

Library Department

Annual Planning for Academic Year 2015-2016

Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

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

Ensure access by all Learning Resource Center users to current, quality information regardless of format.

Facilitate the integration of new technologies into research, teaching, and learning.

Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities.

Provide an environment conducive to discovery, student engagement, and self-learning.

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

- Provide materials and services that support the college's programs and the research interests of students, staff, and faculty
- Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
- Optimize technology to enhance Information Competency instructional interactions across multiple modalities

The library department's Program Learning Outcomes (PLOs) are: Having participated in a variety of library instruction sessions, orientations, and/or workshops, 75% of students will be able to:

- Devise research strategies to successfully locate a variety of relevant information resources for their research papers and projects
- Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view
- Use information ethically and effectively by identifying proper citation format and integrating sources into research papers and projects
- Recognize different areas of the physical and online library and identify the services offered in each area

Student Equity

Student Equity

Since the IC C075 course is one small component of the overall library program, the disaggregated data provided for the IC C075 course is not sufficient for an overall discussion about student equity in the library department. Disaggregated data on student usage of library materials would be key data for such a discussion, and obtaining such data is not possible at this time.

That said, here is a description of gaps related to under-represented groups and other identified sub-populations that appeared in the data for IC C075:

Headcount

Headcount in the IC C075 course over the past 5 years closely mirrors college-wide headcount trends in terms of gender, age, and most ethnicities. Hispanic/Latino headcount in the IC C075 course has increased over the past 5 years; however, when comparing Hispanic/Latino headcount in IC C075 with the college-wide headcount, we see around a 10% difference--with fewer Hispanic/Latino students enrolled in IC C075 than the overall headcount college-wide.

Another interesting 5 year trend: Students taking IC C075 are much more likely to have completed matriculation components compared to the overall # of students college-wide. In AY13/14, 92% of students in IC C075 had completed their Student Ed Plan and 83% of students in IC C075 had completed all matriculation components. College-wide, these numbers are 58% and 49% respectively.

Success and Retention

With regard to gender, age, matriculation, and most ethnicities, success and retention rates of students who took IC C075 over the

past 5 years closely mirror the college-wide rates, with success numbers in IC C075 around 7% higher than the college rates.

The exceptions are American Indian and African American students. Success rates of Native American students who took IC C075 over the past 5 years were 46%--which is 10% lower than the college wide rate. Also, while African American students have higher success in IC C075 than the college rate, this group lags behind other ethnicities.

The majority of Native American students are at the Eastern Sierra site. The department is in discussion about possible reasons for this gap.

Review And Planning

Progress Made on Program Review

Library

Year of Last Program Review:

2012

Progress in the last year on Three-Year Strategies:

Goals 1 and 2 are being tackled. Information Competency skill-building among Basic Skills students is being approached in several ways: library tour is included in certain PDEV and COUN 101 classes but not consistently. More consistency needed to ensure all sections get similar support; library instruction (online and on-ground) helps BS students taking upper division classes requiring research; new collection on college prep and college skills has been developed; however, more development in this area is needed (see this year's goals). Library instruction is being scaled out and standardized at the sites and online, with the help of adjunct librarians; however, more alignment with the LAC is needed to ensure Information Competency platform is permeated into this crucial student service area. Goal 3 seeks to enhance the library's print collections, which is being done with the assistance of an adjunct librarian who has added a significant number of new print titles to the collection with input from faculty.

Progress in the last year on Six-Year Strategies:

Goal 1—to increase the institutionalization of information competency at the college—is being addressed. A "curriculum map" has been developed and is being used to inform library instruction planning. Goal 2 is being attempted—an additional librarian is needed. The library department chair will continue to request this position in planning documents.

Progress Made on Outcome Assessment

All 6 SLOs for IC C075

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Citing sources and selecting variety of types and formats of information sources.
Assessment process--gaps in ensuring assessment was uniform across all sections.

Analysis and Plan:

IC C075 course revision (including SLO revision) in AY 2014/2015

Possibly give students a choice to select a pathway through the course, allowing them to embark on researching in a specific FIELD (nursing research, legal research, science, humanities)?

Assessment

Use of a single instrument to assess SLOs

Course project that is worked on piecemeal throughout the course, scaffolding students through the research and outlining process.

Will reassess in Spring 2017

All 4 library PLOs

Type:

PLO

Semester Assessed:

2011

Target Missed/Gap Detected:

Gaps detected: lack of standardization of library programming across sites and online; fault found with assessment instruments used.

Not all sites could even conduct PLO assessment because they are still in the process of developing library programming.

Analysis and Plan:

New Assessment tools being developed. New Plan for PLO assessment being developed. Adjunct coverage at sites will help standardize PLOs.

Planned assessment: Fall 2014

Both Library AUOs were assessed.

Type:

AUO

Semester Assessed:

2011

Target Missed/Gap Detected:

Gaps detected: faculty and students at sites unaware of library services.

Analysis and Plan:

Adjunct librarian coverage at sites to publicize library services and provide instruction. New website improvements

Planned next assessment: Fall 2014

Progress Made on Prior Year Initiatives

Assessing/weeding/updating IWV Print Collections

Progress Made:

Library staff, under the direction of an adjunct librarian, completed the first phase of weeding the print collection, identifying areas that need additional focus. It was determined that a "Weeding Plan" would need to be created as the department moves forward with collection maintenance efforts, and this has been identified as another AUP strategy. The print collection at IWV (and at ESCC as well) is constantly be updated with input from librarians and faculty, with faculty recommendations prioritized. A form has been added to the website that allows faculty to make recommendations electronically.

Articulate the discrete functions of the two entities comprising the LRC with an aim to increase collaboration

Progress Made:

In working towards this strategy, it has become apparent that there are multiple foundational challenges that need to be addressed by the college as a whole:

Lack of Unified Direction and Planning:

A big challenge in defining the distinct functions of the LRC and achieving more alignment and collaboration between the LAC and Library is that there is a gap in planning and direction. Due to the fact that the site LRCs are 1-room centers with oversight from several different parties (Library chair, Site Director, LAC faculty lead, VP of Academic Affairs, various other chairs), with different visions for the LRC, several gaps and overlaps come to the forefront.

The main campus (IWV) LRC, comprising both Library and LAC, is not under direct leadership by someone immersed in the day to day functions of the library or learning assistance center, per Academic Senate recommendations. As such, there is no overarching LRC mission that seeks to align the Library and LAC (both crucial "learning resources") and no encompassing LRC administrative unit outcomes to give direction to the LRC as a whole. The Library is a department with a chair and with an established Mission. It has administrative unit outcomes that define its role as the hub of engagement, enrichment, teaching, and learning for all members of the college. The LAC appears to lack this level of definition and planning despite its role in achieving some of these outcomes. Enfolding the LAC and the Library into an overall strategic plan for the LRC is necessary in order to give shape and structure to the alignment, cooperation, and collaboration that needs to occur between the two LRC entities. The platform of Information Competency, along with other crucial college success skills, should be intentionally woven into the outcomes of the Library as well as the LAC. Students from the basic to advanced levels seeking help in the LRC would benefit from learning assistance linked intentionally with library resources/collections, programming, and instruction.

The Library's Program Review goal to better institutionalize Information Competency requires a re-alignment of the Learning Resource Center with more intentional planning involving both the LAC and the Library. Currently there are several barriers to reaching this goal.

Imbalanced Staffing and Administrative Support:

It has been a challenge for the Library department to plan for adequate librarian coverage at the sites for numerous reasons. First, there has not been a uniform decision about the minimum weekly hours the 1-room LRCs should be open and who should staff them. Should the decision be based on FTEs? Usage data? Or should it be based on a commitment to provide LRC coverage no matter what? If the 1-room LRCs are open for 24 hours per week, how should coverage be balanced in terms of Librarian and LAC faculty? If LAC faculty is the main position, what should the min. qualifications be?

As it currently stands, the site LRCs have a different staffing model than what is used at the Main campus (and each site uses a different staffing model), which makes it difficult to sustain standardized programs and procedures and collect data. Staffing decisions are shared by several parties with unaligned visions. The Library department chair hires, trains, directs, and evaluates the adjunct librarians working at the sites. However, with no full-time LAC faculty leader/chair, LAC coverage at the sites seems to follow a non-standard assignment and evaluation process with a lack of consistent and specific goal-related program development. The composition of LAC faculty coverage (in terms of qualifications, subject background, and training) has been inconsistent. There is no formal training in place to ensure maximum coordination and cooperation between LAC faculty and Librarians.

Further examples of this imbalance are: at KRV, the request moving forward is for more Librarian coverage and less LAC faculty coverage, with Librarian being the core LRC lead. At ESCC, however, the preference has been to staff the LRC primarily with LAC faculty instead of adjunct Librarian and some duplication of services is occurring. Outside funding has been procured to provide additional LAC faculty hours so that the LRC can be open more weekly hours. While providing additional assistance to students is always positive, there is an unavoidable overlap on library programming by the better-supported, more visible (yet, as aforementioned, ambiguously defined) LAC program. This is an important concern since there are minimum qualifications for Librarians working in a college LRC.

Another reason why it has been a challenge to plan for adequate librarian coverage at the sites is that there is a misconception about the scope of what librarians do. They provide assistance outside of the classroom to students across all disciplines and across all skills levels. They are able to scaffold information competency skills beginning at the Basic Skills level through the upper-division, advanced level. Librarians link students to learning resources and they, themselves, are critical learning resources. The Academic Senate's "Standards of Practice for California Community College Library Faculty and Programs" clearly identifies this important role. The justification that the LRCs be staffed with LAC faculty and not Librarians does not recognize the scope of the librarian's function in the LRC.

Solutions:

One solution would be to have an LRC chair or director that oversees both Library and LAC operations. This position would provide the leadership necessary for a comprehensive LRC that aligns the LAC and Library college-wide while considering the needs and goals of all stakeholders. Also, a full-time LAC faculty lead is needed. Additionally, chairs of the departments providing LAC adjunct faculty should have more oversight into the planning, staffing, evaluating, and running of site LRCs. This planning and coordination should involve the library chair to ensure an institutionalized Information Competency platform and the integrity of the library department. Coordinated alignment, standardization, and direction of both LRC entities is needed.

Moving forward with Librarian coverage is clearly needed at all sites so that students have equitable services and programs. The site adjunct librarians have been instrumental in scaling out library programming and services to the sites to ensure the Library program learning outcomes are met. They engage with students and faculty inside the LRCs; they give workshops and Lunch & Learns; they link students to the collections; and they give Library Instruction to classes.

Although the above problems make scheduling adequate librarian hours a challenge, perhaps the library department could focus efforts on providing additional librarian instruction and support to students at the sites using technology. Embedding in online classes and in Moodle-fied on-ground sections as well as providing assistance via iTV, phone, email, and chat technology are solutions to continue to explore in providing students with expanded Library services.

Explore the potential impact of transliteracy on Information Competency and Basic Skills programming

Progress Made:

With the input from the High School Librarian, the department dialogued about the digital literacy skills needed for students to be Information Competent, including the ability to create and produce new knowledge using new Web 2.0 technologies and the ability to collaborate in online environments. It turns out that the ACRL Standards for Information Competency are being revised to include such skills and the department will embark on a revision of the IC C075 course during AY 14/15/16 to align the SLOs with these new standards.

Initiatives for Next Academic Year

Revise and Update IC C075 to align with new ACRL standards for Information Competency

Strategic Plan Goals Addressed:

1

Action Plan:

Upon the publishing of the new ACRL Information Literacy Standards, the department will convene to align the IC C075 SLOs with the new standards and discuss the format of the class, including unit value, topical outline, transferability, etc. In fall 2015, the new course will move through CIC.

Measure of Success:

In 2015/2016 the course will move through CIC.

Expected Completion:

Fall, 2015 (end of semester)

Person Responsible:

Librarians in the department

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year

Continue to increase library instruction and support in online classes and Moodle-fied on-ground sections

Strategic Plan Goals Addressed:

1,2

Action Plan:

Using Information Competency Curriculum Map, coordinate with online and on-ground instructors with Moodle-fied courses on needed library supports and activities that can be embedded into Moodle.

Measure of Success:

Add a variety of "library supports" to a minimum of 3 (new) online courses and to 3 on-ground courses with an accompanying Moodle. At least 2 of these efforts focused on CTE courses with no previous library supports.

Expected Completion:

Spring 2016

Person Responsible:

Library Chair and Library adjuncts

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Post-Graduation

Increase Faculty Resources Available on Library Website

Strategic Plan Goals Addressed:

1

Action Plan:

Work with faculty to continue to develop "Course Guides" for specific courses and programs that include learning resources for specific courses and assignments.
Curate print and electronic collections in the area of OERs, Professional Development, Online Teaching and Learning, Pedagogy, SLO Assessment, Copyright, etc.
Provide tutorials on Embedding Reading Lists and Films into online class LMS directly from Library Databases.
Provide links for requesting titles and scheduling library instruction.

Measure of Success:

Work with faculty to continue to develop "Course Guides" for specific courses and programs that include learning resources for specific courses and assignments.
Curate print and electronic collections in the area of OERs, Professional Development, Online Teaching and Learning, Pedagogy, SLO Assessment, Copyright, etc.
Provide tutorials on Embedding Reading Lists and Films into online class LMS directly from Library Databases.
Provide links for requesting titles and scheduling library instruction.

Expected Completion:

Spring, 2016—ongoing

Person Responsible:

Library Chair, Librarians, Library Technicians, Instructional Faculty

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Remediation

Promote Library Collections and Databases (especially those with low usage), to increase usage, student enrichment, and engagement.

Strategic Plan Goals Addressed:

1,2

Action Plan:

Identify parts of the collection that are underutilized. Network with faculty to promote use of certain databases. Network with Mammoth Joint Use Library to provide training of their staff on our resources to direct students to. Network with LAC lead on ways to promote databases in LAC.

Measure of Success:

5% increase in usage of under-used databases by Spring, 2016.

Expected Completion:

Spring 2016.

Person Responsible:

Librarians in the department, library staff, faculty.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Post-Graduation, Remediation

Resource Needs

Facilities

New 3M Security gates for the main Library (~\$23,000). Our gates are ~10 years old and the average lifespan is ~10 years. Last year we had to get an expensive repair done and the company advised us we'd need to purchase new gates in the near future. M&O thought this would come out of their budget. New 3M Security gate for the Bishop Library (~\$13,000). The Library used to be locked when it was unstaffed. The Site Director decided to keep the Library/LRC open all hours, even when unstaffed, because the computer lab was moved into that room so that the computer lab could be rented out as a community room. We have experienced some theft of library materials because the collection is not secure. Gates are needed as well as barcodes on all existing volumes at the Bishop site. OR Another possibility: Locking book shelves (~\$8,000). Decrease the size of the Bishop collection by half and get locking book-cases to house a more intentional, targeted collection (of books that actually get used: Art books, RESERVE text books, Local History/Local Authors collection, Nursing books) OR Lock the door to the Bishop Library/LRC when not staffed and move some of the computers to a different "computer lab" location. (~\$0).

Information Technology

Camtasia/Snagit bundle and writing pad to use with Camtasia for video production (\$180) for screen casting and annotating screen shots so that library staff can create videos on how to use the databases and other resources. These videos would need constant updating because database interfaces change often. The department would like to be able to create interactive videos with embedded quizzes. Electronic writing pad for using with Camtasia to make videos (\$70).

Marketing

Banner signs for the 1-room LRCs at the sites that designate the distinct services offered within. Research, Library, Databases, etc. These would need to be part of the site director's/site manager's overall design plan for the site and the 1-room LRC to ensure consistency. There needs to be a more inclusive conversation happening at the college about what gets marketed and promoted when and via what channels. Library marketing and promotion needs to be aggressively included in all site and college administration's marketing strategies. The library offers workshops and needs help marketing our databases and collections. Workshops should be pushed via GradGuru and other channels. The databases should be promoted via the college news page (especially when we get new ones) and within Inside CC as well. Exhibits also need to be marketed more intentionally by the parties involved with college news.

Professional Development

Librarians and Library Staff need development in the following subjects/areas: Moodle for embedded librarians and IC C075 instructors, copyright, creative commons, video creation, social media, privacy, soft skills, affective domain learning. Staff need additional training on Ebscohost, databases/ebooks.

Staffing

The Library department is requesting a full time faculty Librarian position. The department is requesting that the current 30 hour/week, 9 month Library Tech I position be changed to a full time, 12 month position. The department is requesting that the current 19 hour/week, 12 month Library Assistant II position be changed to a 30 hour/week, 10 month position.

Resource Requests

1000 Category - Certificated Positions

Librarian--Student Engagement

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

50,000/year, Ongoing from General Fund.

Detailed Rationale:

The library is a department that has made strides in integrating student support into academics at point of need through our Library Orientations and our Embedded Librarian program. However, with 1 full time librarian and .6 adjunct librarians (who primarily work at the sites), the department is simply unable to provide services and programming to all our students.

Current LRC Staffing:

Librarian to student ratio at Cerro Coso: 1.6 to serve a headcount of 8,493 students.

There is 1 full time librarian who is responsible for overseeing library functions across a 5-campus college with a large online

program. This aspect of the job entails overseeing site library operations across 5 sites and overseeing collection development and maintenance across sites and online. This single librarian is also responsible for assisting all students at the main campus and online with one-on-one reference questions and library instruction to classes, which is an impossible feat, despite innovative programming. This solo librarian is also the department Chair. There has been an increase in administrative tasks that chairs are responsible for, so hours that should be spent interfacing with students are being chipped away at by administrative duties.

In previous years, the focus of the college has been on access. The focus has shifted to success and retention. There is a push at the state level to increase student support at community colleges—to provide more services and programs to help students stay in college and be successful. Librarians are key resources in this endeavor in that they provide high-touch, high-engagement academic support to students at all levels across all academic disciplines. Librarians have evolved to be experts in optimizing technology, so they can offer this high-engagement support across multiple modalities, including online. Our college clearly needs to increase the librarian to student ratio.

Work that currently isn't getting done:

Basic coverage of the physical library: At IWV, the Library is open 56 hours per week. 1 full time librarian has ~30 available weekly hours in the contract to provide assistance to students on the physical IWV campus. This does not include online support. At Bakersfield college, the library is not open unless it is staffed by a librarian because they have the minimum qualifications to provide reference services. There are 26 hours per week at IWV unstaffed by a librarian.

CTE library support: Currently, library programming efforts have focused on Liberal Arts and Sciences. There is a crucial need to offer equitable support and programming to the CTE students, especially ADJ, BSAD, BSOT, HRCS, PARA. There are currently 89 classes on the books in the CTE area that include research requirements. (Curriculum map). Currently, the library is only supporting 10 via programming (~8%).

LAS: Although library programming has focused on the Liberal Arts and Sciences courses, there are still areas untouched by library support. 95 LAS courses list research as a requirement in the COR (Curriculum map). Of these, library support is currently being provided in 27 (28%).

Site Library Coverage: The LRCs at ESCC are staffed by a Librarian 8 hours per week and LAC faculty 24 hours per week. If the college decides that Librarians should provide the bulk of the faculty coverage at the site LRCs, there could potentially be a need for a full-time librarian position at ESCC alone. At KRV, the Librarian is the preferred faculty to staff the LRCs for the bulk of the time the centers are open. An adjunct currently provides 12 hours of coverage at KRV. There are too many inconsistencies in terms of Site LRC staffing (including LAC staffing decisions) to factor into this justification.

Online Library Coverage (Embedded Librarian Scalability): The library department's efforts to provide learning resources and assistance for the college's high number of online students via the highly popular and successful "embedded librarian program" cannot be scaled out to meet the needs of online students and instructors without additional librarian coverage. The embedded librarian program has been clearly linked to increased success on research assignments in online classes as well as increased levels of engagement in the oft-isolating realm of online learning. Students and instructors have both highly valued the service in surveys administered by the department as part of assessment strategies. Students are performing better on research assignments, as reported by online instructors comparing grades across semesters. Between Spring, 2012 and Spring, 2013, there was a 47% increase in online sections with embedded librarians. The embedded librarian program has substantially increased the amount of Research and Reference transactions in the library department. On-ground reference transactions have decreased 14% over the past Academic Year while online reference transactions increased by 71%. The library department has programs in place that are increasing usage of library resources; however, the momentum can't be sustained without an additional full time librarian.

Library website: Library staff has made many improvements to the library website to increase the number of instructional elements to ensure access for all; however, much more work is needed. Course Guides developed for individual classes are needed; more video tutorials are needed. An additional librarian is necessary to take on some of this important work.

IC C075: In an academic year, an average of 13 sections of IC C075 are offered and taught primarily by 4 adjunct librarians. A new full time librarian position could absorb some of this work into his/her load.

2000 Category - Classified Staff

Library Tech I: Change position from 30 hour/wk 9-month position to a 40 hour/wk 12- month position

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Salary Grade:

36 Step 1

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

8115.00 (salary amount for requested 3 additional months per year), Ongoing from General Fund.

Detailed Rationale:

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan:

The Library's mission to create an environment of learning and engagement and ensure access by all to quality information regardless of format depends largely on classified staff—to provide coverage at the library circulation desk and to catalog and maintain information sources. Since 3 full time library staff retired over the past 5 years, we have not fully replaced the staff required to run the library and achieve its mission. We only have 1 full time library worker + 1 30 hour/wk, 9 month worker + a 19 hour/week worker. This is a skeletal crew. Breaks are often not covered. Any illness results in closure (it is a miracle this hasn't happened more often). Staff feel compelled to work while ill so as to not disrupt operations. Vacation time is cashed out instead of used.

2. Explain why the work of this position cannot be assigned to current staff.

Staff not in positions that allow for overload. Logistically unable to work extra hours to cover breaks, illness, etc.

3. Describe the impact on the college if the position is not filled.

Current projects are not getting done in a timely manner such as eBook weeding, bibliographies targeted to faculty, catalog maintenance. Staff will not get appropriate breaks per their contract; closure of library in the event of someone calling in sick, especially in summer.

Library Assistant II: Change current position from a 19 hour/wk 12-month position to a 30 hour/wk 10-month position

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Salary Grade:

31.5 Step 1

Number of Months:

10

Number of Hours per Week:

30

Salary Amount:

Currently, the position costs ~13,000/year. Adjusting it to 30 hour/wk x 10 months = ~16,240/year., Ongoing from General Fund.

Detailed Rationale:

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan:

The Library's mission to create an environment of learning and engagement and ensure access by all to quality information regardless of format depends largely on classified staff—to provide coverage at the library circulation desk and to catalog and maintain information sources. Since 3 full time library staff retired over the past 5 years, we have not fully replaced the staff required to run the library and achieve its mission. We only have 1 full time library worker + 1 30 hour/wk, 9 month worker + a 19 hour/week worker. This is a skeletal crew. Breaks are often not covered. Any illness results in closure (it is a miracle this hasn't happened more often). Staff feel compelled to work while ill so as to not disrupt operations. Vacation time is cashed out instead of used.

2. Explain why the work of this position cannot be assigned to current staff.

Staff not in positions that allow for overload. Logistically unable to work extra hours to cover breaks, illness, etc.

3. Describe the impact on the college if the position is not filled.

Current projects are not getting done in a timely manner such as eBook weeding, bibliographies targeted to faculty, catalog maintenance. Staff will not get appropriate breaks per their contract; closure of library in the event of someone calling in sick, especially in summer.

4000 Category - Supplies and Equipment

Non-Inst Supplies & Materials

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, Ongoing from General Fund.

Detailed Rationale:

Minimum supply budget for purchasing materials needed for ongoing library services including book processing, mending, reports, etc.

Non-Inst Supplies & Materials (Marketing

Location:

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, One-time from General Fund.

Detailed Rationale:

Banner signs for LRC—to increase visibility and direction.

Facilities Equipment

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

23,000.00, One-time from General Fund.

Detailed Rationale:

New 3M Security gates for the main Library

Facilities Equipment

Location:

ESCC Bishop

Priority:

High

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

8,000.00, One-time from General Fund.

Detailed Rationale:

Locking cabinets for the collection (~\$8,000) or 3M security gates (~\$13,000)

5000 Category - Service, Utilities, and Operating Expenses

Employee Travel

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

400.00, Ongoing from General Fund.

Detailed Rationale:

Site visits. Job description calls for regular site visits to standardize library services cross-campuses. CCL Directors annual meeting. Previous years' travel expense was \$600. This was cut as a response to "budget crisis". At minimum of \$400.00 is needed.

Institutional Dues/Memberships

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, Ongoing from General Fund.

Detailed Rationale:

Our institutional fee for our membership to the Council of Chief Librarians and OCLC.

Licensing/Maintenance Svcs

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

11,100.00, Ongoing from General Fund.

Detailed Rationale:

Subscription dues to OCLC, and Horizon cataloging. OCLC allows us to provide Interlib-rary loan, cataloging; Horizon is our automated book data-base

Software Licensing/Maintenance Svcs

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

250.00, One-time from General Fund.

Detailed Rationale:

Camtasia license/snagit bundle and writing stylus for video production to improve library instruction and access to resources

6000 Category - Capital Outlay

Library books and ebooks

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

19,000.00, Ongoing from General Fund.

Detailed Rationale:

Budget required to sustain minimum collection development for all campuses since TTIP monies halted. Projection includes an increase to accommodate the purchase of ebooks, which are no longer purchased through consortium (which used to come out of our periodicals budget). Ebooks are, in general 20% more expensive than their print versions but allow access to more students at all locations. Projection also includes replacement costs of books lost and/or weeded. The new Library Weeding plan calls for a replacement amount on a 5 year cycle.

Magazines & Periodicals (Online subscriptions)

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

38,000.00, Ongoing from General Fund.

Detailed Rationale:

Keeps our current database subscriptions, allowing students and faculty at all locations and in all disciplines access to key library e-resources.

This request factors in an increase in cost due to one of the main databases going up in price and other cost increases.