

## [Plans for Library](#) >> 2024-2025 Library CHC Student Services Program Review 2024-2025

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2024-2025 Library CHC Student Services Program Review 2024-2025

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**Instructions**

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 year-to-year [schedule](#) for all PPR programs.

**1. Mission**

- 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 Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

**a)** The mission of the Crafton Hills College Library is to support the education and success of all students in a welcoming, supportive, and equitable learning environment. The Library provides instructional support through research assistance, information competency skills, and access to high-quality resources.

**1. b) Alignment with the college Mission and the ways the Library program advances the mission of the college:**

- a. The mission of the Crafton Hills College Library is to support the education and success of all students in a welcoming, supportive, and equitable learning environment. The Library provides instructional support through research assistance, information competency skills, and access to high-quality resources.

- b. The Library's programs align with the college mission by delivering excellent comprehensive services to foster student learning and achievements. The entire Library staff work together to provide instructional support for students' academic success through access to quality collections and technology, information literacy instruction, and research assistance.
- c. The mission of the college is to change lives. The **Library Support Staff Certificate Program** advances the mission of Crafton Hills College by **Transforming Lives through Education**. The program is designed to provide students with valuable skills that can lead to career opportunities in the library field. By offering a structured learning path focused on library support roles, the program helps students gain practical, employable skills, ultimately contributing to the **transformational** educational experiences that the college promises in its mission.
- d. **Inspiring and Supporting Students:** The program inspires students by offering them a pathway to gain specialized knowledge in library support roles and equips them with skills that are highly transferable to various library settings (public, academic, and special). This not only helps students succeed academically but also supports their personal and professional growth, in line with the college's commitment to **inspire students and support them** throughout their learning journey.
- e. **Commitment to Diversity and Equity:** The Library Support Staff Certificate Program is accessible to students from **diverse backgrounds** and provides equitable learning opportunities, reflecting the college's mission to embrace diversity. The program offers zero-textbook cost (ZTC) materials, ensuring that financial barriers do not hinder access to education, thus promoting **equity** in learning.
- f. **Excellence in Learning and Faculty Engagement:** With **faculty** and industry professionals contributing to course content and instruction, the program embodies the college's **tradition of excellence**. The curriculum reflects best practices in library science and encourages collaboration between students and librarians, which aligns with the college's mission to maintain an **exceptional learning environment**.
- g. **Building Community Connections:** The program fosters **community** within the library field by preparing students for entry-level library positions and connecting them with professionals through internships and networking opportunities. By building these connections, the program aligns with the college's goal of **embracing community** and supporting students in their transition from education to meaningful careers.
- h. In essence, the program is designed to change students' lives by offering a **transformative learning experience** that prepares them for careers in libraries, is flexible in preparing them for transfer to higher education library programs while reflecting the **inclusive, supportive, and community-driven** values that are central to the college's mission.

## 2. Description of Program

Please describe your program, including the following:

- 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 [Pattern of Service](#) 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 structure and staffing**

The operations and administration of the Crafton Hills College Library are under the direct supervision of the Language, Arts, and Academic Division Dean, Sara Butler, Ph.D. The Library staff includes: two full-time librarians, five part-time librarians, two library technical assistant IIs, and one library technical assistant. The Library employs an average of five student assistants each semester through the Federal Work Study program.

**b. Whom we serve**

The Library serves currently enrolled students of the CHC and SBVC campuses, including those enrolled in online and in-person courses. SBCCD staff and faculty are also served as well as the local community of Yucaipa and its surrounding communities. According to the [IERP Fall 2023 snapshot](#), there are a total of 5919 students enrolled with 72.3% of our student population identified as part-time compared to 27.7% of our students enrolled as full-time. The library does not collect demographic data of its users, but is currently working on strategies to collect data from the newly launched Library Certificate program in collaboration with the Office of Institutional Research.

Moving forward there are simple steps the Library can take to begin gathering user demographics. Beginning in the spring 2021 term, the Library will gather student IDs for instruction session (course-related and drop-in workshops) attendees and text chat users. This will provide two data points to begin analyzing and gathering demographic data. We utilize multiple measures to assess the success and reach of our services and resources.

From academic year 2023-2024

Library visitors = 151876 (gate count)

Reference inquiries = 907

Items checked-out = 4,027.

Information literacy instruction sessions offered = 88

Information literacy session student attendees = 1300+.

In Fall 2024, the Library Support Staff Certification program launched a Distance Education Career Technical Education (CTE) program as a full Zero Textbook Cost (ZTC) pathway.

The Library Support Staff Certification program consists of the following course offerings:

- Library 101: Introduction to Library services for Support Staff
- Library 102: Introduction to Libraries
- Library 103: Introduction to Library Technology
- Library 104: Introduction to Access Services
- Library 105: Introduction to Library Technical Services
- Library 106: Reference and Information Services

- Library 107: Library Career Readiness

Moving forward, Librarian Instructors will work with the Office of Research to analyze, gather, review, disaggregate and interpret data to identify disproportionately impacted groups and develop strategies to support these groups.

### **c. Services Provided**

**Research Assistance :** Librarians provide research assistance to patrons via email, phone, in-person (walk-in or by appointment), chat (text) and video chat (Zoom for both walk-ins and appointments). This service is provided anytime the Library is open and primarily includes assisting students with technology (ie; printing, accessing library resources from off-campus), research assistance (finding and evaluating research materials), and directional inquiries (where is...). As an alternative to one-on-one research assistance, the Librarians have created research guides (LibGuides) to provide guidance during times librarians are unavailable.

### **Information Literacy Instruction :**

Librarians provide information literacy instruction sessions including course-related orientations and drop-in research skills workshops. These orientations are guided by professional standards and cover how to find, evaluate, and use research sources among other topics.

A Library Support Staff Certificate program was designed as a distance education program, full Zero-Textbook Cost (ZTC) pathway with 19 units across 7 courses. The Library 101 course provides a module for Information literacy with a discussion board conversation and an assignment designed around the framework for information literacy in higher education.

### **Library Collections :**

The Library collects materials to meet the teaching and learning needs of the campus, including books, journals, zines, databases, streaming film, reference materials, and other formats. The collection currently numbers over 50,000 items and 400-500 new selections are added each year. Staff manage the circulation of library materials to the campus community.

In addition, the Library is part of IEALC (Inland Empire Academic Library Cooperative) which allows our students to borrow materials from 13 academic libraries in the region, expanding their access to materials exponentially.

Library collection = 50,000+ materials (books, periodicals, atlases, zines, textbooks)  
eBooks = 300,00+.

Databases = 43

Beginning in the summer of 2022, the Library began an ongoing weeding and review project to right-size the library collections.

Streaming films = 50,000.

### **Technology Support :**

All Library staff provide technology support to students. The Library houses a computer commons area for student and community members that includes over 100 computers. In addition, the Library provides scanning, printing and device charging.

The Library continues to circulate Chromebooks, Hotspots and graphing calculators to support the technology needs of our students.

**Course Reserves :** The Library course reserves collection provides students access to textbooks and other course materials that circulate for various loan periods and allow more equitable access. This service is critical for students who struggle with the high-cost of college textbooks.

**Study Spaces :** The Library provides a variety of study spaces to accommodate all preferences including solo, quiet, social, and group users.

Library seats = 221

Group Study Rooms = 12

Computer lab = 1

Library square footage = 20,000

#### **d. Pattern of Service**

The Library is open 42 hours per week, Monday through Thursday from 7:45 am to 8:00 pm, and Fridays from 8:00 am to 5:00 pm during fall and spring semesters.

During summer sessions, the Library is open 40 hours a week, from 8 am – 6 pm. Library hours vary during intercessions depending on staff availability. Library hours are posted at the Library, on the Library website and throughout campus on digital displays. The Library provides year-round service to the campus and is accessible at a variety of times to accommodate diverse schedules.

Information literacy instruction is delivered in-person and online in synchronous and asynchronous formats.

#### **3. External Factors with Significant Impact**

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.
      - a. The most significant factor impacting the Library and its ability to maintain our excellent services is staffing. Currently the Library has two full-time Librarians attempting to maintain services and implement new innovative practices to better meet our users' needs.
      - b. Beginning Fall 2024, a San Jose State University intern began working for 10 hours per week at Crafton Hills College Library with the Technical Services Librarian supervising and overseeing the work of the intern. A constraint of the Library program is the inability to offer an internship for Crafton Hills College students enrolled in the program due to staffing.
      - c. Currently, the Library has a \$20,000 annual budget for books. 68% (compared to the previous 72%) of the physical collection was published between 1900 and 2000, of which some materials are outdated.

- d. The outdated materials are being addressed through an ongoing review/weeding project. 20% of the titles are between 2000-2010 and 12% of titles are post-2010.
- e. Updating the collection will increase our ability to meet students' current research needs with new classes such as Ethnic Studies and new upcoming programs such as the potential Vocational Nursing Program.
- f. The Library adheres to standards imposed by California Education Code, ACCJC, ACRL (Association of College and Research Libraries), 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. 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.

#### **4. Progress on Outcomes Assessment**

**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 disproportionate impact (if the data is available) has been identified, and whether 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), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

#### **4 a.**

**Assessment 1** (71 students participated in RRN2639 FA22 Library Satisfaction Survey) During a campus survey that was conducted Fall 2022, students responded with a 94.5% rate of satisfaction of the quality of library resources and services. The library has exceeded their goal of 80% satisfaction. While a goal percentage was not indicated in **SAO 1: Students and faculty will demonstrate satisfaction with library services and resources**, the Librarians will be revising SAOs to include a benchmark.

Based on the most recent data for 2023-24 from a student assessment after a library instruction:

80% of students are able to locate information following instruction (course-related orientations, drop-in workshops).

Out of 609 students surveyed: 441 students strongly agreed that they felt confident locating information after a library orientation or workshop/

147 students agreed that they felt confident locating information after a library orientation or workshop.

10 students were not sure they felt confident locating information after a library orientation or workshop.

Noting the 1 student that disagreed with feeling confident in locating information after a Library instruction/workshop: "I am still new to all this so it's complicated for me." For that one student, this is a learning curve. As always, Librarians provide constant support during library workshops, at the reference desk and library instruction. We always make it known that students can come into the library for walk-in research consultations with a Librarian or they can schedule an appointment. We are flexible to their needs and can even accommodate remote research consultations by phone, email, Zoom call or 24/7 chat. The Library conducts in-person and online library orientations and workshops. The Library designs tailored instruction based on faculty requests to accommodate student needs in basic research and evaluating sources.

Based on the results of the most recent Student Satisfaction Survey of Fall 2022, 1.9% of students were dissatisfied with "access to course reserves/textbooks," "streaming media," "physical books," and "article databases."

The Library continues to update the Library Satisfaction Survey by collaborating with the Office of Institutional Research and plans to keep the Library Satisfaction survey open on an ongoing basis to ensure that student feedback is collected regularly.

A faculty satisfaction survey will be deployed to capture faculty input on the library's resources based on the needs of the curriculum and to collect feedback on resources that may be underutilized.

**Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.**

The Library pilot tested gathering disaggregated data from our library instruction sessions, but due to student feedback regarding the wording of the gender identity question, not being able to collect a large data sample and by reviewing data that was inconclusive, the Library will continue this work by consulting with the Office of Research for future Library course offerings for the credit-bearing classes we teach in the Library Support Staff Certificate program.

**4 b.**

**SAO 1: Students and faculty will demonstrate satisfaction with library services and resources.**

1. The library will focus on outreach to faculty to improve satisfaction and address the high response rate of 'Don't know/Not applicable.'
2. Improve survey to include relevant questions and more insightful data on why faculty do not engage with the library.
3. Continue outreach efforts to engage campus and increase visibility and relevancy of the library across the campus

The Library will continue to right-size the collection, identify gaps in the collection, continue to diversify the materials and build collections that are curriculum supported and representative of our student population. One way the library has addressed student representation in the collections is through the student-authored zine collection. Another way this has been addressed is by conducting mini audits of the collection that are

assessed for Heritage month celebrations. Librarians continue to develop the collections to address these gaps.

The Library will continue to strive to provide the best possible customer service for our students and community. As professional development opportunities arise, the Library will seek these opportunities as goals to achieve.

**SAO 2: The Library provides a welcoming physical and virtual environment conducive to study and research.**

1. The library will engage in training of all library staff to improve customer service.
2. Increase outreach to non-instructional faculty to address low satisfaction rate.
3. Will continue to increase and improve outreach efforts to students to increase use of library (physically and virtually).

The Library will consider training opportunities and a possible Library retreat to discuss information literacy, customer service and continue to follow [Reference and User Association's Guidelines](#).

**4 c.**

**SAO 1: Students and faculty will demonstrate satisfaction with library services and resources.**

1. Continue to build and rebuild relationships between the library and faculty. These efforts will include improving and increasing modes of communication between faculty and the library. In addition, we'll continue with the Library Task Force outreach plan that includes regular updates via email, Academic Senate, Chairs Council, and Library outreach events each semester. Full-time librarians will continue to build rapport with campus programs as liaison librarians working directly with departments to ensure their program needs are met.
2. Conduct satisfaction surveys every program review cycle to monitor progress.
3. Increase campus wide outreach efforts to educate campus of library services and resources available to them.
4. Increase student use of the library.
5. Continue to build the Library Support Staff Certificate program, identify disproportionately impacted (if identified) and do the work to support those students.

**SAO 2: The Library provides a welcoming physical and virtual environment conducive to study and research.**

1. Library staff will participate in customer service training webinars from Innovative Educators. Staff will discuss webinars at staff meetings to address any concerns.
2. Increase the amount of art on display in library.
3. Exhibit student work (e.g., art, research posters, zines, other creative efforts) in the library.
4. Provide snacks year-round to address food insecurity and increase linger and learn activity in the library.
5. Increase library presence in campus outreach events.
6. Increase the amount of linger and learn space in the library.

**4d.**

The Library SLO: Upon completion of library instruction, a student is able to locate information.

80% of students are able to locate information following instruction (course-related orientations, drop-in workshops). The students achieved the student learning outcome for the workshops attended.

SLOs are being updated to reflect the Library program. The Librarians will continue to update areas 4b and 4c as the program continues to evolve.

### **5. Unit's Performance on Institutional Quantitative Effectiveness Indicators**

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

#### **a. Non-Instructional Program Effectiveness Evaluation Rubric**

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), 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 [partnerships](#) that substantially affect the quality of services to students or clients.

#### **ai) Significant Innovation or Enhancement**

In July 2019, the Library acquired a new research tool, [LibGuides](#) which is a content management system that allows librarians to curate resources and content into a website geared to a course, program, or topic. Since launching LibGuides, the Librarians have created 23 guides with the plan to have a guide for each CHC academic program by June 2021. This tool has greatly enhanced the library's ability to serve remote and distance education students as well as after-hours inquiries. The success of this resource is evident:

Total guide views since 1/1/2020 = 4,500

[English 101-Freshman Composition Guide](#) = 570 views since 1/1/20

[Library Research Guide](#) = 495 views since 4/1/2020

The Library successfully launched the new OneSearch catalog as part of the statewide Library Services Platform initiative in February 2020. Conveying the magnitude of this project for our small, understaffed library is an understatement, but ultimately it required one librarian to commit one year to this project. The new OneSearch catalog will connect our students with the most useful, high quality resources in our collection and eventually materials throughout the CCC system.

We enhanced our reference services by adding a text chat service in August 2020. This service allows us to provide a convenient and familiar format for students to communicate with librarians. The text service is utilized by many academic libraries and integrates easily into LibGuides. Use of the service has been successful with 58 chat sessions since start of the service. As a whole, reference inquiries have dropped across all formats since remote instruction began.

In 2019, the Library began collecting zines, (zeen) which are independent, self-published works. Many academic libraries are collecting these non-traditional materials as way to connect with students and provide access to alternative and minoritized voices. By starting this student-centered collection, the library has limitless opportunities for collaboration and programming including zine making workshops, curriculum integration, and community engagement through zine festivals.

#### **a ii) Partnerships**

HONORS INSTITUTE : The Library and the Honors Institute have a strong collaborative

relationship. Librarians offer specialized research skills workshops for Honors students each semester and participate in events like the Honors Brainstorming Symposiums regularly.

**LIBRARY TASK FORCE :** The Library Task Force is authorized by the Academic Senate and its purpose is to establish avenues to garner regular feedback from the campus on Library services, collections, and spaces.

**COUNCIL OF CHIEF LIBRARIANS (CCL) AND THE COMMUNITY COLLEGE LIBRARY CONSORTIUM :** These two organizations are critical for the function and success of the CHC library. Among the many benefits of our membership, the most impactful is the negotiated consortia pricing for online databases, services, and research tools. Without the consortium, CHC would not have as many diverse and rich resources for our campus.

**SBVC LIBRARY :** We collaborate with SBVC librarians to petition TESS for improved services and technology support.

**IEALC :** As a member of the Inland Empire Academic Library Cooperative, currently enrolled CHC students can borrow materials and utilize the libraries of participating institutions. Currently there are fourteen member institutions that include the University of Redlands, California State University San Bernardino, University of La Verne, California Baptist University, among others in the region.

**ART EXHIBITS :** The Library partners with the Art Department and Student Life to feature student art exhibits and displays within the library throughout the year. Recent exhibits include Drawing, 3D Design, Dia de los Muertos, and Hispanic Heritage month.

## **6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)**

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? **Please visit the [Demographics Dashboard](#) to view program and college demographics by year.**

b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

### **6a. - 6c.**

Data conducted in 2019-20 for the Library 100 course indicates 50% Hispanic students enrolled at Crafton Hills college compared to 40% students who identified as Hispanic in Library 100.

The majority of students enrolled in the college identified as White/Caucasian

Of the 4% of Black/African American students at the college, 1 student from this group was enrolled in Library 100.

2.14% of students identified as Asian and Pacific Islander, to which there was no population enrolled in the library program from this group.

The majority of students enrolled in the Lib 100 course were between the ages of 20-24, which was also the campus majority of student age groups at the college.

As the Library program expands, we are exploring dual enrollment options. The Chair is also pursuing degree options with the CSU breadth requirements, articulation with San Jose State (they have a Bachelor's program and a Master's in Library and Information Science) and to make the courses UC Transferable. The Library program is also exploring options to become American Library Association Library Support Staff Certification (ALA-LSSC) approved courses.

The Librarians are also exploring Peer Online Course Review (POCR) badging for quality, accessibility, equity and engagement in online learning.

The Library currently collaborates with outreach and the Counselor at Adult school sites, distributing library staff certificate brochures to those sites. There is a projected increase in adult learners entering this program due to the online modality and asynchronous teaching.

## **7. Evaluation**

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

### **Alternative modes and schedules of delivery**

The Library Support Staff Certificate program is a fully online, asynchronous program to accommodate all learners. The Library workshops offer online workshop offerings in addition to in-person workshops.

### **Innovation and implementation of best practices**

The Technical Services Librarian continues to maintain, trouble-shoot, add policies for cataloging and update the new library catalog.

**Efficiency in operations** Library efficiency and productivity would greatly benefit from reviewing all job duties and responsibilities. This would include updating and revising processes to eliminate any unnecessary tasks and to distribute tasks more equitably.

### **Management**

With the transition of Deans after a retirement, the Dean has held Library planning meetings as a group to discuss future directions, workflow and ideas to increase student

engagement. Conducting regular staff meetings will continue to improve staff morale, enhance communications, and provide staff the opportunity to contribute equally to department initiatives.

**Efficiency in resource use** Since the fall of 2018, Librarian Ivy has conducted cost-per-use data analysis of journal and database subscriptions to ensure our subscriptions reflect the needs of our users. This process has allowed the library to open a conversation for faculty input at the Senate and by conducting surveys to adjust Library subscriptions to acquire new resources. We will continue to evaluate and adjust according to usage statistics and feedback from campus constituents.

**Staffing** The library has 2 Full-time librarians, 5 part-time librarians, and three full-time support staff. The Library also staffs on average 5 student assistants through the Federal Work study program.

#### **Participation in shared governance**

The Library Classified Staff have participated in Classified Senate, Latino/a Staff, Faculty and Administrative Association (LFSAA) and One Book, One College. Librarian Ivy has participated in Academic Senate, One Book, One College, Peer Online Course Review (POCR), and Distance Education Planning (DEP).

Librarian Lopez has participated in Academic Senate, Executive Board for Academic Senate, One Book, One College, Peer Online Course Review (POCR), Crafton Council, Educational Master Plan, Mentoring Onboarding Professional Education Development (MOPED) and Valuing Equitable Sustaining Practices for Achievement (VESPA), Library Services Platform (LSP) membership in the Electronic Resources workgroup and the Cataloging Workgroup.

#### **Professional development and training**

Library Classified Professionals have participated in Safe Space Ally training.

Librarian Ivy has completed the Association of College and University Educators Certificate program, the Rochford Leadership Institute and attended the Online Teaching Conference (2023 and 2024) and the Zine Librarians Unconference (2023 and 2024).

Librarian Lopez has completed Open Education Network Certificate in Open Librarianship, the USC Race and Equity Training, the Association of College and University Educators Certificate program (ACUE), attended the Online Teaching Conference, the Futurity as praxis: Learning from Octavia Butler, the Academic Senate for the California Community Colleges Plenaries and ExLibris Users of North America (ELUNA).

In 2021, the Technical Services Librarian created a Library guide for staff to refer to with step-by-step instructions for various workflows in Alma.

In 2022 with ExLibris funding, the staff attended an Alma training session for Circulation workflows.

Additional training opportunities are needed and time for staff practice for continuous development of staff learning and working knowledge of Alma.

**Compliance with applicable mandates** N/A

[\[NL1\]](#)Any others?

#### **Innovation and implementation of best practices**

The library has been without a technical services librarian since 2011. This was not a huge

issue until we updated our catalog and migrated to the ExLibris Alma and Primo products. The one full-time librarian does not have the time or expertise to maintain, trouble-shoot, and update the new library catalog. Our library needs the skills and knowledge of a technical services librarian to efficiently and effectively manage our new library catalog. Even if we have the best catalog available, it is of no use to our users if they are unable to find the materials they need.

### **Efficiency in operations**

Library efficiency and productivity would greatly benefit from reviewing all job duties and responsibilities. This would include updating and revising processes to eliminate any unnecessary tasks and to distribute tasks more equitably.

### **Management**

The high turnover of library supervisors has drastically impacted the library and its ability to improve services and be a vital partner on campus. Recently, we have had 7 deans in 7 years. This instability has contributed to low staff morale, a lack of advocacy at the campus administration level, and a lack of consistent expectations and direction.

### **Efficiency in resource use**

Since the fall of 2018, Librarian Ivy has conducted cost-per-use data analysis of journal and database subscriptions to ensure our subscriptions reflect the needs of our users. This process has allowed the library to adjust our subscriptions to acquire new resources. We will continue to evaluate and adjust according to usage statistics and feedback from campus constituents.

### **Staffing**

As discussed earlier in this document the Library is significantly understaffed. The Library, to date, has one full-time librarian, three part-time librarians, and three full-time support staff. There are hopes to replace the retired Librarian when the district hiring freeze is removed, this still does not meet the minimum standards established by the American Library Association and state educational code 5 CCR § 58724.

### **Participation in shared governance**

Conducting regular staff meetings will continue to improve staff morale, enhance communications, and provide staff the opportunity to contribute to department initiatives.

### **Professional development and training**

Two barriers exist to professional development and training: staffing and funding. Training for staff is especially needed in learning the OneSearch catalog and its processes and procedures.

### **Compliance with applicable mandates**

N/A

## **8. Vision**

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 empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

The vision of the CHC Library includes transforming it into a welcoming, energetic, fun, and creative space that supports the whole student by providing flexible spaces to meet their academic, social and cultural needs. The space would include regular exhibitions, highlighting student artwork, and external exhibits, such as traveling Smithsonian Institution exhibits([link](#)). Programming will be developed with campus partners. Student clubs would host meetings, workshops, and programs in the Library to educate, engage, and recruit fellow students. The space would include student-centered collections like the CHC Library Zine collection that inspires art, activism, and an exploration of ideas. Programming to supports this collection including zine making workshops, curriculum integration, and hosting a zine festival.

The library will be a vital partner on campus. It will be flexible and provide responsive, learner-centered services that evolve to meet the educational needs of our students, faculty, and staff. The Library will have established and mutually beneficial partnerships with campus entities such as EOPS, Student Life, and SAS to actively support and lift minoritized voices on campus.

The library will advance these goals through planning, self-reflection, regular assessments, and collaborative campus partnerships.

b. The Library vision advances and supports the campus vision by creating an environment to encourage personal growth and deep learning. Students know that the Library is a support system where they can ask for help on anything. For most students, the Library is the first place they go to seek help about campus policies, procedures, departments, and more.

As the first Library Support Staff program in the 116 California Community College system to be designed as a Zero Textbook Cost (ZTC) pathway, the Library program's envisions in four years to be a model of innovation and excellence in preparing students for dynamic and meaningful careers in libraries.

As the landscape of information services evolves, this program will equip students with cutting-edge skills, a deep understanding of the technological and social shifts shaping libraries, and a commitment to fostering access, inclusion, and community engagement. We envision the program expanding its reach and offerings, with a future renovated Library with additional collaborative learning spaces. The program will integrate emerging technologies, such as artificial intelligence, digital archives, and cataloging systems, ensuring that graduates are ready to meet the needs of 21st-century libraries.

Our curriculum will grow to include UC Transferable courses, Honor's courses and creating pathways for a diverse range of library tasks to support careers.

The program will further align with the college's vision of empowering students, staff, and the broader community through education, engagement, and innovation. By offering a zero-textbook cost pathway and utilizing open educational resources (OER), we will eliminate barriers to access, ensuring that all students can pursue their career aspirations without financial strain.

Through hands-on learning, partnerships with local libraries, and opportunities for students to engage directly with the community, our program will enhance engagement and create a flexible pathway to transfer to graduate level Librarianship studies, enter the library workforce or both.

Ultimately, the Library Support Staff Certificate Program will not only prepare students for employment but will also cultivate leaders who are passionate about lifelong learning, information equity, and community empowerment, advancing the college's mission in education, engagement, and innovation.

### **9. Progress on Prior Goals**

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Increase student engagement**

#### **Priority Rank:**

1

#### **Objectives:**

- **1.1 - Objective - Based on the results of the ILO assessment process, increase the number of students and faculty receiving information literacy training and professional development by the library.**

#### **Priority Rank:**

1

#### **Original Start Date:**

01/01/2023

#### **Original End Date:**

12/31/2025

#### **Revised Start Date:**

01/01/2023

#### **Revised End Date:**

12/31/2025

#### **Responsible Person:**

Library Faculty and Staff

#### **Strategic Direction :**

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

#### **Impact Type:**

Site

#### **Institutional Learning Outcome:**

-- Pick One --

#### **Resource Requests:**

- **1.1.r1 - Information Literacy Core Database**

#### **Description**

In an effort to maintain information literacy training opportunities for faculty and students, *Credo Reference Information Literacy Core* database contains information literacy videos, tutorials and built-in assessments. Faculty can embed these videos, tutorials, and assessments into their Canvas courses. Students can view these videos, complete the tutorials and measure their progress with the assessments.

#### **Rationale**

With the rise of online classes and faculty who have not had the time to request library and information literacy instruction, there is a need for on-demand, self-paced information

literacy videos, tutorials and assessments. Credo Reference Information Literacy Core contains out-of-the-box, ready to go videos, tutorials and assessments that cover the Research process, the value of information, citation practice with the most up-to-date formats and additional resources to guide students through the information life cycle. “With resources stretched thin, many libraries have turned to computer-assisted instruction as a way to meet increasing instructional demands” Faculty have the opportunity to embed tutorials into their Canvas courses.

Librarians will be able to use these resources and embed them in their LibGuides or during their library instruction. Librarians can collect the assessment data and address where the gaps are in student learning.

“Effective and comprehensive library instruction encompasses learning opportunities embedded where library users are working.” (<https://sbccd.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/best-practices-online-video-tutorials-academic/docview/763599877/se-2>).

**Resource Type:**

Ongoing

**Expenditure Category:**

Software (4430)

**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

**Actions/Activities:**

- **1.1.a1 - Provide information literacy training to faculty**

Offer information literacy training to faculty in a variety of settings, including Library Open Houses, drop-in workshops, and online tutorials and webinars.

**Start Date:**

01/01/2023

**End Date:**

12/31/2025

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **1.1.a2 - Provide information literacy training to students**

Continue to provide information literacy instruction via library drop-in workshops, course related instruction sessions, library generated research guides, and online tutorials.

**Start Date:**

01/01/2023

**End Date:**

12/31/2025

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **1.1.a3 - Launch library modules in Canvas**

Provide information literacy related modules in Canvas for faculty to incorporate into their Canvas courses.

**Start Date:**

01/01/2023

**End Date:**

01/01/2024

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **1.2 - Objective - Address gaps in the course reserves (textbook) collection**

**Priority Rank:**

2

**Original Start Date:**

01/01/2023

**Original End Date:**

12/31/2025

**Revised Start Date:**

01/01/2023

**Revised End Date:**

10/29/2026

**Responsible Person:**

Library staff

**Strategic Direction :**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

-- Pick One --

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

The work is planned to inventory current collections against the bookstore/course required textbooks, however, the work has not started due to lack of funding.

**Resource Requests:**

- **1.2.r1 - Update Course Reserves (textbook) collection**

**Description**

The course reserves collection was previously comprised of Faculty and Department donations. In Fall 2021, the Library was funded to update the textbook collection with the goal of purchasing one copy of a textbook per course. The funding only covered so many textbooks, so faculty were informed to provide Librarians with prioritized lists.

**Rationale**

The highest used Library collection is Course Reserves and its' budget is \$0. As the highest used collection in the Library, this has the highest potential in helping students achieve their educational goals. Supporting this collection will mitigate the ever-increasing cost of textbooks for students who are financially at risk.

With the Books + program ending after the Spring 2023 semester, students will resume purchasing their textbooks. Library would like to request a budget of \$5,000 to purchase course textbooks to maintain current editions/titles used in courses to better serve our students and reduce financial barriers.

The Library will assign various loan periods to additional copies of course reserves. The standard loan period is 2 hours for a course reserve to be used in the library. The Library will add a 1-day lending period to an additional copy of a textbook where a student will be able to take the course reserve to class and borrow overnight. The Library will add a 1-week loan period to an additional copy where a student can borrow the textbook for 1-week, take the course reserve to class, complete assigned readings and homework.

**Resource Type:**

Ongoing

**Expenditure Category:**

Textbooks (4100)

**Funded:**

No

**Funding Source:**

Textbooks

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$4,000.00/\$0.00

**Third Year Cost/Savings:**

\$3,000.00/\$0.00

- **1.3 - Objective - Increase outreach efforts to campus community.**

**Priority Rank:**

3

**Original Start Date:**

01/01/2023

**Original End Date:**

12/31/2025

**Revised Start Date:**

01/01/2023

**Revised End Date:**

12/31/2025

**Responsible Person:**

Library Faculty

**Strategic Direction :**

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.3.r1 - Library Table Cloth with logo**

**Description**

Purchase a customized table cloth with the library logo to increase recognition of the library and its services/resources.

**Rationale**

In an effort to meet students where they are on campus, the Library would like to increase our outreach efforts in campus events. Having a branded table cloth to identify the library will increase students' recognition of the library and our services/resources available to them. request outreach table space during campus tabling outreach events such as Ask Center tables, Club Rush, visiting high school students, dual enrollment high schools visited by Librarians, Art table, Welcome Week, etc.

**Resource Type:**

One-time

**Expenditure Category:**

Promotional Products, Giveaways, Awards (5815)

**Funded:**

No

**Funding Source:**

unknown

**First Year Cost/Savings:**

\$200.00/\$0.00

- **1.3.r2 - Snack station**

**Description**

The Library would like to provide individually wrapped snacks such as granola bars throughout the year.

**Rationale**

The Library would like to provide snacks to increase and extend student visits, address food insecurity, and allow students to linger and learn.

**Resource Type:**

Ongoing

**Expenditure Category:**

Food Supplies (4700)

**Funded:**

No

**Funding Source:**

unknown

**First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **1.3.a1 - Participate in campus tabling events**

The library will participate in campus tabling events when relevant.

**Start Date:**

01/01/2023

**End Date:**

12/31/2023

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **1.4 - Objective - Maintain a welcoming physical and virtual library environment that is conducive to study and research.**

**Priority Rank:**

6

**Original Start Date:**

01/01/2023

**Original End Date:**

12/31/2025

**Revised Start Date:**

01/01/2023

**Revised End Date:**

12/31/2025

**Responsible Person:**

Library staff

**Strategic Direction :**

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Actions/Activities:**

- **1.4.a1 - Customer service training**

The library will engage in training of all library staff to improve customer service.

**Start Date:**

01/01/2023

**End Date:**

12/31/2023

**Responsible Person:**

Library staff

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **2 - Goal - Improve faculty satisfaction of library services and resources**

**Priority Rank:**

2

**Objectives:**

- **2.1 - Objective - Increase and strengthen communication between faculty and the library.**

**Priority Rank:**

4

**Original Start Date:**

01/01/2023

**Original End Date:**

12/31/2025

**Revised Start Date:**

01/01/2023

**Revised End Date:**

12/31/2025

**Responsible Person:**

Librarians

**Strategic Direction :**

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Actions/Activities:**

- **2.1.a1 - Provide regular updates to faculty**

Provide regular library updates to faculty via Library Open Houses, Academic Senate, Chairs Council, email, and other campus opportunities such as in-service and flex days.

**Start Date:**

01/01/2023

**End Date:**

12/31/2023

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **2.1.a2 - Conduct regular faculty surveys**

Conduct regular (minimum of every 4 years) faculty surveys to assess whether the library is meeting faculty and program needs.

**Start Date:**

01/01/2023

**End Date:**

12/31/2025

**Responsible Person:**

Librarians

**Status Code:**

Work is Underway

**Progress Description:**

N/A

**Measurements/Documentation of Progress:**

N/A

- **2.2 - Objective - Increase campus support of digital initiatives**

**Priority Rank:**

5

**Original Start Date:**

02/01/2023

**Original End Date:**

12/31/2025

**Revised Start Date:**

02/01/2023

**Revised End Date:**

12/31/2025

**Responsible Person:**

Dr. Kay Weiss

**Strategic Direction :**

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Status Code:**

Objective was Removed

**Progress Description:**

N/A

**Resource Requests:**

- **2.2.r1 - Digital Initiatives Librarian**

**Description**

Hire a Digital Initiatives Librarian:

- Provide library leadership, vision, and support for Open Educational Resources (OER)
- Demonstrated knowledge of issues and trends in open educational resources and licensing
- In consultation with the Public Services Librarian, develop, promote and teach OER related information literacy workshops to Faculty and students.
- Provide leadership in the management of digitization projects including online course reserves, OER materials in the Library's catalog, digitization of campus Archival materials.
- In consultation with the Technical Services Librarian, incorporate OER in the electronic RESERVES collection.

**Rationale**

The address the goal of the OER Task Force is to “consolidate and support faculty resources.”

**Resource Type:**

Ongoing

**Expenditure Category:**

Contract Classroom Inst. (1100)

**Funded:**

No

**Funding Source:**

unknown

**First Year Cost/Savings:**

\$92,800.00/\$0.00

**Second Year Cost/Savings:**

\$96,800.00/\$0.00

**Third Year Cost/Savings:**

\$103,240.00/\$0.00

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

**NOTE:** Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

**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 - 3. Increase Student Success and Equity**

**Priority Rank:**

1

**Objectives:**

- **1.1 - Objective - To encourage student participation in the annual Library Art Exhibition.**

**Priority Rank:**

1

**Start Date:**

10/29/2024

**End Date:**

10/22/2026

**Responsible Person:**

Library employees

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

5. Information Literacy

**Resource Requests:**

- **1.1.r1 - Mobile display cases**

**Description**

Obtain [two mobile display cases](#) for use in highlighting the library collections, engaging in campus initiatives such as Hispanic Heritage Month, Native American Heritage Month, Black History Month, and Asian and Pacific Islander Heritage Month. We have one display case currently and would like to increase our displays.

**Rationale**

To encourage student participation in the annual Library Art Exhibition, there are prizes awarded to the top three artists. The funds requested will cover gift cards for the winners (\$150) and food for the reception (\$100). In a previous site observation for the USC Race and Equity cohort, there was an observation that more representation in art work was needed for students of color. Incentivizing student participation will broaden the panel of participants and work toward the direction of adding more representation as a goal that was identified from this cohort.

**Resource Type:**

One-time

**Expenditure Category:**

Equipment & Furniture (6400)

**First Year Cost/Savings:**

\$3,800.00/\$0.00

- **1.2 - Objective - Address gaps in the course reserves (textbook) collection**

**Priority Rank:**

2

**Start Date:**

10/25/2023

**End Date:**

10/29/2026

**Responsible Person:**

Library employees

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

5. Information Literacy

**Resource Requests:**

- **1.2.r1 - Update Course Reserves (textbook) collection**

**Description**

The course reserves collection was previously comprised of Faculty Department donations. In Fall 2021, the Library was funded to update the textbook collection with the goal of purchasing one copy of each textbook per course. The funding only covered so many textbooks, faculty were informed to provide Librarians with prioritized lists.

From 2023-2026, Follett is providing 1 copy of up to 10 physical textbooks to the Library's Reserve collections, to be returned to the bookstore when the book is no longer needed.

**Rationale**

As a highly used collection in the Library, textbooks have the highest potential in helping students achieve their educational goals and the Library can reduce financial barriers students face by providing access to these textbooks.

Supporting funding to add to this collection will allow the library to purchase multiple copies of higher priced textbooks to allow for more flexible lending periods.

The Library would like to request a budget of \$5,000 to purchase course textbooks to maintain current editions/titles used in courses to better serve our students and reduce financial barriers. Librarians are in collaboration with the campus Bookstore to view the textbooks available for the semester. Gaps still exist in the Library collections and some editions of textbooks are in need of an upgrade in the Library's Reserve collections. The Technical Services Librarian conducted a brief study on the availability of a textbook in the assigned liaison areas and only found eBooks versions of textbooks for a Child development class. While an eBook version existed of the textbook used in that particular Child Development class, the cost was significantly greater to subscribe to an unlimited user license at over hundreds of dollars, leading to this option not being cost efficient or an effective use of the library collection development budget.

There is a great need to keep up with the constantly evolving curricula in the disciplines instructed on campus. With this funding support, the Library can assign various loan periods to additional copies of course reserves. The standard loan period is 2 hours for a course reserve to be used in the library. The Library will add a 1-day lending period to an additional copy of a textbook where a student will be able to take the course reserve to class and borrow overnight. The Library will add a 1-week loan period to an additional copy where a student can borrow the textbook for 1-week, take the course reserve to class, complete assigned readings and homework.

**Resource Type:**

Ongoing

**Expenditure Category:**

Textbooks (4100)

**First Year Cost/Savings:**

\$1,500.00/\$1,500.00

**Second Year Cost/Savings:**

\$1,500.00/\$1,500.00

**Third Year Cost/Savings:**

\$1,000.00/\$1,000.00

**Actions/Activities:**

- **1.2.a1 - Textbook updates**

Plan is to assess textbook offerings (inventory) in the Library's Reserves collection in consultation with the campus Bookstore every semester to see if there is a need for updates to editions or gaps to fill.

**Start Date:**

10/29/2024

**End Date:**

10/29/2026

**Responsible Person:**

Library employees

- **1.3 - Objective - Increase outreach efforts to campus community.**

**Priority Rank:**

3

**Start Date:**

10/02/2022

**End Date:**

10/15/2026

**Responsible Person:**

Library employees

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

5. Information Literacy

**Resource Requests:**

- **1.3.r1 - Library branded tablecloth**

**Description**

In an effort to meet students where they are on campus, the Library would like to increase our outreach efforts in campus events such as the Career Fair, Ask Center tables, Club Rush, visiting high school students, dual enrollment high schools visited by Librarians, Art table, Welcome Week, First Generation and Heritage events, High School visits and other tabling events.

**Rationale**

Having a Library, Library logo and ZTC branded tablecloth to identify the library will increase students recognition of the library, our ZTC pathway program and our services/resources available to them at all campus tabling events and high school outreach fairs.

**Resource Type:**

One-time

**Expenditure Category:**

Non-Instructional Supplies (4500)

**First Year Cost/Savings:**

\$200.00/\$200.00

- **1.4 - Objective - Based on the results of the ILO assessment process, increase the number of students and faculty receiving information literacy training and professional development by the library.**

**Priority Rank:**

4

**Start Date:**

10/11/2024

**End Date:**

10/30/2026

**Responsible Person:**

Librarians, Dean of LAAS

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

5. Information Literacy

**Resource Requests:**

- **1.4.r1 - Instruction and Information Literacy Librarian**

**Description**

SUMMARY DESCRIPTION: This posting is to fill one (1) full-time, tenure track Instruction and Information Librarian position.

Under the direction of the Dean, this position will coordinate the Crafton Hills College Library instruction and information literacy initiatives. The Librarian will provide instruction reference service and research assistance at the Library Reference Desk.

Responsibilities:

- Assist in collection development in assigned subject areas, collaborating with teaching faculty.
- Participate in professional and co-curricular activities (committees, student activities, shared governance, etc.).
- Could teach in the Library Support Staff certificate program. Participate in appropriate professional development and other divisional activities.
- Stay informed of the ACRL Information literacy framework updates, revisions and innovations.

Faculty positions may require work to be performed during the evenings.

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities, and orientations. The successful candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps. An equity-minded individual is a person who already does or has demonstrated the desire to:

- Understand the importance of educators being held accountable for closing equity gaps and engaging in equitable practices.
- Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility.

- Encourage positive race-consciousness and embrace human difference.
- Reflect on institutional and teaching practices and aim to make them more culturally responsive.
- Strategically build buy-in and participation among colleagues for equity-related initiatives.
- Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.

**EXAMPLES OF DUTIES:**

- Work one-on-one with students to analyze and understand assignments and projects, and devise and execute research strategies.
- Recommend alternative resources and strategies, encouraging students to explore.
- Introduce students and faculty to information resources and systems (e.g., online catalog and databases)
- Coordinate course-related and drop-in workshop instruction.
- Maintain instruction related statistics
- Work collaboratively and collegially with the Technical Services Librarian to incorporate information literacy modules in the faculty Canvas course for the Tenure Track Academy.
- Update library research guides.
- Implement an information literacy and instruction library program to provide ongoing support, professional development and the sharing of instructional ideas for part-time Librarians and full-time Librarians.
- Participate in the creation and maintenance of research guides, instructional handouts, websites, social media, and other outreach and instructional virtual and print materials.
- Collaborate with teaching faculty to identify new resources to support departmental curriculum.
- Serve on at least one standing campus committee as liaison to and from the library.

**MINIMUM QUALIFICATIONS**

**Master's in Library Science**

**Or**

**Library and Information Science**

**Or**

the equivalent\*

\*If you believe to have the experience equivalent to the minimum qualifications for an academic position, you may request a determination of equivalency by completing a

District Request for Equivalency form and provide supporting documentation as appropriate.

### **DESIRED QUALIFICATION/S**

1. **Reference services:** recent experience providing reference services in an academic library, with an emphasis on helping students with research, technology, online learning, and college resources.
2. **Library instruction:** recent experience in designing and assessing library instruction in a variety of settings and formats and in the creation of instructional materials.
3. **Teaching experience:** recent experience in teaching and curriculum design in a distance-learning environment.
4. **OER/ZTC:** recent experience in the curation of Open Educational Resources (OER) and support of Zero Textbook Cost (ZTC) programs.
5. **Technology:** facility and familiarity with existing and emerging technologies to enhance library services and instruction, for example, LibGuides, Microsoft Office, Google suite, artificial intelligence platforms, learning management systems, design software, etc.
6. **Student-centered focus:** demonstrated familiarity with and sensitivity to the diverse academic, socioeconomic, disability, cultural and ethnic backgrounds of community college students.

**Physical Demands:** The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential job functions.

**Physical:** Primary functions require sufficient physical ability and mobility to work in an educational setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, climb, crouch, reach, and twist; to lift >60 pounds, carry, push, and/or pull up to 20 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned

equipment. **Hearing:** Hear in the normal audio range with or without correction. **Work**

**Environment:** Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals. In some and/or all classrooms/library, the employee is frequently exposed to moving mechanical parts.

The Instruction and Information Literacy Librarian plays a pivotal role in fostering student success by delivering high-quality library instruction and information literacy programs. This position requires the librarian to develop and conduct a variety of instructional sessions, workshops, library tours, and subject-specific instruction across disciplines. Additionally, the librarian will design and maintain online research guides (LibGuides) and collaborate with other library faculty to support the overall mission of the library in providing access to resources and developing student research skills. The ideal candidate will work closely with both the Technical Services Librarian and the Public Services Librarian to ensure integrated support for both instructional and resource needs.

Desired qualification: Experience or degree in instructional design, preferred.

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### **Rationale**

The CHC Library's instruction program is in direct alignment with CHC's Institutional Learning Outcome (ILO) #5, Information Literacy. Our instruction program consists of course-related instruction where CHC faculty collaborate with ft librarians for one-shot sessions (50-80 minutes) and free, drop-in workshops that focus on teaching information literacy skills, and reference assistance where we instruct students on how to conduct research.

Fall 2022 Library instruction sessions	38 total
Fall 2023 Library instruction sessions	48 total
Fall 2024 Library instruction sessions	54 completed so far & 27 more scheduled= 81

This fall our instruction program has had a significant increase in instruction sessions (course-related instruction and drop-in workshops). We have experienced a 41% increase over last fall semester sessions and a 53% increase compared to fall 2022. If this pattern of a 20-30% percent increase each year continues, we will need to drastically change our services. Currently we collaborate with faculty to design each session to align with the course and assignment. This focused instruction is not sustainable without additional staffing. In addition, this increase impacts the workload of the full-time librarians by not only having to schedule, plan, prepare, teach, and assess the sessions, but it also takes away time from our other job responsibilities including collection development, outreach, reference service, and committee work. We desperately need an instruction librarian to lead our program so that it can continue to grow, innovate, and serve our campus community.

### **Resource Type:**

Ongoing

### **Expenditure Category:**

Contract Classroom Inst. (1100)

### **First Year Cost/Savings:**

\$99,500.00/\$20,500.00

### **Second Year Cost/Savings:**

\$101,000.00/\$19,000.00

### **Third Year Cost/Savings:**

\$102,500.00/\$17,500.00

- **1.5 - Objective - To hire an Associate Dean of the Library to oversee library operations, develop strategic initiatives, and enhance academic support services for students and faculty.**

### **Priority Rank:**

5

**Start Date:**

10/29/2024

**End Date:**

10/25/2028

**Responsible Person:**

Dean of LAAS, Librarians

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

District Wide

**Institutional Learning Outcome:**

5. Information Literacy

**Resource Requests:**

- **1.5.r1 - Associate Dean of the Library**

**Description**

The Associate Dean provides inclusive leadership in planning, organizing, administrative direction and oversight for all operations, activities, programs, and services of the Library, including short- and long-term planning, development and administration of departmental policies, procedures, and programs.

Coordinate the activities of the department with those of other divisions and departments.

**ORGANIZATIONAL RELATIONSHIP**

Exercises general direction and supervision over faculty Librarians and Library technicians.

**SPECIFIC RESPONSIBILITIES**

- Coordinates and directs communications, personnel, resources, curriculum, schedules, and

information to meet the instructional needs of Library and enhances the educational effectiveness of assigned programs and services.

- Assists in establishing and maintaining department timelines and priorities; ensures related

activities comply with established standards, requirements, grant specifications, laws, codes, regulations,

policies, and procedures.

- Provides mentorship and support to staff and faculty.

- Conducts regular meetings with library employees.

- Assists the Chair in conducting faculty review, including part-time faculty reviews and four-year probationary tenure-track evaluations, class visitations, and administrative evaluations.

- Participates in the development, management, and administration of Library & Learning Resources annual planning and budgets; directs the forecast of additional funds needed for

staffing, equipment, materials, and supplies; directs the monitoring of and approves expenditures; directs and implements adjustments as necessary.

- Coordinates the programs and activities of the Library.

- Collaborates with library faculty and the campus community in the development and delivery of information competency/literacy for the College.
- Promote faculty and student use of the Library & Learning Resources.
- Monitors and recommends solutions for issues involving the library building, physical facilities, security, and technologies.

Assists the Dean in responding to and completing local, state, and national surveys on the library in consultation with Library faculty and staff. • Attends and participates in professional group meetings and various College and District committees and advisory boards. • Contributes to the overall quality of service by developing, reviewing, and implementing policies and procedures to meet legal requirements and District needs. • Monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures. • Assess and monitor the distribution of work, support systems, and internal reporting relationships; identifies opportunities for improvement and recommends to the Dean. • Coordinates programs, services, and communications among administrators, faculty, staff, other divisions and departments, outside agencies, governmental agencies, students, and the public; establishes and maintains partnerships in support of area activities. • Prepares and delivers presentations on issues pertaining to the Library & Learning Resources. • Coordinates and helps create and interpret surveys to inform policies, practices, marketing, etc. Stays abreast of new trends and innovations related to the area of assignment. • Monitors changes in laws, regulations, and technology that may affect College, District or area operations; implements policy and procedural changes as required. • Responds to difficult and sensitive student, staff and faculty inquiries and complaints and assists with resolutions and alternative recommendations. • Works with employees on performance issues; implements discipline and termination procedures; responds to staff questions and concerns. • Provides a working and learning environment that is free from prohibited discrimination, harassment and retaliation, as provided by applicable law, College and District policies. • Attends College and District mandated training and participates in investigations. Supervise all aspects of the planning, funding, coordinating staffing, delivery and evaluation of the Library and Learning Resources. Supervise the performance of all personnel functions for assigned faculty and staff. • Provide student, staff, and faculty access to the Library and Learning Resources.

**REQUIRED SKILLS AND QUALIFICATIONS MINIMUM QUALIFICATIONS:** Must possess a master's degree and a minimum of one year of formal training, internship, or leadership experience reasonably related to this administrative assignment; or a valid California Administrative or Supervisory Credential authorizing service at the community college level or equivalent. **REQUIRED SKILLS:** Excellent written and verbal communication skills; ability to effectively supervise staff, prevent and resolve conflicts and problems, build consensus and organize programs and services to meet changing needs.

**KNOWLEDGE AND ABILITIES Knowledge of:** • Principles and practices in the administration of academic library programs, policies, procedures and learning resources and services. • Developing technologies and trends on traditional and supplemental instruction, library resources and library services. • State and federal regulations pertaining to the operation of the Library . • Budget development, administrative practices, and organizational and

management practices as applied to the analysis and evaluation of projects, programs, policies, procedures, and operational needs. • Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures. • Strategic planning processes, including but not limited to accreditation, resource allocation, apportionment, and service area outcomes • Best practices regarding the various departments in an academic library (reference, circulation, technical services, etc.) and of the responsibilities typically handled by each area and how the work is interrelated throughout the library organization • Best practices regarding academic library collection management, electronic resources, databases and eBook collections. • Best practices regarding information literacy frameworks and initiatives, facilities and space planning

Ability to: • Represent the College and District in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations. • Provide a high level of customer service by effectively dealing with the public, vendors, students, and College and District staff, including individuals of various ages, various socioeconomic and ethnic groups. • Plan, implement, and evaluate activities to ensure that academic support services show evidence of programs designed to impact student achievement and learning. • Demonstrated inclusive and reflective leadership skills. • Overseeing a Library and/or Learning Support Services or demonstrated potential to do so.

### **Rationale**

This position was drafted using an existing post within the California Community College system. The appointment of an Associate Dean of the Library is essential to advancing the library's role in student success, research support, and academic excellence. This role will provide leadership in planning and implementing library services, fostering partnerships across academic and administrative departments, and enhancing digital and information literacy programs. This leadership role will oversee and balance staff workloads, ensuring that all team members, whether at public-facing service desks or behind the scenes, contribute equitably to the library's mission. The Associate Dean of the Library will continue to improve staff morale, enhance communications, and provide staff the opportunity to contribute equally to department initiatives. This position will allow the library to align more closely with institutional goals and strategic directions, strengthen student support services, and address emerging needs, making it an integral partner in the college's mission to empower students, faculty, and the broader community.

### **Resource Type:**

Ongoing

### **Expenditure Category:**

Contract Cert. Administrators (1200)

### **First Year Cost/Savings:**

\$150,000.00/\$0.00

### **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.

- [librarypolicymanual.pdf](#)
- [ProgressReport\\_rev10-29-24.docx](#)
- [RRN 2357 SP21 Faculty Satisfaction-Library Services Survey Results-2nd .pdf](#)
- [RRN 2639 FA22 Library Satisfaction Survey Results.pdf](#)