

Library Department
Annual Unit Plan for Academic Year 2017-2018
October 2016

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 is low for the college for this group (57%) but markedly lower in LIBR C100 (formerly IC C100) (39%)

Population:

Ethnicity: American Indian

Analysis and Plan:

Last spring, the librarian coordinated with the OVCDL in Bishop to offer 2 in-person workshops to NA students enrolled in the online course, since online is the only modality offered at ESCC, where the majority of NA students reside. Determining the effectiveness of this intervention is a challenge without an institutional researcher since the course instructor isn't able to identify ethnic backgrounds of students in the course (and compare success rates of NA students who participated in the intervention to those who did not). That being said, of the 5 students who attended the in-person workshops, 3/5 passed with a C or better.

The library department will continue to work with OVCDL and the ESCC Director to identify and assess interventions aimed at this group. We'd like to continue to offer the in-person workshop targeted to the NA students in coordination with OVCDL.

Overall Data Collection Gap

Population:

Ethnicity: Unknown

Analysis and Plan:

As noted last year, the library faces a serious data collection gap for being able to disaggregate library attendance and material usage data by the identified equity populations. An IR is needed.

KRV students are, overall, more economically disadvantaged than the college as a whole

Population:

Socioeconomic Status: Economically Disadvantaged

Analysis and Plan:

A designated KRV Librarian adjunct for 8 hours per week to provide coverage at least 2 days per week.

Prison students are disproportionately African and Hispanic

Population:

Ethnicity: African American

Analysis and Plan:

As we expand programs to prisons in our service areas, we will need to provide designated librarian coverage to assist with the incredibly labor-intensive library reference that serving these students entail. At minimum, as a trial, 6 hours per week adjunct librarian is needed. This person will work at the Tehachapi site and will spend several identified weekly hours processing prison reference.

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 check-ins with students to ensure timely supervision of lab activities as well as timely feedback.

The SLOs for the new LIBR C100 course will be assessed in all sections in Spring 2017, per Program Review timeline.

Fall 2015: The department is fine tuning assessment process for PLOs for embedded librarian program--have developed a short survey for students and faculty involved

The Library PLOs will be assessed in Spring 2017, per Program Review timeline.

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.

The library still needs to survey faculty to assess one element of department AUOs. This will occur in Spring 2017, per Program Review timeline.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

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. IC skills among Basic Skills students is being approached by including a library orientation to PDEV and COUNS101 courses. The orientations need to still be adopted by all instructors across sites and modalities. Library instruction (online and on-ground) helps BS students taking upper division classes that require research skills. New collections on college skills have been curated. We intend to continue to develop a module for BS courses, including ENG 40, aimed at improving retention rates by aligning the module with one of the "6 factors of success" (Valued).

Library instruction has been scaled out and standardized across all college sites. Goal 3 seeks to enhance the library's print collections, which is being done via a process that involves faculty across the disciplines.

Progress in the last year on five-year strategies:

Goal 1--to increase the institutionalization of IC at the college--is being addressed. IC has been adopted as an institutional learning outcome (ILO), which is a huge victory. The librarians are continuing efforts to intentionally map library instruction better across programs. The LIBR C100 course still continues to be a concern, since it is not a requirement for the ever popular AAT/AST degrees. The department hopes that the course's UC transferability will increase headcount; however, more efforts need to be undertaken to encourage students to take this important course. Some programs list the course as an advisory, so this is one idea. Requiring the course for certain populations is another idea we are exploring, in the same way COUNS 101 is required.

Goal 2 has been achieved with the hiring of our 2nd librarian.

Progress Made on Prior Year Initiatives

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

IC C075 is now LIBR C100. It is CSU and UC transferable and the SLOs and topical outline have been aligned with the new ACRL framework.

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

In fall 2016, we are embedded in 26 online sections, including Paralegal and CSCI. The embedded librarian program has been a raving success and the department needs to map it to make it more manageable and intentional.

Increase Faculty Resources Available on Library Website

It became clear that this initiative depended on cooperating from external entities with a different idea about the purpose and audience of the public-facing library page. The library department hopes to continue to make improvements to the website; however, there needs to be a larger college dialogue about the best place to house learning resources for faculty. The library department still staunchly supports and advocates for a Faculty Services tab on the library webpage, in accordance with just about every other academic library website in existence.

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

Networking with faculty to promote use of certain databases has proven to be a very effective approach in addressing this initiative. We have seen a substantial increase in our database usage from 2015 - 2016, though reporting actual percentages is a challenge

because during that time we switched from counting sessions (with multiple searches) to searches.

One of the librarians provided training to the Mammoth Public Library staff on increasing patron access to our college's databases.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Intentionalize and Align Library Instruction Across the Curriculum at the Program Level

Action Plan:

Develop a Curriculum Map to identify current and proposed library instruction efforts (online and on ground);

Coordinate with Departments/Programs to identify most effective scaffolding and integration of library instruction based on program need and to standardize library instruction across course sections

Measure of Success:

Map Developed by end of Fall 2017;

Embedded (Online) Librarian Handbook, with procedures and guidelines developed by Spring 2018;

Coordinate with at least 2 LAS and 2 CTE departments to integrate and standardize library instruction intentionally across their respective programs by Spring 2018. Continue coordinating with departments beyond 2018.

Person Responsible:

Librarians, Department Chairs

It addresses a program review strategy

Goal 1 of the 5 year strategy: To increase institutionalization of Info Comp at the college.

Assess Prison Library Programming so that it is on a Sustainable Path

Action Plan:

Meeting the needs of our increasing number of student inmates has become a frenzied, reactionary process. It has become clear that providing library support to these students is both critical and requires more time and effort than serving our non-inmate students. As we expand our course offerings this year, we are scrambling to put into place collections, processes, and other supports.

An assessment and proposal, in the form of a report to college and prison stakeholders, will be complete by Spring 2018. The report will assess learning outcomes, current processes, collection usage, reference transactions and impact on department in serving these students.

Offer our first section of LIBR C100 at the Cal City or Tehachapi prison by Spring 2018.

Measure of Success:

An assessment and proposal, in the form of a report to college and prison stakeholders, will be complete by Spring 2018. The report will assess learning outcomes, current processes, collection usage, reference transactions and impact on department in serving these students.

Offer our first section of LIBR C100 at the Cal City or Tehachapi prison by Spring 2018.

Person Responsible:

It addresses a gap in student equity

The majority of our incarcerated students are Hispanic and African American. Efforts to support these students in becoming information literate is an important step in ensuring we are offering equitable library services and programming to all our populations.

OER Phase II: Implement OER Grant & Continue to Support Faculty in OER Adoption

Action Plan:

Implement OER Grant;

Offer workshops and training to faculty on OER creation and adoption;

Build OER page on Library Website that includes a collection of OER Resources.

Measure of Success:

Successful implementation of OER Grant by Spring 2018, with requisite grant outcomes achieved;

Offer 1 workshop per semester (fall 2017 and spring 2018) on OER creation and adoption;

OER Resource Page for Faculty added to Library Website.

Person Responsible:

Librarians, WebMistress, Faculty

It directly addresses a college Strategic Goal or Objective

Goal 2: Equity

Goal 3: Access

Evaluate Resource Needs

Facilities

IWV:

Supplies (general): \$2150.00 (\$250 general supplies + one-time purchase of bulk security strips)

KRV:

Locking Cabinet for RESERVE TEXTS (\$1200)

Information Technology

IWV: Data Collection Infrastructure for collecting and disaggregating library attendance

IWV: SARS Kiosk outside LRC 631 for collecting data on library instruction

Barcode reader for aforementioned kiosk (\$50)

Moveable computer stand for aforementioned kiosk (like the ones at ESCC LRC): (\$100 x 2 = \$200)

2 noise-cancelling headphones for library patrons with disabilities (\$100 x 2 = \$200)

Marketing

None at this time

Professional Development

Each librarian will attend at least 1 conference per year; however, with the new focus on OER and Prison Education, we anticipate needing to attend additional conferences in the upcoming year (\$4,000).

Staffing Requests

1000 Category - Certificated Positions

None at this time

Location:

Justification:

2000 Category - Classified Staff

None at this time

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: