

Library Department

Annual Unit Plan for Academic Year 2018-2019

October 2017

Describe Department/Unit

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: Actions Taken

Textbook Reserve Expansion: The library department advocated to receive funding from the Student Equity budget to greatly expand our textbook reserve collections across all sites at the college, including the prisons. This effort was undertaken to provide textbook alternatives to students, cutting down on textbook costs. There is an intersectionality between class and ethnicity.

OER Grant: The library department, along with English faculty, spearheaded the college's efforts to apply for and implement an OER grant as an effort to cut down on textbook costs for our students at lower socioeconomic sectors.

Prison Reference: The prison populations served by our college are largely comprised of Hispanic and African American males. The library's efforts to extend critical library instruction and programming to the prisons was embarked on last year.

The department formally instituted a two step initiative aimed at improving student engagement and success, a student engagement survey and an early diagnostic assignment. These practices became integrated as mandatory practices for all full-time members of the department in Fall of 2017. They will be integrated for all members of the department in Spring of 2018.

Student Equity: Gaps to be Addressed

Ethnicity: American Indian

Gap Identified:

More Native American students take the LIBR C100 course than the college average (4% versus 1%) and their success rate in the class is 12% lower than the college average (47% versus 60%).

Discussion:

The majority of these students live in our ESCC service area and we have not had a qualified adjunct to teach the course on-ground

at ESCC for several years despite regular announcement postings. Two years ago, one of the librarians teaching the course online coordinated an in-person workshop at the Owens Valley Career Development Center (OVCDC) to work with Native students taking the online class.

We intent to reach out again to OVCDC to develop a process and infrastructure for checking in with Native students taking the class, to provide a layer of support, including virtual workshops using Zoom or Cranium Café.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

No actions taken in the prior academic year. We assessed our SLOs spring 2017 and will report those results in next section.

Assessments completed in the prior academic year

LIBR C100 assessed in spring 2017

All 6 SLOs assessed in all sections taught in spring 2017.

Outcomes Assessment: Gaps to be Addressed

LIBR C100 SLO 5

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 5 (recognize and use correct documentation style in parenthetical and bibliographic citations) is an obvious gap, with only 1 section of students achieving the 80% target.

Type of Gap:

Need to alter/refine instructional techniques.

Analysis and Plan for Improvement:

The department discussed this discrepancy and have changed our teaching approach to more effectively stress citation format. Instead of touching on this concept in a single module, citation and formatting is touched on and practiced more frequently throughout the course.

Anticipated Semester for Implementing Planned Improvements:

fall 2017 and beyond

Anticipated Semester of Next Assessment:

spring 2019

LIBR C100 SLOs 2 and 4

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 2 and 4 were not met in the section taught on-ground at KRV.

Type of Gap:

Limited capacity/infrastructure. Other (explain in Analysis).

Analysis and Plan for Improvement:

The department discussed this discrepancy and came up with the following conclusions: The KRV campus serves a higher number of disenfranchised students (physical and learning disabilities, low-income); The KRV campus is undergoing a renovation, so the class was taught in a makeshift classroom with limited technology

We have a new adjunct who will be teaching the course in spring 2018 and the classroom setup and technology will be addressed.

Anticipated Semester for Implementing Planned Improvements:

spring 2018

Anticipated Semester of Next Assessment:

spring 2019

Program Review: Actions Taken

Library

Year of Last Program Review:

2012

Actions Taken in the Prior Year to Address Strategies:

Goal 1: Increase Information Competency skills and readiness among Basic Skills students---while the department continues to tackle this goal, it is a challenge. The college is restructuring BS sequencing and we continue to expand to other sites without adequate librarian adjunct coverage. Last AY, the librarians networked with the Mammoth Dual Enrollment/Concurrent Enrollment principal and are offering workshops to these students at MHS. We hope to continue to do this, and are even considering revising LIBR C100 so that all DE/Concurrent students can take this course.

Goal 2: Increase library's instructional programming at sites and online--Last AY, we were able to increase our library instruction and support at Tehachapi and the Prisons. At our northern sites, there are challenges due to unavailability of adjunct librarians. We are trying an innovative approach this year.

In order to continue to increase IC skills and library instruction programming across all sites (including the summer), we will be increasing our request for adjunct librarian coverage:

8 hours per week at ESCC (4 at BESCC; 4 at MESCC) (x32 weeks)

6 hours per week at KRV (x32 weeks)

6 hours per week at Tehachapi (including prison reference) (x32 weeks)

8 hours per week (x 10 weeks) for summer adjunct coverage

Depending on where we are able to secure adjuncts, these hours might be moved around so that virtual reference can be provided

to remote sites with no in-person adjunct librarian.

Goal 3: Enhance the Library's print and media collections without compromising the maintenance and development of electronic resources--last AY we enhanced the library's print collections substantially with funding from Equity. We were awarded \$40,000 to spend on textbooks for each site's RESERVE, which is a strategy backed by the college to cut down on textbook costs for students.

Six Year Goals

Goal 1: Increase the institutionalization of Information Competency at the College--this continues to be important yet challenging work for our department. Last AY, we were able to scale up our Embedded Librarian program as well as offer supports to our emerging Prison sites.

Strategies Still to be Addressed:

We still need to work on institutionalizing Info Comp at the college. We see our enrollments drop precariously in our LIBR C100 course. We are in discussion about how our department and our college best equips students with critical information literacy skills in a way that is sustainable. The course needs institutional support and backing and we plan on having some conversations with administration to figure out how to promote the course, using the COUNS 101 model in which certain populations are required to take it.

Annual Planning: Actions Taken

Library Website Improvements

This is an ongoing project. The website usage statistics have been examined and we've removed clutter and packaged content better as a result. New tutorials have been added and a new and improved Welcome to the library video is in the works.

We are hoping to work with IR to conduct student focus groups in order to better package content, with the addition of LibGuides, which will allow us to reinstate a faculty resources tab as well as curate online collections for OERs.

Continue to Integrate Information Literacy/Competency into Basic Skills

While the library did complete some of the action items associated with this initiative (At least 30 new titles purchased for BS level to add to collections), the department is re-addressing this Goal and realizes there needs to be a complete re-assessment of how best to integrate info lit into the curriculum, not just at the Basic Skills level. Basic Skills English is being completely revamped, with BS courses completely removed from the sequence.

The COUNS and PDEV courses continue to support our efforts to integrate Info Lit into certain sections of these courses.

Collaborate with DE Department to Develop a "Copyright Guidelines"

The Copyright Guidelines document is very near to completion with workshops and resources to follow.

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

Sharlene Paxton has very successfully moved this initiative to completion. Working with instructors on adopting OERs as well as providing resources and professional development opportunities is something Sharlene continues to do in her capacity as librarian. Phase II of this initiative is now in the works and we anticipate a Phase III initiative in regards to OER.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

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

No assistance needed. We are on track to implement these initiatives this year.

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

No assistance needed. We may need to push the deadline back for the 2nd measure of success, though.

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

No assistance needed.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Increase enrollment in LIBR C100

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Work with Counseling department to investigate new strategies for promoting the course;

Develop a long term schedule in which the course is offered consistently across all sites, including the prison;

Lead Measure of Success:

Increased meetings with Counseling department;

Long term schedule developed, in concert with site directors

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:

Increased sections of LIBR C100 offered across the college;

Increased success rates in courses students take requiring highly-developed research paper skills;

Person Responsible:

Librarians, Counseling department, Site Directors

Other

As we gear up for Program Review, it has become apparent that we need to resuscitate LIBR C100 in terms of sections offered. It is a critical course and we have years of compelling student testimonials touting the important skills learned. We also see a precarious

drop in enrollment at the same time the college has adopted Info Lit as an institutional learning outcome.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Continue to Support the College's OER efforts

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Explore Z degree and other OER grants, taking a leadership role as a department in supporting these efforts;

Curate OER resources for faculty and programs;

Advocate for continued equity funding support in OER efforts

Lead Measure of Success:

Identification of PD opportunities OER participation;

OER funding identified in Equity Report;

Identification of grant opportunities

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:

Curation of OER Resources;

Students and faculty saving money on textbooks;

Person Responsible:

Librarians, Deans, Equity Director

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures

Streamline and Enhance Online/Virtual Library Services to Students Across the Service Area

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Identify best virtual reference platform;

Create a sustainable schedule and procedure for connecting with students virtually, across the service area;

Work with DE on best approach to embed virtual reference into the website and LMS;

Work with DE and LAC and Counseling to ensure best approach for connecting virtually with students to avoid overlap;

Lead Measure of Success:

Best Virtual Platform identified (Zoom, Cranium Café, etc)--with input from multiple departments, to cut down on student confusion;

Schedule established for Virtual Library Reference (Librarians);

Meeting with DE and LAC on best approach for embedding into Website/LMS

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:

Increased virtual Reference/Librarian transactions

Student satisfaction with virtual reference (PLO assessment)

Improved student success on research assignments

Person Responsible:

Librarians, LAC Coordinator, DE

It addresses a program review strategy

Increase institutionalization of Info Literacy/Info Competency.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 5: Strengthen Organizational Effectiveness

Evaluate Resource Needs

Facilities

BESCC

Replace defunct and broken "rolling gate" between LRC/Library room and adjacent Community Room with a glass wall (\$18,000)

Justification--The Bishop campus layout has been repurposed over the years to maximize efficiency and to optimize student and community interactions. The old "computer lab" adjacent to the LRC has turned into a highly-used community and student room to house events. The computers are now inside the adjacent LRC, allowing LRC faculty to work one-on-one with students in a smaller, more intimate venue. With the old defunct metal gate, sound carries from the community room (orchestra, community events, etc) into the LRC, which impedes student concentration and disrupts LRC learning interactions. A glass wall is needed to fully separate these two adjacent spaces that serve two distinct purposes on the campus.

Tehachapi

A designated work area for the Librarian: desk, cubicle walls (\$800)

Justification--the Tehachapi LRC is located in the 1 room all-purpose campus room with no clear area for the librarian

Supplies (\$100)--toner for new printer, paper for printer

IWV

Supplies (general): (\$250)

Information Technology

IWV

- Library Laptop replacements (per conversation with IT Director): \$9,000

6 new laptops with video and mic built in (\$1500 each)

Based on usage statistics, we are asking for 6 instead of 10

KRV

- Library Laptops (2) (per conversation with Site Director): \$3,000

2 new laptops with video and mic built in (\$1500 each)

For student use in the LRC to update technology, increasing library, tutoring, and proctoring supports

Tehachapi/Prisons

- Standard Duty Printer + Finisher (collating and stapling) (\$1,300)

Printer designated for the LRC printing needs

Marketing

Professional Development

Each librarian will attend at least 1 conference per year, to allow the librarians to keep up with the high-paced changes happening in

Staffing Requests

1000 Category - Certificated Positions

Librarian

Location:

CC Online, EKC Edwards/Cal City, EKC Tehachapi, Kern River Valley

Justification:

Librarian for serving our expanding service area in East Kern, KRV (Tehachapi and Prisons) and online.

Justifications:

A full time Librarian is needed to serve our expanding service area. This position would be based at EKC/KRV, providing library programming and services at the these sites as well as providing library reference and instruction to the Prisons (off site and, on-site, if possible) as well as online.

Adjuncts have been able to provide coverage at KRV and Tehachapi over the years, but only very limited hours. In the past year, our department has been most impacted by Prison Reference as well as absorbing our college's OER efforts. Both of these have greatly impacted our work and our department's ability to provide equitable library services and collections across our expanding service area.

Some data on prison reference:

In Fall 16, we provided research assistance to 3 prison sections (129 transactions)

In Spring 17, we provided research assistance to 10 prison sections (386 transactions) with the help of 1 adjunct

In Fall 17, we are providing research assistance to 14 prison sections with the help of 1 adjunct

Since the prisons have no Internet, it is a very intensive process to provide equitable library services and programming to the Prison students. We have developed an innovative way to assist faculty and students in the prisons; however, it will always be a cumbersome and intensive process due to the fact that there is no Internet. The library efforts have been overwhelmingly supported by both prison faculty and students alike. In a recent survey, all but 2 of the 61 Prison students "Strongly Agreed/Agreed" that having library supports added value to the education we are providing them.

A counselor was hired last year to serve this growing service area and a Librarian would round out the non-instructional support needs of students in this service area.

In addition to serving this expanding service area, the Librarian would also take on some of the growing Online Embedded Librarian programming that has become unsustainable for the 2 full time librarians. Currently, the 2 librarians provide embedded services to 20 online classes per semester. We have had to turn down requests due to having a workforce shortage.

Lastly, our department is trying innovative ways using synchronous technology to provide librarian services to our far-flung, adjunct-less sites and online. Our transactions to students online, using Zoom and Cranium Cafe are increasing, but there is a large gap in coverage due to a workforce shortage.

2000 Category - Classified Staff

Position Augmentation: Library Tech 1

Location:

Ridgecrest/IWV

Salary Grade:

Range 36

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

2814.80

Justification:

For a few years now, we are asking for an augmentation to the Tech I position. Instead of a 30 hour per week/9 month position, we need a 40 hour per week, 12 month position.

1. The Tech I performs duties and projects that cannot be performed by the Assistant, such as ILL and book processing. While the Assistant is needed to help with the volume of students during the regular school sessions, there are fewer students in the summer. Meanwhile, the Tech I duties, which are necessary year-round, must be done by the Library Tech II, on top of other duties. A better distribution of workflows would result in the Tech I at 12 months and the Assistant at 9 months.
2. The library closes at 6pm during summer months due to the lack of a Tech I. The library must occasionally close completely if there is an illness or emergency during the summer.
3. No.
4. Library Tech II is currently performing Tech I duties during the summer hours on top of other duties.