

This goal has been put on hold until we are able to be back in the physical library. Using the approved funding from the Foundation, we will order the items for our space revitalization project.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Develop a comprehensive data plan for measuring the impact of library usage and programming on student success

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Work with IR to identify 3-5 cyclical data requests that will best measure library usage and programming on student success
- Have IR run the first cycle of requests
- Analyze results
- Discuss findings to inform future operations

Lead Measure of Success:

Meeting with IR resulted in the identification of 3-5 cyclical data requests

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Raw, disaggregated data that looks at correlations between library usage/programming and success, retention, engagement, and potential increases in these success measures over time due to better-informed approaches.

Person Responsible:

Library Faculty and Staff. IR Office.

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 5: Strengthen Organizational Effectiveness

Curate our collections to include more materials that are representative and anti-racist and address racist language in our collections and catalog records

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Procure 50 new titles that are anti-racist and celebrate diversity
- Promote these new resources via our social media, blog, emails to faculty, and on website
- Inventory catalog records and identify areas to make language more inclusive

Lead Measure of Success:

Increased number of anti-racist titles added to the collection.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

We will have a more anti-racist and inclusive collection.

Person Responsible:

Library Faculty and Staff

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures, Goal 4: Enhance Community Connections

Increase collaboration with the campus community to develop co-curricular programming and exhibits

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Collaborate with two departments on two potential exhibits or activities
- Develop a schedule of regular collaborations at least once a semester

Lead Measure of Success:

We will collaborate with two departments.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No



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

Anti-Racism Resources: Introduction

A guide to understanding racism and supporting people of color.

- Introductions
- Anti-Racism Resources**

Kern Community College District Board Policy 7D2 Unlawful Discrimination

All forms of discrimination and harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful discrimination, including that which is based on any of the following statuses: national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics.

Systemic Racism Explained



Institutional Racism

- Institutional Racism**
A topic overview on institutional racism available through Gale eBooks.

"**Institutional racism** is the process by which racial oppression is imposed on subordinate racial groups by dominant racial groups through institutional channels. While individuals carry out single acts of discrimination, societal institutions are the primary settings where patterns of racial discrimination are established and perpetuated toward subordinate peoples."

5 Tips for Being an Ally



Being a Successful Ally

- How To Actually Be An Ally On College Campuses**
A brief guide by Madhuri Sathish-Van At a to being an ally in both word and action.
- Acknowledge your own privilege.** White people in the United States are accorded an advantage by virtue of their skin color. Rather than defend it or apologize for it, acknowledge that advantage. Learn about it, become more conscious of its impact so you can educate others in your position.
 - Listen to (or read) and amplify the narratives of people of color.** White people are more predominately reflected in the media. Make a point of seeking out and consuming the media that represents marginalized people to better understand their experience.
 - Start conversations and take the burden of education off people of color.** It is not the burden of the oppressed to always be the ones to start conversations about oppression. Be willing to start those conversations and keep them moving.
 - Be cognizant of how much space you're taking up; know when to show up, and when to make space for people of color.** It's not about you. Be informed and supportive. Ask how you can help before you automatically assume a leadership role.
 - Be receptive when you're being held accountable.** Try not to become defensive if you are called out about something you have done or said that has been interpreted as offensive. The person drawing attention to your words or actions is seeking your solidarity not trying to hurt your feelings.
 - Respect safe spaces, even if you're "legally" allowed to enter them.** Marginalized people need these spaces to speak freely without fear of being challenged. There are better places for your discussions. You can be more helpful by ensuring safe access to all educational spaces for students of color.
 - Understand the relationships between different forms of oppression.** Systems within our society present barriers for multiple marginalized population groups. Understand that there are different kinds of oppression and to show solidarity to all of those who are seeking to overcome it.
 - Avoid "playing devil's advocate" or underestimating the impact of structural violence.** Sometimes people take this stance in order to criticize the actions of people of color, and this only reinforces the status quo.
 - Complicate your understanding of "free speech."** Using the "free speech" to defend racist discourse is offensive. Dialogue is only useful as long as it does not interfere with implementing positive change.

Dealing with Racist People

- How To Deal with Racist People**
Techniques for handling racist comments or jokes.
- React calmly.** Convey your disapproval without acting defensively or letting the offender push your buttons.
 - Be kind.** Reacting to unkindness with kindness is more likely to result in positive change.
 - React towards the issue, not the person.** People are more offended at being called a racist than having attention drawn to their racist acts.
 - Be the first to call the police.** Rather than retaliate to harassment, report the initial offense.
 - Document abuse.** Gather evidence and let the offender know you have it.
 - Don't follow your initial emotional response.** Control your anger, hang on to your calm, and assume the role of educator.
 - Don't reveal personal details.** This just gives the offender information to use against you.
 - Don't react at all.** Sometimes it's more effective to simply deprive the offender of the attention they were seeking.
 - Don't try to educate.** Don't turn the confrontation into a debate unless you feel the offender is receptive to your message.
 - Expose the racist act.** If you are comfortable with a confrontation, point out the offensive behavior or speech to the offender.

Contact the Library

760.384.6131
reference@cerrocoso.edu
 3000 College Heights Blvd.,
 Ridgecrest, CA 93555

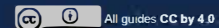
Library Hours

IWV Campus
 M-Th 9am - 6pm
 F 9am - 12pm

Talk to a Librarian

24/7 Chat with a Librarian
[Julie Cornett](#) 760.384.6132
[Sharlene Paxton](#)
[Jewell Ludwigen](#)

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