Library

Program Review
Fall 2021

GROSSMONT
COLLEGE

Grossmont College Library Faculty

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This program review report for 2015 – 2021 is respectfully submitted by the Librarians of the Grossmont College Library.

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Grossmont College Library

2021 Program Review Report

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SECTION 1
DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

## 1.1 Program Description and History

Overview

The library is an academic department that supports every student and every department across the college. Because the library is an essential partner in teaching and learning, our mission is to collaborate with our diverse campus community to nurture intellectual inquiry, ensure welcoming environments, and to provide convenient, equitable access to quality information resources. We foster cultural competence and prepare students to be critical thinkers who are engaged global citizens. We support our College Mission Statement and initiatives in promoting educational excellence and valuing the diversity of our community.

As you read through this document you will find that the librarians and support staff work tirelessly towards curating an up-to-date collection of resources that support every curriculum offered at Grossmont College; this includes free access to textbooks, a balanced collection of print and electronic books, searchable databases, laptop computers, and spaces to study as a group or quietly as an individual. In addition to providing these resources we work towards ease of discoverability and accessibility on and off campus, teaching about and guiding students through the research process, and assisting with technology needs. We teach students information literacy, media literacy and how to evaluate and select the best resources for their needs. We keep informed of the changing needs of our diverse population in order to advocate for and provide students what they need in order to be successful.

History

The library was one of the first completed buildings on the 1964 fledgling campus. Officially named after the District Superintendent, the Lewis F. Smith Learning Resource Center, the building quickly outgrew its walls, and an addition was made in 1967. To keep up with the growing college needs, the library used the added space to house audio-visual services and more book shelving.
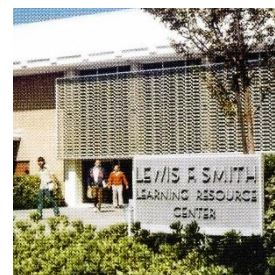
Over the next 35 years newer departments, such as tutoring and a computer lab, were also housed in the building. As the grew, the library continually adapted its space. Then in 1998 funding was approved to create a new Learning Resource Center with 46,650 assignable square feet, an increase of 12,199 assignable square feet over the existing building. Construction of a new library was completed in July 2003 and the old library was immediately renovated and repurposed as a Technology Mall. The two buildings were then connected and renamed the Learning and Technology Resource Center. The

original building signage displaying the first District Superintendent's name has been lost to history.

The library occupies two floors on the north end of the building. However, using the State Chancellor's formula from Title 5 of the California Code of regulations, Section 57030, the new building is only 70% of the size necessary for predicted growth.

Since our beginnings, the library has changed in physical size, in formats of information, and in discovery tools. Program Review has helped document these changes, while also giving an opportunity to critically assess library accomplishments and how we are meeting student needs.

Faculty

Currently the library is staffed with four full-time librarians and three full-time classified staff. In Section 8 of this document, we detail our precipitous decline in staffing. This is a crucial section to focus on, because we are an academic department, but also, we run an operation including a large program of student services.

The librarians' roles and responsibilities can be outlined as follows. Each librarian has the responsibility of participating in the planning, implementation and evaluation of library programs that contribute to educational growth of students and support advancement of the vision, mission, and value of the college. Every librarian works with students at their point of need (as reference librarians). However, individual librarians have specific responsibilities that differ. For example, we have a collections librarian who manages the library resource budgets, determines items to order as well as remove from the collection, and works with vendors. Our systems librarian has implemented and continues the upkeep and maintenance of the Library Services Platform (LSP) which allows discoverability of materials as well as permits staff to lend items to students and manage their accounts. Our instructional librarian teaches information literacy courses, creates learning tutorials which are embedded within classroom learning, as well as teaches library sessions which are customized to the topic and learning outcome of the class. The outreach and cataloging librarian oversees records imported and deleted from the Library Services Platform and creates new records when none are available. This librarian is also responsible for promoting collections and services to students and faculty. There are additional aspects to librarianship and services that we wish to provide, but do not have the staffing for. One such area is Open Educational Resources (OER). Here a librarian would, among other things, help identify, implement, and promote OER on campus.

As mentioned above, we have three classified staff members. Each works to help maintain the collection and support circulation; but they also have individual duties they are responsible for. Some of these are acquisitions work, Interlibrary loan, and reserves management. Between 2016 and 2020 we had four additional staff members (lost due to retirements) who also managed periodicals, media, and copy cataloging. These duties have not gone away; they have been absorbed (to some degree) into other

people's already full positions – a move which is not sustainable if the goal is to provide our students excellent service and accessibility to the library.

When possible, the library hires adjunct librarians. However, the adjunct librarian budget fluctuates, which impacts planning and services.

Title 5 of the California Code of Regulations contains minimum standards for numbers of staff based on FTES. The California State Academic Senate's interpretation of Title 5 states that a college with FTES between 5,001 to 7,000 should have 5 librarians and 9 support staff; for each additional 1,000 FTES we should add an additional .5 librarian and 1 support staff. The most recent FTES update on the California Colleges Chancellor's Office, (https://datamart.cccco.edu/datamart.aspx), indicates our total FTES in 2019/20 was 10,263. It is clear we are far below the minimum standard.

Based on this number the library should have a total of 12 classified staff member and 6.5 librarians. Staff and faculty struggle to meet the baseline workload demands; with better distribution of duties, we could have improved and increased services, innovation, and leadership within the discipline.

1.2 Program Changes from Prior Program Review

Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

The Program Review Committee recommended the following nine items from the 2014 review:

1. **Submit a request to the hiring committee for both one additional full-time faculty member and one full-time classified staff member.**

When this recommendation was made the library was understaffed with four librarians and six library support staff. The recommendation was made in order to bring our faculty count to five and our staff count to seven.

The library submitted a faculty request and hired a librarian in 2015. However, in that year we experienced a retirement, thus keeping our faculty at four. Sadly, we experienced the devastating loss of another faculty member with the passing of librarian/professor Roxane BenVau. Through an emergency hire process, we hired her replacement in 2016. Repeated requests for a fifth librarian have been made, but not filled.

In 2015 we hired a Library Tech II. This hire was to bring our classified staffing to seven, but we remained at six due to retirement. We have experienced four additional

retirements and are currently running the library with three staff members. This will be explained in detail in Section 8.

2. Work with campus resources to develop a staffing level metric to aid future hiring decisions.

This has been a topic of discussion with the staffing committee, the VPAA (VP Academic Affairs), and the Academic Senate president. The resolution has been an acknowledgement of the inequity of comparing non-classroom faculty to classroom faculty. An extra table requesting only non-classroom data is included. This data table, as seen below, requests the semester count of unduplicated student headcount/FTEF.

LIBRARY FACULTY POSITIONS (non-classroom data)					
	FA16	SP17	FA17	SP18	FA18
Unduplicated Student Headcount/FTEF					

We continue to include instructional data, same as classroom faculty, but the form does acknowledge that the rubric cannot capture all considerations.

Additionally, when the College Council makes their recommendation to the President, they make their recommendation separate from classroom faculty. See example excerpted from the December 2019 recommendation.

> "College Council **recommends** that you separately consider for hire in 2020-2021 the following full-time faculty positions in Counseling and Library & Technology Resources. We removed these from the original prioritized list presented by the Staffing Committee because our current prioritization process does not allow effective comparison of counseling and library faculty positions with faculty positions that have mainly instructional roles. We realize that these positions are critical for our students and hope that you will gather further information about them as you make your decision on 2020-2021 full-time faculty hires."

It is yet uncertain whether this new process will be effective. Simply indicating headcount does not sufficiently represent the needs of the library for full-time faculty hires. We will need to re-evaluate the process after we have gone through it at least one time.

3. Work with Student Affairs to develop a better approach for dealing with inappropriate student behavior in the library.

Library administration and librarians have met with the Dean of Student Affairs and discussed the Student Code of Conduct as well as criminal behavior. Student-related issues are generally classified as disruptive behavior; most times issues are resolved immediately and peacefully. When they are not, we have been directed to call the campus Sheriff. Because we also serve non-student community members, we have cases in which both CAPS and Sheriffs are involved in order to protect the well-being of

students using the facility. It was determined that when non-student users are disruptive, but haven't committed (or been caught committing) a crime, we are to issue a 626 order, and the person is then escorted off campus. The person is not allowed back on campus for seven days without being in violation of the order.

This is not always the best resolution to a problem. Some community users return after the seven-day stay away order, and quickly return to the disruptive behavior which initiated the order. We find ourselves precariously balancing a difficult situation. We have deliberately created a welcoming and inviting environment with no barriers to our students. As a community college our resources, within limits, are open to the public who reside within our District's region. Because of this, we need to stay diligent in protecting students' rights to a learning environment free from prejudice and harassment by identifying and acting against those whose behavior threaten their rights.

4. Improve the non-classroom adjunct orientation process by providing dedicated time for this training.

Working through our Dean we were able to secure funds to compensate our non-classroom adjunct librarians for attending orientation. However, this was only temporary. Each year we must advocate for adjunct funds and often this funding is the first to be cut.

When a new adjunct is hired and funded, the orientation includes a facility tour, a campus tour, formal introductions to representatives of our service areas, review of the library wiki were policies and procedures are documented, and finally a thorough review of the collections to which the library subscribes.

5. Investigate solutions for streamlining the library fine payment procedure.

After thorough research and discussion, it was decided that in the interest of student equity and retention, the library would eliminate overdue fines.

6. Determine periods of peak library use and possibly modify library scheduling to maximize student access.

Data showed most students who lined up to enter the building at 8:00 a.m. were doing so to utilize print services before attending to their 8:00 a.m. classes. We opened the building at 7:30 a.m. so students could access the service needed and avoid consequences of arriving late to class.

7. To better serve students' technology needs:

- Explore options for the interlibrary loan of e-books.
  - Publisher licensing of e-books does not allow for transfer of material.

- Work with the CPIE Dean to develop a survey to determine student satisfaction with regards to wireless services in the library.
  - We did not conduct a survey. We were unable to do this because our dean at the time, Fabienne Chauderlot, and then CPIE dean Mike Reese, turned down our request. The timing for conducting the survey was problematic. Instead, we kept a log of when students could not access our wireless network. This worked in place of a survey because our data showed proof of need and resulted in IT giving increased bandwidth in the library.

- Reengage with IS via existing district committee structures (ITAC and ATAC) to improve the library technical infrastructure, such as developing a wireless printing solution.
  - We engaged with ITAC and the committee was supportive of introducing wireless printing in the library. However, the Director of IT cited security concerns and stated that wireless printing was not a viable direction to move in. Changes in IT leadership and technological improvements are two reasons why the library will make plans to pursue wireless technology again. This will begin within the year the campus reopens to in-person instruction and full library staffing.

8. **Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.**

LIR 110's Course Outline was modified in 2017. Small revisions are planned to be brought forward this year. As of this writing, we are in good standing with curriculum. More information about the course will follow in Section 2.

9. **Use student-learning outcome data for continued course and program improvement.**

Since the time of this recommendation, we have been fortunate to hire a new librarian, Felicia Kalker, who has a background in the implementation of student learning outcomes. Felicia has become the SLO Coordinator for the campus and we all have benefited from her expertise. Our approach to what we are assessing and how we assess has drastically changed. The original approach was to assess reference, circulation, and interlibrary loan services. We would survey students about their satisfaction, and this barely informed us on how to improve. Now, we have a structure where we assess our collections, reference and research support, student access to information, our technology services, library modules; all this along with the traditional LIR 110 course, library workshops ("one-shots") and online tutorials.

Under this new structure, we assessed our print periodicals collection. We learned that not all our print was utilized enough to warrant the cost. For example, between October 14, 2019 and December 17, 2019, 65 days of potential use, the *San Diego Union Tribune* was utilized by two students and eight community members. For the same period, the *Los Angeles Times* was used by one student. From these findings we decided to cease subscriptions. We also determined which titles could be accessed online instead. This proved very timely with the campus COVID-19 shutdown; it put the library in a position of preparedness, and we are better serving students in our online environment.

For extensive details about our outcomes assessments, please refer to Section 3.

SECTION 2
CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1a Curriculum Offerings

Describe how your course offerings have changed since the last program review. List added or deleted course and state why. Include new degrees and certificates.

LIR 110 Course

The library still has only one course. LIR 110 is a one-unit course which is typically offered in hybrid format or 100% online. It is Zero Textbook Cost (ZTC) and uses OER (Open Educational Resources).

The course outline was revised in 2017 in order to align more closely with the new ACRL (Association of College & Research Libraries) *Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework)*. In our last Program Review we described the ALA (American Library Association) Information Literacy "Standards" -- these were replaced by the updated *Framework*. These documents represent the highest guidance in the field of instructional librarianship and establish the basis for teaching standards in our discipline.

Summary of Course Content

The Course Outline is available via the campus Intranet. (https://intra.grossmont.edu/intranet/course-outlines/lir.aspx) The main content of the course has not changed since the last program review. It is an introduction to finding and using quality information to answer research questions. This course covers search skills in library databases, and beyond. It is a course in information literacy, which includes finding and using the best library resources, as well as effectively researching in the current information landscape using Google and other tools. We teach the evaluation of information sources, such as assessing their reliability, currency, relevance and authority. The course also introduces essential skills for academic integrity such as avoiding plagiarism and citing sources.

Library Curriculum as a Whole

The library has a larger curriculum than this one course. We provide instruction continually throughout the year, online and in person (usually, pre-pandemic). Taken as a whole, the Library Instruction Program has multiple components, as follows (Classroom instruction, online instruction, and point-of-need instruction).
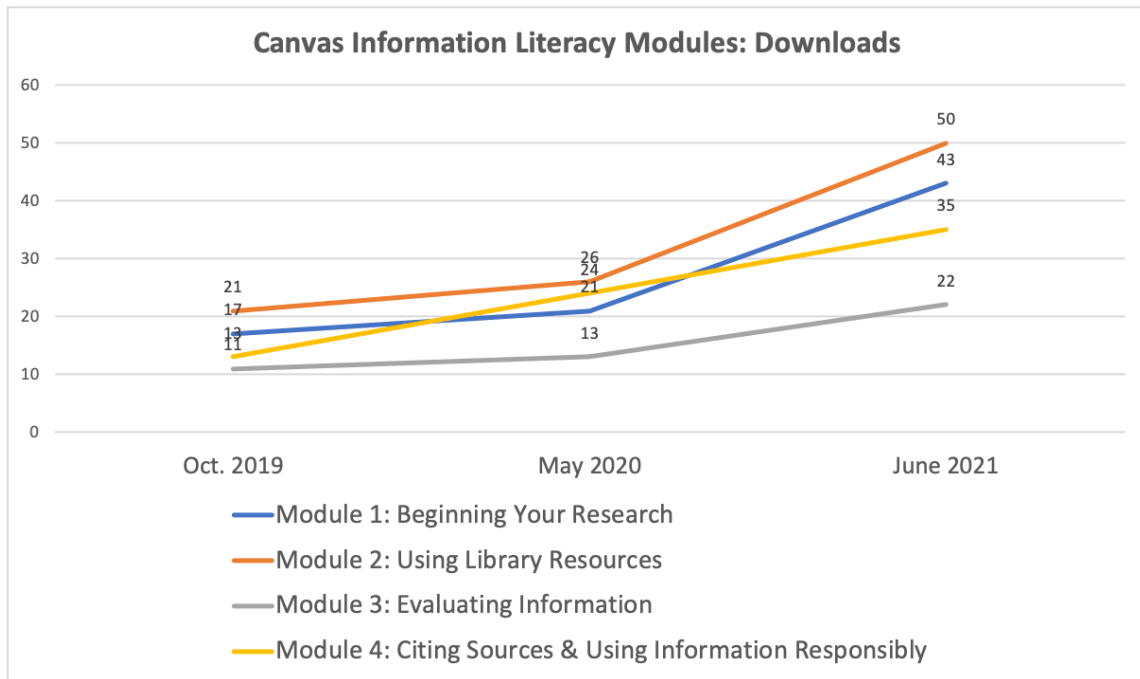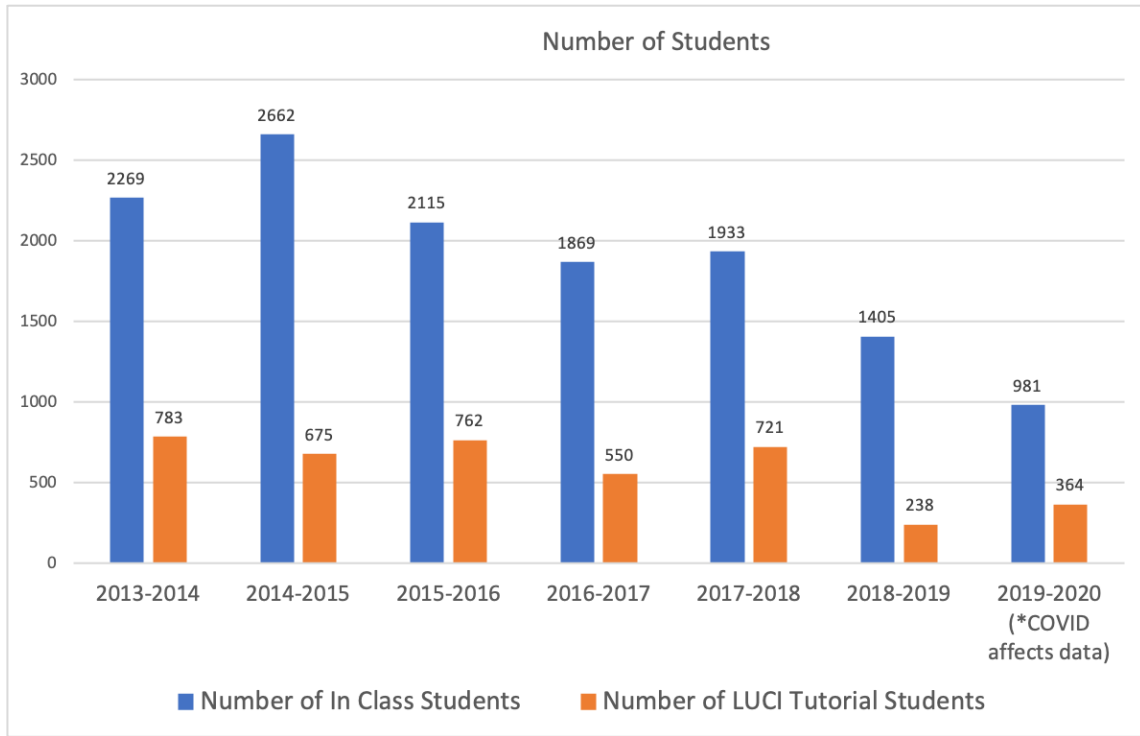
Classroom Instruction

We provide course-embedded instruction by collaborating with faculty and meeting with their students either once or twice as a guest lecturer/guest presenter. Typically, faculty bring their students to the library classroom; occasionally we go to their classroom. These are often referred to as "workshops" or "sessions" or "one-shots" (although in some cases we meet with a group twice). On average, since 2013 (and subtracting 2020 for COVID effects), we have taught about 71 of these sessions per academic year, reaching an average of 2,042 students/year. Refer to our Library Instruction Data summary (a brief summary chart is included below) for details about our Library Instruction program.

Online Instruction

An average of 622 students per year take our one-hour, online, standalone tutorial, affectionately known by its legacy title "LUCI" (Library User Computerized Instruction). LUCI has its own Canvas course and students complete the tutorial and a quiz within Canvas. This is assigned typically by their instructors. An average of 14 faculty per year (or, 9 per semester) use our LUCI online tutorial, either in lieu of in-person instruction, or as a supplement. Some use it for extra credit.

We also offer (since fall 2018) information literacy modules in Canvas, for which the only metric available is number of downloads. Refer to the Library Instruction Data summary for details (a brief chart is included below). Use of our Canvas modules has jumped significantly and nearly doubled in the last year: there had been 84 downloads as of May 2020 and as of June 2021, there have been 153 downloads. There are limits to this count, because it doesn't include instructors for whom we provided "direct page share" of our content (a new feature in Canvas that allows you to share content without having to go through the entire process of uploading modules to the Commons and then others download the module; faculty can now request specific pages or quizzes).

Number of Students

Bar chart titled "Number of Students" showing Number of In Class Students (blue) and Number of LUCI Tutorial Students (orange):

- 2013-2014: 2269 / 783
- 2014-2015: 2662 / 675
- 2015-2016: 2115 / 762
- 2016-2017: 1869 / 550
- 2017-2018: 1933 / 721
- 2018-2019: 1405 / 238
- 2019-2020 (*COVID affects data): 981 / 364

Canvas Information Literacy Modules: Downloads

Line chart titled "Canvas Information Literacy Modules: Downloads":

- Module 1: Beginning Your Research — Oct. 2019: 17, May 2020: 21, June 2021: 43
- Module 2: Using Library Resources — Oct. 2019: 21, May 2020: 26, June 2021: 50
- Module 3: Evaluating Information — Oct. 2019: 11, May 2020: 13, June 2021: 22
- Module 4: Citing Sources & Using Information Responsibly — Oct. 2019: 13, May 2020: 24, June 2021: 35

Point-of-Need Reference and Instruction

In addition, we provide instruction to students via the reference desk and/or virtual reference services (online chat). (For an overview of reference statistics, please refer to Section 6.2A of this document.) These are a form of "point of need" instruction and one-

on-one instruction to include comparable topics such as database search skills, citation of sources and evaluating information sources.

Library "Program Learning Outcomes" are Institutional Outcomes

Program Learning Outcomes

The library is unique in an important sense: Because we serve the whole college and all students, our "Program Learning Outcome" is one of the college-wide [Institutional SLOs](#), which reads as follows:

> Information Literacy:
>
> "Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly." (https://www.grossmont.edu/faculty-staff/cpie/outcomes/islo.php)

It is noteworthy that this Institutional SLO is mapped to Program Learning Outcomes in academic programs across the College.

Student Services Outcomes

The library also has Student Services Outcomes which include evaluations of our collections, reference and research support, student access to information, and library technology (more on these is discussed in Section 3, to follow). Again, these are student services that support the whole college.

2.1b DEI (Diversity Equity and Inclusion)

> Explain how diversity, equity, and inclusion is infused in the curriculum. Please proved specific examples.

DEI is infused into the LIR 110 course assignments with a variety of examples from diverse cultures and perspectives. Careful, thoughtful attention is given to the words, images, and other aspects of course design to be sure it is inclusive and not centered on one worldview. Accessibility standards are regularly reviewed, and materials updated accordingly.

In addition to course design, all student voices are encouraged and welcomed in the course discussions. We foster collaboration between students in the form of partner activities, small group activities, and peer conferences. This is done in part to increase learning but in part to increase the diversity of perspectives that any student will hear from.

We adhere to best practices for transparent design, offering students the opportunity to read in advance, and to interrogate, the student learning outcomes, rubrics, and assignments that are used to evaluate them. Student input about the language has led to direct changes in the rubrics and assignments. For example, in one of the rubrics the definition of what it meant to summarize a source was re-worded for clarity. Also, we take care to maintain close contact with all students enrolled in the course, engaging them regularly and following up when students are not doing well or have numerous absences. These kinds of practices are especially important for disproportionally impacted groups.

Also, the LIR 110 course is Zero Textbook Cost (ZTC) as we provide fully vetted OER (Open Educational Resources) textbooks that are available online.

Additional DEI efforts across the library are summarized in Section 5 and described in various sections throughout the document.

2.2a Curriculum Review

Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline?

We review our LIR 110 course, and all our curriculum, on a regular basis at department meetings with updates from the Instruction Librarian. We also have group discussions at least twice per semester about the SLOs and SSOs across our program. We have created and follow an assessment schedule that keeps us on track (further details in Section 3). We are now participating in the new Annual Unit Planning process, which is an additional point of discussion and reflection for our faculty.

2.2b LIR 110 Outline Currency

(Reference Program & Course Approval Handbook) Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee.

The LIR 110 Course Outline of Record is current as of 2017, and we will submit an update to the Curriculum Committee with minor modifications in the coming year (2021-2022).

2.3 Engagement/New Material

How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other

issues when answering this question. Please provide specific examples of all of the engagement strategies utilized.

Our course is by its nature explicitly tied to current issues. We discuss societal implications for the use of technology ever since Google first appeared on the scene and web searching began to compete with libraries as a centralized information space. In the current climate, *disinformation* campaigns and "fake news" and reliability of sources are all topics directly connected to students' everyday lives as they consume media from various venues. These media consequently form students' political opinions and world views, so we must teach critical thinking about these topics to foster information literacy. We examine these topics in the context of data literacy, media literacy, news literacy, climate literacy, etc., using a metaliteracies approach.

Each semester there is at least one assignment connected to news literacy. For example, recent students have been evaluating the Al Franken case, in which false information was spread via social media, ending Franken's political prospects before he was even contacted by the news outlet that started the story. Students grapple directly with the implications of this phenomenon. We regularly discuss social media, journalistic standards and journalistic ethics, and how this affects issues of immense importance such as elections, climate change, public health, and democracy itself.

At the conclusion of the course, students for several semesters have been writing a discussion post in which they connect information literacy, and specifically what they learned in our LIR 110 course, to the idea of a democracy of well-informed citizens. These are questions of ethics to be sure. We discuss the problem of rational ignorance and the value (cost/benefit) of having access to reliable information. We try as explicitly as possible to connect the course to its applicability in their real lives, and in their college studies/major, and students show evidence of appreciating this in their responses to the discussion, or in short essays.

Engagement strategies are varied: Students choose their own topics to research. We offer real-time advice on how to structure search queries and what types of materials or types of sources would be relevant. We have several discussions, either in person (with our hybrid class) or fully online (using discussion boards for asynchronous as well as Zoom for synchronous discussions). Also, we provide timely feedback to student assignments, include 1:1 conferences with a librarian, and peer conferences.

2.4 New Faculty Orientation

What orientation do you give to new faculty (both full and part-time) and how do you maintain dialog within your department about curriculum and assessment?

We have not had any new full-time faculty hires since 2016. Our most recent two full-time hires were experienced librarians, their backgrounds thoroughly vetted. In a small library where you must "hit the ground running" in a complex organization, it is not easy to hire new librarians, so our faculty have rich background experience.

We provide all new full-time and part-time faculty with orientation to the library and to the campus, including tours, materials to review (shared drive; department reference manuals and wiki spaces; policies; etc) and an overview of the services we provide. Full-time librarians participate in the campus wide new faculty employee orientation, while adjunct librarians spend time training mostly on the reference desk, as that is their primary assignment.

Training and onboarding for adjuncts who teach workshops in our library instruction program would also include an orientation to the classroom, sample instructional materials, sample syllabi, observations of peer teaching, and meetings to discuss learning outcomes, pedagogy, and assessment.

For full-timers, we have consistent dialogue at regularly scheduled (twice monthly) faculty meetings. As a small department, it is quite easy to maintain dialogue daily as needed.

For our part-timers, we have a department meeting during Flex Week which is a budget-sensitive issue. Every year we must examine the adjunct budget carefully to make sure that there are enough funds to pay our adjuncts for the hours they serve on the reference desk or attend any events including flex week meetings. Adjunct librarians are paid hourly, and the number of hours needed each term is based on hours the building is open and other factors. Currently we do not have an adjunct budget, as it was taken away from the library when the college shut down in March of 2020 and as of this writing, it has not been reinstated. This is very problematic because the adjuncts do a significant amount of the reference work and they also teach many of the instructional workshops in the library. More information on budget and personnel within the library will follow in other sections.

Of note: Section 1 includes a statement of how we addressed the previous recommendation for dedicated time for training adjuncts. This was about the hiring of new adjuncts and not the continual professional development of adjuncts. Without an established permanent line item in the budget that reflects the need for adjunct pay, ongoing training is precarious.

What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (SLOs and teaching to course outlines)?

We do not typically have multiple sections; however, we do have rubrics, and librarians regularly review the SLOs at department meetings to compare progress over time and to keep the course current. We have only one instructor teaching LIR 110 for the time being, but when we had multiple LIR 110 instructors, we ensured they met regularly with the full-time instruction librarian to discuss the Course Outline of Record, sample syllabi, openly-licensed textbooks that we use, and the expectation for assessments of Student

Learning Outcomes. As stated previously our course is aligned to the standards for the discipline which are foregrounded by the *Framework for Information Literacy.*

2.5   Grade Distributions

Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division, and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

Our grade distributions are marginally higher than the College and Statewide averages [for all courses], per the Chancellor's DataMart site.
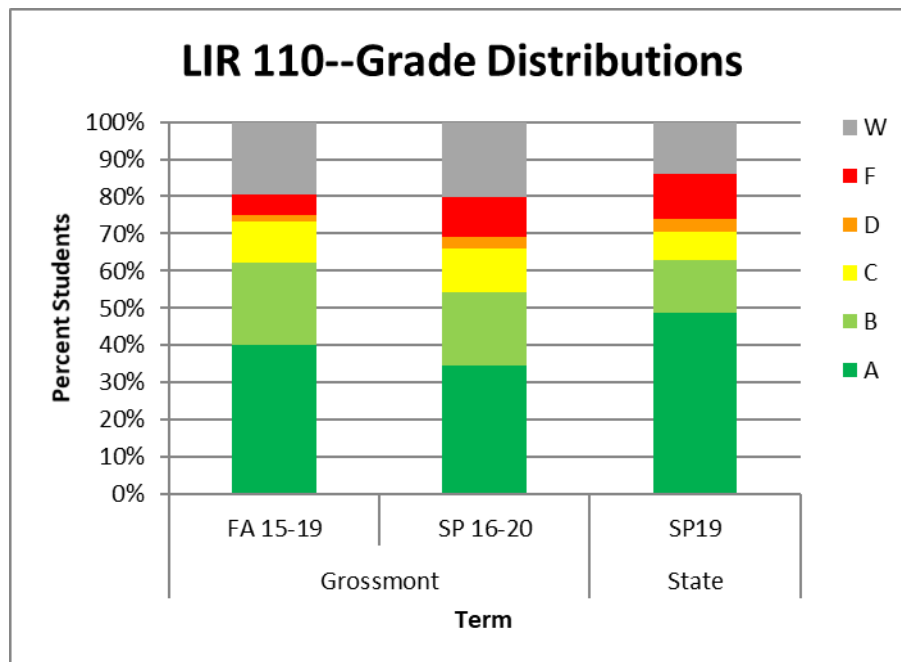
2.6   Retention and Delivery Method

If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the

data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

N/A: This is not applicable to LIR 110, because our course is always offered as hybrid or fully online.

2.7 Course Articulation with High School

If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

N/A: This is not applicable to LIR 110, although we have had discussions about dual enrollment with local high schools and some efforts were briefly begun before the pandemic. This is now on hold.

2.8 Course Articulation with 4-Year Institutions

Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

N/A

SECTION 3
STUDENT LEARNING OUTCOMES (SLOs)

3.1   SLO Revisions

Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

Summary: (details to follow in 3.1a and 3.1b)

- We have continually introduced alternate pedagogies and modes of delivery in LIR 110, a hybrid class.
- We have revised our methods of assessment for LIR 110 Course SLOs, and for the LUCI tutorial, and for our library workshops.
- We've also updated the learning outcomes for all of those as well.
- We have changed our assessment processes; with LIR 110 we have begun to collect data using Canvas Outcomes; we are also using Canvas for the delivery of asynchronous instruction via information literacy modules.
- We have improved our use of technology, including using Canvas for the LUCI tutorial, using Canvas for LIR 110, teaching via Zoom, and also by providing screencasts using Canvas Studio.
- For LIR 110, in response to SLO results we modified means of delivery as well as the actual structure for various assignments. We have modified the course final project rubric.
- For the library as a whole, we have re-written our student services outcomes (SSOs), and re-vamped our schedule of assessments, for all of our services such as the reference desk, technology services we provide, and various collections.

Examples of Changes that *May* be Implemented as a Result of Assessment

(We've highlighted examples that we describe below)

Changes to the Assessment Plan	▪ revision of intended learning outcomes ▪ revision of measurement approaches ▪ changes in data collection methods ▪ changes in targets/standards
Changes to the Curriculum	▪ changes in teaching techniques ▪ revision of prerequisites ▪ revision of course sequence

	▪ revision of course content
	▪ addition of courses
	▪ deletion of courses
Changes to the Academic Process	▪ revision of advising standards or processes
	▪ <mark>improvements in technology</mark>
	▪ changes in faculty staffing
	▪ changes in frequency or scheduling of course offerings

3.1a SLO Results & Curriculum Adjustments

How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

LIR 110

Analysis of patterns of results in LIR 110 has led directly to changes in pedagogy, in assignment prompts, and in rubrics. For example, upon evidence that students were misunderstanding the nature of concepts in the final rubric, the rubric was modified. Additionally, teaching materials were also provided and various clarification on topics that had been unclear. Most of the Canvas pages for topics are clarified and updated frequently. Videos are added on the fly when they are deemed necessary.

In addition, the assignment of an annotated bibliography, which serves as the final exam, has been modified so that students have to submit a more focused demonstration of the ability to locate particular types of sources and to evaluate them. Asking students to demonstrate these evaluative abilities and in so doing, to acquire knowledge of particular *types* of sources, is a very rigorous process especially for students who are typically more familiar with getting their sources from algorithms rather than seeking out a specific type of data or information. We often refer to this as the difference between being "fed" your information diet, where you are getting a lot of junk food while no one is ensuring you get vegetables (paraphrase of Eli Pariser from *The Filter Bubble*), as opposed to learning to selectively grow your own information garden. (In which case you can make sure no important nutrients are missing.) Two examples of looking for specific sources might be, looking up data about higher education from state datasets (that some never knew existed!) or limiting your analysis of international politics to search only for academic books by university presses. This is a vastly different experience for most students than just writing a bibliography based on articles they got on social media and/or looking on Google for the key phrase they saw in a headline. The process of evaluating the sources might be the same but other aspects of this project have become more *focused*.

Various aspects of the overall course have been redesigned as a result of SLO assessments in the area of SLO #2 which is regarding search strategies. Originally

conceived as a written assignment with optional media, then redesigned as an assignment that leaned on media demonstrations (video and images), then redesigned again into an entirely interactive assignment, the search strategies skill builder part of the course has been revised three times.

These are just a few examples. Over the past few years, the LIR 110 course has been *continuously* assessed and updated. The success of the adjustments is witnessed by better student performance, better student feedback, and overall improvements in grades. (Note our rising success rates in Section 5.) It will be good to leave the course in a stable state for a few semesters and then re-evaluate all the data.

Other Library Instruction Assessments

Parts of the process for assessing our SLOs for "one shots" (workshops we offer embedded in another course) and online tutorials have been revised as well. Our "one shots" had too many SLOs. In 2018, the librarians chose to focus on the "CRAP" test which looks at how students can *define and describe criteria for evaluating information sources* (the criteria are Currency, Relevance, Authority and Purpose). This revision led to a new method of assessment using a form that is offered both online and paper-based. The results from our assessment in 2018-2019 are entered in TracDat. Here are the highlights. The results were between 85%-95% in most categories but there were a few issues observed. For example, students sometimes misapply criteria, looking at ways for determining "relevance" to determine "purpose." Relevance to one's own research project is often different from the author's intended purpose in writing a piece. The concept of "relevance" is much more context-specific. Though these concepts are overlapping in some ways, students would get more out of learning precisely how to uncover the author's purpose (that is more well-defined) and it should not be confused with a general relevance to a topic. The results reveal that this method for assessing the SLO needs to be revised slightly. However, we planned to assess these workshops again using this method for another year - and the evaluation from 2019-2020 was incomplete due to COVID-19.

The online standalone tutorial, LUCI, was extensively revised and updated in 2018, partly because of accessibility issues and functional problems with the technology. The content was also out of date. After a content analysis, we reformulated the entire tutorial, creating new content and designing it in Canvas. Using similar (slightly modified) SLOs, we built it into a new format using Canvas both for the tutorial itself and for the quizzes. Having the LUCI quiz in Canvas produces more detailed information. The reports from Canvas allow us to break down learning outcomes results to analyze each question, so for instance rather than getting a raw score, we will be able to drill down to see exactly which outcomes are being met, what students are learning and which concepts they are not getting.

Also, in 2019 we did a deep question-level analysis of the LUCI tutorial which resulted in several modifications to the quiz. The scores were averaging around 75% at that time

and as of Spring 2021 they are averaging around 78% so the trend is good. Detailed results of all these assessments are updated in TracDat.

Student Services Outcomes

The tutorial and "one shot" workshops described above are listed as part of the library's SSOs (because they are not attached to a specific course). In addition, our SSOs cover collections, access to resources, use of the library, reference services and technology services. All our SSOs were revised in January 2020 and updated in TracDat.

Since the last Program Review, we conducted two studies of collections (one of periodicals, one of reserves). The librarians drafted a student survey to assess the reference desk and student satisfaction with library services overall. The dean (at the time) wanted to revise the delivery method of the survey and did not allow the survey to go forward.

Our timeline for assessing SSOs has been completely revised now after an extensive re-write of all the SSOs in January 2020, followed by a COVID-19 disruption to all our services. (Schedule follows below in answer to question 3.5.)

3.1b PSLOs and ISLOs

How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

Library "Program Learning Outcomes" are Institutional Outcomes

The library is unique in an important sense: Our Program SLO for Information Literacy is one of the college-wide Institutional SLOs, which reads as follows:

"Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly." (https://www.grossmont.edu/faculty-staff/cpie/outcomes/islo.php)

This is the ultimate goal the library works toward. We have not measured the ISLO directly, other than via the graduation survey (exit survey distributed via paper format to all students at commencement). In 2018 a small task force (which included librarians) revised the ISLO questions in the survey. The only results we have been provided were from that first year, which reflected students' answers fell between "agree" and "strongly agree" on a four-point scale (there were three questions for this ISLO, but for each one, the mean was between 3.3 and 3.4 on the four-point scale). The report from that year's survey is available for your reference. No new data from the graduation survey have been available since then. A similar ISLO assessment is planned by the college for Spring 2022.

It is noteworthy that this Institutional SLO is mapped to PSLOs for many academic programs across the college. One goal for the library to address in the next year or two is how to assess the ISLO by developing a portfolio of evidence for this ISLO that is based on samples from different disciplines at the college.

3.2   SLO Trends

What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

LIR 110: Student learning across all three SLOs is generally good and meets our targets most of the time. Assessment of SLO #1 over three semesters reveals that it needs to be re-framed and re-worded for clarity in doing the assessment.

As described above, the assignments and instruments such as rubrics have undergone extensive revision. Results from SLO #2 have helped to reshape the course. More direct attention is paid to observation of individual student search strategies. The course overall has been revised significantly over the last two-three years and is beginning to reach a more stable state.

We have not yet done any equity assessment for this course, though that is a goal for 2021-2022 now that we have a few years of data collected via Canvas.

To summarize SLOs: All our SLO assessments across the instruction program have been significantly revised within the past couple of years and because of this, we may need a year or two in a stable state before we can generalize or recognize patterns in the data.

With respect to SSOs, we have recently revised our library SSOs as described above, and are planning to assess at least one over the year to come. We just developed a new assessment schedule that has been entered into TracDat and pasted below.

3.3   SLO Implications

What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications

One of the implications from our course assessments is that we need to offer a higher-level course in information literacy. In LIR 110 a lot of time must be spent focusing on what makes a source credible and how to determine authoritative standards. Additionally, we spent a lot of time on searching databases, learning how to access and use the library and getting a handle on the basic work of doing research. We have discussed the possibility of proposing LIR 210 - which would provide students with more

learning opportunities in areas such as understanding the social media impact, attention economy, algorithms, privacy, anonymity, and other issues with online information. (This was going to be introduced but is now pending due to the disruptive nature of COVID-19.)

Another implication, discussed above, is the need to gather evidence of the alignment of our Program-level goals (which are in the ISLO for the College) to programs on campus that are documenting and measuring information literacy by mapping their PSLOs to the ISLO for information literacy.

3.4 Assessment Cycle Changes

What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)? (NOTE: these changes may be documented in section 3 of your Annual Unit Plans.)

We have usually assessed all SLOs in the one course each year. We will be scaling back to assessing two out of three each year. As described above we have written a new schedule for our SSOs (it is in TracDat and shown below in q 3.5). Essentially, we are alternating years for "other" assessments (SSOs including online tutorials, LUCI, reference desk etc).

3.5 Assessment Cycle Schedule

Based on your answers to questions 3.1 – 3.4 above, what assessment cycle will your department follow to ensure that results of its SLOs and PSLOs are collected and available for use in planning? (Note: Grossmont's Outcomes Assessment Team strongly recommends collecting course outcomes data in the first semester the course is offered, or after a change is made, in order to have baseline data.)

Refer to the new [Library Assessment Schedule](#) (image inserted below).

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Library Instruction "One Shot" Sessions (SLO): Evaluation of Information Students will be able to describe and define appropriate criteria for evaluating information.	x	x		x	x		x	x	
Collections All library collections will be used by and useful to students, including books, ebooks, electronic journals, and databases. We evaluate our collection with the goal to maintain a comprehensive, relevant, and balanced collection of materials.	x	x			x		x		x
Reference & Research Support Students will know where to get help in the library, and will obtain the research support they need, at the time of need, be it librarian assistance or helpful tutorials.				x		x		x	
Access to Information: Students will find and access information and resources to meet their needs and support their academic success. a. Our website will provide students seamless access to the library's information resources and students will easily use the library's discovery platform in order to access all collections.				x		x			x
b. Students will easily locate and check out Reserves items and textbooks.	x	x			x			x	
c. Students will easily locate and use the Interlibrary Loan service to obtain materials from other libraries when they are not available at Grossmont College.	x	x				x			
Technology Services Technology services provided in the library will meet students' academic or personal needs . Technology services provided may include but are not limited to the following: -computing; -printing, scanning or copying; -wifi.					x		x		x
Library Instruction: Online Tutorial (LUCI) & Canvas Modules (SLOs) *The following outcomes are measured on a rotating basis.* Upon completion of the library's online tutorial(s), Students will be able to: • Refine a topic for a research paper and write a clear, focused research question with an appropriate scope. • Describe synonyms for key concepts in a research question and identify good search terms. • Develop a search strategy using keywords, Boolean operators, and/or other advanced techniques. • Identify and recognize characteristics of scholarly, peer-reviewed articles. • Describe the purpose of using library databases. • Be familiar with library databases and their tools/features/filters. • Explain the importance and necessity of evaluating information sources. • Describe and define appropriate criteria for evaluating information. • Define plagiarism and describe the importance of citing sources. • Identify the components of a citation and distinguish the pieces of information that each provides.	x	x	x	x	x	x	x	x	

This concludes the SSO portion of our Assessment Schedule.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Student Learning Outcomes (SLOs) for LIR 110:									
Recognize an information need and formulate appropriate question.	x	x		x	x		x	x	
Employ various research methods based on information needed to find sources.	x	x	x	x		x	x		x
Evaluate information resources for their appropriateness.	x	x	x		x	x		x	

It is worth noting that Felicia Kalker, as SLO Coordinator, guides the college in the use of the Nuventive software for SLOs; currently she is assisting <u>all</u> departments and programs in getting a new assessment cycle loaded into TracDat. Naturally, our schedule can be found there.

3.6 Progress Toward Program Goals

What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your goals moving forward?

Looking at SLOs, and all our instructional goals, we are showing high levels of success.

Looking Back at SSOs

Our capacity to assess our SSOs, and in some ways simply to deliver services, has been impacted by COVID-19 and severe budget cuts. Looking at the library holistically, our goals are affected more by budget cuts than anything else. We are *extremely* understaffed and underfunded. We struggle to keep up access to resources. In particular, staffing levels even for basic services such as the reference desk are insufficient (refer to Sections 6 and 8). This makes it difficult to assess services or make improvements when we are just struggling to keep the services afloat.

Think of it this way: if you read over the library's student service outcomes, you'll find we describe students having *seamless access* to the library collections, *getting the help they need* to find information, and so on. Yet often we have neither the resources nor the support for improving access, assisting students. At a very fundamental level, the library provides what little we can right now. In the past we had up to fourteen people on staff, five full-time librarians and a regular budget for electronic and print resources. We had infrastructure and support. We had multiple service desks and extensive use of these services by students. At this point in time, we do not, and we are just hoping to begin again evaluating services as we slowly re-open. We suspect that reference services and collection use will continue to be limited, just owing to the lack of access and support for students. Meanwhile, the SLOs from instruction are one of our strong successes.

SECTION 4
FACILITIES AND SCHEDULING

4.1 Facilities Use

List the type of facility spaces your department/program utilizes for instruction. This can include **on-campus, off-campus, and virtual**.

On Campus

Prior to Spring 2020, the library was open to students, faculty, and community members five days a week. The opening hour moved from 8:00 a.m. to 7:30 a.m. in 2017 based on student input and student need. See the table below for hours of operation. Due to drastic reduction in classified staff, no adjunct librarian budget, and no student employee budget, the library will be unable to maintain its hours prior to the pandemic until positions have been replaced and hourly employee budgets are restored.

Beginning on May 3, 2021, the library opened with limited services and a shortened schedule by appointment for students only. We were the first community college library in San Diego County to provide in-person services. The purpose of the limited re-opening was to provide access to technology and quiet study space to students. Reference services were still conducted through online chat and library materials were still circulated by request form which has been the status quo throughout the pandemic.

Term	Total Weekly Hours	Monday-Thursday	Fridays
Spring 2021 (May 3 – June 7)	8	Monday & Thursday 10:00 am – 2:00 pm	Closed
Spring 2021	Closed	Closed	Closed
Fall 2020	Closed	Closed	Closed
Summer 2020	Closed	Closed	Closed
Spring 2020 *partial	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Fall 2019	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Summer 2019	40	7:30 am – 5:30 pm	Closed
Spring 2019	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Fall 2018	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Summer 2018	40	7:30 am – 5:30 pm	Closed
Spring 2018	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Fall 2017	61.5	7:30 am – 9:00 pm	7:30 am –3:00 pm
Summer 2017	36	8:00 am – 5:00 pm	Closed
Spring 2017	59	8:00 am – 9:00 pm	8:00 am – 3:00 pm
Fall 2016	59	8:00 am – 9:00 pm	8:00 am – 3:00 pm
Summer 2016	36	8:00 am – 5:00 pm	Closed
Spring 2016	59	8:00 am – 9:00 pm	8:00 am – 3:00 pm
Fall 2015	59	8:00 am – 9:00 pm	8:00 am – 3:00 pm

Note: The library suspended weekend hours in 2009 due to budget cuts.

Study Rooms

The library offers 14 student study rooms ranging from single person study rooms to a study room that will accommodate 12 people. Each study room has a whiteboard, table, chairs, power outlets, and WiFi. All upstairs study rooms have a television and DVD player as well. In 2018, the library began using WCOnline, an online reservation tool that the tutoring center uses for appointments. This was an improvement, as prior to 2018 all reservations had to be made via phone or in person. In Spring 2021, with CARES Act funds, the library began subscribing to LibCal (another online scheduling software), to help facilitate reopening the library, by appointment. We hope to continue using the software and apply its usage to allow students to reserve study rooms online. LibCal is more user-friendly compared to WCOnline, because students do not have to register within the system prior to reserving a study room.

The study rooms are extremely popular; for example, the study rooms were checked out 6,595 times in 2019, and students have requested additional spaces for groups to collaborate in the library (and throughout building 70). As these spaces are in high demand, it is imperative that the library's study rooms remain available exclusively for students.
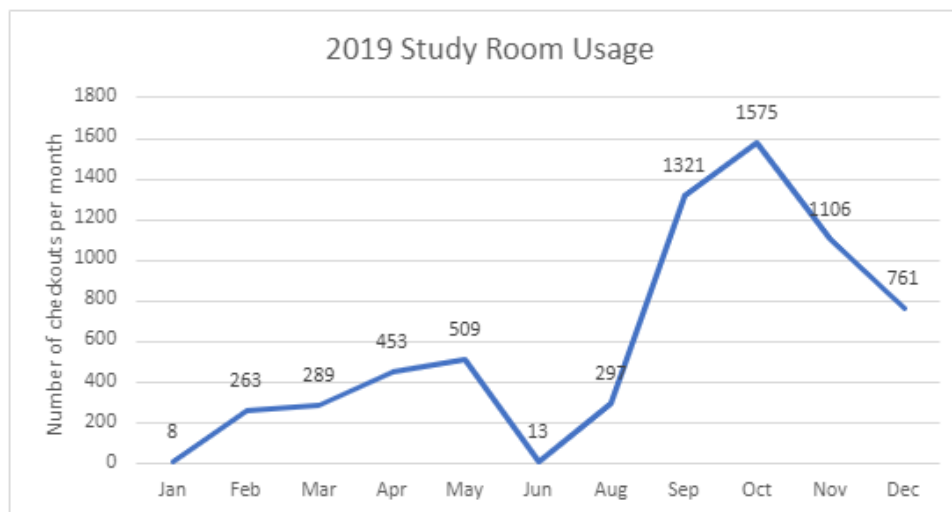
70-267 – Library Instruction Lab ("LIL")

The Library Instruction Lab (room 70-267) is a classroom located on the second floor of the library with 28 desktop computers. Here, librarians teach 75-minute information literacy workshops tailored to the class. The LIR 110 class also meets in this classroom when it is offered as a hybrid. When "LIL" is not in use by librarians, the instruction librarian maintains its calendar and works with other departments to make the room available as needed.

Open Study Areas in the Library

The first and second floors of the library have study tables and computers for student and community use. In 2017, the library purchased new computers with the full Microsoft Office Suite, internet, and access to printing. The library does not require users to log in to its computers. The librarians observe that having open computers helps foster a welcoming and approachable atmosphere in the library. Additionally, open computers make the library a popular place for incoming students to enroll in courses. The open study areas in the library are not dedicated quiet study spaces. Study rooms are encouraged for larger groups, but some small groups meet in this space making noise an occasional issue. Students would benefit from a space in the library that is a dedicated quiet study space. Librarians have put together a proposal for creating quiet study space and repurposing other spaces in our building. Refer to Section 4.4 for the proposal.

70-162 - Technical Services

Prior to 2020, room 70-162 on the first floor of the library housed the technical services department which included the technical services staff and the cataloging librarian. All processing of new library materials and all book repairs were conducted in this space. Due to the reduction in staff, elimination of periodicals, and a higher focus of electronic materials, the librarians propose to repurpose this room as a multi-use space. Refer to Section 4.4 for the proposal.

70-269 – Previously Media

The service desk on the second floor of the library was previously the Media Desk. Due to staffing reduction and the prevalence of streaming media over physical media, the physical media collection was relocated to the first floor of the library behind the circulation desk. The librarians propose that what was formerly the media area be repurposed as the technical services area. Refer to Section 4.4 for the proposal.

Virtual

The library places heavy emphasis on cultivating electronic collections and services over physical collections or in-person services whenever possible. The library uses several platforms, described below in detail, to deliver services and resources to students and faculty electronically. Some of these are OU Campus (website content management), OneSearch (the main discovery tool for students to search our collections, description to follow), streaming video databases, Leganto ("Resource List" in Canvas), and library chat (LibChat). We also offer library instruction within the Canvas environment and (since 2020) hold workshops virtually via Zoom.

What follows are brief descriptions of these various platforms that comprise our virtual facilities.

OU Campus

The library's webpages are an equally essential space as the physical building. The vast majority of our collections are electronic and are accessed via the website; many of our students' first interaction with the library is the website. We view the website as an <u>essential</u> space and endeavor to keep it as student-user-focused as possible.

Canvas

As in all academic departments, Canvas is an essential tool for how the library delivers instruction to Grossmont students. LIR 110 is of course offered via Canvas. Additionally, we have created information literacy modules that can be imported directly into any course. Librarian-created screencasts are also available in Canvas Studio that faculty can embed into Canvas courses. Refer to Section 2 for more information about our online instruction.

ExLibris – OneSearch Discovery Platform

In the Spring of 2020 as part of a state-wide coordinated project among the California Community Colleges, the library adopted an integrated Library Services Platform (LSP), from the company ExLibris. You may recall our description of the LSP from Section 1. *Integrated* means that the front- and back-end of this system work together. Alma is the back-end piece of the system; it is the database where librarians and staff catalog and track books, electronic books, databases, electronic journals, and articles. Alma also manages the circulation (check out) of the library materials. Primo is the public facing component of the LSP and is branded as **"OneSearch."** This tool provides students access to the majority of the library's resources via one online tool. Nadra Farina-Hess presented the library's new search tool at Academic Senate in the Fall of 2018. The [presentation] is worth watching and can be found here: https://prezi.com/view/f9KllCVzYHfcUUEDEb99/

Prior to Spring 2020, the library used Ebsco Discovery Service (EDS) and Sirsi (the back-end database) to assist students with finding library resources. These systems were also just as work intensive to maintain, but unfortunately did not work well together. Migrating to an integrated system was a tremendous team effort and required resources from Grossmont and Cuyamaca librarians and staff, District IT, Division deans and the California Community College Consortium to make the migration possible. The librarians are satisfied with the new system, and happy our students have a state-of-the-art system available to them. This system is discussed more in 4.3, to follow.

Leganto – Resource List

In 2020, the library instituted Leganto, which is branded as "Resource List," and is indeed a resource list tool, allowing faculty to create an interactive list (within a Canvas course) of citations from a range of sources such as books, journals, streaming videos,

and websites. This includes open access resources as well (OER) and is thus an equity tool. Leganto benefits students by bringing all the course's resources together in one place within Canvas, making it much easier for them to access materials without leaving their course homepage. For a fuller description of Leganto as a service, please refer to Section 6. Nadra Farina-Hess has also provided this helpful guide to Leganto; we recommend looking at this to find out more about the tool: https://libguides.grossmont.edu/resourcelist

EZproxy (off-campus access tool)

The library's resources are accessible to Grossmont students from off campus through EZproxy. EZproxy is a tool that authenticates the student's enrollment at Grossmont College and then allows them to access library resources from off-campus (outside the IP address range).

LibChat

The library uses a product called LibChat to conduct 24/7 online reference services for students. Prior to 2020, the library used Question Point to provide this service. The change in service providers was driven by decisions of the California Community College Library Consortium.

LibCal

The library uses a product called LibCal to manage the library's calendar, events, and study room reservations. We subscribed to LibCal with CARES Act funds in 2021 as a tool to help the library re-open safely. LibCal allows students to reserve computers and study space online allowing the library to ensure social distancing.

4.2 Space Adequacy

Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Physical

In 2019, Felicia Kalker conducted focus groups as part of a project to develop a Learning Commons space, initiated by former President Nabil Abu-Gazaleh. While the Learning Commons did not come to fruition, we did learn about what students (as well as faculty, staff, tutors etc.) would like us to implement as improvements in building 70. Below are the key points:

Quiet Study Space

The students' top request is for dedicated quiet spaces in the library. This space should allow for some privacy (i.e., individual study carrels rather than tables) and have charging stations.

Collaborative Study Space

Students are seeking additional collaborative spaces in building 70, including group study rooms and open collaborative spaces with flexible furniture and technology. All furniture and technology, whether arranged for groups or individuals, should be as flexible as possible, with a view toward maximizing use configurations. Students should be able to borrow the technology and have requested the library acquire technology that allows groups to share a screen and project documents.

Cleanliness

Cleanliness throughout building 70 is an ongoing issue. Student bathrooms were described as "filthy" and there were also serious health concerns over ventilation in the building (these concerns occurred well before COVID-19). In the Learning Commons study, the cleanliness of the building was a significant concern. One insight includes: "To be welcoming the building needs to be basically clean!" - pointing out that the library and Tech Mall do not currently meet this standard.

Printing

Students would like wireless printing allowing them to print from their own laptops in addition to library computers. They would also like a non-cash payment option in addition to cash payment option.

Virtual

Campus Login/Password Combinations

Below is a list of Grossmont-Cuyamaca's various student-facing systems along with the different login and password combinations. There is a serious access and service issue here. The issue is that there are many systems with similar, but different, login and password combinations which creates access problems for students. We cannot expect our students to know the caveats of each system. Additionally, there are too many combinations of problems to create a standardized troubleshooting instruction guide. The best resolution to the campus login/password combination problem is to truly create a single-sign-on, where even if students are logging into different systems, the login/password combination is the same.

Below are the various login/password combinations at Grossmont College:

Campus System	Login/Username	Password	Exceptions
Canvas	firstname.lastname#####	8-digit birthday	Username: Do not shorten to 20 characters
Email	firstname.lastname####@student.gcccd.edu	6-digit birthday	Username: if over 20 characters, shorten to 20 characters, but include @student.gcccd.edu Password: Can be changed
EZProxy, WiFi, Computer Labs	firstname.lastname####	6-digit birthday	Username: if over 20 characters, shorten to 20 characters Password: Cannot be changed
Web Advisor	firstname.lastname####	6-digit birthday	Username: Do not shorten to 20 characters Password: Can be changed
Single-Sign On *(Primo)*	firstname.lastname####@gcccd.edu	6-digit birthday	Username: Do not shorten to 20 characters, this username looks like an email, but is not the student's email address. Password: Can be changed

4.3 Space Improvements

What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Physical Spaces

New Furniture

In 2016 the library acquired new task chairs for every computer and desk area throughout the library. In 2017, the library purchased new library lounge chairs along

with power charging stations. These chairs replaced torn and stained furniture that made the library dingy, unsanitary, and unwelcoming.

Additional Open Space

Over the course of several years, the library has evaluated the collection and removed items that are no longer relevant to the curriculum, allowing us to work towards removing shelves to create additional open study spaces for students. We have removed the periodicals shelves, half of the reference shelves, and the course reserves shelves were moved behind circulation desk on the first floor. We integrated the large print and professional development books into general collection freeing up space for additional study corrals or tables on the second floor.

Unfortunately, while we have made great attempts at creating new study spaces, we do not have funding to purchase new furniture and as such there are many empty spaces in the building. Through studies, such as the Learning Commons focus groups, the library has plans in place for how the space should be used, but no funding to complete the projects.

Study Rooms

Based on student requests and lack of use, the library removed the second-floor copy machine creating an additional single person study room.

Increased Hours

In Fall of 2017, the library increased its hours by 30 minutes per day, opening at 7:30 a.m., allowing students to acquire textbooks and print assignments for 8:00 a.m. classes. However, due to drastic reduction in staff, elimination of the adjunct librarian budget and student employee budget the library will no longer be able to have the same hours as we had before COVID-19.

New Desktop Computers

In 2017, the library purchased 82 new student facing computers. All computers were upgraded to Windows 10, Office 2019 Pro Plus and have DVD players.

In Spring 2018 the computers in the Library Instruction Lab (70-267) were upgraded and the control of the classroom moved from IT to ICS. This was a tremendous improvement to students as this now linked the computers in LIL to the library's printing system and ensured that the computers in this classroom were updated regularly as other student facing computers were updated regularly.

Virtual

ExLibris - OneSearch

As stated previously, in 2020 the Grossmont College Library joined 109 other California Community Colleges in adopting a cloud-based integrated library service platform, ExLibris (the public facing tool is Primo and is branded as OneSearch while the back-end tool is called Alma). The public facing tool, OneSearch, acts as a single tool students and faculty can use to discover the library's print materials, e-books, and the majority of the library's databases and streaming media all through one search. This makes access to the library's resources much simpler for students as they do not have to access many different databases when conducting research.

Adopting this tool streamlines the students' experience when using any California Community College or California State University library as they are all on the same platform (University of California libraries are now implementing ExLibris as well). This means that students do not have to learn the nuances of multiple library systems, they can easily conduct research at any institution they attend because each institution uses the same library system. Grossmont College uses the branding "OneSearch" with a specific logo which is the recommended branding across the California Community Colleges and California State University systems. This is again an attempt to bring familiarity to students so that they can easily recognize the tool at different libraries.

LibCal

During the Spring 2021, with CARES Act funding, the library purchased a subscription to a scheduling tool to facilitate re-opening the library safely (LibCal). This product allows students to reserve computer spaces and study spaces in the library.

Leganto

During Fall 2020, the library implemented Leganto, a tool which incorporates a range of sources, from library collections to websites and documents, into course reading lists within Canvas. Leganto benefits students by bringing all the course's resources together in one place. Reading lists are easy for students to access and serve as an instrument of student engagement because students can easily see due dates, mark that they have completed a reading, or add their own tags in order to flag an item to return to. Students can also see if an instructor has tagged material as required, optional, etc. or read notes provided for additional contextual information about the resource. Not only is Leganto a benefit to students, but it also benefits faculty because all course materials are managed in one location. This is also a particularly useful tool to help faculty move courses to ZTC courses because it is a simple tool to bring in free library materials into courses.

4.4   Technology and Equipment Needs

Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

Website

Unlike other web pages which are primarily informational, in our case, Grossmont students are directed to the library's website to find materials, do research, access textbooks, and receive services. We directly support their learning through our website. For many students, this is their first encounter with the library. Our website is a tool for student success because it includes our search platform for accessing physical materials, all our databases and subscription journals, 24/7 reference services, and access to instructional materials. The various systems that we integrate on our website (for example the OneSearch tool and 24/7 chat) require different coding needs and scripts.

All this makes our website a uniquely essential virtual space for the department. While we have been, more or less, limping along to provide these services via the website with extremely limited support, the student experience would be improved if we had sufficient web support at the college. We all know that one dedicated Web Support Specialist cannot assist an entire campus our size. For example, we were told that managing and troubleshooting any third-party code is not possible. While this is completely understandable, it means that the student's user experience is diminished because we cannot use some of the code provided by vendors without some level of customization to JavaScript and other programing languages.

Flexible Furniture and Technology

The library partners with other departments on campus to host events in the library, but we would like to do more. Flexible furniture will allow the library to accommodate several types of events thereby permitting the library to take an even greater role in becoming the cultural center of campus. Not only will flexible furniture allow us to host more campus events, but the Learning Commons focus group findings also indicate that these spaces should be turned into spaces where students can comfortably relax in between classes and have collaborative study spaces throughout the library. In order to achieve this, building 70 should have flexible furniture and technology. Flexible furniture would be a benefit in rooms 70-162, 70-267, and the open areas in the library that are now vacant because shelving was removed.

Library Instruction Lab Furniture

The furniture in the library instruction lab has never been replaced and is stained, broken, and old. The wiring in the floor is loose and computers are frequently disconnected, causing problems with students using the technology during class to do their work. The fixed desks also create a rigid and awkward positioning for students.

Replacing the fixed desks with flexible furniture would allow the instruction librarian greater flexibility in pedagogy including to encourage student engagement. Additionally, we could expand use of this space with movable furniture, even use it to hold various campus events. The lights in room 70-267 are not fully operational. The lights flicker constantly and some of the light banks do not work at all. The issues have been reported and the maintenance department has reviewed it, but proper (sustainable) repairs have not been made. Additionally, one of the doors for this room is broken. Again, it has been reported, but repairs have not been made.

70-162 – Multi Use Space

Prior to 2020, this space had been the location of Technical Services as described in 4.1. As mentioned previously, students have requested a dedicated quiet study area in the library. While many view the library in its entirety as a dedicated quite study area, this is not the case. In fact, because study rooms are frequently filled, small groups often work together at the large tables in the open areas on the first and second floors of the library. This means that there is no dedicated quiet study area in building 70, however room 70-162 can fill this highly requested need. Additionally, if this space uses flexible furniture, room 70-162 can also hold library-hosted campus events. Room 70-162 is ideally suited for the addition of a multi-use space to fulfill the requests for a quiet study area and provide an area for campus events.

70-269 - New Technical Services Area

Because we no longer need a dedicated media space, the librarians propose that we relocate Technical Services to the second floor of the library to the area that had formerly been the Media Desk. This will accomplish two things. Most importantly, it will ensure that classified staff are present on the second floor to oversee the public spaces in the library, we view this as a safety issue. Second, it will allow the technical services staff to be near our cataloging librarian who has an office on the second floor of the library.

Study Rooms

The study room furniture is old and stained and need to be replaced. Cleanliness of building 70 has been an ongoing problem. As such, replacing dirty and stained chairs would help the level of cleanliness in the building. Students have also requested new technology in study rooms, specifically technology that allows the students to share a screen.

Streaming DVD Server

Media is an important instructional tool the library offers to support classroom faculty. However, many films are only available via DVD, they are not available via streaming databases which means they cannot be used in distance education courses. The library would like to offer a service to faculty where films that are not accessible via streaming

sources can still be used in distance education courses. This would require IT to provide and maintain a server allowing the library to stream DVDs and make them available to students.

WiFi

WiFi on Grossmont campus needs improvement. As technology requires more internet access, WiFi is has become increasingly important and yet WiFi is inconsistent on campus. Students have requested for a more robust WiFi on campus.

Printing

As of 2021, the library does not have wireless printing. Students would be better served with a printing solution that allowed them to print from their own devices. This solution should also allow students to pay with non-cash and cash methods of payment.

Digitizing archives

The library contains an archive of the college's newspapers, course catalogs, and schedules. However, the archival material can only be accessed physically in the library. Prior to 2020, English and history faculty have shown interest in assisting the library in digitizing the archival material. During the campus shutdown of 2020 and 2021, this has proven even more important as these records are inaccessible.

People Counter

The security gates in the library kept count of the number of people entering and exiting the building as well as ensured that books were checked out before they left the library. However, these gates were quite old, and the alarm would mistakenly go off frequently causing disruption for students. In efforts to create a more welcoming environment and because the gates were malfunctioning and expensive to replace, the library decided to disable them. However, we still need to monitor the number of people who enter and exit the building. A device to count the number of people would serve to fill this need.

Ventilation

Prior to COVID-19, the ventilation in the building was discussed a serious issue. In fact, a Learning Commons focus group participant claimed they experienced "mold particles falling on you." Now, with COVID-19 related ventilation concerns, it is possible that building 70 may require a new ventilation system to address widespread and ongoing ventilation issues.

4.5   Student Access to Facilities

Are students trying to access your program impacted by the facility spaces listed in 4.1?

LIR 110

The library has only one course, as such we do not have waitlist data available. However, based on student feedback, the following would allow the library to better serve students.

Learning Commons

As mentioned previously, we conducted focus groups for a Learning Commons project. The focus groups provided clear ways that the library can improve its space to serve students better. Although a great deal of time was spent in gathering the data and we have clear information as to what students want, and although there was indeed funding to purchase new furniture, this project was not completed. As such, there are many unused or underused spaces in the library despite having a data driven plan and (at one point) funding. The reason for the Learning Commons failure has, at least in part, been due to the division's and campus's change in leadership. The Learning Commons has been discussed over three deans and three VP of Academic Affairs. This has made it difficult for the library to complete projects. See section 4.4 for more detail.

4.6   Additional Facilities Information

If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, and open workspaces for students/tutoring, etc.

Offices

The full-time librarians all have offices on the second floor of the library. The proximity allows us to cultivate frequent collaboration in our department. Unfortunately, one of the offices is actually a large storage area. The office configuration could benefit from some fresh thinking.

SECTION 5
STUDENT EQUITY AND SUCCESS

5.1 Student Equity Efforts Across the Library

What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns [Data and a summary of notable patterns will be provided by the Program Review Data Liaison].

Summary

Note: This section (5) focuses on enrollment, retention, and success data for courses. As the Library offers many programs and services, we wish to point out ways we have described our various equity efforts throughout our Program Review document, including but not limited to:

- Increasing OER efforts throughout campus
- Providing students easier access to electronic resources using Leganto (through Canvas)
- Providing students, faculty, and staff access to 24/7 online reference
- Outreach to and collaboration with student groups
- Increased access for students to Reserves (Textbooks)
- Providing access to technology to support students before and during the pandemic (hotspots and equipment lending, for example)

Total Enrollment

The table below was provided to us as a snapshot of enrollment. This table doesn't reflect the enrollment as proportional to the available seats. In other words, when we offered the course as 100% online we had more available seats (50) and therefore higher raw numbers in enrollment. For example in Fall of 2016, there were 41 seats filled out of 50 available; in Fall 2017, there were 26 seats filled out of only 32 available – the apparent dip in the line, from 41 to 26, from Fall 16 to Fall 17 doesn't account for that or reflect that important distinction.

We have variously offered LIR 110 in 100% online and in hybrid format. We've typically only offered one section, but occasionally offered two sections. These factors are not incorporated in the charts. That is important to keep in mind when looking at all our numbers.

We don't see any identifiable patterns in enrollment, although enrollment is higher in the fall, which is normal across higher education.

Disaggregated Enrollment
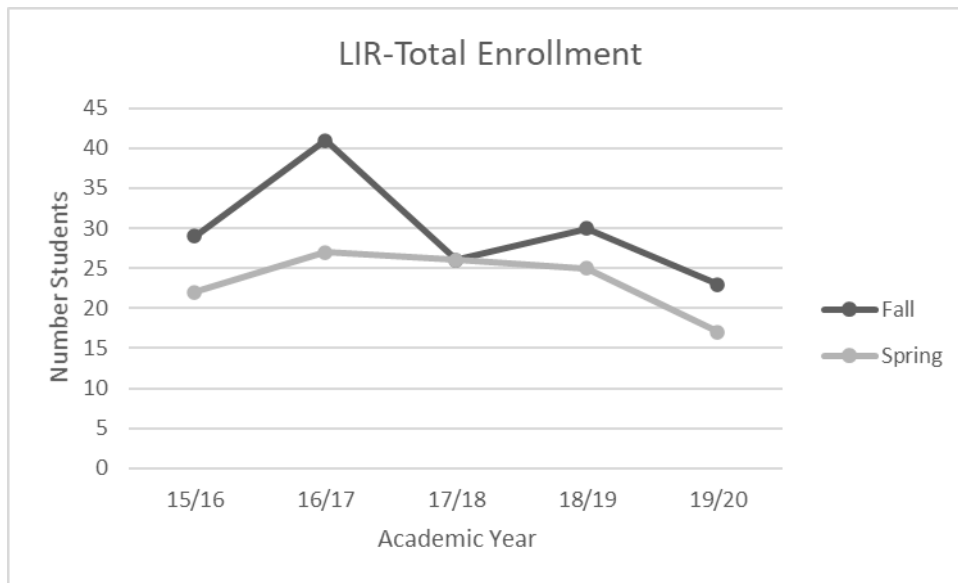
Disaggregated Enrollment (from 2009-2020)		Fall	Spring
Gender	Male	24.34%	25.53%
	Female	75.66%	74.47%
Age	<20	6.75%	12.29%
	20-24	36.87%	49.16%
	25-39	44.10%	42.41%
	40+	12.29%	10.60%
Ethnicity	AI/AN	0.72%	0.72%
	Asian	5.28%	8.15%
	Black	5.52%	6.24%
	Filpino	9.11%	10.79%
	Hispanic	23.74%	28.78%
	Pac. Isl.	0.48%	0.72%
	Two+	9.35%	8.15%
	Unreported	3.12%	2.64%
	White	42.69%	48.20%

Disaggregated enrollment for LIR 110, provided as above, appears to be aligned with the College data (snipped from our website):

Race / Ethnicity

Race / Ethnicity	Count
Hispanic/Latino	5,794
White	5,038
Asian	1,221
Two or more	1,051
Middle Eastern	901
African American/Black	868
Other/Unknown	208
Pacific Islander	54
American Indian/Alaskan..	49
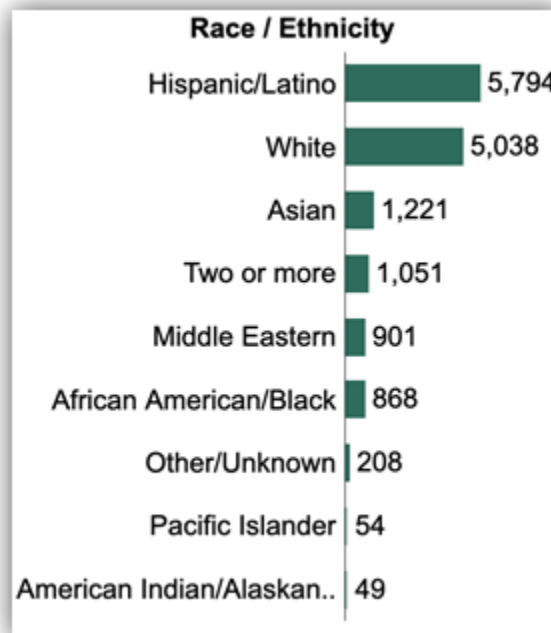
It's also not too surprising there are more women than men enrolled in this course given the College patterns.

5.2   Success and Retention

Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Summary

Our success and retention rates are on the rise. Compared to the College, our success rate overall is usually higher than the College's and our retention rate is close.

We cannot explain or account for the dip in success rates that appears in Spring 2018. There was a return to the upward trend again in Spring 2019.
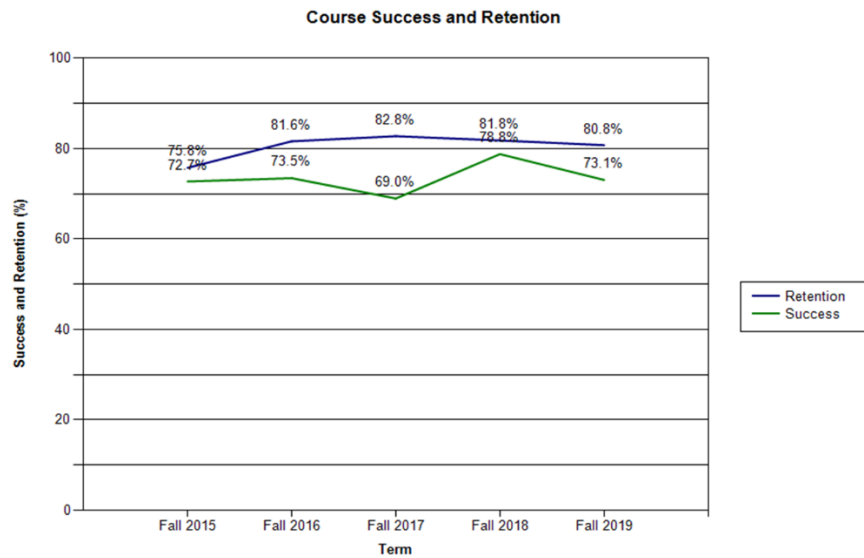
Overall, the rates appear to be trending upward.

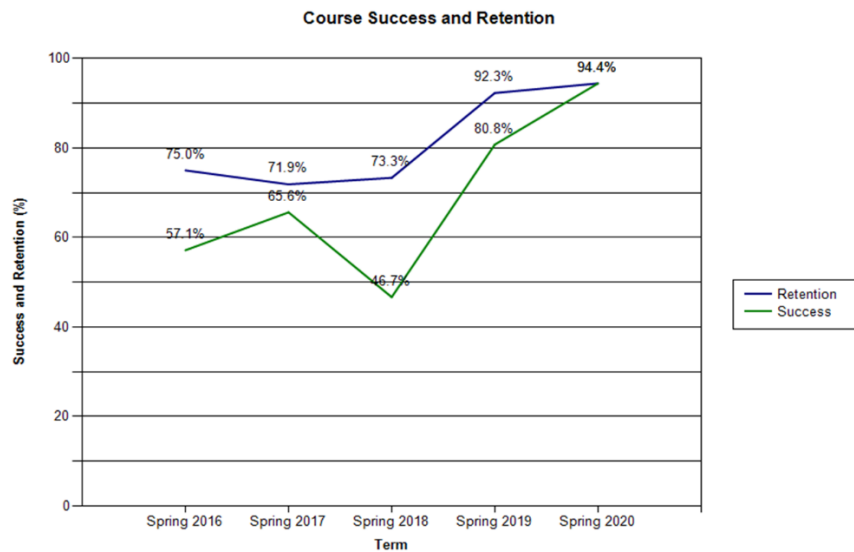What follows here is the snapshot of data that was provided:

College 5-YR Averages: Success 69% and Retention 84%

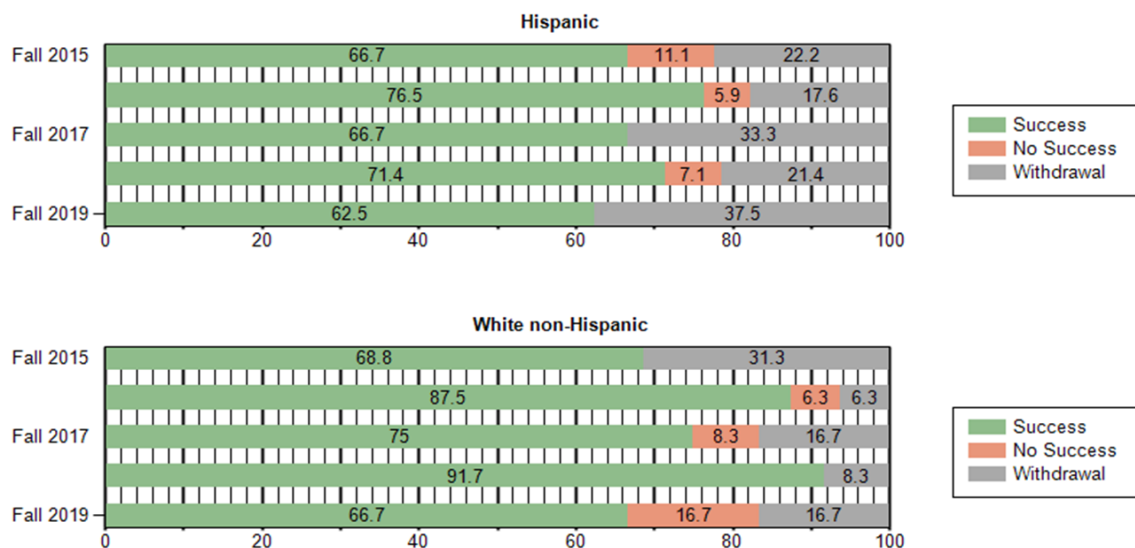College Targets: Success 75% and Retention 85%

All Students: Fall

Course Success and Retention

All Students: Spring

Course Success and Retention

FALL—by ethnicity

Hispanic

Fall 2015	66.7 / 11.1 / 22.2	
	76.5 / 5.9 / 17.6	
Fall 2017	66.7 / 33.3	
	71.4 / 7.1 / 21.4	
Fall 2019	62.5 / 37.5	

Legend: Success, No Success, Withdrawal

White non-Hispanic

Fall 2015	68.8 / 31.3	
	87.5 / 6.3 / 6.3	
Fall 2017	75 / 8.3 / 16.7	
	91.7 / 8.3	
Fall 2019	66.7 / 16.7 / 16.7	

Legend: Success, No Success, Withdrawal

NOTE—due to small sample sizes, patterns are only shown for the largest groups.

SPRING—by ethnicity
Data show similar patterns but more variability, so are not shown [noted by Data Liaison].

Observations

The success rate comparison between white and Hispanic is mostly negligible – the pattern seems similar between both groups: The better semesters were better for both groups. The differences in some semesters were small (rates appear almost the same for Fall 2015, Fall 2017, Fall 2019) while in Fall 2016 and Fall 2018 semesters, the differences appear greater.

It will take some consideration to plan how to find more revealing data – for example, within the SLOs for the course we can pull out greater detail. Hopefully after we have disaggregated data that we track in Canvas for SLOs, we may begin to determine any specific discrepancies and attempt to remedy them.

As well, we will discuss using additional forms of indirect evidence, such as student surveys, to evaluate the climate of the course for disproportionately impacted groups.

5.3   Engagement

Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

In Section 2 we have detailed the many forms of engagement with students in the LIR 110 course. In Sections 6, 7 and 9 we outline a lot of the library's other forms of engagement via programs, services, and contributions on campus.

5.4 Additional Collaboration

Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g., interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

N/A: This is not applicable to LIR 110. For several years, the instruction librarian has collaborated with Middle College to provide workshops and support to students doing library research for their projects.

5.5 State or Federal Licensing/Registration

If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

N/A

5.6 Library Degree or Certification

If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section.

N/A

5.7 Library Major

If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

N/A: We do not have a major. We have observed, through students' self-introductions and other anecdotal information, that many students enrolled in LIR 110 are Nursing majors from National University.

SECTION 6

STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 College Support Services

Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

N/A (see Addendum and discussion of <u>Library as a Support Service</u> below)

6.2 Service Impact on Students

What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

N/A (see Addendum and discussion of <u>Library as a Support Service</u> below)

6.3 Service Impact on Faculty and Staff

Are college support services supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Instructional Computing Services (ICS) and Media Services (IMS)

The library computers and other technology are supported by ICS and IMS. Student computers are purchased, monitored, and maintained by ICS. ICS maintains many software licenses that are installed on all the library computers. The librarians work collaboratively with ICS to create a unique image for library computers so that students get a uniform experience at any computer in the library, and this also allows ICS to push out updates for the software. ICS also assists faculty and staff with software as needed, or refers faculty to IT.

Since the library has transitioned to more streaming media services, there is less need for the services of IMS, however, IMS still supports our legacy media collection as well as the working with ICS to support the Library Instruction Lab (LIL). IMS helps maintain the overhead monitors in the library as well as the server that broadcasts information on the overhead monitors.

Web Master

The library is not supported well by campus web services due to a lack of adequate staffing levels. One person is not enough, and our college desperately needs a <u>team</u> to maintain the web and support the library as well as other departments. The librarians have taken a lead role in migrating and maintaining our web presence when the college has changed content management systems, first to Cascade and then to OU Campus, because our needs are unique. The library web pages must integrate with multiple external vendors' products, and these obstacles are beyond the capacity of one web master. When the library homepage does not work, students are completely cut off from most of our collections and many of our services.

District Information Technology

The library depends on District IT to support our technology endeavors, as does the Cuyamaca College Library. We rely on IT to generate uploads from Colleague and Workday to determine eligible library users in the library system, Alma. IT also assists in uploading materials records to Alma so that students have access to updated records about what is in the library collection. They also assist with EZproxy, which allows students to access library resources from off campus and supplies the course data to interface with Leganto.

As previously described, one big issue we would like to see resolved is the numerous different login credentials that students are required to use to access various campus systems. This is a tremendous hurdle for Grossmont students (discussed thoroughly in Section 4.2).

LSP Funding and Support

Furthermore, in the past, District IT paid for our Sirsi catalog. Since the move to ExLibris, the new library platform, the California Community Colleges Chancellor's office has received funding from state, but the state funding is changeable and unreliable. Should state funding fall through, we are hoping IT will cover the costs of the library platform as they had in the past. IT also used to provide a staff person who worked exclusively with the library system and unfortunately, when that person retired they were not replaced, and librarians have had to pick up this work which includes working directly with the vendor and the Community College Consortium.

CAPS

Over the years, the library has had increasing problems with both student and community members behavior. Recall our description in Section 1.2 previously. Occasionally patrons are belligerent with staff, make others around them uncomfortable with what they are viewing on the computers, or have other odd behaviors that can be very distracting to those trying to study. CAPS and the Sheriffs will usually walk through

to try to create a sense of order. Recently, the library worked closely with CAPS and administration to create a temporary restraining order (626 order) for repeat community offenders to be banned from campus for seven days. We anticipate this will be an ongoing problem and appreciate the support of the Sheriffs and CAPS. Due to the nature of the ongoing behavior issues in the library, it is imperative that we receive immediate assistance when either CAPS or the Sheriff is called, therefore CAPS and Sheriff staffing shortages are an issue in the library.

Maintenance and Custodial

Since the library is in the center of campus and strives to create comfortable study spaces, the building gets a lot of traffic. Unfortunately, the custodial services have not been able to keep up with the demand. Restrooms are not cleaned often enough, and deep cleaning does not occur. The windows to the building are very dirty and difficult to see through. The carpeting is cleaned once or twice per year, but since it is 18 years old, it is exceedingly difficult to clean and looks very worn and stained. Building 70 could use more regular maintenance cleaning as well as deep cleaning at least annually. As described previously, the lack of cleanliness along with serious HVAC concerns were a key feature of the focus groups we conducted for the Learning Commons project.

The library collection has migrated towards electronic resources, and this has created a need to remove shelving, and rearrange furniture. Requests for these facilities' updates have taken longer than they should. For example, when the books on tape were withdrawn from the collection and the shelving needed to be removed, staff called multiple times for over a year to request the change. Long wait times have been the norm for removing shelving to create new spaces. In addition, when lighting needs maintenance to change bulbs or for repair, there have been long wait times. The lighting in the Library Instruction Lab flickered for years and was reported to maintenance several times before they finally responded. The fix was a temporary one and upgrades to the room are still needed to solve the problem of flickering lights for the long-term.

Addendum to Section 6

The library is an academic department that supports all other academic departments on campus. The questions from Section 6 have been reworked to address the library as a support service for all students.

6.1 Library Collections and Services

Are the Collections and Services adequate to meet students' needs?

The library collections are adequate, but there are budget challenges that hinder the growth of the collections. The library services are currently inadequate due to a lack of staff. What follows in 6.1 is a brief description of collections and services.

Overview of Collections

The Grossmont College Library Collection consists of print, audiovisual, and electronic resources intended to support and enhance the curriculum and instructional programs, promote scholarship, enhance student life, and provide for the general information needs of students, faculty, and staff that comprise the college community. In order to support the college's distance education efforts, the library has primarily purchased electronic resources in the form of databases, electronic books, and streaming media. Electronic resources make up most of our collection and this has served our students well while the library has been closed due to the pandemic. In fact, during the pandemic, the librarians have only purchased electronic books and streaming media since physical items have been unavailable to students. Once the library is fully reopened, collection development efforts will return to purchasing about 25% print books to accommodate a wide array of student learning styles and needs.

Formats and Size of the Collection

The library collection includes a variety of formats, as shown in the table below. These holdings include books, electronic materials, laptops, hotspots, and calculators. The library maintains a membership in the Community College Library Consortium (CCLC), which is a cost savings measure since many subscriptions to databases and ebook collections are obtained at a group (discounted) rate.

Item Type	Item Count
Atlas	127
Print Books	51,085
Databases	37
Demand Driven Acquisition e-books*	1618
E-books	86,433
Reference Books	441
Compact Disc	54
Databases	37
DVD	1,341
VHS	201
Calculators	285
Chromebooks	38
Headphones	19
Hotspots	305
Laptops	175
Math Kits	90
Webcams	40
Newspapers	65
Periodicals	52
Reserve Books	904

Reserve CDs	4
Streaming Film Databases	5

Demand-Driven Acquisition (DDA)

Since 2013, the library has used a demand-driven acquisition model as a supplement to direct acquisitions in order to provide access to a larger collection of books. With DDA, e-books are not owned by the library but are included in the collection and available to students. The books are chosen by the librarians based on reviews and appropriateness and then made discoverable in our catalog. When students or faculty click the link to these e-books, they are taken seamlessly to the content (as if we owned the title), thereby triggering the title for purchase by the library. The benefit is that the college community has access to many more books, and we are only charged for titles that have proven to be useful to a student or faculty member.

Book Budget

Prior to 2020 we maintained a modest book budget as a line item to purchase e-books and print books. This provided the necessary stability to grow the collection appropriately. Due to the pandemic, there is no line item in the 2020-21 fiscal year budget for book purchases. Collection development requires a stable budget since new books are published all the time and it is important for students to have access to current information. If our book budget is not reinstated, this is a significant challenge to maintaining a current collection.

Electronic Resources Budget

Most database vendors rely on subscription models and we cannot guarantee we will have the money to keep subscribing year after year. These budget considerations are addressed more thoroughly in Section 8. In addition, the costs for our subscription databases go up every year and our electronic resource budget has not increased for many years. To the detriment of other collections, we have been using other parts of the library budget to pay for our databases.

Due to the pandemic, there was no established budget for databases in 2020-2021 and we were forced to cut the following databases:

- o Ovid Nursing Journals
- o Elsevier Science Direct College Edition—Health and Life Sciences
- o Sociological Abstracts
- o ArtStor
- o US Major Dailies—Top five national newspapers

Overview of Library Services

Library services provide students assistance and instruction in using the library which help make library resources more accessible to students and promote their academic success.

Reference and Instruction

Reference and Instruction are librarian-led core services that depend on our full- and part- time librarian staffing levels to be adequate. Reference services directly affect all Grossmont students, because we assist students in locating, evaluating, and using information appropriately. Librarians help students with correctly citing information using identified style guides. Librarians also provide instruction for information literacy skills both in person and via the online tutorials, which is addressed more thoroughly in Section 2. Students can also reach a librarian online, 24/7, via our library chat service (LibChat).

Circulation, Technology and Facilities/Spaces

Library staff assist students with borrowing materials, checking out study rooms, and troubleshooting scanner/copier issues. Students have access to computers, printers, media players, scanners, copy machines and WiFi. In addition, students have access to study rooms, carrels, and tables for collaborative and individual work spaces.

All these services are maintained and managed by librarians and staff, and create an inviting environment where students can come to accomplish the tasks required for research and their academic pursuits. Demand for study rooms is greater than the number of study rooms in the library; the rooms are consistently overbooked during peak periods. More study rooms and quiet study spaces are desperately needed. Refer to Section 4.1 for the full discussion about facilities.

Access to Electronic Resources

The librarians and staff work diligently to provide access to electronic information resources. This work is becoming a larger part of our support work and is growing exponentially as technology changes and improves the way students access information. The librarians select and maintain contracts with e-book and database vendors, troubleshoot and maintain connectivity from on and off campus, as well as implement large library systems.

Services During the Pandemic

Library services had been mostly adequate until the pandemic began (please refer to Section 8 to fully understand the roles of our staff members and which services have been affected due to positions remaining unfilled). Due to retirements, the library currently has only three full-time staff, and when everyone returns to campus, the library will not be able to maintain the same open hours as prior to the pandemic. The impact

will hurt our students, falling hardest on our evening students, who may feel the impact quite substantially, as we only have enough staff to remain open during limited daytime hours.

The adjunct budget for librarians was cut completely during the pandemic and all our adjuncts were laid off. This resulted in a huge reduction in the reference hours we could provide, even though we had online librarian chat available via LibChat. As a consequence of the limited reference service hours, Grossmont students' questions are answered more frequently by non-Grossmont Librarians who work through the LibChat co-op.

Since there were so few Grossmont librarians available, only 46% of Grossmont students' chat questions were answered by Grossmont librarians. The rest rolled to non-local co-op librarians who do their best, but are not familiar with our campus or policies. Often this leads to a need for us to write follow-ups to the students, and the students' questions are not answered fully until the next business day. 169 chats were tagged for follow up with Grossmont Librarians, which meant the co-op librarian was unable to answer their question and students had to wait for help with their research. As a point of need service, this delay creates a barrier for students who need immediate attention from a Grossmont College librarian who knows the curriculum, the library's collections, and our students' unique needs.

6.2a High-Use Collections and Services

What collections and services do students use most often?

Collections with the Highest Usage

The librarians strive to create robust collections that support the curriculum and use a variety of measures to determine the usage and validity of the collections. For example, an in-house shelf study may let us know which print books are being used the most by the students. The librarians look at collection usage and pull statistics in diverse ways to analyze with the overarching goal of constantly improving the collection.

Print Books

Circulation statistics for print books show what is being checked out and how often.

Print Book Circulation Statistics

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2016-17	155	198	419	486	677	151	124	411	378	631	504	104
2017-18	280	227	357	553	552	166	134	345	272	365	335	103
2018-19	138	212	299	467	352	141	197	388	289	437	354	101
2019-20	98	220	374	444	420	146						

■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2019-20
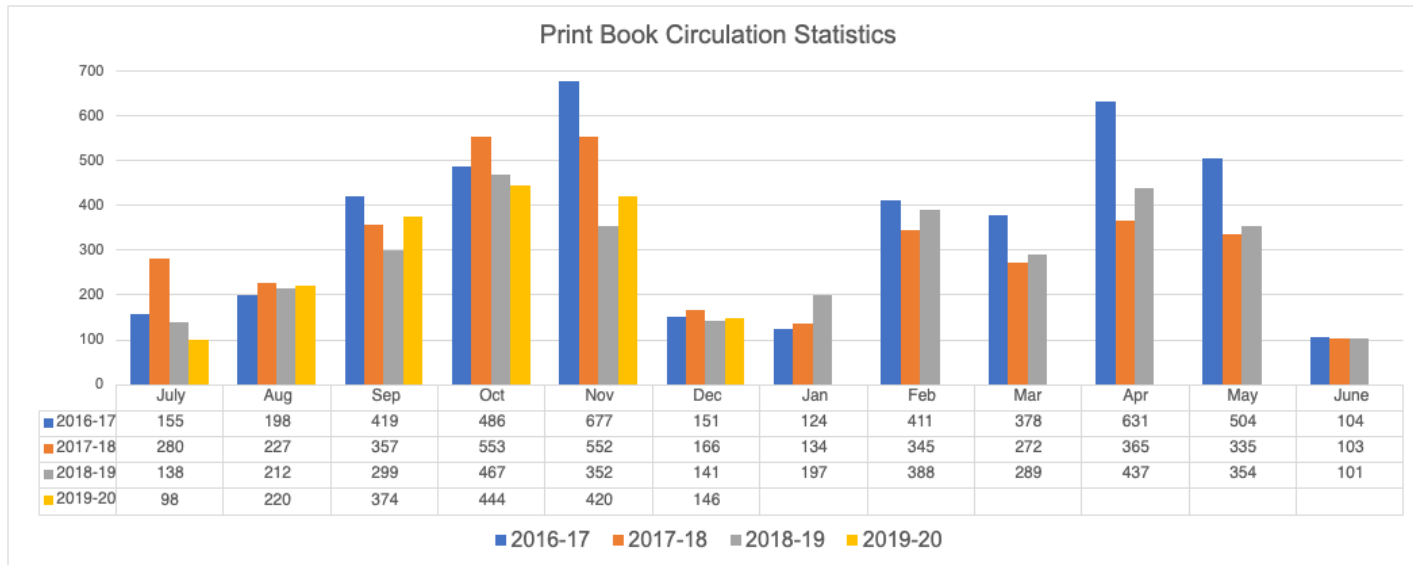
E-books

E-books provide usage statistics and are available from each e-book vendor. The library purchases most e-books through Ebsco.

Ebook Usage by Month
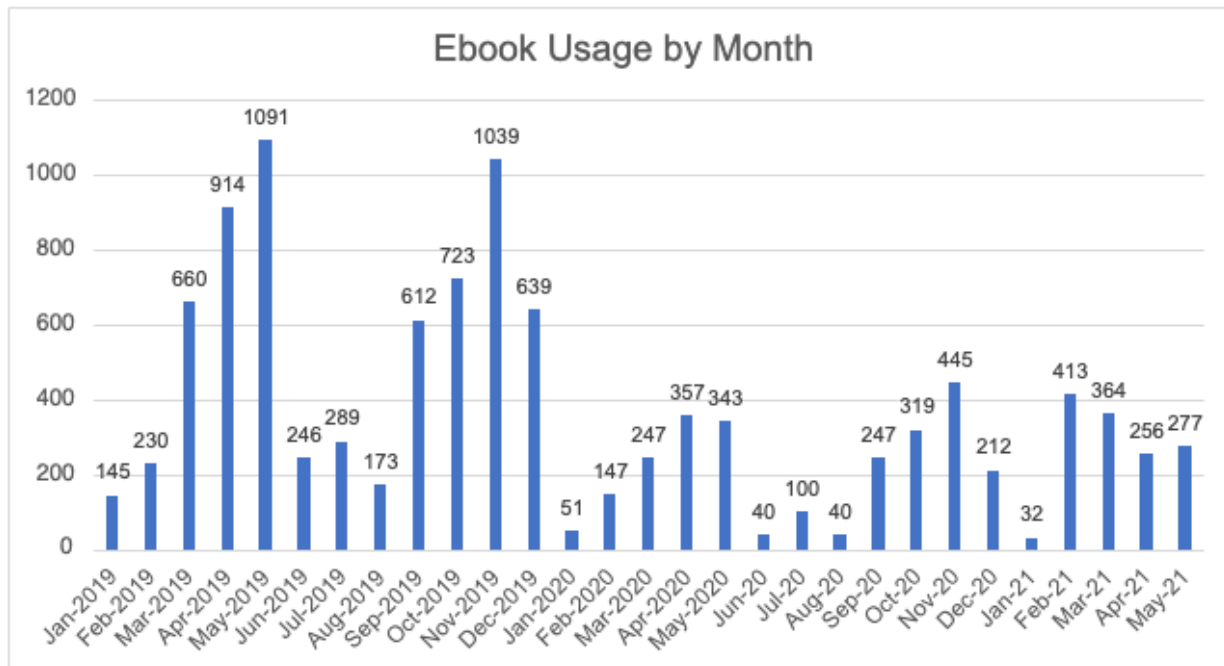
Reserves

Reserves is the most frequently used collection. It includes textbooks, calculators, laptops, and DVDs. When the pandemic hit, many students who relied on this collection were left without access to their textbooks. Several textbook publishers made their texts freely accessible online for the remainder of the spring 2020 semester. Librarians

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immediately went to work to get this information out to faculty and students. Many textbooks are not available electronically with multi-user access licenses that are appropriate for library use. When they are, librarians work with the faculty to purchase and embed links to these texts within their Canvas course shells.

Services with the Highest Usage

The librarians and staff work closely with students and faculty to assist students with identifying information needs, accessing materials, and checking out library resources.

Reference Service and Research Assistance

The primary point of contact for most students with library faculty occurs through reference service. Our library reference desk is staffed all the hours the library is open, which mimics all the hours classes are offered on campus.
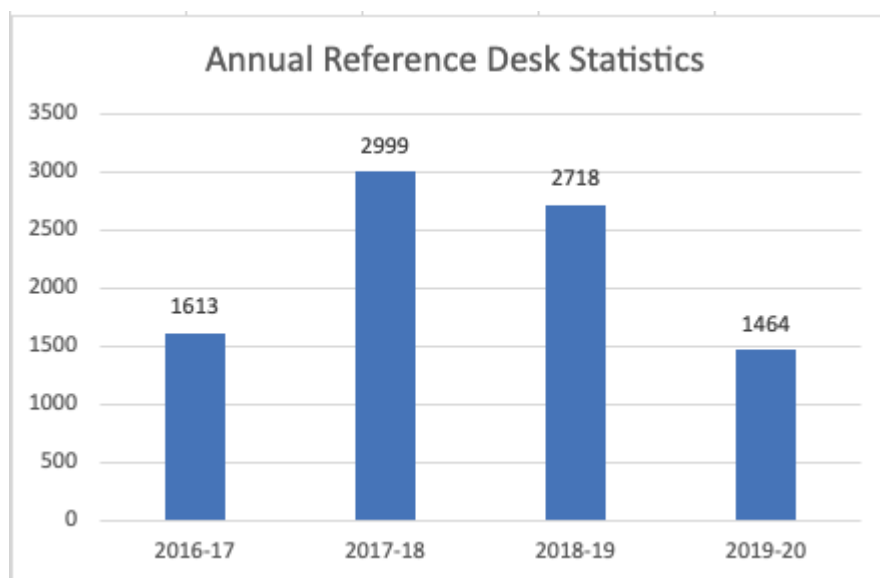
Chat Reference (LibChat)

The library also offers chat reference services through a program called LibChat, which has been imperative in helping our students during the pandemic. The library belongs to the California Community College (CCC) Co-op, which is part of a larger national co-op known as Academic Global Cooperative run by OCLC, a non-profit organization dedicated to many facets of library work in the United States. The co-op is extremely useful and helps our students with success in their studies because they have access to a librarian 24/7 who can help them get started with research. Each LibChat section represents anywhere from 10 minutes to an hour.

Monthly LibChat Statistics

Month	Count
Jun-20	31
Jul-20	22
Aug-20	76
Sep-20	67
Oct-20	112
Nov-20	105
Dec-20	23
Jan-21	36
Feb-21	78
Mar-21	60
Apr-21	73
May-21	94
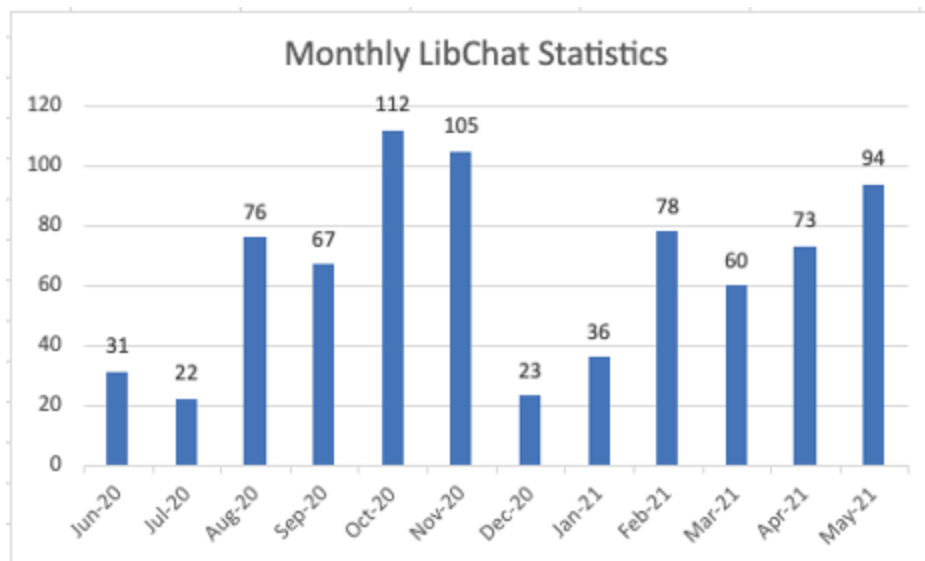
Circulation Services

In collaboration with the LTR Dean, librarians and circulation staff help determine library hours. Open hours are particularly important since the more hours the library is open and staffed, the more students can access physical resources, use study spaces, and collaborate with other students in study rooms. In addition, the library provides printing, scanning, and computers for student use. In general, the circulation staff assist students in checking out and using the resources of the library. Since these services are especially important, the current lack of staffing impedes the library's ability to serve students.

Despite a lack of staffing, the library circulation staff volunteered to assist students with checkouts beginning in December 2020. Services began in a limited capacity and expanded to two open days per week in May 2021. Grossmont College library was the first of the community college libraries in the county that is currently offering any open hours and one of the first to offer in-person materials check out.

Reserves

The Reserves materials (textbooks, calculators, Chromebooks) are currently kept behind the circulation desk. Prior to 2018, the reserve textbooks (not electronic materials) were in an open stacks area where students could access books themselves. When the librarians conducted a study to determine how many books were missing, it was determined the Reserves collection should be moved behind the Circulation desk to mitigate loss. Since it is a closed stacks area, students are required to ask for assistance from staff, which has added to the workload, but keeps resources available to students.

Equipment and Technology Troubleshooting

Circulation staff attend to maintenance issues with equipment and assist students in using the equipment.
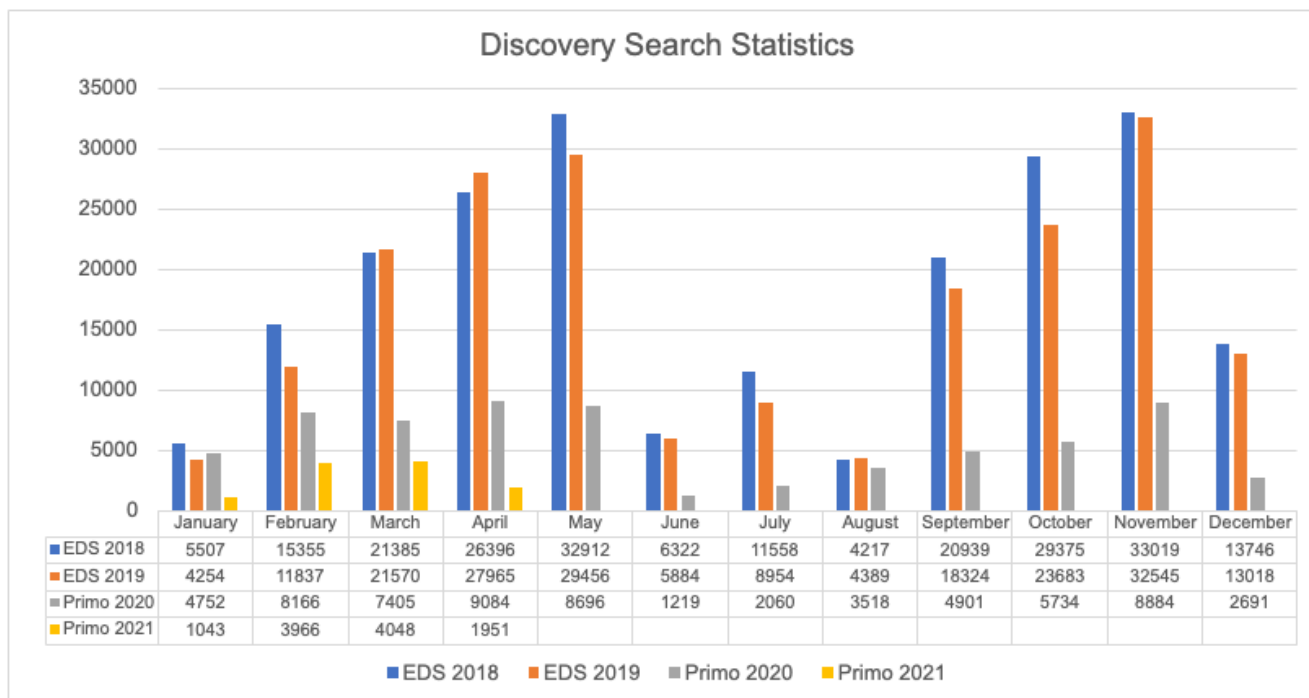
Interlibrary Loan

Interlibrary loan is a service that allows students to obtain access to books that are not available in our library. The circulation staff fulfill students' interlibrary loan requests which includes finding resources and borrowing them from other libraries on behalf of the students.

OneSearch

As described previously, in January 2020 the California Community College libraries launched a new library system. Primo is the user side of the library system and refers mostly to discovery, which assists students with searching most of the library databases at once, much like a Google search for library collections. We brand Primo as OneSearch, which aligns with the branding across the California Community College and California State University library systems. OneSearch allows the user to search in different collections and limit searches by date, format, peer-reviewed, and full-text availability as well as a variety of other limiters.

This platform and the database behind it require a great deal of maintenance and oversight as well as constant testing to make sure it is working properly for students. Each new article database, each book and each electronic journal must be imported into the system to give our students access to the materials. This system is our most work intensive and one of our most important because it gives students access to our library resources anytime, anywhere. Prior to January 2020, the library subscribed to Ebsco Discovery Service (EDS) which worked with our Sirsi online catalog.

Discovery Search Statistics

	January	February	March	April	May	June	July	August	September	October	November	December
EDS 2018	5507	15355	21385	26396	32912	6322	11558	4217	20939	29375	33019	13746
EDS 2019	4254	11837	21570	27965	29456	5884	8954	4389	18324	23683	32545	13018
Primo 2020	4752	8166	7405	9084	8696	1219	2060	3518	4901	5734	8884	2691
Primo 2021	1043	3966	4048	1951								

Library Website

The library website is also a particularly important part of library services that supports distance education as well as face-to-face students. Students access OneSearch through the library website. Further information about the library is also available such as check out requirements, hours, and contact information. Our website has proven invaluable during the pandemic to convey reopening information. The librarians work diligently to make sure the electronic resources we purchase are available seamlessly through our library website. This is further discussed in Section 4.4.

Website Support

The library is very dependent on the campus to provide support for the OU Campus and currently, there is only one staff member dedicated to the website for the entire campus. This is difficult for the library and for many other campus departments since the website for a campus our size is quite extensive. Further website support staff would help create a better maintained and current website for the entire campus.

Logging in to Library Resources

Since many of the library collections require authentication and IT has not provided a uniform means of authentication for any of the campus systems, our students struggle to understand the nuanced credentialing system at our college and librarians struggle each day to help them. The students need IT to provide a uniform sign-on experience so that they do not have to struggle to get access to library collections, as well as many other services on campus. Refer to Section 4.2 for the various login and password combinations at Grossmont College.

6.2b Library Impact on Retention and Success

Can you provide any examples where library collections and services have clearly improved student retention and success?

Link Between Library Use and Student Success

There are many studies in academic library literature that show a correlation between library use and college success (see for example, Soria, et al.[1] and Brown, et al.[2]). These studies provide evidence that students who spend time using libraries and library materials, and interacting with library staff, are more likely to persist than those who use libraries less or not at all. To this end, the librarians and staff have consistently strived to create an engaging, welcoming environment and relevant collections. What follows are some examples of ways in which the library is supporting and directly contributing to student retention and success.

While virtually every aspect of the college has a direct or indirect impact on the quality of the student experience, the library is uniquely qualified in that role due to location, mission, and support services we offer students. The library is in the middle of campus, provides computers that require no login, has study spaces, group study rooms and faculty librarians ready to assist students with assignments all the hours the library is open. In addition, there are collections that support the curriculum and help students complete their research. Our location next to the writing center, math lab and tutoring services underscores the more symbiotic relationships between these services that result in an engaging experience for students. Through these many services and resources, the library plays a key role in engagement, retention, and success rates of our students.

Guidelines to Ensure the Collection Supports Students

The librarians track the curriculum and programs closely to adjust collections development efforts in response to the curriculum. A librarian always serves on the Curriculum Committee to help keep up to date on curriculum changes. These types of measures help librarians determine which collections make the most difference to student success and retention rates.

Collection Development Policy

The Collection Development Policy is a living document which reflects our changing collections and is one source to guide the librarians in keeping the collections relevant and current. The policy was last updated in Fall, 2017. Major changes in our collection practices include a focus on format, such as favoring electronic books over print books since they are accessible when the library is closed, support our distance education courses and are more efficient to process. The collection development policy also addresses book withdrawals in terms of publication year, condition of the book and usage statistics. This helps ensure we are maintaining an appropriate, relevant, and

timely collection. The library also assesses the viability of the collections through circulation statistics among other factors.

[1] Soria, Krista M., et al. "Library Use and Undergraduate Student Outcomes: New Evidence for Students' Retention and Academic Success." *portal: Libraries and the Academy*, vol. 13 no. 2, 2013, p. 147-164. *Project MUSE*, doi:10.1353/pla.2013.0010.

[2] Association of College and Research Libraries. Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects. Prepared by Karen Brown with contributions by Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2017.

Allocation Formula

The library employs a complex allocation formula that is based on student headcount, the average cost of books in the subject area, and circulation statistics to spread a small book budget as equitably as possible across many departments and to ensure that all departments are supported according to their needs and size. Book purchases, both print and electronic are tracked, and reports are distributed to librarians on a spreadsheet each semester to help guide spending within each area of the curriculum. The spreadsheet shows how much has been spent in each department and how much remains for the fiscal year so that librarians can adjust their collection development efforts accordingly. The allocation is not a perfect representation of how many books are purchased in each area, but it is an effort to equitably collect across the curriculum.

Allocation Formula Breakdown	
Criteria	**Weight**
Usage (Circulation Statistics)	50%
Department Headcount	30%
Cost of Book (Average by Department)	20%

Additional Measures to Ensure a Relevant Collection

The librarians collaborate with faculty and student input and use reviews of books to ensure we are selecting the most appropriate and best books to support the curriculum. The librarians also read Choice and Library Journal to review forthcoming books and help identify academic level, price, content coverage and authority. In addition, the book vendors provide information such as format of the book and popularity amongst other libraries. These are just of few of the efforts the librarians employ to ensure that the collection conforms to standard community college needs.

Equity in Collections and Services

The selection of library materials and resources reflects the wide diversity of cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus. The librarians strive to consider different points of view and purchase materials that represent our diverse college community. All the librarians work on collection development to make sure that the Grossmont College Library collection is as relevant as possible and meets the needs of the students.

To further equity endeavors in the library, traditional overdue fines have been discontinued. In lieu of fines for late materials, the library is trying new and more frequent types of communication to request students' return materials.

In addition, the library has increased the checkout time for Reserves textbooks from three to four hours, to help students who need access to the textbook. This change will happen in practice after the pandemic and a full return to campus.

Leganto (Resource List)

As described previously, Leganto's Resource List allows instructors to incorporate library collections alongside OER, websites, and other resources into Canvas courses. This increases access to online resources (books, articles, scanned documents, websites, OER material, etc.) and is conveniently available.

Open Educational Resources (OER)

The library would like to take an active role in promoting OER on campus and contributing time and effort to help faculty establish OER for their courses. However, since there are so few librarians, we have not been able to take on very much of this work.

Accessibility

Students with accessibility needs can make use of two computers that contain software designed to increase font size. Further, the reference desk is equipped with a wheelchair accessible counter. To assist with accessibility in the library shelves, library employees will retrieve material for any student who requests this service.

Supporting Distance Education

The library collection is made available to DE students through an EZproxy server that authenticates their enrollment and then allows them access to electronic books, streaming videos, and periodical articles. Additionally, students can make online requests for books and articles via an Interlibrary Loan form and a purchase request form. Other resources for DE students include online tutorials, instructional handouts,

online research guides, and online chat reference. In addition, students accessing Canvas are provided with a link to a summary of library services specific to DE needs.

As more distance education courses have been offered, the library has responded by purchasing more electronic books that help students access our collection from anywhere, anytime. The print collection has started to become very dated, so from 2015-2019, the librarians and staff conducted a large weeding project of the print books. The print books were evaluated by age, condition, and appropriateness. This has resulted in a leaner, more pertinent print collection.

Evaluating Formats

Reconsidering Print Periodicals

In 2015, the librarians considered which print journals were available in the databases and cancelled those subscriptions to avoid costly duplication. As electronic formats became more available, usage of print periodicals declined. In Fall 2017, the library conducted a shelf study, which counted in-house usage of print periodicals. Based on that study, the library stopped subscribing to 25 journal titles or about 1/3 the collection. When the college was shut down due to the pandemic, the librarians made the difficult decision to cancel all the print periodicals including the *Los Angeles Times* and the *San Diego Union Tribune*. Periodicals have a short shelf life, and since the library was closed, they were unavailable to students. Ironically, due to budget cuts, we lost access to the electronic versions of many periodicals (budget described in detail in Section 8).

VHS and DVD to Streaming Media

As the technology has become available, the library has transitioned toward streaming media. These decisions emphasize that our collection considerations are faculty-driven as well as student-driven. For example, streaming media allows instructors to access films in their classroom. Content is regularly updated by the vendors so that instructors have access to more recent titles. Many of the services allow links to be embedded in a Canvas container, further supporting distance learners.

Students also have much greater access to our media collections in streaming formats. Previously, students were not allowed to check out DVDs and take them home. This was designed to keep classroom use as the priority. With streaming services, faculty and students have equal access to media titles.

One of our most recent additions to our streaming services is Kanopy and it has been extremely popular with both faculty and students. Kanopy films were accessed 55,745 times between Spring semester 2019 and Spring semester 2021, which confirms it is a vital addition to our collection.

The Evolving Library – Collections in Flux

The librarians view the library as a dynamic institution that is never static in its outlook. Materials and methods are updated over time to meet the needs of our changing college community. One example of the library trying new methods is a recent contract with Wiley in 2019, in which the library purchased access to Wiley Publishers e-book platform. The students had access to the entire Wiley catalog for a year, while Wiley kept usage statistics. At the end of the year, the library was able to purchase the most used books in perpetuity up to the amount of the original contract. Additionally, the library tries out new databases and determines whether to keep the subscription based on usage and whether they are a good fit for our community. For example, in 2018, the library subscribed to Learning Express, a database for basic skills and test preparation meant to be used by the Tutoring Department. When the subscription came up for renewal, we ran usage statistics and the librarians determined there was not enough usage to subscribe again. Another example was a film database called Ambrose that was not renewed in 2017 due to lack of usage. It is important that the library continue to experiment with novel resources and cancel low usage resources to stay relevant to our campus community.

Reconsidering Spaces

The print reference collection such as encyclopedias, dictionaries, handbooks, and indices were being underutilized since online resources are so much easier to search. In 2018, the library conducted a shelf usage study and determined which titles were being used. This resulted in withdrawing over 90% of the reference titles that were deemed to be out of date and underutilized. Since there were very few print books remaining, the shelving was removed to create more study spaces for students. The new book shelving was also removed since there were very few books on it at any given time. Since this shelving was underutilized, and the librarians are hoping to add cultural murals and student work to the space in the future.

Removing the shelving has created opportunities to reconfigure existing furniture, however, existing furniture is not enough to fill the spaces and create a welcoming environment. The library needs more furniture to fully realize the space for students to use for study and collaboration. Refer to Section 4.4 for the department's proposal to create additional study and collaboration space in the library.

Planning for Progress

Librarians maintain a list that includes goals, ideas and wish lists. Discussions of possibilities and ways to guide the library take place at least once per year. These discussions feed our Annual Unit Plan, six-year plans, accreditation, and program review documents. But more importantly, it gives the librarians the time to explore innovative ideas in hopes of improving the library to be able to better serve students.

6.3   Library Support of Faculty

Are library collections and services supporting faculty?

Supporting Faculty

The library is providing adequate service to faculty and staff. Collections that effect faculty the most are media used in the classroom or through Canvas such as Kanopy and ArtStor. The librarians also collaborate with faculty to provide collections that support the curriculum.

Leganto

Leganto, known as "Resource List" and addressed above, is just as helpful to our faculty members as it is to our students. It supplies access to library resources, websites, and uploaded documents straight from Canvas, so faculty can manage all their course material in one easy to access location. Importing web resources is made simple with an embedded tool, and scanned articles that faculty import are automatically checked against the library collection; a particularly useful tool to keep copyright compliant.

Faculty can collaborate with colleagues teaching the same course as well as with Teaching Assistants, whoever is helping build a resource list can work together. The Resource List includes a portal for faculty to discuss material with librarians, ask questions about resources, and leave comments within the system; this helps keep track of conversations and notes in one location. Faculty can also see if their students are engaging with material, and they can gather data about the use of material to use for future planning.

The software is designed so that students only need to log into Canvas and then click on the library resource link to be taken directly to the resource. Because the district has not completely moved to single sign-on, students must login to Canvas with one set of credentials and the library resources with a slightly separate set of credentials. We hope this will be resolved when IT implements single sign-on. Nevertheless, the benefits of the Resource List far outweigh this drawback.

Requesting Materials

The librarians strive to be responsive to faculty needs and create a collection of resources that supports student learning. Faculty can request books and other materials via a [Request Form](https://tinyurl.com/4mawfzf7) (https://tinyurl.com/4mawfzf7), from on the library website or by contacting the library liaison for their department. For example, many members of the History and Humanities faculty request books through their library liaison consistently. The liaison works with faculty to find the right balance of print and electronic resources.

Another example of the librarians responding to faculty requests is the library's subscription to ArtStor. The faculty had consistently requested access to ArtStor and even though it was cut initially during the pandemic, the library has been able to restore the subscription for the faculty.

Additionally, librarians collaborated with faculty in 2017 when an overlap analysis was conducted of print periodicals that were duplicated in the databases. All the ceramics periodicals were in the databases, but since these periodicals are very graphic, the ceramics instructor was consulted and preferred print to online for the curriculum, so the print periodical subscriptions were maintained. Since that time, the Ceramics faculty determined that maintaining print copies of the ceramics journals was unnecessary and the library cancelled the subscriptions. This savings can be put to beneficial use in another part of the collection.

Another collaborative project with faculty was in 2017 when the library received supplementary funds, via student equity. We reached out to faculty members to create a wish list of equity minded books to order for the library. The result was a more robust collection of culturally minded titles for professional development as well as a vast expansion of titles focusing on Latinx population.

Media

The media collection has always been a support to the classrooms and is exclusively driven by faculty requests. The library has subscriptions to streaming databases, however, if faculty request media that is not in the streaming collections, the library will order a standalone DVD or add the title to the Swank streaming service if it is available. The media librarian strives to accommodate the needs of the faculty and support the curriculum. For example, nursing faculty notified the media librarian that they do not want any nursing related media more than five years old in the collection. At the nursing faculty's request, the media librarian worked with Alexander Street Press to turn off individual nursing related titles in the streaming database that were too old for the department's needs.

Limited Resources

The librarians are always concerned about funding for all library materials, but media is unique and supports course content in ways that other materials cannot. However, it can be so expensive, it's beyond our resources, so funding often comes from block grant money given by the college, which in turn means instability in being able to fund the media collection long term. Dependence on one-time funding creates a reality that our collections are unsustainable and could be cut at any time.

Closed Captioning

Title 5 requires all films used at the community colleges be closed captioned. This service can be expensive and sometimes is not available for streaming services.

Acquisitions and Licensing

Film licensing and classroom viewing rights are more complicated than for books and other electronic materials. Film distribution is quite different than for books, and films can be difficult to obtain. For example, PBS is set up to accommodate individual memberships, not group licenses for an entire campus, so sometimes, the library just cannot accommodate the request.

SECTION 7

ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1   Library Faculty and Staff Involvement

Faculty: Julie Middlemas

Activity/Committee	Year(s)	Value to Students
Attended CCL Discovery Forum workshop in Sacramento.	Feb. 4, 2016	The discovery layer is how students see and interact with the library catalog. Workshop attendance helped shape the customization of our catalog.
Ebsco User Group for Academic Libraries in Salt Lake City, Utah.	Oct. 25-26, 2017	Opportunity to network and learn about Ebsco technologies for libraries. Presenters were other academic librarians who were implementing Ebsco solutions in unique ways.
GOBI Lunch and Learn at Mesa College.	Oct. 26, 2018	Introduction to book ordering tool for libraries offered by YBP library vendor.
CCL Southern California Fall Workshop in Ontario.	Oct. 18, 2019	Workshop by statewide consortium-variety of library topics covered.
ExLibris Workshop for SDICCA libraries at Palomar College.	March 1, 2019	Introduction to the new statewide library platform.
Interim SDICCCLRC Media (CCMC) representative.	Fall 2018 Fall 2020	Gives us a voice at the table on consortium media purchases.
Staffed Week of Welcome table.	2016 - 2018	Help orient and guide students to campus.
Present at Flex meetings for Child Development, English, and History departments.	Fall 2014, Fall 2016, Fall 2017	Educates classroom faculty about library services and collection.
Member of campus Facilities committee.	2013-2018	Provide input on campus decisions.
Search Committee member for Interim LTR Dean.	2014	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.
Search Committee member for Librarian.	2016	See above.

Search Committee member for Library Supervisor.	2018	See above.
Search Committee member for Library Tech II.	2019	See above.
Search Committee for LTR Dean.	2019	See above.

Faculty: Nadra Farina-Hess		
Activity/Committee	Year(s)	Value to Students
Staffed library booth during College & Career Day at Adult Education Center.	Spring 2019	Assisted with new student recruitment.
Attended Community College League (CCL) workshop: "Libraries and Guided Pathways."	Feb. 25, 2018	Includes libraries in guided pathways discussion and development.
Attended CCL Workshop: "OER initiative, reference with primo, instruction with primo and more!"	Oct. 18, 2018	Learn how to utilize the new library management system which students utilize to locate resources.
Toured Las Colinas women's detention facility for Pathways to Success Outreach Program. This led to tutor involvement with the program and library assistance with providing printed class schedules in a format which met requirements for incarcerated persons.	Fall 2016	Incarcerated students are extremely limited to what they can access. The class schedules are not allowed to have glue or staples or anything on them that could potentially be used to harm self or others. After working with detention center staff, the library was able to create class schedules that students could have in order to plan for classes enrollment after fulfilling their sentence.
Serve on Executive Board of San Diego Imperial County Community College Library and Resource Centers (SDICCCLRC).	Spring 2016 - current	Keep current with library trends and decisions in the San Diego area.
Serve as the SDICCCLRC Treasurer.	Spring 2020 - current	Gives back to the library community.
Took 4-week Creative Commons Certification course. In group of first 100 people to be CC Certified in the United States.	Summer 2018	Able to assist faculty in interpreting and selecting open licenses for converting their courses to Zero Textbook Cost.
Attended my first OER conference on 9/12/16 and regularly educate self on OER and ZTC matters by attending webinars sponsored by various	Fall 2016 – current	Helps to support faculty who wish to adopt Open Educational Resources. In turn this supports student equity.

organizations, mainly the California Academic Senate's Open Educational Resources Initiative.		
Attended Maker Spaces Seminar with Dr. Jessica Parker.	Nov. 29, 20161	Research to determine if creating maker spaces would be advisable in the LTRC.
Attended webinar "Evolve your work-from-home capabilities to go the distance."	March 21, 2020	Learned to manage workload to remain productive in new, at-home work environment.
Attended USC webinar: "USC Race and Equity Center's Virtual Forum."	June 18, 2020	Focus and education on antiracism movement.
Attended CCL workshop: "Anti-racism and libraries."	Dec. 10, 2020	Focus on antiracism movement and how libraries can take action.
Attended webinar "The impact of Distance Learning on the Academic Library."	April 28, 2020	Focused on improving online library assistance to faculty and students.
Attended CCL online workshop: "Engaging students in an Online Library."	May 1, 2020	Focused on improving online library assistance to students.
Created and staffed a library booth at student success fairs, high school counselor symposiums, activity fairs, parent nights, and virtual success fairs.	2018/19 – 2020/2021	Introduces populations of students to library services, provide a welcoming environment.
Assisted with organization of, and staffed library booth at College's job fair.	Fall 2016	Introduces populations of students to library services, provide a welcoming environment.
Gave library tours to students during Week of Welcome as well as group tours to potential student athletes.	2017/18 & 2018/19	Introduces populations of students to library services, provide a welcoming environment.
In fall of 2016 when serving as interim dean for Learning and Technology Resources, wrote letter of support for faculty driven grant to develop Zero Textbook Cost degree pathways on campus. Subsequently served as co-coordinator of the Open Educational Resource workgroup and in that capacity have co-presented OER workshops every flex week, given interviews for the Summit newspaper, and helped in hosting a student ZTC awareness day on campus.	2016/17 – 2020/21	Supports the State's Open Educational Resources Initiative. Provided a starting point and support for initiating open resources at Grossmont. This is an equity issue, making sure all students have access to the materials they need to succeed within their courses, and leads to increased student success and retention.
Gave library presentations to Umoja, Via Rapida, and New Student orientation.	2016/17 & 2017/18	Introduces populations of students to library services, provide a welcoming environment.

Worked with Umoja counselors to create a textbook donation & loan program.	Fall 2016	Help defray the cost of textbooks and encourages a culture of students helping future Umoja students.
Coordinated with commencement committee to arrange Commencement Reception inside library. Library has remained as host since.	Fall 2017	Provided our faculty and District dignitaries a large, open space for pre-ceremony gathering. Showcased our facility.
Met with faculty from photography department to visit home of book donor and together reviewed and accepted over 200 photography titles for the library collection.	Spring 2018	Added valuable and vetted materials to library at no cost.
Hosted Buddhist monks for library presentation of the Buddhist Arts Encyclopedia.	Fall 2018	Classes from Religious Studies and Philosophy were in attendance; helped support curriculum and added valuable materials to collection.
Piloted a library presentation program with Cuyamaca library for the District New Faculty Orientation	Fall 2019	Educated new adjunct faculty about services in the library and promoted idea of adding textbook to Reserve collection and/or utilize OER to help students succeed.
Participated in Technology BPA workshop.	Dec. 7 & 8 2015 March 8 & 9 2016	Contribute to creation of improved technology request process for campus.
Served as search Committee member for Cuyamaca librarian.	Spring 2021	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.
Search Committee member for Library Tech II	Spring 2021	See above.
Search Committee member for Associate Dean, Nursing.	Fall 2020	See above.
Presented Leganto (new tool that connect Canvas to the Library) to the Academic Senate and gave individual trainings and group workshops.	2020/21	Faculty using Leganto provide direct access for students enrolled in their courses.
Participate in Active Shooter Training	Nov. 30, 2016 and April 11, 2018	Learn protocols for the safety of our community.
Attended "Unconscious bias workshop."	April 19, 2019	Better understand and serve the community.
Attended CCL online workshop: "California Community College Library Town Hall: Coping with campus closures during the COVID-19 pandemic."	April 24, 2020	Focused on improving online library assistance to faculty and students.

Faculty: Jessica Owens		
Activity/Committee	Year(s)	Value to Students
Attended CCL Discovery Forum workshop--Sacramento.	Feb. 4, 2016	The discovery layer is how students see and interact with the library catalog. Workshop attendance helped shape the customization of our catalog.
Attended ExLibris Workshop for SDICCA libraries at Palomar College.	March 1, 2019	Introduction to the new statewide library platform.
Attended Council of Chief Librarians, Deans & Directors meeting.	March 23-24, 2017	Grossmont College representative at annual statewide meeting in Sacramento.
Attended Mini-Conference: Library 2.018: Design Thinking: How Librarians Are Incorporating It into Their Practice.	March 8, 2018	Design thinking promotes empathetic insight, sparks innovative ideation, and encourages diversity, perfect for libraries.
Attended California Community College Libraries and Guided Pathways: A Collaborative Workshop.	April 25, 2018	Discussed the library's role in Guided Pathways.
Attended LSP Kick-Off meeting in Ontario, CA.	Jan. 29, 2019	Discussed statewide library service platform (LSP) move to ExLibris.
Attended CCL virtual professional development sessions.	Spring 2020	Learning how to transition to a fully virtual library during the pandemic. Ensuring accessibility in the library.
Attended ELUNA (Ex Libris Users of North America) – ExLibris Virtual Conference.	Spring 2020 & Spring 2021	Learned how to improve Alma and Primo to enhance students experience when using the library.
Attended Cal State University ExLibris Virtual Conference.	June 2020	Learned how to improve Alma and Primo to enhance students experience when using the library.
Serve as SDICCCLRC – Media Committee Representative.	2016- current	Gives us a voice at the table on consortium media acquisitions.
Presented at Adult re-entry workshop.	Aug. 2016 and Aug. 2017	Increases awareness of library resources and services among the Grossmont College community.
Staffed Week of Welcome booth	2016 - 2019	Work a week of welcome booth to help new students navigate during first week of school.
Staffed Student Outreach Event department booths	2016-2018	Increases awareness of library resources and services among the Grossmont College community.
Serve as Tech Committee member (Previously TTLC).	Spring 2018 – current	Informs technology decisions that ultimately impact students.

Search Committee member for Interim LTR Dean.	Spring 2017	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.
Search Committee member for Librarian.	Spring 2016	See above.
Search Committee member for Library Supervisor.	Spring 2016 & Fall 2016	See above.
Search Committee member for Library Technician II.	Spring 2017	See above.
Search Committee member for Library Technician III.	Fall 2019	See above.
Attend Campus Safety Workshop.	Nov. 30, 2016	Learn protocols for the safety of our community.
Co-presented at Flex week: Embedding the Library into Canvas.	Aug 16, 2017 Jan 25, 2018	Makes library resources more easily accessible to online students.
Attends Academic Senate	2016 - 2019	Stays current on issues pertaining to Grossmont college.
Attends Chairs & Coordinators	2017 - 2019	Stays current on issues pertaining to Grossmont college.

Faculty: Felicia Kalker		
Activity/Committee	**Year(s)**	**Value to Students**
Member of statewide LSP Instruction Working Group.	2019 – current	Contributes to teaching efforts statewide throughout community colleges. Improves instruction strategies for searching the library discovery platform which is shared statewide.
Reviewer for the journal, *Communications in Information Literacy.*	2015 - current	Contributes to the profession as a whole; Reviews research submitted to this professional journal which benefits instructional librarians who teach information literacy to students.
Copyeditor and peer reviewer for the *Digital Library Pedagogy Cookbook.*	2019	Contributes to profession/pedagogy.
Attends Academic Senate	2017 - current	Stays current on issues pertaining to Grossmont college.
Attends Chairs & Coordinators	2019 - current	Stays current on issues pertaining to Grossmont college.
Curriculum Committee member.	2017 – current	Contributes to changing curriculum at GC.

Member of curriculum handbook work group.	2021 - current	Helps faculty with curriculum which directly affects students
Member of Planning & Institutional Effectiveness committee.	2019 - current	Helps guide planning at the college.
Member of Learning Commons task force.	Spring 2019	Lead focus constituent focus groups and presented plans for future Commons to Governing Board.
Member of selection committee for Curriculum Management System.	2021 - current	Assures user-friendly, intuitive system for student use.
Member of Accreditation steering committee.	2020 – current	Participated in writing follow-up report and the site visit.
Member of Guided Pathways advisory committee	2020- current	Helps in the College Guided Pathways efforts for student achievement.
Attended Council of Chief Librarians' conference on Guided Pathways	April 2018	Helped understand and develop library involvement in guided pathways.
Attended SLO Symposium (x2)	Feb. 14 - 15, 2020 & Jan. 2021	Collaborate with colleagues regarding all levels of learning outcomes.
Attended CCC Library Town Hall	April 24, 2020	Discussed coping with campus closures during the COVID-19 pandemic, an update on the Library Services Platform and state budget.
Attended Assessment Institute	Fall 2020	Primary assessment conference. Brought back student assessment information to faculty.
Attended Friday "SLO talks" sponsored by ASCCC (Academic Senate for California Community Colleges)	Fall 2020 & Spring 2021	Covers assorted topics related to student learning outcomes.
Attended webinar, "Research is Not a Basic Skill: Using the Contextual Nature of Research to Transform Information Literacy Instruction."	Feb. 2020	Improves instruction.
Attended OTC conference (virtual).	June 2020	Primary online teaching conference. Gain tips and insight for improved online instruction.
Attended CJCLS (Community and Junior College Libraries Section) Scholarly Research Committee Webinar: "Community College Librarians and the ACRL Framework."	Nov. 2020	Explored community college librarians' engagement with the Framework for Information Literacy for Higher Education.

Attended ACRL DOLS IC "Learning Objects in Action."	Dec. 2020	Covered topics for supporting online instruction.
Attended "Fostering Sustainable Collaborations in High School to College Transitions" webinar.	March 2021	Discussed creating meaningful and sustainable partnerships to aid students in the information literacy transition from high school to college.
Presented at statewide symposium about "Easy SLO Tracking using Canvas Outcomes."	Feb. 2020	Benefits faculty and their students throughout the state.
Presented at statewide "Friday SLO talk" for SLO coordinators throughout the state.	Oct. 2020	Benefits California Community Colleges SLO development and growth.
Gave 2 presentations to LSP Instruction Work Group.	Fall 2020 & Spring 2021	Improves instruction strategies for searching the statewide library discovery platform.
Attended graduation to distribute exit surveys.	Spring 2018	Helps for future student planning.
Hiring committee member, Library supervisor.	Fall 2017	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.
Hiring committee member, adjunct librarians.	2017 - 2018	See above.
Member of Institutional Student Learning Outcomes rewrite task force.	2017-2018	Helps guide the college mission.
Member of Grossmont Outcomes Assessment Team.	2017 - current	Helps guide SLOs
Student Learning Outcomes Coordinator	January 2019 – current	Creates and delivers presentations and trainings that contribute to faculty creation of learning outcomes.
Data Coach	2021 - current	Gather and interpret data to help faculty make decisions affecting students.
Project manager for Nuventive Improve (TracDat upgrade)	2021 - current	Overseeing upgrade of our assessment and planning software. This software is used by faculty to track outcomes to ensure meeting student learning.
Participated in IEPI (Institutional Effectiveness Partnership Initiative) team review (Chancellor).	Fall 2020	Helped district improve their fiscal and operational effectiveness and promote student success.
Collaborated on discussion of dual enrollment between English & LIR 110 to Cajon Valley High.	Feb. 2019	Helps enrollment and decision making for incoming students.

Presentations to Grossmont faculty:	Fall 2017 – Spring 2021	Contributes to faculty professional development in order to help with student success.
Canvas: "Five Ways to Include the Library in Your Canvas Course" ; "Six Ways to Include the Library in Your Canvas Course" ; Canvas Showcase - "Information Literacy Modules in Canvas" ;		
"Easy SLO Tracking using Canvas Outcomes" ;		
Equity: "Transparent Assignment Design" workshop co-facilitator ;		
"Making SLOs Meaningful for Student Equity" ;		
Information Literacy:		
"Information Literacy Modules in Canvas" ;		
SLOs:		
SLO Liaisons Meetup (each semester) Presenter/Facilitator ;		
"Winter Camp" - Canvas presentation on using Outcomes in Canvas ;		
"Easy SLO Tracking using Canvas Outcomes" ;		
College Planning Forum - Student Learning Outcomes Update ;		

"Assessment Planning for Courses & Programs" ; Presentations at Departments' Meetings on using Outcomes in Canvas ; Presentations to Departments on using TracDat ; Presentations at Academic Senate and Council of Chairs & Coordinators.		
<u>Attended the following professional development offerings at Grossmont</u>: Get DEFT: Universal Design ; Canvas course (4 week) certification to teach in Canvas ; Mental Health First Aid Certification ; Canvas Showcase (various presentations) ; ASCCC Curriculum presentation ; "Black Minds Matter" ; "Data Coaching as Model to Design Equity Driven Practices" ; College Convocations, Jan. 2017- present.	2016 - current	Continual growth to support student achievement.

Faculty: Patty Morrison (Adjunct faculty, former Fulltime)		
Activity/Committee	**Year(s)**	**Value to Students**
Enrolls in one class per term.	2015 – current	Increases knowledge for collection development and reference work. Helps to identify with students.

Faculty: David Feare (Adjunct)		
Activity/Committee	**Year(s)**	**Value to Students**
Attended Distance Library Services conference, and conferences sponsored by the Association of College & Research Libraries, California Academic & Research libraries Association, Southern California Instruction Librarians, and	2013 -2021	Staying up to date on the latest library trends, resources, services, and news, helps to be more informed and knowledgeable, resulting in a better experience for our students.

Special Libraries Association of San Diego.		
Developed citation style handouts and library audio tour.	2015 - current	The development of digital learning objects and other training materials helps to enhance the library's resources and services.
Represented Library at Student Success Fairs.	2018 – current	Increases awareness of library resources and services among the Grossmont College community.

Faculty: Melanie Quinn (Adjunct)

Activity/Committee	Year(s)	Value to Students
Attended trainings for new library chat services.	Spring 2020	Learned how to navigate new system in order to better serve our students.
Volunteered on a weekly basis to teach knitting in the Student Engagement Center.	2019 – 2020	Became involved with student population, made librarians more recognizable and approachable on campus, and provided stress relief through knitting (also answered library questions whenever they arose).
Represented Library and ZTC initiative at Student Success Fairs.	2018 - current	Increases awareness of library resources and services among the Grossmont College community.

Faculty: Erika Prange (Adjunct)

Activity/Committee	Year(s)	Value to Students
Participated in library training for database searches.	Fall 2014	Assures librarians are up to date on database changes in order to best serve students.
Wrote library entries for The Loop newsletter.	Spring 2015	Keeps faculty and staff informed of library services.
Introduced reference services to Via Rapida First Year Experience peer mentors.	Feb. 6, 2020	Teaches peer mentors about services that will help their mentees succeed.
Participated in Active Shooter training.	Feb. 22, 2018	Learn how to react in the case of an emergency; potentially saving lives.

Faculty: Amiee Tomasello (Adjunct)

Activity/Committee	Year(s)	Value to Students
Maintained Library Instagram account.	2014 - current	Informed library followers of events and services.

Represented Library at Student Success Fairs.	2018 – 2019	Familiarized students with library services.

Faculty: Jennifer Rogers (Adjunct)		
Activity/Committee	**Year(s)**	**Value to Students**
Member OER/ZTC workgroup	2018 - current	Collaborates on OER/ZTC projects that support our faculty and promotes textbook equity.
Redesigned OER webpage	Summer 2020	Created a repository of resources and learning tools for faculty to learn and locate Open Educational Resources.
Created ZTC webpage	Summer 2020	Educates students on understanding and locating Zero Textbook Course offerings.

Staff: Lisa Brlas, Library Tech III		
Activity/Committee	**Year(s)**	**Value to Students**
Participates in ExLibris' Statewide Circulation workgroup. Co-lead office hours meetings on topics of curbside pick-up events, no overdue fines policy implementation, reopening, and lost and damaged item session.	June 2020 - current	Shares Circulation, Alma and other library-related ideas with other members, suggests and/or creates procedures and policies to recommend/share with the CCC consortia.
Attended SDICCCLRC sponsored workshop "Lessons Learned from the Great Migration to ExLibris."	March 2019	Helps in future planning and updates to library system which is used for managing the collection that students utilize.
Presented at a SDICCCLRC sponsored workshop "Reopening our Libraries."	May 2021	As first library in the region to reopen since the pandemic shutdown, helped other libraries through sharing our experiences.
Took online training courses to learn about new ExLibris library management system.	Spring 2019	Learned how to use new software about circulation functions and circulating items to students.
Attended GOBI (book vendor) demonstration.	October 2018	Learned how to look up book prices, useful for establishing book replacement costs.
Advertise distribution dates and library reopening via Weekly Digest.	Fall 2020 - current	Informs faculty who share with their student's information about using library collection and service.
CSEA (California School Employees Association) Site Representative.	Aug. 2020 - current	Union involvement helps classified staff across campus.
Participated in food distribution with Gizmo's Kitchen.	Fall 2020	Helped get food to students in need.

Became Building Marshall for bldg. 70	Nov. 2018 - current	Helps with safety of building occupants during an emergency.
Established Classified Professionals Book Club.	Sept. 2020	Meet and establish relationship with other classified staff.
Member and webpage editor of Asian Pacific Islander Committee.	Oct. 2019 - current	Joins students to discuss current events and issues to promote API culture.
Collaborated with American Collegiate English, Math Athletics, Bookstore, BOT, CalWORKS, and Facilities.	Fall 2020 & Spring 2021	Assures students have library privileges, books, specialty kits, calculators, WiFi hotspots, and laptops are available and properly distributed during pandemic.
Collaborated with human resources to implement student re-hire process.	Jan. 2019	Streamlined process for student workers.
Assisted Dawn Heuft, Instructional Designer, to embed links in Canvas Training Courses.	July & Aug. 2020	Contributed to the Student Support Hub Project.
Search committee member for Library Technician II.	Spring 2021	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.
Participated in New Employee First Year Experience - Orientation and 10 monthly sessions to introduce Grossmont College and the Districts policies.	Oct. 2018 – Nov. 2019	Familiarized self to mission and goals of Grossmont college in order to better understand the community we serve.
Took trainings in chemical spills, mental health, first aid, and using a fire extinguisher in order to become a building marshal.	March 2018	Help with the safety of all occupants in building 70 in the case of an emergency.
Participated in 9 weekly sessions of professional development on the topic of Conflict.	Spring 2020	Learned about dealing with employee relations.
Enrolled in Workday Evaluation training.	June 2020	Learned about process for employee evaluations; help with professional growth.
Took professional development courses on the topics of OER, Website Redesign, Academic Freedom, Communicating Effectively, Conflict Resolution, Anti-Racism, Canvas, Cyber Security, and TeleConnect via the Vision Resource Center	2019 - 2020	Professional growth helps develop job skills which ultimately affect the population we serve.

Staff: Joel Bakker, Library Tech III

Activity/Committee	Year(s)	Value to Students
Participated in ExLibris' Statewide Acquisitions/ERM workgroup.	2020/21	Shares ideas with other members, and suggests and/or create procedures and policies to recommend/ share with the CCC consortia.
Attended SDICCCLRC sponsored workshop "Lessons Learned from the Great Migration to ExLibris."	March 2019	Helps in future planning and updates to library system which is used for managing the collection that students utilize.
Presented at a SDICCCLRC sponsored workshop "Reopening our Libraries."	May 2021	As first library in the region to reopen since the pandemic shutdown, helped other libraries through sharing our experiences.
Took online training courses to learn about new ExLibris library management system.	Spring 2019	Learned new software for purchasing items for library collection.
Presented library services offered during Pandemic at Student Services Fair.	April 8, 2021	Help students identify what is available in the library during pandemic and advertise upcoming limited library reopening.
Advertise distribution dates and library reopening via Weekly Digest.	Fall 2020 – current	Informs faculty who share with their student's information about using library collection and service.
Became Building Marshall for bldg. 70.	March 2020	Helps with safety of building occupants during an emergency.
Established Classified Professionals Book Club.	Sept. 2020	Meet and establish relationship with other classified staff.
Developed a presentation on "how to read a graphic novel."	March 2020	Used in an English course, this introduces students to the basics of reading sequential art.
Collaborates with American Collegiate English, Math Athletics, Bookstore, BOT, CalWORKS, and Facilities.	Fall 2020 & Spring 2021	Assures students have library privileges, books, specialty kits, calculators, WiFi hotspots, and laptops are available and properly distributed during pandemic.
Assisted Dawn Heuft, Instructional Designer, to embed links in Canvas Training Courses.	July & Aug. 2020	Contributed to the Student Support Hub Project.
Assisted dean and librarian with library tour for Nursing accreditation.	Spring 2021	During campus shutdown, nursing dept. needed access to library to conduct tour for accreditors.
Search committee member for Library Technician II.	Spring 2021	Serving on search committees helps select administrators, faculty, and staff who will serve our students and the college.

Joined OER/ZTC workgroup.	Spring 2021	Became a classified voice at the table for promoting OER adoption to faculty and marketing ZTC courses to students.
Completed OER Certification course.	Fall 2020	Learn about Open Educational Resources and the statewide OER/ZTC initiatives in order to learn how library's circulation department can help in promoting OER and ZTC among students and faculty.
Participated in New Employee First Year Experience - Orientation and 10 monthly sessions to introduce Grossmont College and the Districts policies.	2019/20	Familiarized self to mission and goals of Grossmont college in order to better understand the community we serve.
Took trainings in chemical spills, mental health, first aid, and using a fire extinguisher in order to become a building marshal.	March 2020	Help with the safety of all occupants in building 70 in the case of an emergency.
Participated in 9 weekly sessions of professional development on the topic of Conflict.	Spring 2020	Learned about dealing with employee relations.

Staff: Alison Haertjens, Library Tech II (start date 4/5/21)

Activity/Committee	Year(s)	Value to Students
Created flyers and QR codes to advertise library reopening.	May 2021	Advertise to students when and how the library would reopen in spring 2021.
Outreach to faculty utilizing library Reserve service.	May 2021	Helps students gain access to current textbook needs.

Staff: Theresa Cristobal, Library Tech III (retired June 2020)

Activity/Committee	Year(s)	Value to Students
Participated in food distribution with Gizmo's Kitchen.	Pre-pandemic	Helped get food to students in need.

Staff: Karen McCoy, Library Tech II (retired November 2020)

Activity/Committee	Year(s)	Value to Students
Participated in food distribution with Gizmo's Kitchen.	Pre-pandemic	Helped get food to students in need.
Participated in Week of Welcome tabling.	Pre-pandemic	Help students locate classes and orient themselves to campus.

7.2 Department Activity Reflection

Please provide an overall reflection on your department's activity displayed in your table.

The common themes in the activities listed above are: commitment to student learning and student access to resources, gaining an understanding of our community in order to provide a collection that supports their needs, learning the intricacies of the systems that provide access to that collection, and being involved in decision making at the College that affects the community.

The goal of the library is to have a collection that is outstanding in every way. The selection of library materials and resources reflects the wide diversity of cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus. Our participation in ongoing professional development, conversations with faculty, and involvement with student activities allows insight into who are students are, their backgrounds and their goals. Along with information about curriculum, knowing our community helps build this collection.

A collection is of no value unless it is accessible to the community it serves. That accessibility is dependent on a variety of databases and software programs that must interact with each other. A great deal of effort is placed on the selection, implementation, and learning about these various programs. It's important to note that an emphasis was placed on the implementation of ExLibris products; the owning company of Alma, Primo, and Leganto; all programs that help with the seamless delivery of information to students. This product is part of the statewide adoption of a uniform library service platform that helps California Community Colleges share information and resources.

Another activity that stands out, is our involvement on hiring committees. In the past seven years, we have been involved in over a dozen hiring committees. Many of these have been for positions filled because of retirement, but several are due to the high turnover this Division has seen in a permanent dean. We are hoping for consistency in this area and the ability/time to be more involved in hiring committees outside of the department. Involvement outside of the department helps build community, promotes the library and leads to better collaboration.

SECTION 8

FISCAL & HUMAN RESOURCES

8.1- 8.4 Fiscal Resources

	FA15	FA16	FA17	FA18	FA19
Earned Enroll	29	41	26	30	23
Max Enroll	50	50	32	32	32
% Fill	58.00	82.00	81.25	93.75	71.88
Earned WSCH	30.43	43.03	25.22	31.48	24.14
Total FTEF	0.07	0.07	0.13	0.07	0.07
Earned WSCH/FTEF	434.78	614.69	194.00	449.77	344.83
	SP16	SP17	SP18	SP19	SP20
Earned Enroll	22	27	26	25	17
Max Enroll	35	64	32	28	28
% Fill	62.9	42.2	81.3	89.3	60.7
Earned WSCH	21.44	27.32	27.29	26.24	17.84
Total FTEF	0.13	0.27	0.07	0.07	0.07
Earned WSCH/FTEF	164.9	101.2	389.8	374.8	254.9

No courses offered in the Summer.

8.1   Enrollment Trends

Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

Campus Data

The library serves every student at Grossmont College. As a result, we are more concerned with headcount. It doesn't matter to us if a student is registered for 1 unit or 18 units, every student deserves the same access to materials and level of service. Because of this we are concerned with headcount over FTES.

Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Headcount	24,262	24,431	24,840	24,877	24,194	23,008

Apart from the 2019/20 academic year when the pandemic struck, the college's headcount has remained stable. The library needs a steady budget to have consistent access to all resources; both library owned and subscription based, as well as access to a reference librarian for research assistance.

LIR 110

The library offers one LIR 110 course per semester during the first 8-week session of the semester and has been offered both 100% online and in a hybrid format. In Spring 2017, the department added an additional section during the second 8-week session, but the % fill was unsuccessful and so we have not offered a second session since. The class size depends on how the course is delivered. Hybrid courses have a 28-32 seat capacity, capacity number is set by the size of the Library Instruction Lab, 70-267. Fully online courses have a capacity of 50, per the AFT contract.

8.2   Course Enrollment Trends

Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

N/A

8.3   Library Expenditures

For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

Library Collections Expenditures

GC Library Collections	2017/18	2018/19	2019/20	2020/21
Databases	$62,860.00	$65,233.00	$67,631.28	$43,996.00
Media	$12,437.00	$12,979.00	$13,548.00	$14,145.00
Periodicals	$14,855.38	$9,685.00	$11,728.00	$ -

Books	$22,198.84	$34,652.76	$21,362.62	* $36,703.5
Maintenance	$320.00	$320.00	$570.00	$320.00
Infrastructure	$2,178.25	$6,770.25	$2,320.65	$1,532.00
Total	**$114,849.47**	**$129,640.01**	**$117,160.5**	**$96,696.57**

* 2020-2021 book expenditures came from one-time funds which will be exhausted in 2022.

Note: Unfortunately, for several reasons including the change in accounting system, frequent administration changes, and inconsistent payment methods, it is difficult to determine exact budget numbers.

Library expenses are primarily for library resources and personnel. Library resources include database subscriptions, book purchases, periodicals, and media. As noted above, it is difficult to determine exact budget numbers for library expenses due to wide ranging inconsistencies at district, campus, and department levels. The numbers presented here are derived from previous invoices as well WorkDay. It should be noted that the department has attempted to resolve this issue by hiring an acquisitions library technician (hired in 2019), whose responsibility it is to track library spending.

Personnel expenses include the adjunct librarian and student worker budgets. Personnel is addressed in Sections 8.5-8.8.

Resources Budget

Library resources via annual subscription and outright purchase are more expensive than individual subscription and purchases. This is because they are intended for public use. For example, library owned DVDs must be purchased directly from the producer and must be closed captioned, therefore it is not uncommon for a single film to cost over $500 due to public performance rights and closed captioning. Electronic resource subscriptions are similar; for example, while digital access to the *San Diego Union Tribune* costs only $98 annually for an individual, for a campus our size it cost over $8,000. This is because database subscriptions are based on FTES as the database is accessible to the entire campus and it is not intended for individual use. Similar trends can be found for physical and electronic books as well because publishers have argued that library lending decreases their sales, as such the cost is passed on to libraries.

The majority of the library's budget is allocated to library resources. This being the case, a reduction of budget results in the reduction of materials that Grossmont students have access to, while more budget means additional resources for students and additional support for faculty. This might include additional streaming film databases or the purchase of electronic textbooks.

The resources budget is not currently sufficient as it has been decreasing over the past several years. In 2018, the Community College Library Consortium (CCLC) director estimated that databases increase on an average of 8% per year, however, the library's collections budget has been declining since 2015-2016 fiscal year and fell by 35% in the

2020-2021 fiscal year. As a result, the library's annual subscription costs began going over the allotted budget in 2016. The library chair has had numerous meetings with deans and VPs to try to stabilize our funding, however this has not been successful.

This has resulted in the library eliminating databases (such as Sociological Abstracts) and eliminating other budget areas entirely (periodicals). The reduction in budget is particularly detrimental because it comes at a time when instructional faculty are looking for resources to support distance education, such as streaming media, e-books, and databases, and yet the library budget has been drastically reduced.

Collections Paid with One-Time Funds

Some resources and services, such as Leganto, Kanopy (streaming media), LibCal, and the Demand Driven Acquisition ebook collection are funded through special one-time funding. Without ongoing funding, these resources are at risk of being eliminated. Leganto and Kanopy have proven to be essential tools for instructors particularly as faculty were rushing to bring their courses online during the pandemic. To continue these services and collections, the library needs an increase in its budget. Historically, some of the LTR Deans have been supportive of allocating one-time funds to these types of resources and services, however due to an almost annual administrator turnover in the division, offering consistent services with uncertain funding is not possible. If the budget is not increased, faculty will not have these materials and/or services available to teach courses and students having fewer quality resources to use in their research.

Budget Reduction

In addition to declining electronic resources budget, in 2020 the book budget, periodicals budget, and individual titles for media budget were eliminated entirely. This means that the library cannot purchase reserve textbooks, purchase titles that have been recommended by faculty, purchase books as new programs are developed, or cultivate the collection to keep it current for students. As such the book collection will become dated which is a particular problem for some departments such as Nursing and Computer Science and Information Systems programs. (Note, the 2020-2021 book budget was paid with funds from a Block Grant, discussed in Section 8.4.)

Historically, the library allocates 10% of its book budget towards purchasing course textbooks. To determine which books are purchased, the library accepts student requests the first 10 days of the fall and spring semesters. Then based off those student requests, the library purchases textbooks and make the textbooks available for 4-hour checkout.

Prior to 2020 the library subscribed to ProQuest: US Major Dailies, which contained *The New York Times*, *Wall Street Journal*, *Los Angeles Times*, and *The Washington Post*, however, due to pandemic budget cuts, the library had to discontinue this subscription.

As such, Grossmont students no longer have access to the large national daily newspapers through the library.

Finally, prior to 2020, the library had a budget for individual media (DVD) titles that has now been eliminated (although streaming media is still available). This means that instructors can no longer request for the library to purchase media that is not available through the streaming films databases.

Maintenance Budget

Maintenace fees are minimal and include the cost of using ebook platforms. For example, while the library owns an ebook, it also must pay a nominal fee to use the vendor's website to read the book.

Infrastructure Budget

Infrastructure fees include the subscription cost to EZproxy and Springshare.

EZproxy (discussed in 4.1), allows students to access the library's resources from anywhere off-campus. This is an essential tool for providing access to the library, particularly as we focus on acquiring electronic resources.

Springshare is a librarian's tool to manage electronic resources, conduct virtual reference via online chat, and is our reservation system for study rooms and spaces in the library. Springshare products include:

- LibGuides – A content management tool that is used to assist in instruction, electronic resource management, and is the CMS (Content Management System) for some of the library's webpages.
- LibAnswers – A tool for librarians to conduct both synchronous and asynchronous reference services.
- LibCal – A service that allows students to make library reservations online.

8. 4 Outside Funding Efforts

If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

ExLibris Migration – Statewide Grant

In Fall 2018, the library participated in the California Community College statewide platform upgrade to ExLibris (Alma and Primo VE) which was funded by a statewide grant. Prior to migrating to ExLibris, the district paid for the library's catalog (Sirsi Dynix).

According to the purchasing department, the cost in 2018/19 was $85,182 for the district. This was broken down between colleges with Grossmont's share totaling $71,649 and Cuyamaca's $13,533.

The cost of migration and the first year's subscription to ExLibris was funded via a statewide grant. Ongoing subscription costs are now part of the state budget. Assuming that continues, the district could have an annual savings of over $70,000 for Grossmont College alone owing to the library's switch to ExLibris. [Note: Should the funding be cut from the state budget, we hope the District IT will return to its former funding and support for the library discovery platform (as described previously in Section 6).]

Outreach Activities – Campus Grants

In 2015, the library received $1,000 from the Foundation to purchase textbooks to put on reserves in the library.

In 2017, the library received $150 from ASGC for refreshments during a poetry reading.

In 2016-17, the library received $10,000 of student equity funds to purchase textbooks used in gateway classes. To date, this is the largest grant the library has received and helped to ensure that the reserves collection was current for years following the grant.

In 2020, the library received $1,000 from a College Support grant to purchase multi-user licenses for e-books that are directly used in Canvas. This grant was particularly valuable during the pandemic because generally the library cannot afford multi-use licenses. However, this grant allowed the library to purchase these more expensive licenses and provide access to required materials for the entire courses.

Block Grant

In the 2018-19 fiscal year, the library was awarded a $200,000 block grant from the college. The funds had to be spent on one-time library resources (i.e., the funds could not be spent on subscriptions, furniture, or technology). The bulk of the funds were put on deposit to fund Demand Driven Acquisition (DDA). DDA is a great option because the library does not actually purchase the item until a student triggers the purchase. This ensures that the items are used. It should be noted that we do not have ongoing funding for our DDA collections and while we are grateful for the grant money, it is exceedingly difficult to plan a comprehensive collection development model with one-time funds. See Section 6.1 for more detailed explanation of DDA. Below is an explanation for how the funds were spent:

Resource	Amount
Ebook DDA Deposit	$ 87,796.43
Ebook Purchases	$ 36,703.57
Kanopy DDA Deposit	$ 30,000.00

Reference eBook Purchases	$ 45,487.72
Total	**$ 199,987.72**

OER Grants – Statewide Grant

In fall of 2016, Nadra Farina-Hess, while serving as the LTR Dean, wrote administrative letters of support for the college to be involved in the OpenStax project and the California State Chancellor's office Zero Textbook Cost Degree Pathways grant. The library was accepted for both the OpenStax project through Rice University and the ZTC pathways grant. Later, as the OER co-coordinator, Nadra Farina-Hess helped with fulfilling our obligations in both the project and grant.

8.5-8.8 Human Resources

	FA15	FA16	FA17	FA18	FA19
FT Faculty Count	0	0	1	1	1
PT Faculty Count	1	1	0	0	0
Full-Time FTEF	0	0	0	0	0
X-Pay FTEF	0	0	0.13	0.07	0.07
Part-Time FTEF	0.07	0.07	0	0	0
Total FTEF	0.07	0.07	0.13	0.07	0.07
FT Percent	**0.0%**	**0.0%**	**100.0%**	**100.0%**	**100.0%**
Permanent RT	0.4317	0.4317	0.4317	0.4317	0.5220
Temporary RT		0.30		0.15	

The chart above reflects the department's one course, LIR 110, not the department as a whole. The majority of our work involves non-classroom activities as discussed in 8.5.

LTR Dean

The Learning and Technology Resources Division has been under an almost constant change in leadership over the past seven years. This has caused great turbulence in the department and goes a long way toward explaining the lack of budget increases and support as well as the tremendous decline of staffing levels.

Year	Dean
2021	Eric Klein
2020	Eric Klein
2019	Eric Klein/ Matt Calfin
2018	Matt Calfin/ Fabienne Chauderlot
2017	Fabienne Chauderlot/ Nadra Farina-Hess

2016	Nadra Farina- Hess/ Taylor Ruhl
2015	Taylor Ruhl
2014	Taylor Ruhl/ Doug Hersh

8.5 Full-Time Librarian Responsibilities

Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Reference

All librarians, both adjunct and full-time participate in reference service. These are direct contact hours with students. The reference desk has always been one of the fundamental services we provide, giving students the opportunity to come and meet with a professional librarian anytime, during all the library open hours, and receive immediate assistance with research or help with educational matters in general.

Full-Time Librarian Responsibilities

Liaison to Subject Areas

The librarians act as liaisons to other academic departments. In this capacity we participate in collection development activities where we select new books and remove old or damaged books. Liaisons also write an explanation of the library's resources and services for the academic department's program review. Some departments also work closely with their library liaison for campus events (for example the literary arts festival). The nursing department has regular meetings with their liaison to ensure the library collections are current and to prepare for the department's accreditation.

Instruction

The Instruction Librarian is the lead responsible for teaching most of the information literacy workshops and teaching online by creating and maintaining Grossmont-specific information literacy modules available in Canvas as well as creating and maintaining LUCI, the standalone tutorial. Additionally, our instruction librarian Felicia Kalker is continually active in promoting information literacy on campus, including serving on the Curriculum Committee and being a member of the ISLO task force.

Collections

The Collections Librarian ensures that the library's collections (books, databases, periodicals, and media) align with the college's curriculum. This includes making

recommendations for acquiring new collections or removing collections. In addition to database selection, collections responsibilities include cultivating individual title purchases in the library's collection. This involves the acquisition of print books, electronic books, and curating the Demand Driven Acquisitions collections (see section 6 for a full description of the collections).

System Maintenance

The Systems Librarian manages various library systems that facilitate search and discovery of the library's resources and services to the college campus. This includes managing the ExLibris products (Alma and Primo), ensuring that various databases interact with Primo correctly, managing LibCal (the library's calendaring system), and ensuring that EZProxy is up to date (which allows students to access library materials from off campus). This also entails researching any linking issues to ensure students can access materials.

Outreach

The Outreach Librarian partners with other academic departments on campus to bring the departments together. The focus is to work with departments across campus and market the library's services. Additionally, the outreach librarian strives to bring infrequent or non-library users to the library by developing new programs and ensuring policies and practices encourage library use.

Technical Services

The Technical Services Librarian leads the cataloging of library materials in Alma and works closely with classified staff who process library materials. This position specializes in acquiring and organizing all library items. Additionally, the Technical Services librarian is responsible for removing items from Alma.

Policy

All librarians participate in making library policy recommendations that are presented to the Dean of the Learning and Technology resources.

Campus Committees

All full-time librarians participate in campus committees including standing membership on facilities, OER, curriculum, and the technology committees.

Adjunct Responsibilities

Part-time librarians provide reference service and research support to students in person at the reference desk and/or online via our website using our 24/7 chat service, (LibAnswers), and they also teach many of our library instruction workshops. Occasionally, adjunct librarians assist in staffing library booths to meet with

students during outreach activities. While it would be beneficial to have adjunct librarians do other work, funding does not permit this.

8.6 Faculty Staffing Levels

Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

Overview

Current levels of faculty staffing are inadequate. While the department has requested additional full-time faculty many times (Section 8.7), we also need adjunct librarians. Currently, we do not have an adjunct budget. As such, this section (8.6) is dedicated to explaining the reasons that the department needs the adjunct budget reinstated.

Adjunct Librarians

The library doesn't generate FTES, therefore work assignment is based on providing reference services when the library is open. Full-time librarians cover most daytime reference hours when demand is at its peak. It should be noted that to be compliant with Title 5 Education Code 78103, the library must be under the supervision of academic personnel when open during evening or weekend hours. Prior to 2018, the adjunct librarian budget was $228,000. It was brought to this level after two full-time librarians retired but were not replaced. This budget had been unchanged until the 2018-2019 academic year, when the adjunct budget was inexplicably reduced from $228,000 to $36,000. This was done without the knowledge of the department chairs who are responsible for scheduling and therefore the adjunct librarian budget.

In the Spring of 2020, the adjunct librarian budget was eliminated entirely. As a result, the library has reduced the number of hours that our chat service is monitored by Grossmont College librarians. Refer to Section 6.1 for further detail.

The library department chair has had several meetings with the Vice President of Administrative Services regarding the adjunct librarian budget. In these meetings, the Vice President of Administrative Services acknowledged the need for a more robust adjunct librarian budget and augmented the budget for a single year but would not make a permanent change until the division had a permanent Dean. Shortly after the division hired a permanent Dean, the campus closed due the pandemic, and the adjunct budget was eliminated altogether. The demise of the adjunct budget speaks to the impact of having new division leadership on a nearly annual basis. At this time the library needs support for our adjunct faculty librarians to have a budget. Now that the division has stable leadership, we think it is the perfect time for the campus to recommit to the library.

With the significant reduction in classified staff, no adjunct librarian budget, and no student employee budget, it will be impossible for the library to fully re-open and restore the hours we were open prior to the pandemic.

8.7 Full-Time Librarian Requests

If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention, and engagement of students in the program.

Full-Time Librarians

There is a real need for full-time librarians who understand and are invested in the College's culture and involved with governance and the college as a whole.

Title 5 of the California Code of Regulations contains minimum standards for numbers of full-time librarians based on FTES. The [California State Academic Senate's interpretation of Title 5](#) states that a college with FTES between 5,001 to 7,000 should have five librarians and nine support staff and for each additional 1,000 FTES add an additional .5 librarian and one support staff. According to the California College Chancellor's Office, Grossmont College had 10,263 FTES in 2019/20. This means that Grossmont College should have 6.5 full-time librarians and 12 classified staff. Library classified staff and faculty struggle to meet the workload demands with the limited staffing levels in the department; with better distribution of duties, we could increase services, innovation, and leadership within the discipline.

OER/ Equity Librarian

The library has requested and made the case for our need for additional full-time librarians almost annually. In recent years, the library has focused on adding an OER/ Equity Librarian to the department. Requests were submitted in 2016 and 2018. And while OER is part of various statewide initiatives, hiring this position has not been a priority for the college. This has been and will continue to be an ongoing issue because the faculty request prioritization rubric places significant weight on FTES, but librarians do not generate FETS. (Refer also to Section 1.2 on this topic.)

Adjunct Librarians' Role

While we would like the addition of an OER/Equity librarian and we need to plan for anticipated retirements, the department also needs adjunct librarians. Adjunct librarians have a direct impact on students by providing research assistance at the reference desk and teaching library instruction workshops. Additionally, it allows full-time faculty more time to work on projects and campus-wide initiatives.

In summary, the library needs another full-time librarian in addition to reinstating the adjunct librarian budget.

8.8 Library Classified Staff

In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Position	YR 1 - 2015	YR 2 - 2016	YR 3 - 2017	YR 4 - 2018	YR 5 - 2019	YR 6 - 2020	YR 7 - 2021
Lib Tech I	1.0	1.0	1.0	Retired	N/A	N/A	N/A
Lib Tech II	1.0	1.0	1.0	Retired	Vacant	Vacant	Vacant
Lib Tech II	1.0	1.0	1.0	1.0	1.0	Retired	Filled?
Lib Tech II (evening)	1.0	1.0	1.0	1.0	Changed to Lib Tech III	N/A	N/A
Lib Tech III	1.0	1.0	1.0	1.0	1.0	Retired	Vacant
Lib Tech III (evening)	N/A	N/A	N/A	N/A	New position (previously Lib Tech II)	1.0	1.0
Lib Tech III	N/A	N/A	N/A	N/A	New position	1.0	1.0
Pub. Serv. Coordinator	1.0	1.0	N/A	N/A	N/A	N/A	N/A
LTR Supervisor	N/A	N/A	1.0	1.0	1.0	Vacant	Vacant
Student Employees					198 hrs weekly	0	0
Work Study					28 hrs weekly	0	0

Note: Due to significant classified staff turnover, Student Employee and Work Study numbers are incomplete.

Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

Current Positions

Lib Tech II (28): Primary responsibility includes managing the reserves (textbook) collection, responsible for the first floor in the evenings, including managing student workers. This position has been vacant since 2018 after a retirement.

Lib Tech II (28): Primary responsibility includes managing physical media and managing the second floor of the library including managing student workers. This position has been vacant since 2020 and was filled in 2021.

Lib Tech III (32): Technical Services, including adding new materials into the catalog, processing material. This position has been vacant since 2020.

Lib Tech III (32): Public Services, including overseeing circulation and managing the first floor of the library during the evenings. This position was created in 2018 to replace a Lib Tech II.

Lib Tech III (32): Technical services, including ensuring timely payment of the library's collections and tracks budget. This position was created in 2018.

Library Supervisor: Manages the library staff and student workers. This position was created in 2017 and has been vacant since Fall 2020.

Previous Positions

Lib Tech I (21): Primary responsibility include circulation duties, opening the building. This position is still on the books and has been vacant since 2018 after a retirement.

Lib Tech II (28): Primary responsibility includes managing the second floor of the library including managing student workers. This position was changed to a Lib Tech III responsible for public services in 2019 and is no longer on the books.

Public Services Coordinator (35): Oversees public services in the library, including circulation and all student workers. This position ended in 2016 after a retirement.

Staffing Increase Justification

The library has a staffing shortage that has existed for many years. In 2008, the library operated with 14 staff to provide library services. The library now has only three classified staff members, although our organizational chart shows a total of six full-time classified staff positions. Title 5 of the California Code of Regulations contains minimum standards for numbers of staff based on FTES. California State Academic Senate's interpretation of Title 5 states that for a college with 10,263 FTES as of the 2019/20 Academic year should have 12 classified staff. We do not have enough classified staff to provide anything beyond the most basic services. Due to lack of staffing, after the pandemic is over the library will not be able to open the building for the same hours.

Our continual and increasing lack of classified staff in the library is at least in part due to the frequent change in administration. Historically, the division dean has not been employed long enough to advocate for additional classified staff. Additionally, the Library Supervisor position was created by eliminating the Public Services Coordinator (35) and a Lib Tech II (28) and then creating one Library Supervisor position. It was

created for two reasons, first to save money as the Library Supervisor salary and benefits are less than the two staff positions. The position was also designed to assist the LTR Dean in managing the library.

While this is good in theory, in practice it is problematic. First, the Library Supervisor position is difficult to fill. We had three failed searches before we were successful in finding a Library Supervisor. However, this employee only stayed for approximately two years. Second, while this position does help the LTR Dean and is beneficial in managing library operations, this one position does not fill the role of the two *front line* staff members. As a result, the library ends up understaffed. The librarians believe a solution to this problem is to revert to the original structure of a Public Services Coordinator (35) (with an updated job description) and a Lib Tech II (28).

SECTION 9

SUMMARY AND RECOMMENDATIONS

9.1 Program Strengths

Summarize program strengths in terms of:

Outreach

- Since the last program review, a full-time librarian has worked on student outreach endeavors such as poetry readings, social media, and campus events; Section 8.5

Engagement
- We provide collaborative study spaces and a welcoming environment for Grossmont students; section, 4.2 & 6.3
- We consistently re-evaluate our spaces and collections to make them more engaging and useful to students; Section 4 & 6.2b
- We provide 24/7 chat reference via a new platform that is more user friendly for students and has proven invaluable during the pandemic; Section 6.2a

Retention
- Retention rates in LIR 110 are good and on the rise; Section 5.2
- The library offers OneSearch: a single tool students and faculty can use to discover library materials; creating a more efficient way for students to conduct research.
- The library circulated laptops, hotspots, and calculators and provided study spaces during the pandemic and was the first in county to offer any services; Sections 4.1 and 6.2a
- The library allocates 10% of the annual book budget towards purchasing course textbooks; Section 8.3
- The library collection development policy and allocation models mirror programs and curriculum in order to enable the library to be more responsive to students' research needs; Section 6.2b
- The librarians have made a conscious effort to transition towards electronic providing 24/7 campus from off campus, which has been invaluable during the pandemic; Section 6.2b
- The librarians prioritized student access to laptops, hotspots, and calculators. We have continued to increase access to these devices during the pandemic; Section 6.1
- LIR 110 is a ZTC course; Section 2.1b

9.2 Program Weaknesses

Summarize program weaknesses in terms of:

Outreach

- Our website is a primary point of contact with our students and the gateway to all of our collections. It requires ongoing attention and dedicated staff support. Section 6.2a

Engagement

- We do not have enough staff to restore pre-pandemic hours; Sections 6.1 and 4.1
- We need to meet students' requests for collaborative spaces, dedicated quiet spaces, and improved study spaces and printing services. Sections 4.2, 4.4

Retention

- We need an equity librarian who also focuses on OER to contribute to retention. Section 8.7
- Technology in study rooms is insufficient. Section 4.2

9.3 Challenges

Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Program-specific challenges:

- We have continued concerns about staffing, which relates directly to student engagement, services, and achievement of our goals. Sections 4.1 and 8.5-8.8
- We have continued concerns over collections funding, both stabilizing the budget and reinstating what was recently cut due to the pandemic. Section 8
- We hope for continuity in leadership with the Library Dean. Section 8

9.4 Recommendations

Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

Program-specific recommendations:

(1) Increase staffing to allow for return to pre-pandemic library hours and to ensure continuity of service to students; Section 4.1

(2) Restore adjunct budget to allow for in-person reference and instruction during all open hours; Section 4.1

(3) Stabilize budget lines for library collections; Section 8.3

(4) Resolve student sign-on problems in various campus systems with more support from District IT; Section 4.2

(5) Hire additional web services support staff to support the College and Library website; Section 4.4

(6) Reimagine and update all open library spaces to include collaborative spaces, meeting spaces, dedicated quiet spaces, and furnishing for study spaces; Sections 4.2 and 4.4

(7) Upgrade LIL (Library Instruction Lab) furniture and improve classroom technology; Section 4.4

(8) Update the student study rooms with current technology and new furniture; Section 4

(9) Implement wireless printing with a cash and non-cash payment option; Section 4.2

(10) Hire an OER/Equity librarian to support student access to resources; library equity goals; Section 8.7

APPENDICES

[Note: These documents are being submitted electronically. Appendices 1-3 below are charts embedded within the text of this document (as are many of our own data). The letter from the SLO Coordinator will be sent via email. The statement about Library collections is an integrated part of the Library Program Review.]

1. Grade Distribution Summary

2. Enrollment Data

3. Student Success Data

4. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)

5. Answers to committee follow up questions. This step is completed *after* the committee reads your report. Add your answers to the digital copy of your report and email a digital copy to the Program Review Chair.

Academic Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: .

Section/Page	Question	Response
1.1	Do you currently have any adjunct librarians? If not, are you in need of adjuncts?	Yes. In the 2021/22 academic year the library was given funding to support in-person reference services. However, we do not have a stable adjunct budget line that we can rely on for planning purposes. This makes each year's staffing unpredictable, including staffing our reference and instruction.
	Why are the baseline requirements for the number of librarians and classified staff not being met? This is a violation of the CA Code of Regulations?	The information about these requirements is given to faculty and classified staffing committees **each year** when we make our staffing requests. These committees are aware of the requirements. So, we cannot answer why they are not taken into consideration. Yes, the library sees this as a violation.
2.1	Looking at the course descriptions of the LIR course, I can see that it aligns very well with other basic skills related courses, it also appears to be CSU transferrable, can something be worked on to perhaps place this class in an Area E (CSU GE) or have it linked with a class like COUN-120/ other learning communities?	We see many ways that we could better leverage LIR 110. We would love to expand our instruction program. First, yes, we would like to revisit the discussion about students getting GE credit for LIR 110. This idea has been raised before but we have not had sufficient faculty to support expanding enrollment beyond 1 or 2 sections.... With a stable adjunct faculty budget line this could change. Second, re: linked courses, in the past there was an attempt to link LIR110 with a Political Science course. This pilot project was met with moderate success and lessons learned about planning, coordination, and teamwork. With proper staffing, we would happily revisit linking courses again.

			Another idea we have been looking into is identifying courses throughout campus that support or enrich secondary research or information literacy skill-building. These could be marked in the catalog and students could earn badges in Canvas as a way of identifying they have completed research skills and/or information literacy skills courses. Badges could be linked to various courses within Canvas that include library-approved assignments (such as research papers, annotated bibliographies, information literacy tutorials or quizzes) - these would be collaboratively designed with a librarian (or using library-created materials in Canvas). Making a change like this would be sweeping, would help us expand information literacy across campus. Not only would we reach more students, but also we would be able to gather evidence the college is meeting the ISLO on information literacy. Any of these ideas for initiatives toward expanding information literacy instruction will need more faculty staffing to support. Also, any of these ideas for implementation will require time at the Curriculum Committee, but unfortunately taking these ideas to Curriculum is not possible owing to the massive amount of work already on board for the committee this year. Perhaps, within the next 2 years we will have the opportunity to follow through on these ideas (given staffing).
4.1		Is there a one sign-on solution to the login nightmare? What was the response from Facilities regarding student focus group results re cleanliness?	Yes, there is. Single sign-on needs to be implemented at the district level as district IT manages the various campus systems. The previous IT Director of Enterprise Systems was aware of the issue and stated that fixing the single sign-on problem was not a priority. While all previous discussions around this issue were not considered a priority, it is possible that with the significant district IT personnel changes underway that this issue will improve. We consistently advocate for it to be addressed as a priority in IT. There was no response from Facilities regarding the focus groups. The former dean Matt Calfin did not want the cleanliness issues to be a focus of our response. In addition, nearly all the planning for the Learning

			Commons project centered around the technology and the layout of the Tech. Mall rather than the other issues (e.g. noise, tutoring setup) raised by the focus groups.
4.4		Why is a designated quiet study area better than a designated group study area somewhere that won't disturb the other library users? (re Multi-Use Space)	We need both. Yes, we do have needs for many types of spaces, and a need to redesign the building so there are multi-use spaces, collaborative spaces, as well as quiet spaces. The need for quiet space is the one that is so far the least met. On the other hand, we are, to some degree, currently meeting the needs for multi-use and group study spaces. The main floor of the library, which was originally intended for quiet space, contains service areas that by their nature create noise: the reference desk where librarians are assisting students, circulation desk where staff are interacting with students, and a printing station that creates noise. In addition, the area is used as a walk through between the Tech Mall and the library. The front doors are facing the gymnasium, where noise carries. We also see an increase in student group work and these students have naturally congregated to the larger tables in an area that already wasn't truly quiet. Additionally, due to the open stairwell between the first and second floors, noise from the first floor carries to the second floor. This being the case, a separate and closed-off area will provide the best resolution to fulfil a highly requested need by our students. With the relocation of collections and opening of areas, we see the opportunity to create a designated space for quiet study; one where other service areas will not be an interruption. The service areas can become part of the collaborative area.
4.5		What is the current status of your Learning Commons proposal?	As a result of the pandemic, the campus Learning Commons project is on hold.

		There may be some elements of the proposal that can still move forward, but there are no current plans to move forward with the comprehensive project at this time.
6.1	How can the line item for book purchases be put back in the budget?	We need a stable budget, including this line item. We formerly had a line for book budget but no longer do. Having multiple Deans has not helped. We now plan to have a conversation with our Dean for planning our budget; this will be the first in a while. Librarians need to be involved in budget planning on an ongoing basis. It is difficult to plan when we don't know what funds will be available from year to year. Inflation is also a consideration each year; as the prices of books and databases increase, we need to know that the college will match these inflation rates.
8.3	What steps would you like to see your dean or VP take in order to stabilize your funding? Does this downward trend of collections budget consistent across the county?	Steps: 1. Dean: first collaboratively review entire current budget with library faculty (he agreed to this meeting) and get our input on needs. We need to create lines for every aspect of the collections budget as well as ensure the staffing numbers are identified. 2. Dean to then advocate that our newly created budget be finalized/permanently instantiated with both the VPAS and VPAA. 3. Regular budget meetings between Dean and faculty. We'd like the dean to transparently share the budget with us every year and share the progress on where we stand at least a couple times per year. 4. Keep us informed. At times others in the library seem to know more than librarians. Any changes to the budget, cuts, or things moving around, problems coming down from above, please let us know. The Association of College and Research Libraries (ACRL) has recognized that libraries are in a budget crisis. "Libraries are facing a period of serious financial hardship while simultaneously navigating the shift to a system of sharing scholarship that is open by default." (ACRL/SPARC Forum). During a forum that took place in July of 2020 it has been recognized that library budgets across the country have been adversely

		impacted by COVID-19 and our research infrastructure (our databases) are facing the consequences. Additionally, in a recent statewide Deans and Director's meeting for California College Libraries, a presentation was given about electronic resources, including how to best budget for these resources. The take-away from this presentation is that libraries should plan for a 10% increase annually in order to meet the rising costs of resources. Reviewing trends, it's important to note that cuts are cyclical, and libraries also go through periods of budget increases. What we need locally is stabilization of a budget sufficient to support the variety of programs our college offers that also considers inflation rates.

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:
1. Adding a variety of virtual facilities that may improve student equity & success (I.e. Canvas integration, OneSearch, LibCal subscription, Leganto resource lists)
2. Extensive participation in professional development, workshops, committees, conferences, certification courses
3. Focus on student equity through campus-wide development, training, and accessibility of OER
4. Ensuring resources are accessible for all (students AND faculty)

Committee recommends the following:
1. Gain approval to hire another Librarian by presenting to staffing committee the unique role of the Library in supporting students and the college, as well as meeting the CCR mandate for minimum number of librarians
2. Work with your Dean to develop a formal process to create a transparent and stable budget process with input and feedback from Dean to Librarians and vice versa
3. Use National Library standards to develop and implement a method to evaluate your programs that demonstrates the value to students AND the college as a whole
4. Reengage with the GE committee to determine if LIR 110 can/ should be included in the GE package or determine best way to improve college readiness

_____

| _____ | _____ | _____ |
| College President | Program or Department Chair | Academic Program Review Chair |