



## Annual Integrated Planning Library for 2026-2027

---

### **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
- Provide Information Competency instruction across multiple modalities

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

#### **Student Equity**

#### **Actions Taken**

#### **Support for HSI**

- Implemented Spanish-language library workshops
- Created Recursos bibliotecarios en español, an online Spanish-language research guide that covers the research process, database and library catalog searching, and the many ways

students can receive assistance from a Spanish-speaking librarian, such as:

- drop-in Zoom hours
- scheduled Zoom appointments
- email reference
- embedded librarian
- workshops
- Created MLA and APA Spanish-language Library Research Guides with videos, templates, and sample papers and bibliographies in Spanish

## College-wide Equity Supports

- Continued to support OER and ZTC adoptions college-wide to support textbook affordability
- Increased access to digital Textbook Reserve collection to support Title 5, § 54221 Burden-Free Access to Instructional Materials:
  - AY 24-25
    - New titles digitized: 48 (for a total of 188 through AY 24-25)
    - Title views: 23,350
    - Chapter views: 49,545

## First-Generation Students

- Fliers mailed to First Gen students with information about library services and resources, as well as LIBR courses

## Rising Scholars

- Increased Rising Scholar (RS) print book collection by adding 175 titles to the core academic collection
- Created computer literacy module with guides and shortcuts on how to use Word, PowerPoint, and Excel for the Rising Scholars Library Resources Canvas shell
- Taught in-person Computer Literacy Workshops for Rising Scholars students on Word, PowerPoint, Excel
- Added information literacy video tutorial content to Rising Scholars Canvas shell
- Deployed the Cerro Coso Writing Lab module for research paper proofreading in the Rising Scholars Canvas shell

## Gaps Identified

## Headcounts for LIBR courses

- RS students take LIBR courses at a 28.2% higher rate than college-wide
  - Total numbers for Rising Scholars (RS) appears to be trending down; however, RS enrollment is overrepresented compared to college-wide enrollments, with just 5% of the college population being RS students, but 28% of RS students take a LIBR course. This indicates strong library support for library research and information literacy skills for RS students.
- African American students take LIBR courses at a 5.8% higher rate than than college-wide enrollment
- Financial Aid students take LIBR courses at a 43.7% higher rate than college-wide enrollment
- Hispanic/Latino enrollment in LIBR courses was 3.7% lower than college-wide for AY 2024-24; however, data from 2020-21 to 2024-25 shows a steady increase in overall enrollment for this population
- Economically Disadvantaged student enrollment in LIBR is also growing steadily from 25.5% in 2020-21 to 33.2% in 2024-25
- Online students are also overrepresented, with 64% of college-wide students taking an online course, but 72% of students taking LIBR courses online. Online LIBR courses have seen a major increase with a 28.6% increase in headcounts from 2022-2024, reversing a downward trend. This can be seen by a 19.3% increase in 2024-25 over the 2022-23 year. This is likely a factor of overall increased enrollments college-wide, but the department needs to ensure supports, such as online tutors and adequate online resources, are in place to support the online LIBR students.
- Women (45.9% vs. 56.7% men college-wide), Hispanic/Latino (44.4% LIBR vs. 51.7% college-wide), and Not First Generation (44.4% LIBR vs. 50.5% college-wide) are underrepresented in LIBR courses. Male overrepresentation in LIBR courses (10.8%) is likely a result of the fact that RS LIBR courses include only male students.

## Success Rates

- Success rates for LIBR courses for AY 24-25 were 70%, which is 11% lower than the college-wise success rate of 81%. The department will review assessment data and potentially implement changes to the courses to increase success rates. Inmate Education success rates play an outsize role in the department's

overall lower success rates, so the department will focus on improving success rates for RS students to bring the department's overall success rates more in line with college-wide success rates.

- Success rates for groups typically considered "historically advantaged" is the biggest gap in LIBR success rates. For example, Not Financial Aid students succeeded in LIBR classes in 2024-25 at 69% vs. 85% college-wide, Not Economically Disadvantaged students succeeded in LIBR classes in 2024-25 at 68% vs. 88% college-wide, and White (Ethnicity) students succeeded in LIBR classes in 2024-25 at 73% vs. 83% college-wide.
- While Hispanic/Latino headcounts are trending up for LIBR courses, success rates have a gap, which presents an opportunity for the department to address these gaps by increasing outreach and supports, such as bilingual tutors and a Spanish-language LIBR C100 course, to address this gap and support the college's Strategic Plan Goal 2.
- A five-year analysis of the data shows that overall, success rates for Financial Aid and Hispanic/Latino students are fairly steady.

## Completion Rates

- Completion rates for LIBR courses have remained steady with 85% in 2020-21 and the same for 2024-25
- One gap is Inmate Education (RS), which has a decrease in completion rates from AY 2021-22 of 87% to AY 2024-25 73%, showing a decline in completion of 25%. Some of this is likely a result of the fact that during Covid, courses were taught via correspondence, and there was decreased rigor, fewer assignments, and an unusual allowance for late work due to issues surrounding getting assignments to and from the CCI to the instructor and back. The department will explore other causes and work to address this gap.
- Online completion rates have increased from 80% in AY 2020-21 to 90% in AY 2024-25 and remained fairly steady in between these years.
- Male students complete at a 10% lower rate than female students, which likely corresponds to the lower completion rate for RS students.

## Outcomes Assessment

### Loop-Back Improvements Made

No SLOs or AUOs were assessed last year. Both will be assessed this AY.

### Schedule of Assessments

#### **EDUC C004 Supervised Tutoring (Effective Fall 2013)**

Not Due to Be Assessed This Year or Last Year

#### **EDUC C805 Preparation for the General Educational Development Exam (GED) (Effective Fall 2021)**

Will Assess This Year

#### **LIBR C100 Introduction to Library Research and Bibliography (Effective Fall 2024)**

Will Assess This Year

#### **LIBR C111 Information and Media Literacy (Effective Summer 2022)**

Not Due to Be Assessed This Year or Last Year

#### **LIBR C111H Information and Media Literacy: Honors (Effective Summer 2022)**

Not Due to Be Assessed This Year or Last Year

#### **Optimize technology to provide resources and academic support services across multiple modalities.**

Will Assess This Year

#### **Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research.**

Will Assess This Year

#### **Provide materials and programs that support academic programs and the research interests of students, staff, and faculty.**

Will Assess This Year

#### **LCR AUO 1 Provide materials and services that support the college's programs and the interests of students, staff, and faculty.**

Will Assess This Year

### Outcomes Assessment: Results of Last Year's Assessments

## Outcomes Assessment: Missed Targets

### Program Review

#### Name: Library

##### Year of Last Program Review

2023

##### Actions Taken in the Prior Year to Address Strategies

Two-year Goal Strategy 1: Develop digital Reserve collection via the Alma-D platform

Measurement of Completion At least 50 scanned online textbooks are available digitally for student use.

Goal has been met. 188 digital Reserve Textbooks have been scanned and added to the Alma-D platform.

##### Strategies Still to be Addressed

None, other than this will be ongoing. Classified library staffing increases will be needed to keep up with continued efforts. The department has had a request from CHDV to potentially create a separate collection for Spanish-language titles, and after exploring the possibility, the library can do this via Alma-D collections.

#### Name: Library

##### Year of Last Program Review

2023

##### Actions Taken in the Prior Year to Address Strategies

Two-year Strategy Goal Two: Address service gap at ESCC site by increasing library supports, hiring an adjunct librarian, and making site visits to increase outreach

While HR continues to fly the position, we have not had any candidates who meet the qualifications and are willing to work on site at the Bishop and Mammoth campuses. This has traditionally been a difficult position to fill, but the department will continue its efforts to provide equitable services to ESCC students by seeking to hire an adjunct librarian for these sites.

Meanwhile, faculty librarians have Zoomed into classes to provide library orientations and have embedded in Canvas shells to provide library resources and supports. We also meet with ESCC students individually or in small groups via Zoom for research assistance and other library supports.

### **Strategies Still to be Addressed**

Hire an adjunct librarian for ESCC.

#### **Name: Library**

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

2023

#### **Actions Taken in the Prior Year to Address Strategies**

Two-year Strategy Three: Scale out and stabilize library support for ISEP students by increasing course library orientations and increasing student enrollment in Library Services Canvas

Measurement of Completion At least 10 courses receive in-person library instruction; increase in students enrolled in and using Library Services Canvas

Goal has been met. 16 library orientations and f2f workshops have been conducted at Tehachapi CCI. 511 RS students are enrolled in the Canvas Library Services shell, which provides the RS students with a vastly more equitable level of access to similar library resources accessible to non-incarcerated students.

### **Strategies Still to be Addressed**

None, but the department will continue to grow the Canvas Library Services shell and update as needed.

#### **Name: Library**

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

2

#### **Actions Taken in the Prior Year to Address Strategies**

Five-year Strategy 1: Intentionally scale out library instruction to meet the information competency Institutional Learning Outcome (ILO). Identify gateway courses in programs that require a research component and coordinate more intentional library instruction. Meet

with Outcomes Assessment committee to ensure Info competency is accurately mapped across courses. Collaborate with faculty to ensure students who most need the support are receiving library instruction via LIBR courses or in classes with targeted supports, such as embedded librarian supports. Work with departments to include LIBR courses as part of program and certificate pathways.

Goal: Partially met but still in progress. Five new collaborations with faculty to offer library supports in courses has been met. Integrate LIBR course in two certificates or program pathways has been met. While the department has met with various departments and gained support from some departments to ensure students in their programs gain access to library instruction, more work needs to be done.

### **Strategies Still to be Addressed**

The department still needs to meet with Outcomes Assessment committee to assess current mapping of information competency across course SLOs and identify three gateway courses, as well as meet with departments to discuss feasibility of more intentional library programming.

#### **Name: Library**

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

2023

#### **Actions Taken in the Prior Year to Address Strategies**

Five-year Strategy 2: Develop a data collection and analysis plan that measures student engagement with the library and analyzes the relationship between library engagement and student success.

Goal partially met but still in progress. Schedule of regular data collection has been developed. We have worked with District IT and OCLC to gather data on EZproxy use to analyze database and collections usage, but we have not yet worked with CC IR to determine correlation to student success.

### **Strategies Still to be Addressed**

We need to develop a tool or method to analyze student enrollment in LIBR courses in relation to student success. We also need to develop a tool/method to develop and analyze embedded librarian supports and student success. We have created an internal

assessment tool for embedded librarian supports, but we would like to work with IR to develop something more substantive.

## Last Year's Initiatives

### Name: ZTC Library Support

#### Action Plan

- Inventory and evaluate current OER adoptions to ensure appropriate open licensing.
- Provide training and support to faculty adopting OERs.
- Continue to procure and scan non-OER textbooks and other materials for inclusion in library online text reserve repository.
- Create Libguides and course packs for faculty to embed into Canvas.

#### Lead Measure of Success

- List of all OER course adoptions developed for inventorying.
- 5 course adoptions of OERS evaluated to ensure appropriate open licensing.
- 2 librarian-led trainings offered to faculty on OERs.
- Digitize at least 20 additional non-OER textbooks/books for online text reserve.

#### Lag Measure of Success

- Increase in course adoption of OERs.
- Increase in ZTC programs.
- Decrease in # of non-compliant OER adoptions.

#### Initiative Status

In Progress

#### Summarize actions taken on this initiative

While the library continues to support faculty OER adoptions and ZTC by working with departments and individual instructors to share new resources, assist with locating resources, and continue adding new resources to our OER LibGuide, this is an ongoing goal. Increased classified staffing is needed to keep up with ordering, digitizing, storing, and maintaining the ZTC/Reserve Textbook collection, which has grown rapidly. Faculty librarians need time and funding for

training in LibreTexts and other professional development needs to keep up with changes. Faculty librarians have provided professional development training in Creative Commons licensing and copyright and have met with departments and individual instructors to provide group or individual training or information on copyright and open licensing, but librarians could expand on this by offering some lunch and learn Zoom trainings.

48 textbooks were digitized in FY25. We added 146 individual copies to the digital reserve shelf.

### **Name: CDCP "Research Skills" Exploration**

#### **Action Plan**

- Attend PD opportunities to learn about Career Development and College Prep (CDCP).
- Explore other community college offerings being developed around research and information literacy.
- Work with college stakeholders to identify local process for initiating a CDCP course.

#### **Lead Measure of Success**

- Librarians attend at least 1 PD session on CDCP.
- Librarians network with statewide colleagues to learn about library CDCP developments.
- Librarians involved, through CIC and other avenues, in identifying local process for developing CDCP.

#### **Lag Measure of Success**

- Librarians will be informed about the potentials and processes for developing a CDCP around library research skills.

#### **Initiative Status**

Withdrawn

#### **Summarize actions taken on this initiative**

CDCP was explored, but the department determined that our current LIBR credit--bearing courses, combined with the continually growing Zoom library workshops, is currently sufficient to meet student learning needs.

## Name: Faculty Library Workshops Pilot

### Action Plan

- Develop and present library workshops via Zoom to increase awareness of library services and programs such as the online text reserve, OER adoption, collections, etc.
- Assess effectiveness of workshops for future planning.

### Lead Measure of Success

- Two workshops presented to faculty each semester.
- Workshops assessed for future planning.

### Lag Measure of Success

- Increased faculty usage of library services and programs, across sites and program areas.

### Initiative Status

Completed

### Summarize actions taken on this initiative

Librarians presented workshops at flex sessions.

## Initiatives for Next Academic Year

### Create a Spanish-language LIBR C100 Course

#### Is this a multi-year Initiative? Y

#### Specific Action Steps to be Taken

The department will work with CHDV and our bilingual library adjuncts to develop a Spanish-language version of LIBR C100 to support the budding classes in Spanish strategy, which support our institutional goal of being an HSI serving college.

#### Early Observational Data, or "Lead" Measure(s)

- LIBR C100 Canvas course shell created for conversion to Spanish
- Searching for Spanish-language OERs for the course

#### Do you request help developing these instruments? Y

## **Institutional Performance Data, or "Lag" Measure(s)**

- Completion of Spanish-language LIBR C100
- Market the class to students
- Work with Counseling to enroll students in the course
- Ensure staffing of bilingual Spanish-speaking adjunct librarians to teach the online course

## **Person Responsible**

Faculty librarians, library department chair, bilingual adjunct librarians, DE Department

## **What unit gap or institutional goal does this address?**

It addresses a strategic plan goal or objective; It addresses a gap in student equity

It addresses Strategic Plan Goal 2: Cultivate the College's HSI Identity and Engage Other Underserved Populations

## **Update Nursing Collection**

**Is this a multi-year Initiative?** N

## **Specific Action Steps to be Taken**

- Update the out-of-date Nursing print and eBook collections to support growing Nursing programs and student enrollments
- Purchase print and eBooks after reviewing CHOICE and other collection development publications
- Process and add new titles to library catalog

## **Early Observational Data, or "Lead" Measure(s)**

- Collection development to select new titles in collaboration with Nursing faculty
- Create resources lists for faculty review
- Construct purchase order from faculty and librarian collection development

## **Do you request help developing these instruments?**

## **Institutional Performance Data, or "Lag" Measure(s)**

- Monitor usage statistics

- Develop any necessary tutorials, guides, or marketing tools to promote new collections
- Market new titles to faculty and students

## **Person Responsible**

### **What unit gap or institutional goal does this address?**

It addresses a strategic plan goal or objective

## **Requested Resources**

### **#40 Information Technology: Replace Laptops for Student Use**

**Is this a one-time request or an on-going request?** One-Time

**Amount Requested** 20000

### **Is this request supported in your initiatives or elsewhere?**

None

Library Program Review

- AUO 1: Provide materials and services that support the college's programs and the research interests of students, staff, and faculty
- AUO 2: Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
- AUO 3: Optimize technology to enhance Information Competency instructional interactions across multiple modalities

## **Description/Explanation**

In addition to being used as a classroom for LIBR on-site courses at IWV, LRC 631 is used throughout the AY for library orientations for courses at IWV. The classroom currently has only 15 desktop computers for student use. During a library orientation, each student needs to be able to use their own computer to conduct research.

Adding 10 new laptops to the current library cart, which has 6 older laptops that are currently working, will allow the librarian to push the laptop cart into LRC 631 and ensure that each student has access to a computer. The library department chair spoke with the IT Director about the feasibility and cost of adding 15 desktops to LRC 631 vs. adding 10 laptops to the current library cart, and the IT Director

determined that the addition of laptops was much less expensive and labor intensive.

Additionally, students check out laptops to use in the library, so having some updated laptops in the library cart would benefit all students who use the library and check out laptops for use in the library.

### **Supporting Facts/Data**

Twenty-seven on-ground library orientations were conducted AY 24-25.

### **Impact on the Department/Unit**

Department is already maintaining and checking out laptops, so no additional impact other than faculty librarians moving the cart into and out of LRC 631. It will ensure equitable access to technology for students during library orientations and when using the laptops in the library.

### **Impact on Operational Efficiency**

The 2025 Institutional Self Evaluation report indicates that Standard 3: Infrastructure and Resources, specifically 3.9, declares that "The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions." Part of the College's mission states that "The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation." The college seeks to support students instructionally by ensuring adequate access to technology to support learning, and without these laptops, students will not have equitable access to technology during library orientations and in the event that IWF on-site LIBR class sizes increase (for example, if an entire on-site section is dedicated to Middle College students, the class could not run without the additional technology in place).

## **#57 Marketing: Library Marketing and Outreach**

**Is this a one-time request or an on-going request?** Ongoing

**Amount Requested** \$1,000

**Is this request supported in your initiatives or elsewhere?**

None

- Library Program Review 1.3.3 Marketing and Outreach
- Strategic Plan goals 1-4

**Description/Explanation**

The library has traditionally requested \$1,000 for marketing and outreach for: fliers, pamphlets, social media efforts, and outreach swag for department-specific outreach.

**Supporting Facts/Data**

The library had an outreach campaign last AY and mailed fliers advertising library services and LIBR courses to First Generations students, which is an enrollment gap for LIBR courses (6.1% lower than college-wide enrollment). Fliers and posters are created for all sites to inform students of the array of library services and resources, so ensuring this continued funding assures equitable service to the sites and will help us target any identified gaps. Outreach also serves to bring students in to the library for non-instructional supports, such as donuts during finals weeks, as well as other library programming events.

**Impact on the Department/Unit**

The library cannot provide above services without the funding.

**Impact on Operational Efficiency**

The library is an important part of the College, so ensuring that the library has the funding for marketing and outreach projects supports the College's larger goals of marketing and outreach campaigns to increase the reach to current and future students.

**#58 Professional Development: Conference Travel**

**Is this a one-time request or an on-going request?** Ongoing

**Amount Requested** \$3,500

**Is this request supported in your initiatives or elsewhere?** Yes

Library Program Review 4.3.3 Professional Development

## **Description/Explanation**

The library has historically included a request in our budget for travel to national library conferences (American Library Association, Association of College and Research Libraries, and California Academic and Research Libraries, for example). We strive to send one or two faculty and/or classified librarians each year to maintain subject currency, collaborate with librarians from other colleges and universities, and continue to meet our professional development needs in a subject area that faces rapid changes due our heavy reliance on technology to meet the department's teaching and learning needs.

## **Supporting Facts/Data**

Librarians and classified staff have historically attended the above mentioned conferences, and the need is ongoing.

## **Impact on the Department/Unit**

Because our department's professional development needs are subject-specific, they cannot be met locally via flex events or lunch and learns; rather, the department members need to be able to attend library-specific trainings and conferences to ensure the department is up-to-date with changes in the field.

## **Impact on Operational Efficiency**

The library supports all students and college employees in myriad ways. Well-informed and up-to-date library faculty and staff can provide the best services and teaching and learning supports to the College and support the College's mission to "improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities."

## **Faculty Position Requests**

No requests found.

# Classified Position Requests

## Library Technician III

### Locations

Ridgecrest/IWV

### Justification

Justification:

In the 24 years since the Library Technician II job description (Grade 38.0) was last updated, the Tech II position at Cerro Coso has expanded to include a large amount of technical maintenance of the integrated library systems, databases, and LibGuide websites, which the Tech II has had to learn in addition to the standard library operations outlined in the Tech II job description. These tasks, while critical to a functioning library, are outside of the contracted job duties. Upcoming and ongoing projects include:

- Systems administration work in various library programs, particularly Ex Libris Alma:
  - Configuring publishing profiles of bibliographic and holdings records to integrate with external systems such as OCLC and Google Scholar.
  - Electronic resource activation and maintenance.
  - Monitoring automated jobs, such as synchronizing user profiles with the Student Information System, notifications, and record publication.
  - Managing controlled digital lending collections.
- Maintaining and customizing the Ex Libris Primo and LibGuides platform UIs to ensure they are accessible, user-friendly, and align with Cerro Coso branding. We will be migrating from Primo VE to Primo NDE soon, which will require an extensive overhaul of this system. Other tasks include:
  - Creating search widgets, navigation tools, and landing pages for online resources using HTML, CSS, and Bootstrap coding.

- Populating LibGuides with organized content.
- Performing data analysis required to complete annual state library surveys and reports, as well as library collection analysis, loan and overdue reports, and catalog cleanup tasks. The library migration from Primo VE to Primo NDE will also require a switch from Primo Analytics to Mixpanel to access UI usage data. This will require us to set up our customized data reports and dashboards from scratch. Other tasks include:
  - Running specific technical reports using Oracle Analytics.
  - Setting up SUSHI harvesting.
  - Working with vendors to collect COUNTER 5.1-compliant database statistics.
- Implementing accessibility standards to ensure that library materials are compliant with ADA guidelines. These tasks include:
  - Updating HTML code to ensure that online library platforms meet current accessibility standards.
  - Rendering library teaching documents accessible, including headings, alt text, and proper PDF tagging structures.
- Creating educational resources, including webpages and videos, to assist students with finding and using library resources.

Because KCCD does not currently have a Library Technician III job description on file, a tentative description can be provided, estimated at a salary grade of 45.0. Examples of similar Tech III job descriptions can be found at [Hartnell College](#) and [Marin College](#). Many of these technical responsibilities are similar to some tasks performed by Cerro Coso's Web Content Editor (Grade 46.5), and to a lesser extent, basic tasks performed by the Systems Support Specialist I (46.5) or Institutional Research Analyst (50.0). However, because these tasks must be done in specific library platforms that often use technical library jargon, they require specialized knowledge and do not fall under the purview of the Web Content Editor or other departments.

The Library Technician III position can either be a reclassification for the current Library Tech II or created to serve as an additional position. An additional position is required to bring classified library

staffing closer to being in line with the California Education Code [§ 58724 Minimum Standards for Libraries](#), which indicates that a library serving between 3,000 and 5,000 FTES should have a library support staff of 6.5, and the Cerro Coso Library currently has a support staff of 2. The current understaffing has led to library closures when one classified library technician is out due to illness or personal leave and in other situations such as when one or both have committee meetings to attend. The current understaffing negatively impacts student access to the library and its resources.

In recent years, the library has expanded its services and programming to include an online text collection, Zoom workshops, and LibGuides maintenance, all of which are time-intensive and necessitate additional staffing. The majority of these tasks are fairly new, and current staff are struggling to take on these projects in addition to their traditional job responsibilities. By creating a Tech III position, the Library Tech I and Tech II would have more time to handle these tasks in accordance with accessibility standards.

The current Library Tech II has already begun the process of meeting with the Dean of Instruction and the CSEA President to initiate the process of reclassification.

**Salary Grade**

45

**Number of Months per Year**

12

**Number of Hours per Week**

40

**Salary Amount**

\$5,409.91/mo.

Library AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase?	In planning document	Data?	If requesting increase of %5 or more		Operational Efficiency?
						Adopted Budget	Actual Expenses	Adopted Budget	Request					Relevance?		
GU001	CC-Library	Acad Emp - Non-Inst Non Cont	Library	CB		\$ 8,640.00	\$ -	\$ 8,640.00	\$ 8,640.00		no					
GU001	CC-Library	Acad Emp - Non-Inst Non Cont	Library	CM		\$ 8,640.00	\$ -	\$ 8,640.00	\$ 8,640.00		no					
GU001	CC-Library	Acad Emp - Non-Inst Non Cont	Library	CL		\$ 8,640.00	\$ -	\$ 8,640.00	\$ 8,640.00		no					
GU001	CC-Library	Acad Emp - Non-Inst Non Cont	Library	CI		\$ 19,200.00	\$ 38,892.00	\$ 19,200.00	\$ 19,200.00		no					
GU001	CC-Library	Class Non-Instr Overtime	Library	CI					\$ 1,600.00							
GU001	CC-Library	Non-Inst Supplies & Materials	Library	CT		\$ 100.00	\$ 135.98	\$ 100.00	\$ 100.00		yes					
GU001	CC-Library	Non-Inst Supplies & Materials	Library	CM		\$ 50.00	\$ 40.31	\$ 50.00	\$ 50.00		no					
GU001	CC-Library	Non-Inst Supplies & Materials	Library	CB		\$ 50.00	\$ 40.69	\$ 50.00	\$ 50.00		no					
GU001	CC-Library	Non-Inst Supplies & Materials	Library	CI		\$ 500.00	\$ 491.98	\$ 500.00	\$ 500.00		no					
GU001	CC-Library	Employee Travel	Library	CI		\$ 9,900.00	\$ 6,665.63	\$ 3,500.00	\$ 3,500.00		no					
GU001	CC-Library	Employee Travel DO	Library	CI		\$ 1,000.00	\$ 849.99	\$ 1,000.00	\$ 1,000.00		no					
GU001	CC-Library	Employee Travel DO	Library	CM		\$ 1,000.00	\$ 644.24	\$ 1,000.00	\$ 1,000.00		no					
GU001	CC-Library	Employee Travel DO	Library	CI		\$ -	\$ 242.75	\$ -	\$ 250.00		no					
GU001	CC-Library	Employee Travel DO	Library	CT		\$ -	\$ -	\$ -	\$ -		no					
GU001	CC-Library	(Local) Online Training/Webinar	Library	CI		\$ -	\$ 409.00	\$ -	\$ -		no					
GU001	CC-Library	Institutional Dues/Memberships	Library	CI		\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00		no					
GU001	CC-Library	Software Licensing/Maintenance Svc	Library	CI		\$ 820.00	\$ 565.36	\$ 600.00	\$ 630.00		no					
GU001	CC-Library	Magazines & Periodicals	Library	CI		\$ 57,950.00	\$ 57,088.03	\$ 65,435.00	\$ 69,750.00		no					
LR001	CC-Library	Library Books	Library	CI		\$ 25,000.00	\$ 21,257.69	\$ 27,000.00	\$ 28,350.00		no					
LR001	CC-Library	Library Books	Library	CP		\$ -	\$ 3,717.16	\$ -	\$ -		no					

The library department would not be able to offer evening workshops without the Library Tech I moderating the workshops. In addition to scheduling all of the Zoom workshop (about 50 for the current AY) for the librarians, coordinating with the librarians to determine the date and time for the workshops, updating the library's Canvas page to ensure only our students can register for library workshops, the Library Tech I helps the librarian moderate the chat, post polls to check for understanding, and shares out workshop presentations with student attendees. The Tech I also assists with workshop evaluations, which supports our departmental outcomes assessment. Finally, the Tech I shares attendance information with faculty, who've either offered extra credit or include workshop attendance as a course requirement/assignment. Bottom line: without this, evening workshops will be discontinued.

Evening workshops will not operate without a classified staff moderating the workshops, so the library will be unable to continue providing this important and popular student learning support, which supports the college's Strategic Plan Goal 2 of serving HSI and other diverse populations. Several students have expressed interest in attending the evening workshops offered by the Library Tech I, so Spanish language workshops attendance is from evening workshops. It supports Strategic Goal 4 by offering innovation instructional offerings. It supports the college's Program Mission of "building and nurturing Information Competency skills and dispositions among students at the college, regardless of location." This is also an equity issue. ACCESS (EOPS, DPS, CARE, CalWORKs, and NextUp), CC Scholars/Promise, and DREAM students attend these workshops as part of their program or for classes. We are offering workshops in Spanish as well as English AY 23-24, and these have also grown in attendance as the Spanish CHDV program has grown, which supports the college's HSI goals.

AUP