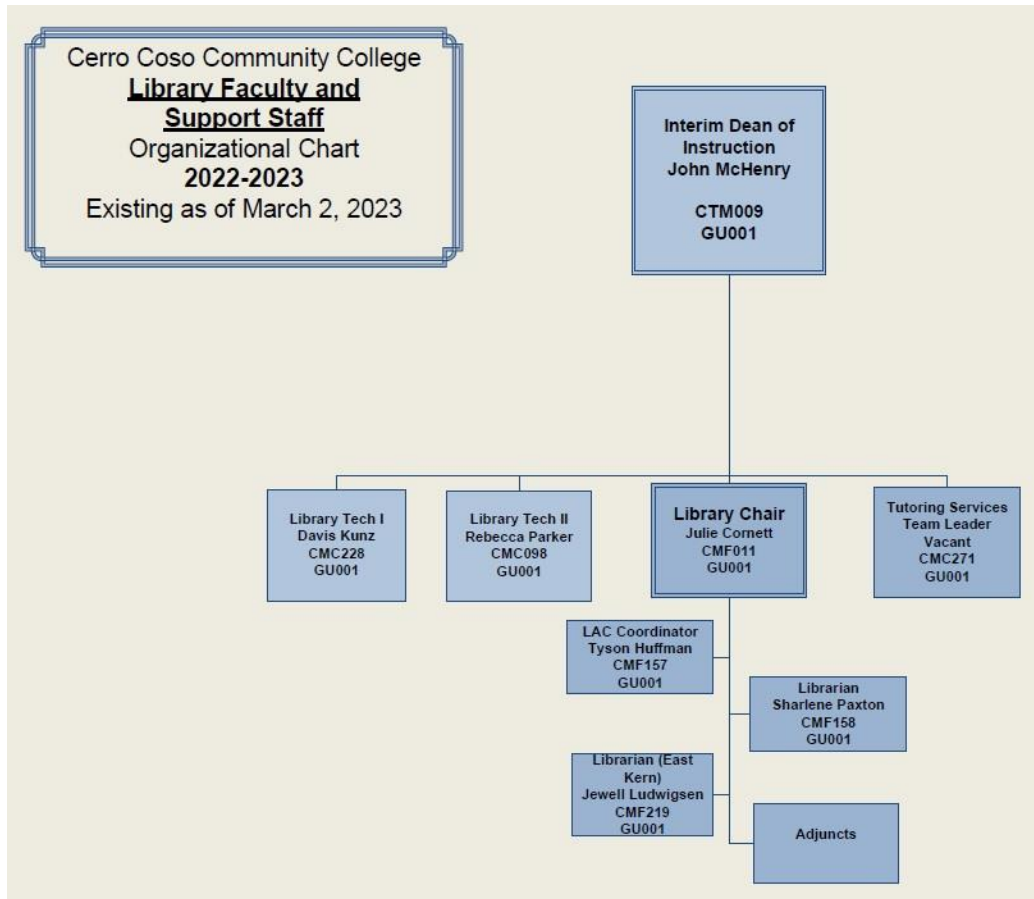


Figure 3. Library Organizational Chart

Currently, the department is staffed by 3 full time librarians, 2 full time classified staff, and a small cadre of adjunct librarians. The department is chaired by a librarian who develops the area schedule, coordinates library programming and projects across the college, oversees planning efforts, and communicates on behalf of the department. All librarians and library staff report directly to the Dean of Instruction who, historically, has not been involved in the day-to-day operations of the library.

Staffing resources are not adequate to meet current needs. There is no library staffing at the ESCC campuses, and this gap is reflected in library satisfaction surveys and data on library instruction by site (analyzed in depth later in this review). Library classified staffing took a hit in 2019, after a part-time Library Assistant’s unexpected medical resignation. The position was eliminated at the same time the 75% Tech I position became full time. With the overall loss in coverage, library evening hours were cut. The remaining 2 full time staff are overtaxed with increased systems maintenance for the catalog, web design enhancement projects for various virtual library environments, scanning textbooks for the Alma-D platform, and coordinating library workshops. All of these are new duties that will be ongoing.



Data on student enrollment trends and library programming make a strong case for more flexible work hours to support student demand for library supports. Over half of overall college enrollment is online and there has been a sharp decrease in on-campus enrollment. Meanwhile, student demand for virtual library services and faculty demand for embedded librarian services have steadily increased and it is likely this demand will continue to increase over the next five years. The need for embedded librarians to serve students in the evenings and weekends adds to the case for flexible work hours and would also address the current lack of parity between librarians providing online library instruction and faculty teaching online.

Lastly, with more courses being taught in Spanish, the department anticipates needing to develop and offer library programming in Spanish and is in discussion about advertising for a Spanish-speaking librarian adjunct to address this growing need.

1.3 Program Connections

1.3.1 Relationship to Other Programs

The library serves students and faculty across all programs offered at the college and across all physical and virtual locations. As such, it has strong ties to both academics and student support programs. Librarians liaise with instructional faculty and departments to build collections and instructional programming to support faculty teaching and student learning. The librarians and library staff participate on various college committees to advocate for and represent the library and to nurture connections including the Curriculum and Instruction Committee (CIC), the Incarcerated Student Education Program (ISEP), the Student Equity and Achievement Committee (SEAC), the Professional Development Committee, the Faculty Flex Committee, the Pedagogy and Technology Committee, the Honors Committee, and the Academic Senate. Additionally, librarians sit on the statewide Academic Senate California Virtual College – Online Education Initiative (CVC-OEI) Advisory Board and the statewide Open Education Resource Initiative (OERI) Committee. Some examples of the positive outcomes of this institutional participation include:

- Coordinated with the Outreach department to increase student connection with the library via incentivized library workshops, Career Day, and Fifth Grade Day;
- Worked with departments to advocate for inclusion of library courses in program pathways;
- Advocated for funding for special library collections from Equity, CARES, and CTE;
- Worked with the LAC to include Research Lab in LAC offerings and to offer a library component in Tutor Training;
- Hosted cultural and artistic exhibits from students in various clubs and Art courses;
- Worked with the Distance Education department and Pedagogy and Technology committees to optimize Canvas tools for improved library access;
- Coordinated 2 rounds of AB 798 Textbook Affordability grant funding.

Future relationships worth pursuing for the department include working with the Director of Athletics to better connect with student athletes by providing library workshops as part of their required “Athlete



Study Hall” and also with the foundations in the ESCC areas to advocate for more intentional library programming for scholarship students, building on the model used by the Counseling department to incentivize student enrollment in success courses.

The department is also in discussion about librarian representation on college committees, specifically: what committees require librarian membership and how to equitably distribute committee work among the department.

1.3.2 Professional Development

Department-wide professional development has not been approached systematically. When training opportunities come through listservs and through campus communication, staff and faculty are encouraged to participate. Library staff have received training in accessibility and have attended several “Wednesday Webinars” hosted by the California Community College Library Consortium, specifically on the new Ex Libris cataloging platform. Staff training days put on by the college have also been well attended by library staff. The library budget, up until COVID-19, included funding for librarian attendance at conferences; however, that funding has dried up. The librarians have taken advantage of several virtual professional development opportunities including @One courses on online teaching, OER webinars, prison education training, and various trainings on library topics. Two faculty librarians participated in the Creative Commons CC Certificate program, completing a semester-long, in-depth course to learn about copyright and open licenses.

Now that travel has opened back up, funding for conference attendance needs to be reinstated to ensure librarians maintain currency in the field. Moving forward, more departmental dialogue is needed to identify and prioritize professional development opportunities for the classified staff.

1.3.3 Marketing and Outreach

The department relies on both internal and external marketing and outreach strategies. Internal strategies include email communication to faculty, a bi-annual LibLink Newsletter, poster campaigns around campus, a bi-annual ISEP Newsletter, and communications across various social media platforms, including Facebook, Instagram, and YouTube. An internal “communication plan” spreadsheet ensures outreach efforts are consistent, regular, and timely. External marketing and outreach is coordinated with the Director of Outreach and with the Public Information Office (a.k.a. Marketing). Library activities are regularly published in the college’s various outreach publications (Howler, Student Need to Know, and The Connection). Based on faculty responses to the Faculty Library Survey (analyzed in greater depth in the Outcomes section of this review), the library’s marketing and outreach efforts are working, with the vast majority of respondents aware of the various library programs and supports offered. The exception is at the sites, particularly ESCC. Without designated librarian coverage at Bishop and Mammoth, it is challenging to conduct effective outreach and connect students to the library, regardless of virtual efforts.

There has been ongoing confusion about the distinction between Outreach and Marketing (which has gone through several name changes over the past decade) that has made it a challenge for the library to



market its courses and events. There have been inconsistent procedures for publicity requests and a lack of transparency regarding criteria for marketing events and courses at the college. For example, publicity for library courses has appeared in the local print newspaper, on the main college website, and elsewhere, to the complete surprise and befuddlement of the department.

The department has been plagued by a pesky ENG C040 pre-requisite that pops up for students trying to enroll in LIBR C100, despite the pre-requisite being removed (and the course no longer existing). This inaccuracy has likely negatively impacted enrollment in LIBR C100. The department is reservedly hopeful that the glitch has been found and eradicated once and for all.

Part 2: Trends

2.1 Service Recipients

The library strives to deliver library supports and instruction to all Cerro Coso students, regardless of location or means of delivery. This is no small feat considering the vast geographical distances covered by the college. The department uses college FTE trend data to inform planning. In addition to providing in-person library instruction and supports, the librarians have focused efforts to serve online students, which account for over half of the college’s enrollment, and students in the ISEP program (Rising Scholars), which comprise the next largest group (see Figure 4). Based on enrollment growth in the ISEP program and at Tehachapi Education Center, the department hired a full-time librarian in fall 2022. Serving the increasing number of Dual Enrollment students has been identified as a growing need in the department, as well as addressing the ESCC service gap.

		2017-18	2018-19	2019-20	2020-21	2021-22
% of Total	Online	49.62%	43.97%	45.12%	62.04%	55.83%
	IWV	22.48%	21.77%	19.11%	6.65%	6.98%
	ESCC	7.03%	7.10%	5.95%	1.33%	2.44%
	Tehachapi	5.52%	4.58%	6.14%	1.81%	6.24%
	Rising Scholars	10.44%	15.78%	17.09%	21.89%	21.94%
	Dual Enrollment	4.91%	6.80%	6.59%	6.27%	6.57%
	TOTAL	100.00%	100.00%	100.00%	100.00%	100.00%

Figure 4. Cerro Coso FTEs by Location



College enrollment data disaggregated by ethnicity show that nearly half of students at the college are Hispanic and from other historically underserved groups (Figure 5). The department is in discussion about the need for library supports and collections in Spanish.

		2017-18	2018-19	2019-20	2020-21	2021-22
% of Total	African American	6.20%	7.50%	7.60%	8.40%	7.80%
	American Indian	1.90%	1.90%	1.70%	1.90%	1.90%
	Asian	2.50%	2.60%	2.70%	2.70%	2.60%
	Filipino	1.10%	1.40%	1.50%	1.30%	1.30%
	Hispanic/ Latino	37.70%	39.80%	41.40%	43.10%	43.20%
	Pacific Islander	0.30%	0.40%	0.50%	0.60%	0.50%
	White	42.00%	38.60%	37.90%	35.80%	37.30%
	Two or More Races	5.40%	5.00%	4.80%	4.60%	4.40%
	Unknown	2.90%	2.70%	2.10%	1.50%	1.00%

Figure 5. Cerro Coso FTEs by Ethnicity

Other institutional data considered for library planning includes degree and certificate attainment, particularly trends in the general education pathways taken by Cerro Coso students. This data is important for the department’s efforts to scale out information competency instruction. Students are required to take one of the LIBR courses *only if* they are pursuing the non-transfer (“local”) AA and AS pathways. This is evident in Figure 6, which illustrates that, averaging the last 5 years, only ~24% of students attending the college took either of the 2 LIBR courses. This presents a challenge to the department and the college in trying to ensure students graduating are meeting the Information Competency ILO. Numbers are slightly higher for ISEP due to student demand for classes, even those that aren’t required for the required ISEP pathways, and because securing adjunct librarians to teach for ISEP and at IWV has been easier than securing adjuncts at ESCC.

Took LIBR	GE Pattern	17-18	18-19	19-20	20-21	21-22
N	Certificate - No GE	31.20%	31.00%	28.50%	26.60%	20.20%
	CSU	14.50%	11.00%	14.90%	14.40%	12.50%
	IGETC	45.00%	53.50%	54.40%	56.20%	64.50%
	Local GE	9.30%	4.40%	2.30%	2.70%	2.70%
	Rate Didn't Take LIBR	80.10%	75.60%	73.50%	74.60%	73.90%
Y	Certificate - No GE	43.80%	45.20%	42.90%	39.40%	38.50%
	CSU	2.30%	0.50%	5.00%	16.60%	13.50%
	IGETC	4.70%	17.80%	15.00%	14.10%	14.60%
	Local GE	49.20%	36.50%	37.10%	29.90%	33.50%
	Rate Took LIBR	19.90%	24.40%	26.50%	25.40%	26.10%
ISEP	Rate Took LIBR	19.90%	26.3%	28.6%	30.2%	31.7%

Figure 6. LIBR Course Enrollment by GE Pattern





In determining unmet service recipient needs, the library also collects and analyzes internal data on library instruction and supports provided to courses at the college to identify areas where more outreach is needed. Figure 7 illustrates that library instruction is offered in both online and in-person modalities, with the majority of course instruction occurring in online classes. Also illustrated is the unmet need at ESCC, where securing a stable adjunct has been an ongoing challenge and the abrupt decline in service area recipients served at Kern River Valley. Also evident is the impact COVID-19 had on in-person library programming and the corresponding spike in virtual library instruction. Librarians optimized Zoom to offer synchronous library instructions during the pandemic, and this trend dried up when synchronous zoom was no longer used by the college to offer classes.

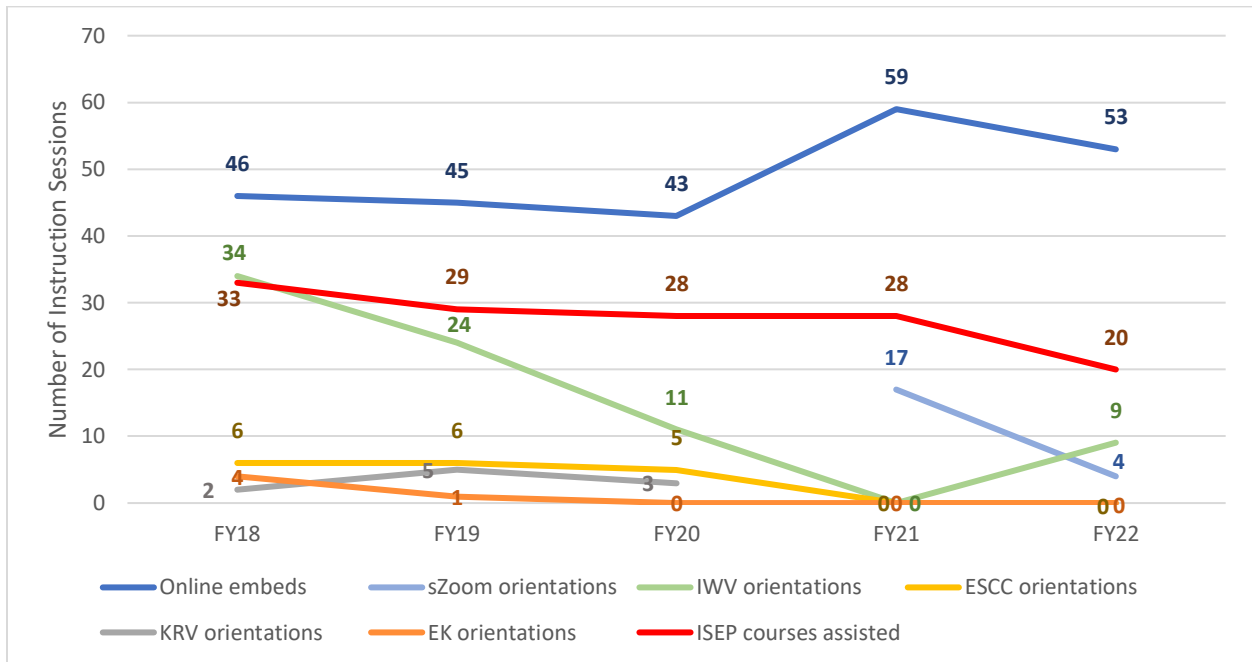


Figure 7. Library Instruction Programming: Location

Looking at trends in library instruction by discipline allows the department to identify courses and programs where students are not receiving library instruction. Figure 8 shows library instruction mapped across instructional departments and illustrates disciplines with strong library partnerships, such as English, Child Development, IT, and Anthropology as well as disciplines with less library instruction such as History, Political Science, and the Sciences (which has not received any direct library instruction the past 5 years). While the librarians seek to develop new partnerships with underserved departments, some subject areas don't lend themselves to library collaborations like Math and Welding, and the decision to integrate library supports into courses ultimately belongs to individual faculty members, as they have academic freedom. Course scheduling trends also impact trends in library instruction; fewer scheduled sections correlate with fewer library instruction sessions in a subject area. Lastly, when



faculty with strong library involvement retire and new replacements are hired, this will also impact library instruction trends.

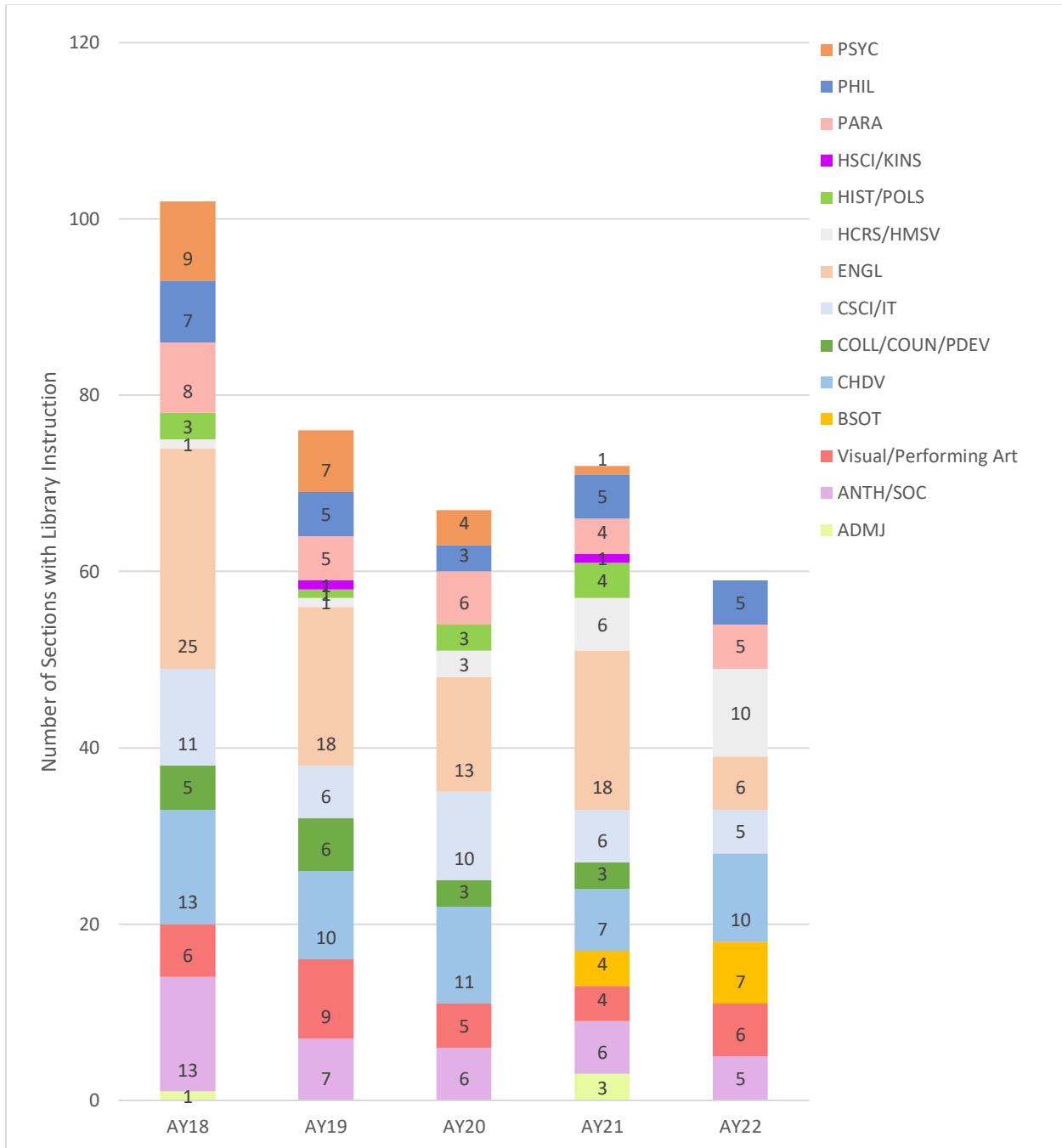


Figure 8. Library Instruction by Discipline



2.1.1 Usage and Demand

The library remains a vital resource for Cerro Coso students and faculty, even with outside factors impacting the methods of usage. The department has identified effective ways of reaching students and faculty throughout our large service area utilizing usage data sets on collections, attendance, and transactions. The global pandemic in FY20 facilitated an increased usage of online library service recipients (see Figure 7) and increased adoptions in the form of expanded digital collections, as well as virtual workshops, online orientations, and embedded librarian offerings.

Library attendance at the main campus is shown in Figure 9 and illustrates the huge impact that the pandemic had on the physical library. Library attendance is counted manually at the circulation desk and doesn't include IT staff entering and leaving. Analyzing library attendance trends from years before the global pandemic, and FY22, the increase of on-campus classes and programming has assisted in bringing students back into the library; however, it remains to be seen if in-person enrollment trends ever rebound to pre-pandemic levels. The overall decline from FY18 to FY19 is due to the relocation of library services during the LRC earthquake damage repairs. Attendance data from FY18 and FY19 showed consistent attendance during morning and day hours, with a steady decline in evening hour usage. These trends are consistent with the return of on-campus services. Although there are Learning Resource Centers at ESCC and Tehachapi, without designated library staff, student traffic at the site LRCs is not being counted.

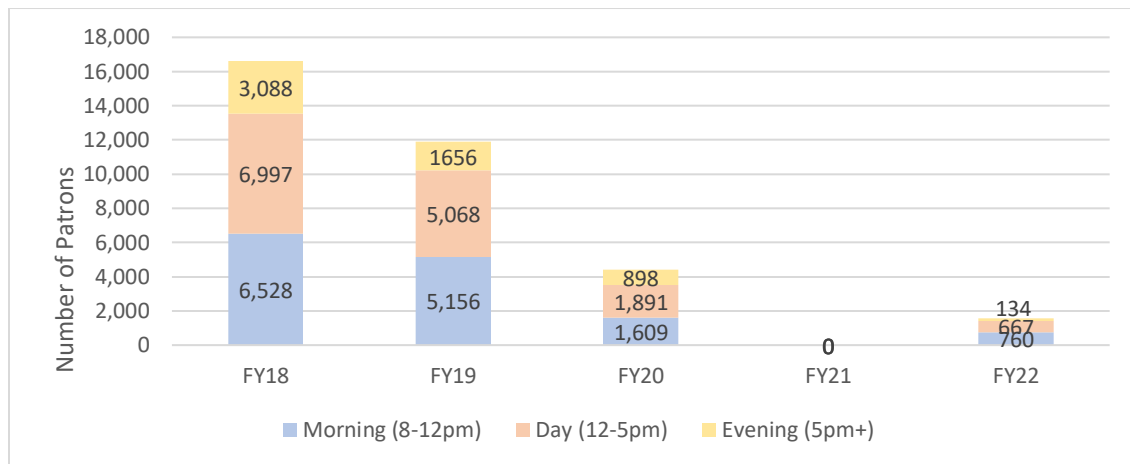


Figure 9. Annual Count of Library Patrons by Hours of Operation

Since the bulk of Cerro Coso students are not at the main campus, and since the majority of library collections, services, and programs are virtual, website analytics are important in measuring library usage. Over the past 5 years, of the top 25 Cerro Coso web pages visited, the main library page was the 10th most visited page, and the Library Databases page was the 13th. It would benefit the college to add a top-level link on the college's landing page directly to the library webpage to make it easier for students to access a page they use with such frequency.



Collections

The department runs reports on collection breadth, scope, and currency as well as on acquisitions and usage. The library prioritizes eBook purchases over print to serve our students regardless of location (Figure 10). An ISEP core academic collection of print books was purchased in 2021 and is maintained and developed by the new full-time librarian. The library has a small collection of physical audiovisual titles, which is greatly supplemented by the expansive collection of digital media in the Films on Demand database. In FY20, these digital media titles were integrated into the new Ex Libris catalog platform, which explains the spike in Figure 10.

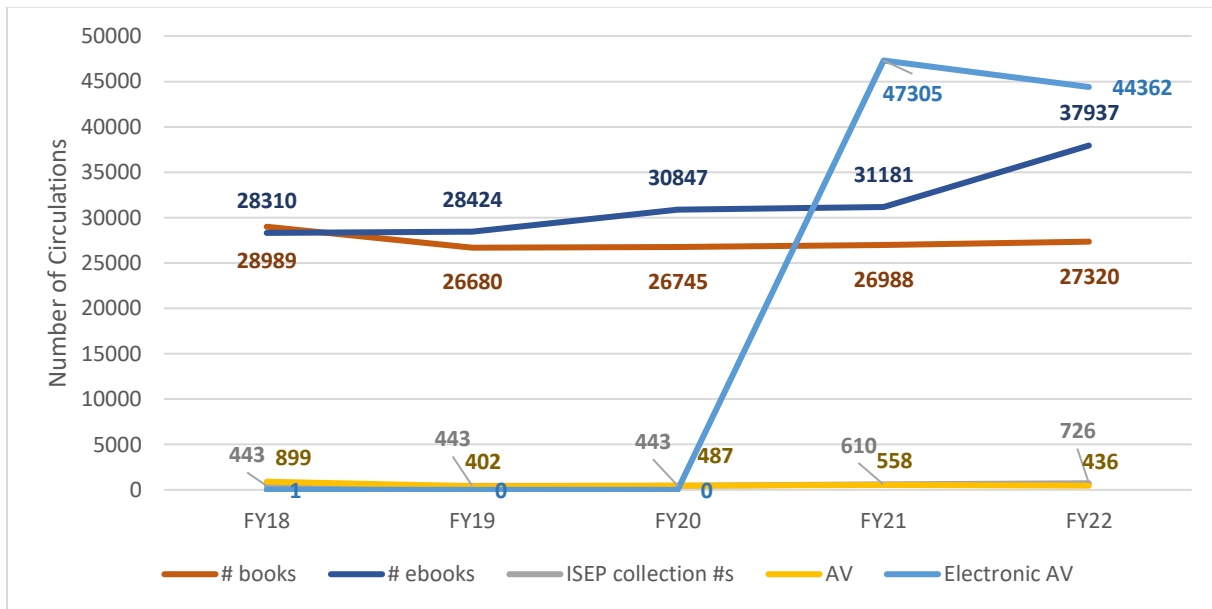


Figure 10. Library Collection – Books & eBooks



Book and eBook collection currency and scope are illustrated in Figures 11 and 12. Although more effort is needed, the library strives to keep collections up-to-date, particularly in subject areas where currency is crucial, such as Nursing and Allied Health and Computer Science. In terms of collection scope, there is strong coverage in the Social Sciences and English and Foreign Languages, and less so in the Sciences and in other areas that rely more on article databases, which are kept more up to date. The librarians rely on faculty recommendations for new titles to supplement librarian selections from academic library review journals. When collections are weeded, subject-area faculty are consulted to ensure collection integrity.

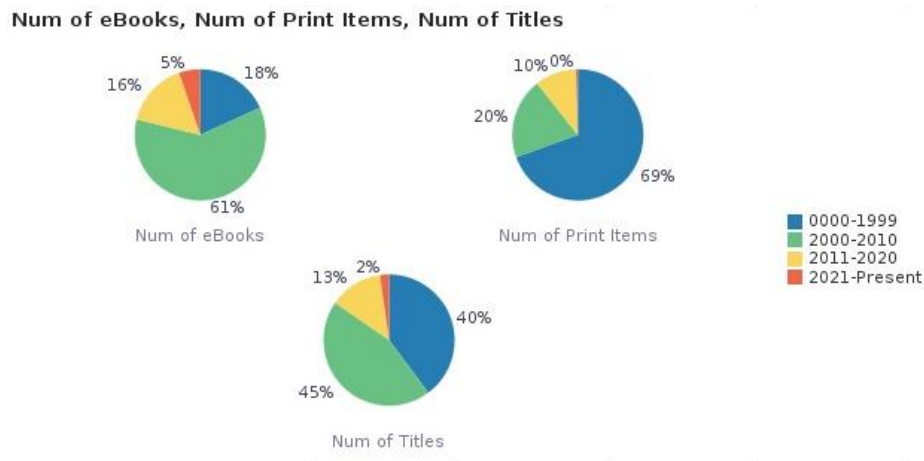


Figure 11. Library Collection – Books & eBooks – Currency

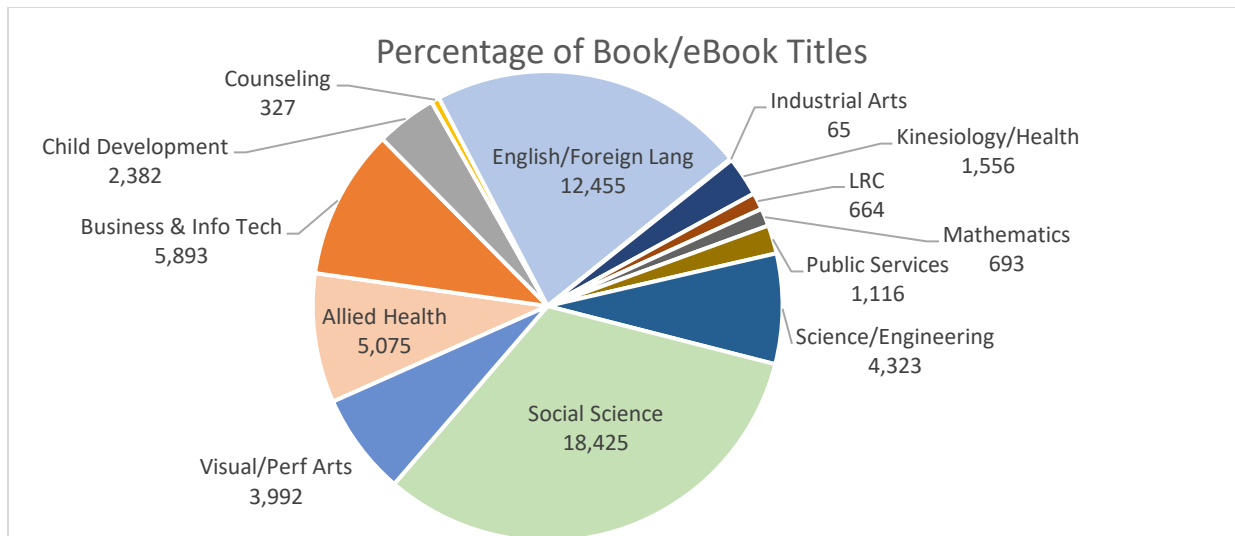


Figure 12. Library Collection – Books & eBooks – Scope



Circulation of books, eBooks, Interlibrary Loan and Reserves (including a small number of non-circulating laptops and iPads) are shown in Figure 13. In FY20 the library migrated to the new Ex Libris catalog platform and performed eBook linking and cleanup, which explains the spike in eBook “views” in Figure 9. COVID-19 caused a sharp decline in circulation of physical items; however, students continued to use eBooks. Utilizing circulation data, the department was able to identify the expanded need for digital materials. This is in part to accommodate for the global pandemic, as well as an increased student and faculty online presence.

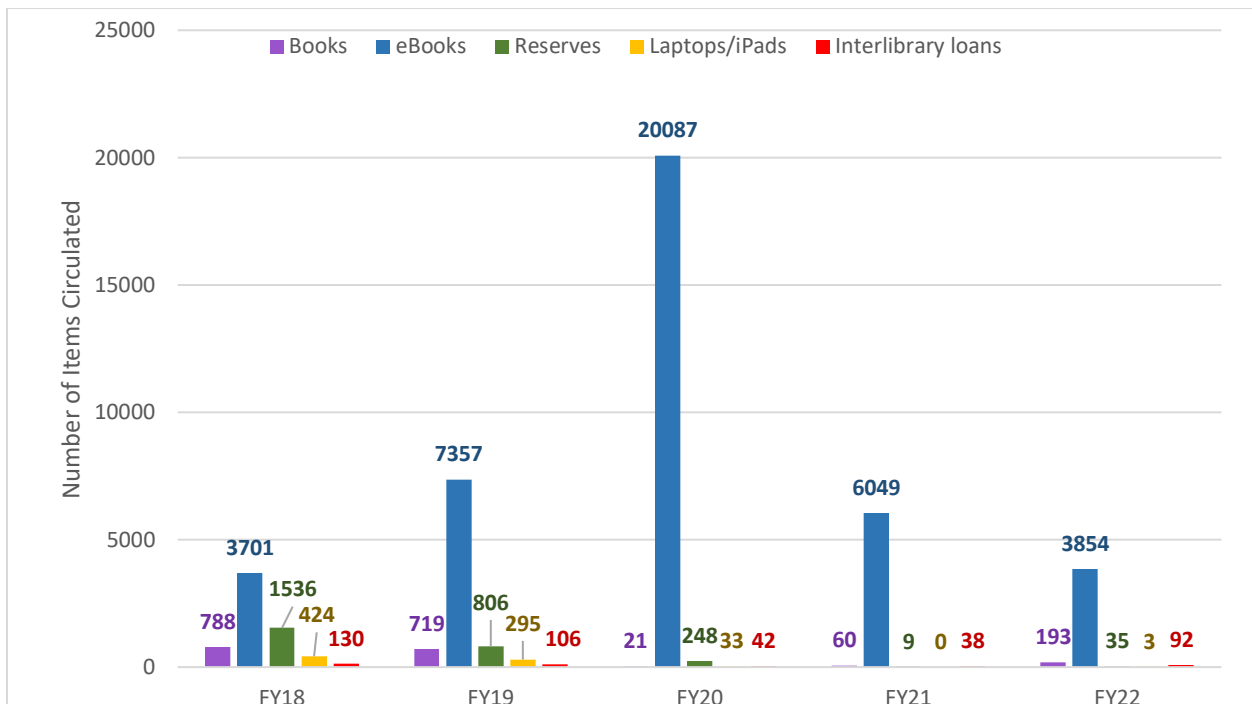


Figure 13. Circulation of Books, eBooks & Reserves.

**Increased usage numbers due to staff maintenance of collection within Alma Primo*

Databases comprise the bulk of the library’s collections. The library is part of a consortium which provides access to twenty-one different databases. The majority of these databases contain general content, as well as some special topics such as business, history, education, health and nursing, psychology, and government. Cerro Coso subscribes to thirteen additional databases which cover topics such as history, literature, arts and sciences, and religion and philosophy. It also subscribes to Films on Demand, a database dedicated to film content.

Figures 14 and 15 show overall database usage and usage by popularity. Database searches showed a marked increase during FY20, likely due to increased virtual services from the global pandemic and campus closures. This was followed by a steady decline in FY21 and FY22. This decline in usage can be



attributed to the decline in enrollments of the college. Library staff continually evaluates the benefits of each individual database within the collection through usage statistics, faculty input, and cost effectiveness. Over the past five years, the library has eliminated some underperforming databases, such as Annals of American History, Current Biography Illustrated, Nature, and Scientific American. It has also tested others, such as Ferguson’s Career Guidance Center.

Integrating database usage into more courses and communicating with faculty and students on the reliability of materials, will help to increase database usage and ensure students are utilizing authoritative and credible resources within their coursework.

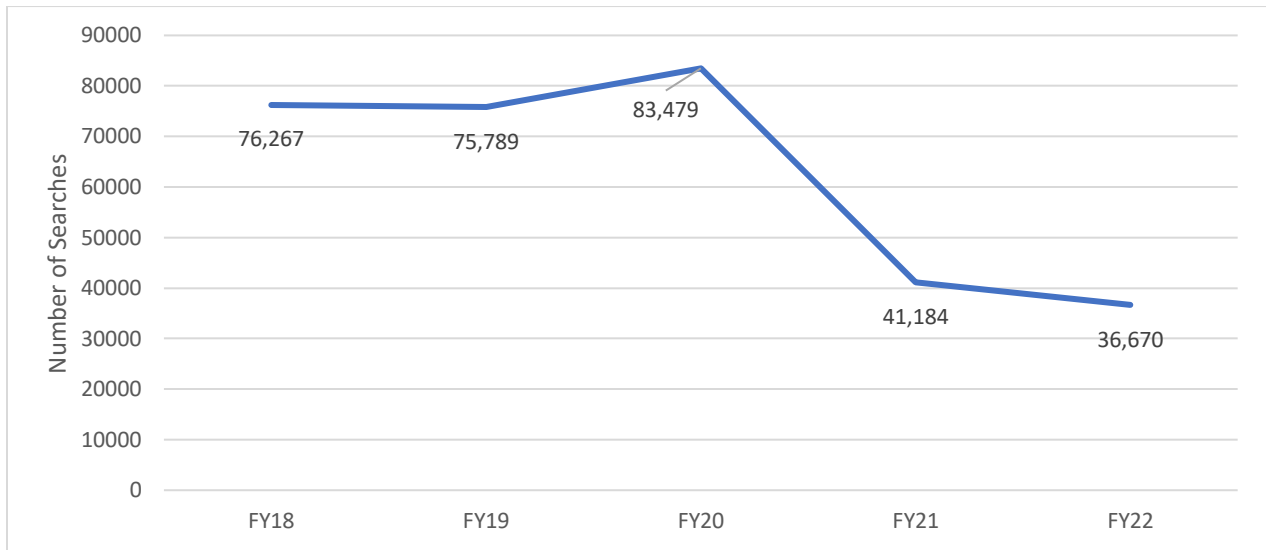


Figure 14. Total Database Searches

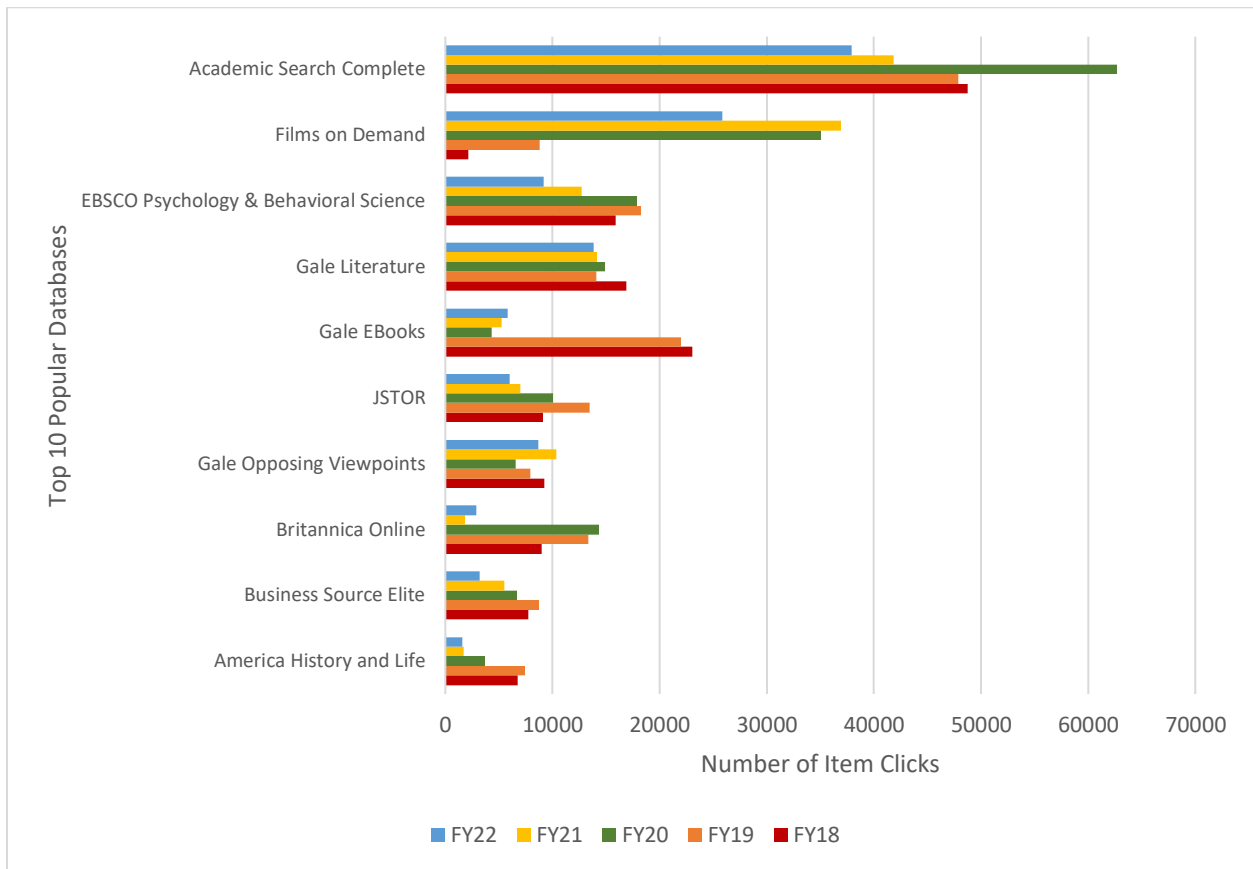


Figure 15. Top 10 Databases



Library Instruction

Librarians provide library instruction in a variety of modalities and settings that include both one-on-one reference with individual students, group instruction, and classroom instruction. Figure 16 shows library reference transactions by modality and confirms the high preference for virtual reference over in-person, even before the pandemic. Virtual reference occurs mainly via the embedded librarian program; however, drop-in zoom reference was offered during the pandemic and has been ongoing due to student demand. In-person reference has started picking up post-pandemic; however, it is dependent on in-person course offerings. Research requests from students in the ISEP program declined as a result of the pandemic; however, this appears to be slowly increasing again. With the recent implementation and scale out of a Library Canvas shell to ISEP students, the department anticipates an increase in ISEP reference moving forward.

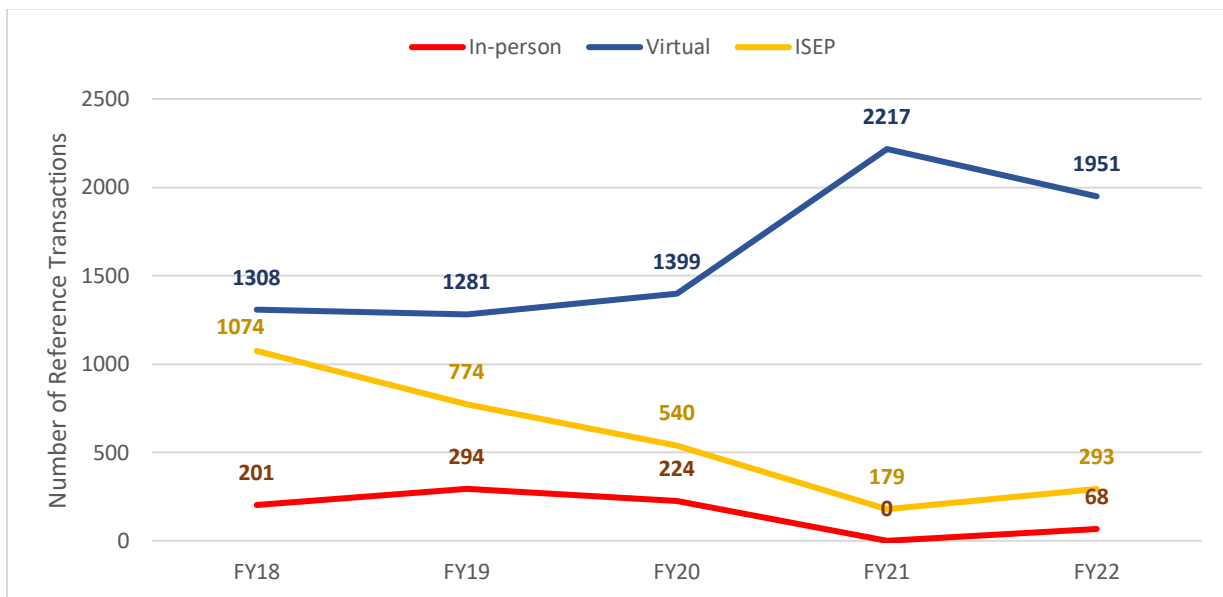


Figure 16. Library Reference Transactions by Modality



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.

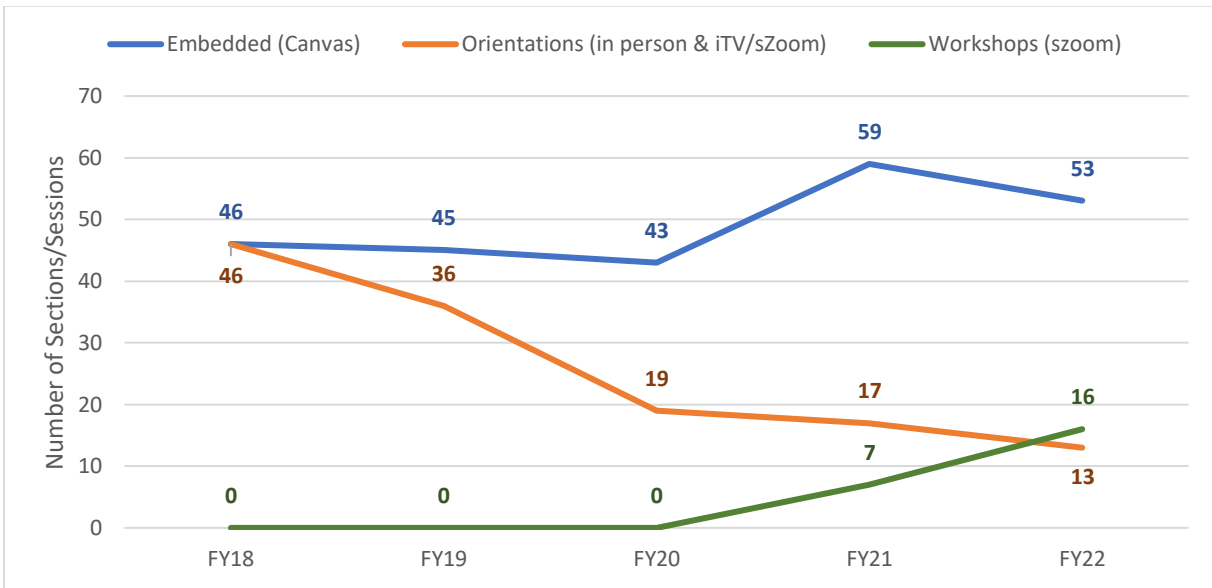


Figure 17. Library Instruction Programming: Modality

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 bearing factor or extra credit for student attendance.



For-Credit Library Instruction

As aforementioned, roughly 24% of students take either of the for-credit LIBR courses, despite several strategies to increase enrollment. Figure 18 illustrates the decrease in in-person enrollment in LIBR C100 starting in AY19-20 with the onset of COVID-19. Synchronous Zoom sections were offered in place of in-person sections. In AY18-19 and AY19-20, in-person sections were offered at ESCC due to adjunct availability that has since ceased, despite ongoing attempts to hire. Beginning in 2019, the department started offering LIBR C111, which has become the preferred library class for ISEP students due to its heftier unit value. It was offered via correspondence during the COVID-19 years, which allowed the department to offer more sections in which students from multiple yards could take the same section.

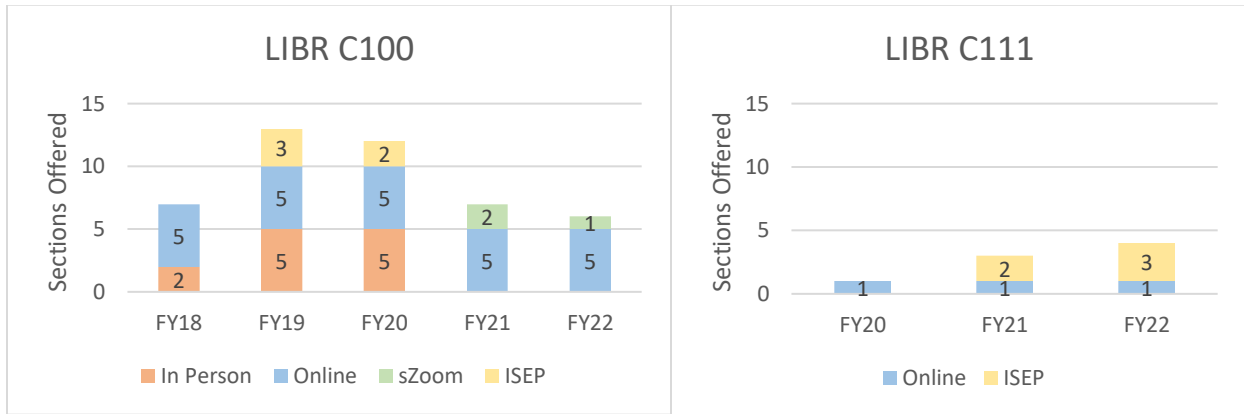


Figure 18. LIBR Course Sections

Retention and success for LIBR courses is shown in Figure 19 which illustrates relatively high retention and success rates. A dip in success was experienced in 2021-2022 and the department is keeping watch to ascertain if this was a fluke or a trend. Drilling down to 2021-2022 success rates disaggregated by equity metrics shows significantly significant gaps for the following populations: students aged 17 and younger; students aged 33-39; Hispanic and White students; DSPS students, and economically disadvantaged students (see appendix). Since equity data was only provided for the latest AY, it is too early to tell if these gaps are trends. Regardless, the librarians regularly meet to discuss teaching strategies, curriculum design, and course data with an intent to meet success thresholds and address equity gaps. One of the librarians serves on the Peer Online Course Review (POCR) committee and all librarians are familiar with the CVC-OEI rubric to develop exceptional online learning experiences for all students.



Retention: Total

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	215	304	276	282	352
Measure Counts	175	271	247	241	279
Measure Rate	81%	89%	89%	85%	79%

Retention: Distance Ed

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	189	176	188	219	321
Measure Counts	152	160	170	186	254
Measure Rate	80%	91%	90%	85%	79%

Retention: Traditional

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	26	128	88	63	31
Measure Counts	23	111	77	55	25
Measure Rate	88%	87%	88%	87%	81%

Success: Total

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	215	304	276	282	352
Measure Counts	157	242	217	213	241
Measure Rate	73%	80%	79%	76%	68%

Success: Distance Ed

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	189	176	188	219	321
Measure Counts	135	142	153	162	219
Measure Rate	71%	81%	81%	74%	68%

Success: Traditional

	2017-18	2018-19	2019-20	2020-21	2021-22
Graded Counts	26	128	88	63	31
Measure Counts	22	100	64	51	22
Measure Rate	85%	78%	73%	81%	71%

Figure 19. LIBR Courses Retention and Success



Part 3: Outcomes

3.1 Overview of Outcomes

The library department has a strong culture of outcomes assessment. In addition to the completing the required SLO, PLO, and AUO assessments, the department regularly discusses student and faculty satisfaction with collections and services in staff and librarian meetings. The entire department met several times with the IR department over the past 5 years to discuss ways to better capture student success and library engagement. The library has aligned AUOs with the learning assistance center as an effort to better align the overall LRC. SLOs and PLOs were developed based on the Association of College & Research Libraries Information Literacy Framework.

3.2 Institutional Learning Outcomes

Information competency is one of the college’s institutional learning outcomes (ILO) and the library plays a central role in building and nurturing this competency among students, through a variety of library instruction programming including one-on-one library reference, group library instruction, and the LIBR courses. The department’s SLOs and PLOs directly align with the information competency ILO and based on assessment data, the department is helping the college meet the ILO; however, there is a significant gap: only students on the local AA pathway are required to take the LIBR courses and library instruction sessions are only offered in courses in which the teaching faculty request this service. More planning and faculty buy-in at the chair level is needed to scale out library programming across the academic programs in a strategic way. Also, the library department needs to be included in departmental dialogue about ILO assessment to ensure the Information Competency ILO is being mapped across the college’s instructional areas meaningfully.

3.3 Administrative Unit Outcomes (AUOs)

3.3.1 Assessment History

The library department assessed AUOs using two separate surveys to get student and faculty satisfaction feedback on the library’s collections, services, environment, and programming. Working with IR, the library developed a set of questions to be included on the college-wide Student Experience Survey, which was administered in spring, 2021. With IR experiencing a personnel shift in 2022, the library department decided to develop a home-grown Faculty Library Survey, which was administered in spring, 2023.

AUO 1 Assessment Results

AUO Language:	Provide materials and services that support the college’s programs and the research interests of students, staff, and faculty
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 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%		



Library C100, *Introduction to Library Research and Bibliography*, has been assessed twice within the last 5-year cycle. In spring 2019, 8 sections were offered and assessed and were taught by 5 different faculty across IWV, Online, ESCC, ISEP, and KRV. While all SLOs were met in certain sections, sections taught at the sites had lower SLO success rates, which the department attributed to lack of resources and low student preparedness. At KRV, for example, the course was taught in a learning lab instead of a classroom, and certain students needed substantial accommodations. In spring 2022, only 3 sections were offered and assessed, and all outcomes were met. Throughout the 5-year cycle, the department has discussed improvements to teaching and assessing the course. A 16-week online version was developed and is now regularly taught. This section appears to have higher success rates than the 8-week online version; however, the late-start 8-week section is an attractive option for students for a variety of reasons. SLO 4 (MLA/APA) is always met at a lower percentage than the other SLOs and the librarians have shared teaching strategies for increasing performance in this area. As for assessment, the department has discussed the need for a more authentic assessment instrument; instead of a final exam that measures all 4 SLOs, a lab assignment in which students demonstrate mastery of certain SLOs would better capture student learning. Also, moving forward, LIBR C100 will be assessed in fall semesters to capture higher enrollment numbers.

Library C111, *Media and Information Literacy*, was only assessed once, as it is a new course. Although several ISEP sections of the course were offered during the past 5 years, those sections were mostly taught via correspondence due to COVID-19, so were not included in SLO assessment. One online section was assessed in spring 2021 and all outcomes were met. Since then, the course has gone through a significant revision and will be reassessed at a future date.

3.5 Program Learning Outcomes (PLOs)

3.3.1 Assessment History & Evaluation

The department worked with IR to develop a student survey administered in courses for which there was an embedded librarian. Due to COVID-19, in-person library orientations were not offered during this time.

PLO 1 Assessment Results

PLO Language:	Distinguish between library resources and resources on the open web
Target:	75% of students surveyed
Assessment Method:	Embedded Librarian Student Survey
Assessment Date:	Spring 21
Recent Results:	Target met



PLO 2 Assessment Results

PLO Language:	Devise research strategies to successfully locate a variety of relevant information resources for their papers and projects
Target:	75% of students surveyed
Assessment Method:	Embedded Librarian Student Survey
Assessment Date:	Spring 21
Recent Results:	Target met-both groups

PLO 3 Assessment Results

PLO Language:	Use information ethically and effectively by identifying proper citation format
Target:	75% of students surveyed
Assessment Method:	Embedded Librarian Student Survey
Assessment Date:	Spring 21
Recent Results:	Target met

The survey was distributed in all embedded librarian sections, with 67 students from 11 sections responding. Of the respondents, there was a very high satisfaction rate with the assistance the librarians provided: 84% agreed having the embedded librarian improved their ability to use the databases, 87% agreed they improved their citation skills, and 85% reported being more confident in their research skills as a result of having the embedded librarian join their class. Most promising of all, 92% reported they were much more likely to reach out to a librarian for future research needs.

The department has discussed future improvements to PLO assessment that aims to capture quantifiable student success metrics. Applying a rubric to a random sample of research papers for courses in which there was an embedded librarian (or in-person) and comparing scores with a similar sampling of research papers for courses in which there was not an embedded librarian is one such example. Working with IR to plan future data studies measuring the impact of library instruction on student success (and retention) is in serious discussion.

3.6 Planning

The department plans to assess its AUOs in spring 2025, the year before the next program review. This is based on a recommendation from the Outcomes Assessment Committee. Since the department relies on college-wide implementation of the Student Experience Survey to collect AUO data from students, this may alter this proposed assessment year. SLOs for both LIBR C100 and C111 will be assessed twice over the next 5 years. Assessing the new Media and Information Literacy course is slated for spring 2024 and will include ISEP sections, if possible. Future PLO assessment needs to include in-person library instruction and individual reference transactions and is slated to be undertaken in both a spring and fall semester to best capture student demographics. To assess PLOs, the department intends to work with IR to develop an assessment tool for embedded and in-person library orientations and reference transactions. The IR surveys have more advanced functionality that would likely lead to increased response rates.



3.6.1 Planned Assessment Cycle for AUOs

AUO Assessment Cycle

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026	SP 2027
AUO 1				X				
AUO 2				X				
AUO 3				X				

3.6.2 Planned Assessment Cycle for SLOs

SLO Assessment Cycle

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026
LIBR C100							
SLO 1			X		X		
SLO 2			X		X		
SLO 3			X		X		
SLO 4			X		X		
LIBR C111							
SLO 1		X		X			
SLO 2		X		X			
SLO 3		X		X			
SLO 4		X		X			
SLO 5		X		X			

3.6.3 Planned Assessment Cycle for PLOs

PLO Assessment Cycle

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026	SP 2027
PLO 1		X			X			
PLO 2		X			X			
PLO 3		X			X			

Part 4: Program Evaluation and Looking Ahead

4.1 Program Evaluation

4.1.1 Response to Previous Strategies



Goal	Status	Explanation
2 Year Strategy 1: Work with IR to streamline the LRC department's data collection.	In Progress	Just as this goal was building momentum and progress was beginning to be made, the college lost its entire IR department. Instruments for collecting data on Reserve checkouts and collecting PLO data were developed but larger data goals were not.
2-Year Strategy 2: Improve collections by curating LibGuides and by devoting more professional expertise to maintaining collection currency, depth, and scope across campus sites.	Completed	81 Libguides have been developed, covering nearly every subject, and creating LibGuides to support student research and inquiry is now an ongoing practice. An online form to collect faculty recommendations of new titles was developed and, while it is not regularly deployed, it has increased faculty involvement in collection development.
5- Year Strategy 1: Increase efficiency and effectiveness of library instruction program by increasing enrollments in LIBR C100	In Progress	Efforts have been made to increase enrollments in LIBR C100. The department has had meetings with the counseling department. The new LIBR C111 course enrollment has impacted LIBR C100 enrollments. On average, only ~24% of students take either of the library courses, which creates a challenge for meeting information competency ILO.
5- Year Strategy 2: Continue to support increased OER adoption across the campus, working towards the goal of having at least 1 zero-cost degree pathway	Completed	The library continues to be a resource for faculty who want to adopt OERs; however, the development of a ZTC pathway needs broader institutional coordination.
5- Year Strategy 3: Continue to request an additional full-time librarian and grow adjunct librarian pool (as a backup plan)	Completed	A full-time librarian was hired in 2022 to support the growing East Kern service area.

4.1.2 Program Evaluation

As presented throughout this review, the department has been negatively impacted by earthquakes and a pandemic, which decreased in-person services for several years. The library weathered these disruptions by scaling out and expanding virtual services. The embedded librarian program continues to grow and serve student and faculty needs across the service area; however, more adjunct hours will be needed to scale it out further. Library workshops have become a popular new virtual program for the library, with faculty requests for workshops offered in Spanish, which will require new efforts and,



possibly, additional adjunct funding. The ongoing gap in library services offered at ESCC needs more concerted efforts as well. The addition of a full-time librarian at East Kern/ISEP was a hard-earned gain for the department and there are already innovative projects underway to serve our Rising Scholars, including a Library Services Canvas page, core academic collections, and in-person reference and instruction. For the library to scale out programming at the Tehachapi Education Center, facilities which include a full-fledged LRC are needed.

The migration to the Ex Libris Alma/Primo cataloging system, the purchase of the Alma-D online Reserves platform, and the Libguides platform greatly expanded student access to library collections and, while beneficial to students and faculty, require increased ongoing maintenance and integration for library staff. The re-hiring of the Library Assistant position is needed, especially as students begin to return to the main campus and use the library.

The development of the 3-unit Media and Information Literacy course resulted in more students taking LIBR courses, especially at the prisons. Despite this gain, it is still obvious that a huge gap for the department and the college as a whole is the fact that only ~24% of students take either course as part of their degree and certificates. Working more closely with departments as they develop program pathways will be an important strategy in closing this gap.

The library department’s greatest strength is customer service and institutional involvement. Student and faculty satisfaction with the collections, services, and library instruction is strong. The department has positive working relationships with other departments at the college, as evidenced by the number of faculty who sign up for library instruction, incentivize student engagement with the library, and recommend new library purchases. These relationships are further strengthened by the department’s engagement efforts, outreach, and solid committee participation.

4.2 Goals and Strategies

4.2.1 Two-Year Goals/Strategies

Action Plan for 2-Year Strategy 1

Concise Description of Strategy	Develop digital Reserve collection via the Alma-D platform
Measurement of Completion	At least 50 scanned online textbooks are available digitally for student use.
Timeline	2025
Responsible Person	Library staff, librarians, faculty

Action Plan for 2-Year Strategy 2

Concise Description of Strategy	Address service gap at ESCC site by increasing library supports, hiring an adjunct librarian, and making site visits to increase outreach
Measurement of Completion	Adjunct librarian hired; regularly scheduled visits by librarians and library staff; more proactive outreach by librarians to ESCC faculty
Timeline	2025
Responsible Person	Librarians, library staff, ESCC director, Dean



Action Plan for 2-Year Strategy 3

Concise Description of Strategy	Scale out and stabilize library support for ISEP students by increasing course library orientations and increasing student enrollment in Library Services Canvas
Measurement of Completion	At least 10 courses receive in-person library instruction; increase in students enrolled in and using Library Services Canvas
Timeline	2025
Responsible Person	ISEP Librarian, ISEP Faculty, CDCR Administration and Ed. coordinators

4.2.2 Five-Year Goals/Strategies

Action Plan for 5-Year Strategy 1

Concise Description of Strategy	Intentionally scale out library instruction to meet the information competency Institutional Learning Outcome (ILO). Identify gateway courses in programs that require a research component and coordinate more intentional library instruction. Meet with Outcomes Assessment committee to ensure Info competency is accurately mapped across courses. Collaborate with faculty to ensure students who most need the support are receiving library instruction via LIBR courses or in classes with targeted supports, such as embedded librarian supports. Work with departments to include LIBR courses as part of program and certificate pathways.
Measurement of Completion	Meeting with Outcomes Assessment committee to assess current mapping of information competency across course SLOs. Identify 3 gateway courses and meet with departments to discuss feasibility of more intentional library programming. 5 new collaborations with faculty to offer library supports in courses. Integrate LIBR course in 2 certificates or program pathways.
Timeline	2028
Responsible Person	Librarians, instructional faculty, deans, outcomes assessment committee

Action Plan for 5-Year Strategy 2

Concise Description of Strategy	Develop a data collection and analysis plan that measures student engagement with the library and analyzes the relationship between library engagement and student success.
Measurement of Completion	Schedule of regular data collection developed. Tool/method developed to analyze EZproxy data in relation to student success. Tool/method developed to analyze student enrollment in LIBR courses in relation to student success. Tool/method developed to analyze embedded librarian supports and student success.
Timeline	2028
Responsible Person	Library department, IR





4.2 Program Needs

In order for the library department to provide services and supports to all students equitably, scaled-out library instruction is needed. The growth of the embedded librarian program is limited due to the intensity of the work. Consistent, committed adjunct funding is required to fuel this important program, provide ESCC site coverage, and to develop library services to our Hispanic students. Rehiring the part-time Library Assistant I is also needed to support the Technicians, who have taken on additional new and ongoing technical projects integral to the library. As students return to in-person services at the college, this is especially important. Lastly, as East Kern continues to grow and the college seeks to have a permanent facility for the new college site, the library department will need a library in the facility and a private office for the librarian to allow for uninterrupted work.

4.3.1 Program Dialogue

The library department holds routine meetings to discuss our department's various needs. Bi-monthly meetings with all full-time department members are held to discuss collection development, technology integration, outreach, and programming. The librarians meet several times per semester to work through various planning processes and documents and discuss curriculum and teaching.

4.3.2 Staffing

To evaluate current staffing sufficiency, the department considers Title 5 standards, comparisons with other California community colleges of our size, our college's unique composition, and workload trends and gaps. With 3 full-time librarians, the library meets the minimum number of faculty librarians for a college of our size set by Title 5; however, funding for adjunct librarians to serve ESCC, develop Spanish-language supports, and help scale out the embedded librarian program is needed.

In terms of classified staffing, Title 5 suggests a minimum of 4.5 support staff; our current total is 2.0. As aforementioned, the loss of the Library Assistant position has negatively impacted circulation and technical services. The 2 full time staff are overtaxed with increased systems maintenance for the catalog, web design enhancement projects for various virtual library environments, scanning textbooks for the Alma-D platform, and coordinating library workshops, all of which are new duties that will be ongoing.

Lastly, funding for the librarians to attend conferences regularly needs to be reinstated in order to maintain currency in the field.

4.3.3 Professional Development

Professional development is needed for faculty and staff in the department to remain current in the ever-changing world of libraries. The new Ex Libris Alma and Primo products, which comprise the front and back end of the library catalog, require that both faculty and staff engage in regular professional development. The consortium offers webinars, training, workgroups, open forums, and an annual Ex Libris Users of North America (ELUNA) conference to keep librarians and library staff up to date on



changes, new enhancements and features, and new analytics, among other things. The implementation of the new catalog has increased the need for all members of the department to spend more time engaging in various forms of training to maintain currency in this area.

Faculty have traditionally attended other library conferences, and funding for one librarian to attend either the American Library Association (ALA) or the Association of Colleges and Research Libraries (ACRL) conference each year should be a priority. Additionally, the library department chair or designee attends the annual Deans and Directors conference in Sacramento in the spring and funding should be reinstated for travel.

Librarians also need to stay up to date with teaching and learning practices, so ongoing Canvas training and other training or conferences to support teaching and learning are important. Lastly, in order for the new librarian to provide innovative services to ISEP students and faculty, ongoing training in this area is also a paramount professional development need.

4.3.4. Technology

The library's technological needs center primarily around computers and related technology. The "Research Pod" desktop computers, student laptops and iPads, catalog kiosk tablets, photocopier, scanners, and printers are all maintained by the campus IT Department. The library relies upon the IT Department to make decisions about technology needs, services, hardware, and software. The department previously relied on the expertise of the Technical Librarian at Bakersfield College for assistance maintaining the library catalog and EZproxy, but because of Alma/Primo implementation, this is now managed locally.

Accessibility of learning resources is an important element of library services, and the department relies on the consortium to select resources with high accessibility scores. Members of the department have received training on accessibility, though more training is needed, especially in the area of library instruction on Canvas.

4.3.4 Facilities and Physical Resources

Library facilities at the main campus have diminished over the past five years with the college's "Hunger Free" initiative taking over the book morgue. This impeded the department's ability to efficiently inventory and weed the collection, which is completed on a regular cycle. The space is now being used to house furniture and requests to retain it to process our weeded items have been declined for now.

The 2 full-time IWV librarians have had to share an office, which has impacted our ability to meet privately with students, offer zoom workshops or attend webinars without disrupting one another. An additional office needs to be provided as soon as possible. Also, although the full-time librarian at Tehachapi has an office space, it does not afford privacy, which impedes the ability to meet privately with students and offer zoom workshops without disruption.



The library could benefit from modernization projects that are currently being undertaken by the college, including more comfortable learning spaces, spaces for group collaboration with presentation technology, and charging stations.

4.3.5 Safety and Security

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. Classes are sometimes mistakenly scheduled in Room 631 after hours, which requires library staff to request room changes that results in confusion and learning disruption. The main library entrance has several 3-M security towers that alert staff in the event of theft. Routine inventories provide an assessment of missing items in the collections at each site.

There are concerns about the facilities at the sites. Text Reserve collections at ESCC and Tehachapi are in locking cabinets; however, with no librarian on site at ESCC, several copies go missing each year. Our new digital reserves platform will negate the need for as many print textbooks at the sites. The Tehachapi librarian is working with the library staff at Tehachapi CCI to ensure that the core academic collections are securely maintained and inventoried.

Part 5: Supporting Documentation