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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions, the timeline for due dates, and the schedule for the four-year plan schedule.

1. Mission

Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
b. Alignment with the college Mission: **Rubric Item** (Mission Alignment): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

a) This mission of the Crafton Hills College Library is to support the education and success of students in a quality learning environment. The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and in the future the potential to offer a high-quality collection of print and electronic resources.

b) The Library vision is one of an overall atmosphere that reflects the endeavor to contribute to students' personal growth by providing the necessary resources to stimulate educational and technological knowledge.

ci) This missions of the Library and college align in the areas of advancing education and personal success through engagement and learning of a diverse student population. This is accomplished through our dedication to teaching a range of methods, including basic computer skills to advanced researching skills. The continued year-round support to students allows them to grow by providing these foundational skills that build at each Library visit. Obtaining these skills supports student through other campus workshops where they learn to create resumes, write personal statements, and apply for certificates or transfer. We are able serve a diverse population because we provide a number of resources such as computers, study rooms, printers, and reference materials that meet the needs of underrepresented students.

cii) The Campus and Library visions focus on growth and deep learning in a beautiful community setting. These visions are achieved through the gorgeous new building with many views that create a peaceful environment for study and relaxation. Staff make student needs their priority. This atmosphere encourages students to return regularly. Although some students are checking reserve books for homework assignments, many students spend hours on the third floor reading for enjoyment. Students know that the Library is a support system where they can come to acquire enhanced skills and information to deepen learning. This is largely the reason that a research librarian will be embedded into classrooms. This extends our support system beyond the Library.

2. Description of Program
Updating this Question is <u>Optional</u> on the Annual Plan!
a. Organizational structure and staffing
b. Whom you serve (including demographics and representativeness of population served)
c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
d. **Rubric Item**: Describe your <u>Pattern of Service</u> including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

    a. Organization (including staffing and structure):
    The Crafton Hills College Library is one of five units under the Division of Math, English, Reading, Theatre Arts, and Instructional Support. The operations and administration of the Library are under the direct supervision of the Division Dean. Reporting to the Division Dean are five full-time employees, two temporary part-time employees, five part-time Librarians, two Library Technical Assistants (LTA), and one media clerk as listed below:
    • Two faculty Librarians:
    o One Librarian Coordinator, whose hiring is still in process, serving full-time during the morning and early afternoon, and
    o One Librarian serving full-time during the morning and early afternoon
    • Five Librarians serving part-time at various times of day, including evening hours.
    • Two Library Technical Assistant IIs serving full-time staggered day-time shifts, and
    • One Media Clerk serving full-time during the late-afternoon and evening.
    Technical assistants and media clerks are responsible for: ordering, receiving, cataloging, processing, repairing, overseeing and submitting paper work for student workers, training, assembling Library displays, updating the Library website, and reviewing policies. When

assigned at the circulation desk, staff are responsible for: checking out and renewing Library materials, issuing IEALC cards, retrieving reserve books, CD's, headphones, videos, DVD's, collecting fines on overdue materials, billing and collecting for lost items, placing holds on materials, maintaining student Library records (including blocking and unblocking records in Datatel), answering the telephone, assisting with computer, copy machine and printing questions/problems, answering directional questions, and making change for students.

• Two Project Assistants serving part-time at 10 hours a week.
Assistants support many of the responsibilities of the technical assistants and the media clerk when scheduled at the circulation desk. Additionally, they monitor the third floor of the Library and help with closing procedures such as turning off all computers.

• Student Workers
Student workers are recruited through the Federal Work Study program and the ISEEK program. The number of workers varies based on available funding. However, during the 2016-2017academic year, the Library had five part-time student workers whose responsibilities included covering the circulation desk and shelving Library materials. Three full-time employees have retired within the last six years (one technical services Librarian, one Reference Librarian, and one Library Technical Assistant II), leaving our unit understaffed. The LTA II was replaced with a full-time Media Clerk, one of the full-time Librarians was replaced by three Adjunct Librarians, and one full-time Librarian coordinator is in the process of being hired.

b. Mission (primary purpose):
The primary purpose of the Crafton Hills College Library is to support the education and success of students in a quality learning environment. In addition to providing instruction on research techniques, teaching information competency skills, and providing a high quality collection of print and electronic resources, the Library provides, an environment where students have access to technology and study rooms that meet the needs of a diverse student population.

c. Whom we serve (demographics and population):
Demographic data has not been collected to date because students have not been specifically tracked by their student ID's. Our new software allows us to access such data and plans are in place for the newly hired coordinator to implement the tracking process for a better demographic understanding. The Library is tasked with serving the whole of the CHC student body; therefore, we deduce that the demographics are similar to those of the college. We further support the needs of departments, divisions, and student support programs. In addition, the Library offers services to the community at large as a secondary service by allowing community members to hold Library cards. This past year we issued 54 cards.

d. Services we provide (how provided: online, hybrid, early morning, evening, etc.):
The Library is one of two instructional support unitsserving Crafton Hills College. The Library provides print and electronic resources, reference assistance, research instruction, computers, and printing assistance to support the diverse needs of the campus community both on campus and online.

Hours:
During the fall and spring semesters, the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and Fridays from 8:00 am to 4:00 pm. Library

hours vary during intercessions depending on staff availability. The Library has been closed on weekends for many years due to a lack of staffing. Current Library hours are posted outside the Library, at the LRC main entrance and on the Library website.

Staffing:
At least one full-time classified staff is scheduled to be at the circulation desk at all times the Library is open. Project assistants work evening shifts. Student workers are employed between 6-15 hours a week averaging to about 50 hours a week.

Instruction:
• Two instructional courses are offered: LIBR100 and LIBR110. Face-to-face section schedules depend on room availability and need. LIBR100 is also available online and scheduled at least once a semester.
• Reference service includes one-on-one research instructions, group orientations, Library skills workshops, and bibliographic instruction workshops where students learn effective use of print and electronic resources, and how to become information-literate researchers.

Other services:
• The Library collection currently consists of over 52,000 physical items in various formats (e.g., print books, periodicals, audio-visual materials) as well as both broad and targeted research databases and e-books fulfilling an important aspect of the Library's mission. Students are able to check out Library materials and also have access to periodicals, Library archives, computers, study rooms, and lounge areas.
• The Library houses a computer commons area for student and community members. It houses a total of 116 of which 8 are Macs. There is also a Library classroom that holds 35 computers.
• The Library reserves area allows students to use textbooks and other course materials set aside by classroom instructors to assist in coursework.

Quantitative/Qualitative evidence:
Average hourly circulation daily charts and daily computer logins (see attached *data computer login and reference/circulation transactions*) are used to inform the hours of operation and staffing schedules of the Library. In general, peak hours for the circulation desk are between 8:00am and 12:00pm where each hour has a minimum of 147 visits to the desk. The peak hours for the reference desk are between the hours of 8:00am and 5:00pm with a minimum of 48 visits during each hour.
Computer use statistics (see attached) indicate that peak computer use occurs in the fall semester but declines by approximately 30% for the spring semester.

3. External Factors with Significant Impact
Updating this Question is <u>Optional</u> on the Annual Plan!
What external factors have a significant impact on your program? Please include the following as appropriate:
a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market

    i) Requirements of prospective employers

    ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities:

Staffing:

•The LTA II was replaced by a Library Media Clerk, a lower level position, in 2011 and to date, the LTA II has not been replaced due to lack of funding. The Library Media Clerk does not perform the same function as a LTA II thus duties are not being completed as required. Also, the loss of a second full-time LTA II results in vulnerabilities in ordering, cataloguing, data analysis and so on. Finally, as the operations of the Library expand 13 hours, staff on the circulation desk are significantly impacted if one of them is out for vacation or illness.

• The full-time technical services Librarian position was eliminated in favor of three Adjunct Librarians starting in 2011 and, to date, results in lower services to students and faculty. While the diversity of three part-time faculty enriches Library services, the loss of a full-time employee has created a lower quality in services and sustainability of services to other areas in the College. To address this issue, Catherine Henderson is transitioning to the designated research librarian specifically available to students for their research needs. Additional part-time librarians, who will act as representatives for individual disciplines, have been recruited to address the need to facilitate closer collaboration with faculty in the coming semesters. Due to budgetary constraints to sustain this level of facilitation, the department can only offer these services in a very limited way. Nevertheless, replacing the technical services Librarian would enable the Library to meet its mission to move forward with several initiatives in addition to keeping part-time librarians on staff equaling 2 FTE.

• The fluctuating federal government policies related to the hiring of work study staff has limited the selection of students and has made the overall Library staffing more challenging .

Collections and Databases:

Currently, the Library has an approximate $9,000 annual budget for books. Most of the physical collection's publication dates fall within 1940 and 2009 and are in need of replacement It would take 33 years to replace 50% of the books with this existing funding without accounting of the attrition occurring during the normal cycle. Journal subscriptions amount to an annual cost of $16,000 but the collection is in need of expanding to at least twice the amount and variety that currently exists. The periodical subscription does not evidence sufficient materials to support the current course offerings in the college.

b. Service area demographics:

Demographic data has not been collected to date because students have not been specifically tracked by their student ID's. Our new software allows us to access such data and plans are in place for the newly hired coordinator to implement the tracking process for a better demographic understanding. The Library is tasked with serving the whole of the CHC student body; therefore, we deduce that the demographics are similar to those of the college. We further support the needs of departments, divisions, and student support programs. In addition, the Library offers services to the community at large as a secondary service by allowing community members to hold Library cards. issued 54 cards.

c. Requirements of four-year institutions:

While there are few requirements placed on the Library program from four-year institutions, the Library has taken active steps to ensure that course our offerings are degree applicable and transferable. Of equal importance are the services and materials that the library provides that support students matriculation to four-year institutions.

d. Requirements of prospective employers:
The Library does not have a certificate or Library degree program that equips students to obtain positions in libraries.

e. Job Market:
According to the State of California Employment Development Department the number of jobs available due to growth between 2014 and 2024 are: Librarians (100), Librarians, curators, and archivists (260), Library assistants (100), and Library technicians (90). This data is not relevant to the program review per se as the Library serves the institution at large.

f. Developments in the field (both current and future):
Technological developments such as eBooks (and their associated devices), improved online databases, "cloud" computing, and other digital and electronic resources, as well as increasing student demand for these new services has increased. Additionally, the field of academic libraries have moved to providing 24/7 service to student via virtual librarians. Libraries are developing on-line information literacy and academic research teaching modules for supporting on-line classes and for access to students who are studying from home. Libraries must find the funding to keep up with these new developments, train Library staff, create new policies for use of the materials, develop programming, and to instruct and assist students with these new technologies.

To accommodate the needs of an increasing technological learning environment, the full-time research librarian has undergone an extensive online teaching and learning certification and holds a degree in education with an emphasis with online teaching and learning. Cybrarian, a computer data tracking tool, has been introduced and is used to measure the frequency and duration of computers used. It also verifies that users are students by requiring a student ID log-in. This helps to insure that CHC students have access to evolving technology that is necessary for a successful academic experience.

g. Competition from other institutions:
The Library faces little to no competition from other institutions. In general, Librarianship in the Inland Empire is a community affair where partnerships are used to build better programs for all patrons, students and community members alike.

Currently, the Library competes with its sister institution for funds to maintain CHC's collection and develop and expand archives from Lottery dollars allocations.

h. Requirements imposed by regulations, policies, standards, and other mandates: The college Library adheres to standards imposed by ACCJC, and other entities governing college Library collections and resources. These require that the Library provide resources and services that are sufficient in quantity, currency, depth, and variety to support educational programs, including distance education and correspondence education. It falls on the expertise of the librarians in partnership with discipline faculty and with support of the Library staff to select and maintain educational equipment and materials. The Library faculty and staff evaluate the adequacy of Library services and materials in meeting learning needs and student learning outcomes. The Library collects a variety of evaluative data and uses evaluation results as basis for improvement.

4. Progress on Outcomes Assessment
Updating this Question is Required on the Annual Plan!
Rubric Item: Service Area and Student Learning Outcomes Process.
a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of

whether or not the program met its target for each SAO.

b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.

d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

a . The Library has been challenged with strategically aligning assessment and its relation to the SAOs. There is no available data to determine whether the program has met its target for each of the SAOs.

b. Revising all measures and instruments to ensure accurate reporting and data is critical for the success of the program.

c. The SAOs need to be revised in relation to the current program goals. Librarians will develop revised SAOs and the corresponding assessment instruments to be utilized in bibliographic instruction sessions. After one semester of implementation, librarians will review and make necessary updates to SAOs and the assessment instruments.

d. The SLOs need to be revised in relation to the current program goals. Librarians will develop revised SLOs and the corresponding assessment instruments to be utilized in bibliographic instruction sessions. After one semester of implementation, librarians will review and make necessary updates to the SLOs and the assessment instruments.

Currently the full-time faculty are assessing SLO #3 which refers to differentiating between scholarly and non-scholarly sources in their bibliographic instruction sessions. From the data available, the program met its 70% benchmark with 73% students answering the question correctly.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is <u>Required</u> on the Annual Plan!

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item**: Describe a significant <u>innovation or enhancement</u>, and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item**: Describe at least three external and internal <u>partnerships</u> that substantially affect the quality of services to students or clients.

ai) Significant Innovation or Enhancement

In the last few months, the Library has started tracking services provided at the reference and circulation desks (see, Reference Circulation Interactions document). These data will help the Library make informed decisions about where fiscal and staffing resources should be focused. The forms were introduced as a pilot in September and have already determined that the majority of visits at the reference desk are related to in-person consultations followed by technical problems. This helps to support the need of a reference and technical librarian at the desk at all times, and may suggest a need for the hiring of an onsite IT technician that would be placed in the Library but reports to CHC's IT department. Further data collection will provide a higher level of understanding with time.

The Library is implementing subject liaisons whose efforts will be focused on ensuring that the

collection is up to date and reflects student and faculty needs. Due to staffing and funding issues, this initiative is being advanced by the part-time Librarians. While the diversity of subject matter expertise found with the part-time Librarians enhances collaboration, faculty access to their Librarian is constrained by their assigned hours. This data will be collected and analyzed in the coming year.

An important and innovative initiative would be embedding a full-time librarian into various academic departments and student programs. For example, the Librarian could participate new projects, such as Puente Project, that specifically incorporate a cohort model with mentors and identified faculty as leads. Alternately, specific programs that could benefit from access to a designated research Librarian, such as the STEM programs, could partner with the Library to have workshops. No data has been collected on this initiative.

aii) Partnerships
Art Exhibits: The Library partners with the Fine Art Department to feature themed art exhibits throughout the year. Recent exhibit examples include 3D Design, Dia de los Muertos, and Hispanic Heritage month. The Library is seeking to coordinate additional partnerships in the areas of English and History. No quantitative data has been collected on this collaboration.
Student Life: The Library helped support the election by ensuring that students who entered the Library know where on campus they can get help with the voting registration process and where voting polls would be located. No quantitative data has been collected on this function.
Embedded Librarian: In addition to working with psychology instructors, the research librarian works with the Honors Program to provide workshops and one-on-one support to teach advanced researching skills for projects. No quantitative data has been collected on this function.
Graduation Breakfast: The research librarian participates in the annual breakfast performance. While this is a voluntary activity, it certainly represents the willingness of Library staff to support students outside of the daily Library activities and academic events. No quantitative data has been collected on this function .

Library staff will begin to work on data collection strategies that will help evaluate the significance of these partnerships.

6. Other Unit-Specific Quantitative and Qualitative Results (Administrative Services Only)
Updating this Question is <u>Required</u> on the Annual Plan!
a. **Rubric Ite**m: Define and describe useful quantitative or qualitative measures you have chosen to gauge your program's effectiveness that are in addition to the SAOs from measure 3 (<u>Program Effectiveness Measures</u>). (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, square footage serviced, acres managed, student, faculty, and staff satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, and satisfaction with college facilities) etc.
b. **Rubric Item**: Please be sure to set a target (<u>Program Effectiveness Criteria</u>) for each measure and provide the reasoning for the targets that have been set. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a) The Library has the following student use statistics available (see, *Usage Statistics FY 15-16, Database Statistics 15-16, Library Visits 2015-2016, and Reference Transactions***):**
a1) Door counts
a2) Database use
a3) IEALC card
a4) Circulating materials
a5) Instruction stats
a6) Reference Circulation Transactions
B. Summary of results
a1) Door counts were highest in the months of September and October. (See, Door Counts 2015_2016)
a2) Database Use: Thirty-four percent of eBook collection uses come from the Community College Collection. The remainder of eBooks used are from the Academic College. EBSCO database counts exceed 17,000 in the months of April, May, November, and December. The art museum gallery, Films on Demand, Proquest, and Credo Reference Databases are used significantly less. World Book Academic was not used at any time during the year. (See, database statistics)
a3) There were a total of 47 IEALC cards issued for the 2014-2015 year. IEALC cards are cards that CHC students can obtain at no additional costs that allow them to check books out from libraries in the Inland Empire.
a4) Circulating Materials: Of the materials checked-out, books are 24%, reserve materials are 74%, and the remaining 2% are audiobooks, DVD's, and periodicals. Of the 6,845 students registered at CHC 49% of students are checking out Library materials. (See, Library Statistics 2015_2016).
a5) The Library held 54 orientations last year. These are coordinated at the request of faculty and are individualized for the class assignment/project.
c Evaluation and improvements
a1) Door counts may be skewed because the use of the Library classroom increases when Student Services schedule workshops that are not Library or instruction related. The data is further skewed because it does not account for the frequent breaks that students take where they are counted every time they return. This does not accurately reflect the number of students using the Library for Library purposes. As Student Services have their own spaces and facilities, the Library is moving to dedicate the Library classroom exclusively for Library-related activities and workshops. In addition to clarifying and improving data, the Library is expanding services and the use of the classroom must be prioritized for research sessions and workshops.
a2) While some of the database collections are used less frequently than others, they are subject specific so there is no expectation that they will be high, but they are important nevertheless. These data will help begin discussions on re-evaluating the collection to eliminate unnecessary costs and expand to other more appropriate databases. Nevertheless, as the College expands in FTE and programs, the Library will continue to work collaborative with faculty to ensure that the Library is providing support to the students and programs by offering relevant and academically appropriate databases.
a3) Faculty have become increasingly supportive of students who use the IEALC cards . The cards do enable our students to access other institutions' collections. While this is a wonderful service, the increased use of these cards support the inference that the Colleges' collection is not meeting the needs of our students and faculty. Notwithstanding this concern, a goal is to increase

a4) The decline in physical books being checked out is indicative of a technologically evolving Library environment and an aging collection. The majority of circulation materials used falls under the reserve section. This may imply socioeconomic challenges that many students quietly face. To that end, a goal is to increase the number of reserve materials in the Library. A part-time librarian has been assigned to contact the publishers and start developing an appropriate reserve for current classes.

a5) Instructional stats: Future data collection will include tracking which faculty are requesting orientations so that the librarians can focus outreach efforts to currently non-participating faculty.

a6) In addition to informing hours of operation and staff scheduling the reference and circulation transactions data also describe the type of service that provided at each desk. At the Reference desk approximately 58% of visits are related to research/database consultations and 21 % of visits are relating to printing issues. The Circulation desk statistics show that the majority of visits are related to checking out reference materials (textbooks) and approximately 21% of visits are related to computer or machine problems. The combined number of visits to both desks related to printer/equipment issues supports the need for dedicated staff member for IT problem solving.

7. Evaluation

Updating this Question is <u>Optional</u> on the Annual Plan!
You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:
- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

a. Representativeness of population served:
The Library desires to provide comprehensive service to the students, faculty, and staff on campus. Several areas need to be addressed to fulfill the goal of providing comprehensive service to all students and faculty.

• Door counts have decreased since the 2012 PPR plan even though FTES has increased. This may reflect the overall declining condition of the Library collection and the lack of interest in non-relevant materials. In addition, as the demographics of the population shifts, the collection must reflect not only the institution's programs, but the collection needs to be culturally relevant and diverse.

• The Library purchased the Cybrarian tracking system that may facilitate serving CHC populations appropriately base on accurate data. Since the system is new and the Library has had no coordinator for the last 18 months, data is not available for comparison. Future plans are to track specific data and incorporate that data into the continuous-cycle of improvement.

b. Alternative modes and schedules of delivery:

Library courses (LIBR100 and LIBR110) are scheduled each semester but do not typically fill and are therefore cancelled. The Library 110 class has only been associated with a Learning Community, but through collaborations and different projects being initiated in the College, this class may be utilized in the coming years. For example, the Puente Project may use this course in its cohort model.

The LIBR100 class should be assessed through a phase of data collection as to its relevance and effectiveness. Based upon that assessment, a redesign of the course to expand curriculum to include relevant technological applications must be done continuously. This course requires continuous redesign as technology is currently accelerating and adapting making maintaining accurate and relevant material a challenge.

The Library website (http://www.craftonhills.edu/Library) is regularly updated, and the information that is important to the students, faculty and community continues to grow. An initiative is to have a virtual Librarian available on the website for online students and outside of current hours of operation. Once this initiative is launched, data will be available to track its use. Finally, the Library is working with the campus research office in developing surveys to inform alternative modes and schedules of delivery.

c. Partnerships (internal and external):

The embedded reference librarian has been a member of the American Library Association and has acquired information on the growth and development of embedded librarians in face-to-face classes and online. This information has been very useful in developing partnerships with disciplines and programs. Through these partnerships, students develop a relationship with the research librarian and develop skills that extend far beyond those offered in the bibliographic instruction workshops. Non-academic partnerships such as those with Student Life and the Student Senate have increased the awareness of students in local politics and community service events that the support the Library. Partnerships with the Art department have encouraged students to register for art classes and provide students with a stronger artistic and cultural experience at Crafton. The Library would benefit from increases exposure and partnerships. Our goal is to create more visual displays that attract students' curiosity in a variety of subjects.

d. Implementation of best practices:

One of the processes that permits the Library to remain current is the de-selection process as found on page 33 of the Library policy manual. De-selection involves the removal and replacement of outdated material. While the timelines that determine the deselection process vary from discipline to discipline, the average timeline is approximately 7 years. Unfortunately, librarians have not been able to initiate this process due to the lack of funds for replacement materials.

The interLibrary loan program has not been utilized by the Library in the number of years; however, plans are underway to contact our consortium to reactivate the program.

The Library has made significant progress in identifying the need for more involved data collection. After reviewing some of the new data, circulation and reference operations have begun making changes that improve the student experience and the organization. This has led to an increased sense of cohesiveness and collaboration.

e. Efficiency in operations:

Since the last PPR plan the Library has developed a Policy Manual that includes all processes, procedures, and laws. This has been very helpful in an environment that is understaffed where communication is not readily available or relies on the memory of practice from a single

individual. Additionally, it provides clear guidelines that students respect, thereby establishing a greater sense of unity and peace.

Wireless access extends beyond the building onto the surrounding campus where students can access Library materials when the Library is closed or the availability of computers is limited. Additionally, the Library databases have a built-in cloud where students can save their scholarly journal research and access it from other locations.

There has not been enough training for all faculty, both full and part-time, on the SLO process which has limited the library's ability to achieve assessment results that yield impactful and thoughtful decisions leading to increased student success.

f. Efficiency in resource use:

The Library used encourage students to prepare typewritten work at home and email it to the printer in the Library to be picked up upon their arrival to campus. The installation of Cybrarian disrupted this process and we have not been able to offer this service. The IT department is currently investigating the repair of this calamity.

Low budgets have required that we make decisions about the services we provide. The first day of each semester involved a welcoming party that introduced students to the Library and made them comfortable with the environment. Lack of funding has impacted staffing and therefore eliminated planning time and supplies for the event. This has affected our partnerships because materials that we would normally provide for events have become the responsibility of the partnership individuals.

We have made choices not to repair computers or replace the PC's with lower quality "thin" computers that are constantly crashing leading to frustrating experiences that include loss of student work.

g. Staffing:

As clearly established earlier in this document the Library is significantly understaffed.

The American Library Association (ALA) has identified minimum standards for the type of staff and materials that are required by libraries in California. According to CHC's FTES, the Library should have four full-time faculty librarians with 6.5 individuals for support, The Library, to date, has been functioning with one full-time librarian, three part-time librarians, and three full-time support staff. While two additional part-time and one full-time faculty members are currently within the hiring process this still does not meet the minimum standards established by the ALA and state educational code 5 CCR § 58724 .

Student workers are working out of their classification and accomplishing tasks that are normally done by Library Technical Assistants. Library faculty spend much of their time assisting with troubleshooting issues related to printers, computers, copiers, etc. These tasks fall within the job description of an IT technician which is common to most libraries. Crafton has not held such a position and relies on highly paid faculty to do this work thus resulting in budgetary inefficiencies and decreased student services.

h. Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

Faculty and staff are involved in campus committees that provide a broad opportunity to voice their opinion, suggestions, and concerns with the campus community. Monthly department meetings have been established to stimulate continuing discussions that resolve issues and participate in planning and decision making.

i. Professional development and training:

Faculty and staff have been unable to participate in much needed training and skills updating

which would allow faculty to remain current in both the Library field and the new equipment and databases used in the Library. As a result, staff are limited to the free training offered by the campus and district. Unfortunately, staffing issues do not permit faculty to participate in many of these activities. Two barriers exist to professional development and training: staffing and funding.

j. Group dynamics (e.g., how well do unit members work together?)
A new scheduling format has been established for greater interaction among the librarians and staff. In the past, there was no focal point to locate other individuals or direct students to them. This new format alleviates many of these problems. Additionally, we have established monthly department meetings where agendas are used and minutes are recorded. This collaboration has increased the efficiency in operations and provided an open forum for members to discuss issues that arise and make future innovative plans in a group setting. The collaboration in this department has significantly grown as a direct result of the efforts put forward by all members of the Library community.

k) Innovation:
Many of the innovative efforts have been recently established or are currently being planned. Preliminary results of statistics gathered, survey developments, and the reconfiguration of Library structure show the potential for promising improvements and developments. It will be very important that staff continue to maintain positive relationships and become more comfortable designing and assessing student outcomes that inspire life-time learning.

l) Compliance with applicable mandate:
N/A

8. Vision
Updating this Question is <u>Optional</u> on the Annual Plan!
a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**
a) This mission of the Crafton Hills College Library is to support the education and success of students in a quality learning environment. The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and in the future the potential to offer a high-quality collection of print and electronic resources.

b) The Library vision is one of an overall atmosphere that reflects the endeavor to contribute to students' personal growth by providing the necessary resources to stimulate educational and technological knowledge.

ci) This missions of the Library and college align in the areas of advancing education and personal success through engagement and learning of a diverse student population. This is accomplished through our dedication to teaching a range of methods, including basic computer skills to advanced researching skills. The continued year-round support to students allows them to grow by providing these foundational skills that build at each Library visit. Obtaining these

skills supports student through other campus workshops where they learn to create resumes, write personal statements, and apply for certificates or transfer. We are able serve a diverse population because we provide a number of resources such as computers, study rooms, printers, and reference materials that meet the needs of underrepresented students.

cii) The Campus and Library visions focus on growth and deep learning in a beautiful community setting. These visions are achieved through the gorgeous new building with many views that create a peaceful environment for study and relaxation. Staff make student needs their priority. This atmosphere encourages students to return regularly. Although some students are checking reserve books for homework assignments, many students spend hours on the third floor reading for enjoyment. Students know that the Library is a support system where they can come to acquire enhanced skills and information to deepen learning. This is largely the reason that a research librarian will be embedded into classrooms. This extends our support system beyond the Library.

9. Progress on Prior Goals
Updating this Question is <u>Required</u> on the Annual Plan!
Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Maintain currency of library materials for adequate access of quality resources through the aquisition, de-selection, and cataloging processes.**
  Priority Rank:
  1
  Objectives:
    - **1.1 - Objective - Extensive annual replacement of books and evaluation of journals and databases**
      Priority Rank:
      2
      Original Start Date:
      07/01/2017
      Original End Date:
      06/30/2022
      Revised Start Date:
      07/01/2017
      Revised End Date:
      06/30/2022
      Responsible Person:
      Library Staff
      Strategic Direction:
      4. Expand Access
      Impact Type:
      District Wide
      Institutional Learning Outcome:
      -- Pick One --
      Status Code:
      Work is Underway

Progress Description:
Substantial progress has been made on updating the library collections. This year the library had a considerable budget to purchase books. For 2018-2019, the library has acquired 388 titles focusing on materials pertinent to programs and courses currently offered. Librarians will continue to select titles relevant to student curricular needs.

During the fall semester an analysis of current print journal subscriptions was undertaken. This analysis has provided necessary data to make cancellation decisions determined by parameters defined in the [Collection Development Policy](), including usage statistics and duplication of content.

Library database usage data has been analyzed and will be used to update database subscriptions for the next academic year.

Resource Requests:
- **1.1.r1 - Books, journals, databases**
  Description
  Over a five year period, library staff will be responsible for coordinating the de-selection, acquisition, and catalogiung process to increae currency of materials and library use.
  Rationale
  The majority of books held in the library are significanlty outdated. Librarians have not followed the de-selection policy as identified in the manual because it would eliminate the majority of books in the library. If the current budget is used to keep materials current, It would take 33 years to replace the books. During this time, the new books would also become outdated. Students are limited to access of current books in any field that can be used for research or classroom assignments.
  Resource Type:
  Ongoing
  Expenditure Category:
  Reference Books (4220)
  Funded:
  No
  Funding Source:
  unknown
  First Year Cost/Savings:
  $100,000.00/$0.00
  Second Year Cost/Savings:
  $100,000.00/$0.00
  Third Year Cost/Savings:
  $100,000.00/$0.00
- **1.1.r2 - Textbooks**
  Description
  Increase the number of textbooks available for students at the reference desk.
  Rationale

Seventy four percent of materials checked out at the library reference desk are textbooks. Our textbook collection represents a very low percentage of courses taught at Crafton and many of those books have been superceded by new editions. Increasing the number of textbooks that students could check out would increase library traffic.
Resource Type:
Ongoing
Expenditure Category:
Textbooks (4100)
Funded:
No
Funding Source:
unknown
First Year Cost/Savings:
$10,000.00/$0.00
Second Year Cost/Savings:
$10,000.00/$0.00
Third Year Cost/Savings:
$10,000.00/$0.00

- **2 - Goal - Meet minimum ALA standards to ensure adequate library support and operations that facilitate the academic advancement of students.**
  Priority Rank:
  3
  Objectives:
  - o **2.1 - Objective - Recruit and hire a full-time faculty member to meet the 4 full-time faculty requirement as per ALA minimum standards based on FTES**
    Priority Rank:
    5
    Original Start Date:
    01/01/2017
    Original End Date:
    06/30/2017
    Revised Start Date:
    01/01/2017
    Revised End Date:
    06/30/2017
    Responsible Person:
    Sherrie Loewen
    Strategic Direction:
    4. Expand Access
    Impact Type:
    Site
    Institutional Learning Outcome:
    -- Pick One --
    Status Code:

Work is Planned but not yet firmly scheduled
Progress Description:
Although one full-time faculty was hired in 2018, the library has not achieved the staffing goal set forth in this objective of 4 full-time faculty. The current staffing level is two full-time faculty. There is still a strong need for additional full-time faculty.

- o **2.2 - Objective - Recruit and hire a 3/4 time IT technician to meet ALA minimum standards requirements for support library staff based on campus FTES**
  Priority Rank:
  4
  Original Start Date:
  01/01/2017
  Original End Date:
  06/30/2017
  Revised Start Date:
  01/01/2017
  Revised End Date:
  06/30/2017
  Responsible Person:
  Sherrie Loewen
  Strategic Direction:
  4. Expand Access
  Impact Type:
  Site
  Institutional Learning Outcome:
  -- Pick One --
  Status Code:
  Objective was Removed
  Progress Description:
  There are currently no plans to hire an IT technician for the library.
- **3 - Goal - Coordinate department and resources to expand access and increase quality of resources to a diverse population**
  Priority Rank:
  6
  Objectives:
  - o **3.1 - Objective - Indentify Subject Liaisons**
    Priority Rank:
    7
    Original Start Date:
    11/30/2016
    Original End Date:
    12/31/2018
    Revised Start Date:
    11/30/2016
    Revised End Date:

12/31/2018
Responsible Person:
Library Staff
Strategic Direction:
4. Expand Access
Impact Type:
Site
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:

- **3.1.a1 - subject needs assessment**
  The dean will determine the subject areas for which faculty will be responsible. Each faculty member will work closely with representative instructional faculty to determine the resource needs of each discipline
  Start Date:
  01/01/2017
  End Date:
  08/31/2017
  Responsible Person:
  Sherrie Loewen/Library Department
  Status Code:
  Objective was Removed
  Progress Description:
  No needs assessments were completed.
  Measurements/Documentation of Progress:
  No measurements were developed for this action.

- **3.1.a2 - Workshop/Module Design**
  Librarians will develop and implement face-to-face on online workshops created from needs assessment findings.
  Start Date:
  09/01/2017
  End Date:
  09/01/2018
  Responsible Person:
  Librarians
  Status Code:
  Objective was Removed
  Progress Description:
  No workshops were offered due to staffing levels and the incompletion of needs assessment.
  Measurements/Documentation of Progress:
  No measurements were developed.

  o **3.2 - Objective - Collect and Evaluate Demographic data**
  Priority Rank:
  8
  Original Start Date:

01/01/2017
Original End Date:
06/30/2022
Revised Start Date:
01/01/2017
Revised End Date:
06/30/2022
Responsible Person:
Coordinator
Strategic Direction:
4. Expand Access
Impact Type:
Site
Institutional Learning Outcome:
-- Pick One --
Status Code:
Objective was Removed
Progress Description:
There is currently no plan to collect and evaluate demographic data on library users.

- **4 - Goal - Professional Development and Assessment**
Priority Rank:
9
Objectives:
  - **4.1 - Objective - Expand access and availability of professional development activities to staff members with an emphasis in technology.**
    Priority Rank:
    10
    Original Start Date:
    01/01/2017
    Original End Date:
    06/30/2021
    Revised Start Date:
    01/01/2017
    Revised End Date:
    06/30/2021
    Responsible Person:
    Sherrie Loewen
    Strategic Direction:
    3. Develop Teaching and Learning Practices
    Impact Type:
    District Wide
    Institutional Learning Outcome:
    -- Pick One --
    Status Code:
    Objective was Removed

Progress Description:
Due to a significant loss and turn over of staff, this objective has been removed.
Resource Requests:
- ▪ **4.1.r1 - Professional Development**
  Description
  Provide at least two professional development activites for staff per year.
  Rationale
  As society begins to make the shift from the use of physical resources to internet based resources our library and staff need to remain current in these areas to support students that have already made this transition.
  Resource Type:
  Ongoing
  Expenditure Category:
  Conference and Travel (5200)
  Funded:
  No
  Funding Source:
  unknown
  First Year Cost/Savings:
  $5,000.00/$0.00
  Second Year Cost/Savings:
  $5,000.00/$0.00
  Third Year Cost/Savings:
  $5,000.00/$0.00
- ○ **4.2 - Objective - Redesign SLO/SAO's as a department and increase the number of faculty and staff measuring and assessing them.**
  Priority Rank:
  11
  Original Start Date:
  01/01/2017
  Original End Date:
  06/30/2017
  Revised Start Date:
  01/01/2017
  Revised End Date:
  06/30/2017
  Responsible Person:
  Sherrie Loewen/Library Department
  Strategic Direction:
  3. Develop Teaching and Learning Practices
  Impact Type:
  District Wide
  Institutional Learning Outcome:
  -- Pick One --
  Status Code:
  Work is Planned but not yet firmly scheduled

Progress Description:
Library staff will revise SLOs and SAOs to better suit its current goals and objectives. Due to a significant decrease in full-time faculty (2 of 3) during 2017-2018, this work has not been achieved. There is still a need, but the plan has not yet been finalized.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is <u>Required</u> on the Annual Plan!
Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Maintain currency of library materials for adequate access to quality resources through the acquisition, de-selection, and cataloging processes.**
  Priority Rank:
  1
  Objectives:
  - ○ **1.1 - Objective - Select library materials according to Collection Development policy as to continue to provide timely relevant materials.**
    Priority Rank:
    1
    Start Date:
    07/01/2017
    End Date:
    06/30/2022
    Responsible Person:
    Library Staff
    Strategic Direction:
    4. Expand Access
    Impact Type:
    District Wide
    Institutional Learning Outcome:
    5. Information Literacy
    Resource Requests:
    - ▪ **1.1.r1 - Books, journals, databases**
      Description
      Over a five year period, library staff will be responsible for coordinating the de-selection, acquisition, and cataloguing process to increase currency of materials and library use.
      Rationale
      The majority of books held in the library are outdated. To build a timely, relevant collection both acquisitions and deselections are

necessary. Librarians will continue to select materials to be added to the collection relying on the parameters set forth in the [Collection Development policy](#). In addition, a process of deselection is currently being discussed amongst library staff so that this necessary work can begin.
Resource Type:
Ongoing
Expenditure Category:
Reference Books (4220)
First Year Cost/Savings:
$100,000.00/$0.00
Second Year Cost/Savings:
$100,000.00/$0.00
Third Year Cost/Savings:
$100,000.00/$0.00

- o **1.2 - Objective - Develop a process and schedule for deselection of outdated, irrelevant materials.**
  Priority Rank:
  2
  Start Date:
  01/01/2019
  End Date:
  06/30/2019
  Responsible Person:
  Library staff
  Strategic Direction:
  4. Expand Access
  Impact Type:
  District Wide
  Institutional Learning Outcome:
  5. Information Literacy

- **2 - Goal - Migrate current library catalog and ILS (Integrated Library System) to ExLibris Alma and Primo.**
  Priority Rank:
  2
  Objectives:
  - o **2.1 - Objective - Provide increased functionality and access to resources through new library catalog.**
    Priority Rank:
    3
    Start Date:
    01/01/2019
    End Date:
    09/30/2020
    Responsible Person:
    Krista Ivy

Strategic Direction:
4. Expand Access
Impact Type:
District Wide
Institutional Learning Outcome:
5. Information Literacy
Actions/Activities:

- **2.1.a1 - Extract current library records**
  Extract all necessary data of current library materials and patron
  information to be imported into new library services platform as part of
  the systemwide migration initiative.
  Start Date:
  01/01/2019
  End Date:
  12/31/2019
  Responsible Person:
  Krista Ivy

- **2.1.a2 - Design format of new library services platform**
  As part of the systemwide Library Services Platform migration to ExLibris
  Alma and Primo products, library staff will need to decide on design and
  functionality of patron interface.
  Start Date:
  01/01/2019
  End Date:
  12/31/2019
  Responsible Person:
  Library staff

- **2.1.a3 - Map data from old system to new system**
  As part of the migration project, data and records will need to be mapped
  into the system and its functions. Testing in a sandbox environment will
  be necessary.
  Start Date:
  01/01/2019
  End Date:
  12/31/2019
  Responsible Person:
  Krista Ivy

- **2.1.a4 - Clean up data after migration**
  Identify known issues with current catalog (OCLC WMS) and clean-up
  data once migration takes place.
  Start Date:
  08/01/2019
  End Date:
  09/30/2020
  Responsible Person:
  Krista Ivy

- **3 - Goal - Increase instructional resources for online education**
  Priority Rank:
  3
  Objectives:
    - **3.1 - Objective - Design and create research guides for all campus programs.**
      Priority Rank:
      4
      Start Date:
      07/01/2019
      End Date:
      06/30/2019
      Responsible Person:
      Librarians
      Strategic Direction:
      4. Expand Access
      Impact Type:
      District Wide
      Institutional Learning Outcome:
      5. Information Literacy
      Resource Requests:
        - **3.1.r1 - Purchase research guide software**
          Description
          Purchase LibGuides which is a content management system utilized by most academic libraries. This tool is used to "curate knowledge and share information, organize class and subject specific resources, and to create and manage websites."
          Rationale
          This easy to use resource allows librarians to create guides on many different topics. Having access to this tool will allow us to promote library resources more efficiently and increase usage in traditional and online courses.
          Resource Type:
          Ongoing
          Expenditure Category:
          Software Leases and Software Licensing (5621)
          First Year Cost/Savings:
          $2,000.00/$0.00
          Second Year Cost/Savings:
          $2,000.00/$0.00
          Third Year Cost/Savings:
          $2,000.00/$0.00
      Actions/Activities:
        - **3.1.a1 - Create subject specific online research guides**
          Provide subject specific research guides to assist students taking online courses.
          Start Date:

01/01/2019
End Date:
12/31/2019
Responsible Person:
Librarians

- **4 - Goal - Meet minimum ALA standards to ensure adequate library support and operations that facilitate the academic advancement of students.**
  Priority Rank:
  4
  Objectives:
  - o **4.1 - Objective - Recruit and hire a full-time faculty member as Library Coordinator**
    Priority Rank:
    5
    Start Date:
    01/01/2019
    End Date:
    07/31/2019
    Responsible Person:
    Dr. Kellori Dower
    Strategic Direction:
    6. Promote Effective Decision Making
    Impact Type:
    Site
    Institutional Learning Outcome:
    5. Information Literacy
  - o **4.2 - Objective - Recruit and hire a part-time faculty member**
    Priority Rank:
    7
    Start Date:
    02/01/2019
    End Date:
    08/31/2019
    Responsible Person:
    Dr. Kellori Dower
    Strategic Direction:
    4. Expand Access
    Impact Type:
    Site
    Institutional Learning Outcome:
    5. Information Literacy
- **5 - Goal - Update assessment goals for the library program**
  Priority Rank:
  5
  Objectives:
  - o **5.1 - Objective - Revise SLOs and SAOs and how to assess them**

Priority Rank:
6
Start Date:
01/01/2019
End Date:
12/31/2019
Responsible Person:
Library staff
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Site
Institutional Learning Outcome:
5. Information Literacy

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- Database Statistics 2015-16.pdf
- Daily Computer Login 2015_2016.docx
- Library Visits for 2015-16.pdf
- Library Statistics FY 2015-16.pdf
- Reference_Circulation_transactions.docx
- Door Counts_2015_2016.pdf
- CHC Policy Manual UPDATED022016.pdf
- 2015-2016Hourly_Average_Circulation_Activity_Daily_Chart.pdf
- Library Budget Summary for 2015-16.pdf
- SLOs_SAOs.docx