

**Library Department**  
**Annual Unit Plan for Academic Year 2016-2017**  
October 2015

---

## **Describe 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

---

## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

**Success and Retention in IC C075: 18% and 9% lower than college success and retention rates for this group, respectively**

**Population:**

Ethnicity: American Indian

**Analysis and Plan:**

Discussion in process with ESCC site director, VPAA, and Owens Valley Career Dev. Center group at ESCC, where many Native American students are located. We suspect that not having an on-ground IC C075 option at ESCC is a gap that might be an issue for this group. We are in discussion about how to better schedule an on-ground option at ESCC, perhaps alternating days with COUNS101--and strongly encouraging more ESCC students to take that class on ground to drum up enough enrollment numbers to offer an on-ground section.

### **Gap in Data Collection for all disaggregated groups**

**Population:**

Age: 19 or younger

**Analysis and Plan:**

The LRC department (LAC and LIBR) face a serious data collection gap. We have no way of disaggregating our library attendance data. We need to implement a technology infrastructure that allows students to scan in their ID upon entering the library. We also need to investigate how to disaggregate data on textbook and material checkout across sites.

## Outcomes Assessment: Overall Report

### SLOs

Spring 2014: All SLOs for IC C075 assessed.

The department continues to make changes to the course based on informal observation. The SLOs are being met; however, we realize the need to provide more video instruction for complex database searching. Also, since it is a 1/2 lab, instructors teaching the course must commit to mid-week checki-ns with students to ensure timely supervision of lab activities as well as timely feedback.

Fall 2015: The department is currently assessing PLOs for embedded librarian program--have developed a short survey for students and faculty involved

Spring 2015: The department assessed AUOs using questions on the Student experience survey--which was more widely distributed to students than any library effort could have achieved. Results showed that ~ 1/2 of respondents highly value the library services, collections, and programming (all modalities) and that ~1/2 of respondents have no idea what services, programs, and collections the library has. So--we are doing well at what we do; however, we need to continue to ramp up marketing, outreach, and publicity efforts. For the next iteration of AUO assessment, the Library will merge with the LAC into a central department. As such, survey questions will be minorly tweaked and AUOs will be revised as well.

## Outcomes Assessment: Gaps Identified in Prior Year's Assessments

### **Type:**

AUO

### **Target Missed/Gap Detected:**

Spring 2015: The department assessed AUOs using questions on the Student experience survey--which was more widely distributed to students than any library effort could have achieved. Results showed that ~ 1/2 of respondents highly value the library services, collections, and programming (all modalities) and that ~1/2 of respondents have no idea what services, programs, and collections the library has. So--we are doing well at what we do; however, we need to continue to ramp up marketing, outreach, and publicity efforts. The limited capacity of providing library coverage at the sites is a challenge in these efforts.

For the next iteration of AUO assessment, the Library will merge with the LAC into a central department. As such, survey questions will be minorly tweaked and AUOs will be revised as well.

### **Type of Gap:**

Limited capacity/infrastructure. Need to improve customer service.

### **Analysis and Plan:**

Ramp up marketing, outreach, and publicity efforts.

## Progress Made on Program Review

### Library

## **Year of Last Program Review:**

2012

### **Progress in the last year on two-year strategies:**

Goals 1 and 2 are being tackled. Information Competency skills among Basic Skills students is being approached in several ways: library tour is included in PDEV and COUN 101 classes. The librarians need to meet with the counseling department to better standardize this activity in all sections across sites and online. 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. Modules on basic Info Lit skills need to be developed for insertion by interested faculty in BS classes. Library instruction is being scaled out and standardized at the sites and online, with the help of adjunct librarians.; however, there is currently no adjunct librarian for ESCC, so only spotty coverage is being achieved. Goal 3 seeks to enhance the library's print collections, which is being done via a newly developed process that engages faculty more intentionally in the library's collection development efforts.

### **Progress in the last year on five-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. The institutionalization of information competency will continue to be a concern in the wake of the statewide AA-T initiative, which encourages CA Community students to take AA-T programs, bypassing the requirement to take IC C075. We only offer 1/2 as many sections of IC C075 now versus 5 years ago. This is a serious issue that needs to be discussed and addressed college-wide. Is Info competency a crucial skill necessary for graduation and transfer? If so, how do we encourage students to take the class? How do we integrate Info Comp instruction across the college if the main channel for doing so (1-unit class) is now optional?

Goal 2 has been achieved! Sharlene Paxton was hired as the college's 2nd librarian! Yay!

## **Progress Made on Prior Year Initiatives**

### **Create a plan for weeding the collections (print and ebook) that involves faculty collaboration and a schedule**

Plan was developed and is being implemented for each phase of collection weeding.

### **Continue to develop and assess DE library programming (Embedded Librarian and at site LRCs) so that it is on a sustainable path**

This will always be an in-progress goal. We have revised our assessment instruments so that a single instrument is used to assess library programming, regardless of modality.

We are continuing to develop the embedded librarian program and scale out. The addition of a new librarian is making this possible.

### **Utilize “Curriculum Map: Information Competency” to inform Library Instruction programming**

We currently use the map to inform library instruction programming; however, we need to revise the mapping approach so that a new curriculum map can be created that more authentically maps info competency skills across the college.

---

## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Library Website Improvements**

##### **Action Plan:**

The library webpage is in the top 5 college website visits. We need to ensure that it is the best page it can be.

1. analyze usage statistics to determine most popular pages and least popular pages.
2. revise website based on stats. Remove clutter. Remove extraneous content. Package content better.
3. survey faculty and students on library website ideas/interface/organization
4. revise website based on input from these key user groups--possibly re-instate "Faculty Resources" tab
5. enhance tutorials section with more home-grown videos and interactive learning objects

**Measure of Success:**

Library Website revision by Spring, 2017

At least 3 new interactive video tutorials by Spring, 2017

Reinstated Faculty resources tab with info on RESERVES, OERS, COPYRIGHT, COURSE GUIDES, ETC.

**Person Responsible:**

Librarians, DE Department

**It directly addresses a college Strategic Goal or Objective**

Goal 1: Objective 3--

Maximize Student Success: Increase Student Engagement, specifically online student engagement

**Continue to Integrate Information Literacy/Competency into Basic Skills**

**Action Plan:**

Information Literacy is a Basic Skill.

1. Develop Critical Information Literacy Modules for on-demand usage by faculty teaching BS students in the classroom and in the LRCs
2. Standardize Library Instruction Sessions for COUNS101 and PDEV courses and work with Counseling office to ensure inclusion in sections across campuses
3. Continue to develop collections for BS level students
4. Create a series of Digital Literacy workshops for presentation in the LRC

**Measure of Success:**

At least 2 Critical Info Lit Modules developed

Standardized approach to library instruction "one shots" in Student Success courses

At least 30 new titles purchased for BS level to add to collections

At least 3 Digital Literacy workshops developed

**Person Responsible:**

Librarians, DIR Counseling and Counselors, LAC Coordinator

It **directly** addresses a college Strategic Goal or Objective

Goal 1: Objective 2--

Maximize Student Success: Improve Milestone achievements, especially BS

**Collaborate with DE Department to Develop a "Copyright Guidelines"**

**Action Plan:**

1. Meet with DE Director to discuss necessary components and proposed audience.
2. Write the Guidelines
3. Create Resources for Faculty on complying with copyright
4. Distribute and share out in appropriate channels

**Measure of Success:**

Development of Copyright Guidelines.

Development of Resources for faculty on compliance

Distribution via website, email, workshops, etc.

**Person Responsible:**

Librarians, DIR DE

It **directly** addresses a college Strategic Goal or Objective

Goal 5: Strengthen Organization Effectiveness

**Collaborate with Faculty to Develop Textbook Alternatives using OERs and Library Resources**

**Action Plan:**

Lower cost and higher quality!

Pilot: work with a single faculty to put together a class "reader" using OERs, Library Resources, and other creatively-licensed educational content.

Develop a handbook and resources for faculty that walks them through the process of creating their own copyright-compliant "readers".

Share out this new service the librarians provide: consultation on developing "readers"

**Measure of Success:**

At least 1 "reader" completely developed and completely copyright compliant

Handbook and resources developed

**Person Responsible:**

Librarians, Classroom Faculty, Printing office

It **directly** addresses a college Strategic Goal or Objective

Goal 2: Equity

Goal 3: Access

---

## Evaluate Resource Needs

### Facilities

IWV:

- White board for Librarians' office: \$50
- Supplies (general): \$200

KRV

- Supplies (general): \$150

ESCC

- 4 (4'x10') metal peg boards for mounting on BESCC wall for hanging art, posters, etc: ~\$1400

Tehachapi

- \$1200: locking cabinet for RESERVE TEXTS in LRC

### Information Technology

IWV:

- Data Collection Infrastructure for collecting library attendance

KRV

- Improved technology for library instruction: new mobile projector (Epson Powerlite 4100 4500 lumens projector): \$1600
- 16 new desktop computers for the KRV LRC (post renovation)

Tehachapi

- 8 new desktop computers for a designated Tehachapi LRC

## Marketing

Posters and publicity for Library at all sites:

\$500 (\$250 for ESCC and \$125 for KRV and \$125 for Tehachapi)

## Professional Development

Each Librarian will attend 1 library conference per year:  $\$1000 \times 2 = \$2000$  total

---

## Staffing Requests

### 1000 Category - Certificated Positions

**Location:**

**Justification:**

### 2000 Category - Classified Staff

#### Library Tech I: Position Augmentation

**Location:**

Ridgecrest/IWV

**Salary Grade:**

Range 36/Step 1

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$2913.53/mo

**Justification:**

Change position from a 30 hour/wk 9-month position to a 40 hour/wk 12-month position

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

One of the Equity interventions being integrated into the institution is to substantially increase library expenditures on RESERVE

Textbooks to alleviate textbook costs and access to course material. This will place a burden on library cataloging processes. The Tech 1 is our primary cataloger and currently does not work during the summer, when there is a crucial need to catalog and process the text reserves so that they are on the shelves, college-wide, for the beginning of the semester.

Tied to equity interventions is the need for increased data collection and organization, which will further tax the library department. Because of budget crises, the library department went from 3 full time classified employees in 2010 to 1 full time employee + 1 19 hour employee + 1 30 hour employee who doesn't work summers. We are working with a skeletal crew. As a result, coverage of vacation and sick days always presents challenges.

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

Equity interventions tied to the library not fully implemented and realized.

3. Is a temporary employee currently performing the work of this position? (Y/N)

NO

4. How is the work assigned to this position presently accomplished?

During the summer months, the work assigned to this position is not being performed, which is the main reason why the TEXT Reserve collection was not ready to roll out this past August, as planned.

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**