

2019-20 STRATEGIC PLAN PRIORITIES

LIBRARY OBJECTIVES AND ACTIVITIES PRIORITIES 2019-20

STUDENT SUCCESS

SS-1: ENHANCE DEVELOPMENT OF COURSE AND PROGRAM OFFERINGS AND DELIVERY METHODS.

OBJECTIVE SS-1.1

Have a fully articulated Information Literacy program that supports COCC's course and program offerings.

ACTIVITIES

- Develop an Information Literacy plan with measurable goals and objectives.

Metrics/benchmark:

New IL plan defining IL instructional objectives

Assessment:

In progress, draft completed spring 2020 for continued work in winter 2021. See:

<https://cocc.sharepoint.com/:b:/s/BarberLibraryKB/Edm2PmewptlBvXEXiZCTEL4B5DGI2M1wXaAxb4AilveD3A?e=fbJGBa>

- Provide library credit course offerings as one of the instructional modes to meet or exceed library instructional outcomes

Metrics/benchmark:

Enrollment in credit course offerings

Track departments contacted for credit course planning and progress made on integrating library courses into preferred, suggested, or required electives

Assessment: LIB 100 enrollment for 2019-20 was 176 students across 7 sections.

The departments contacted to explore the possibility of a LIB credit course integration included Business, ECE, nursing, and forestry. Business is integrated and progress has been made on ECE, but on hold with the other departments

OBJECTIVE SS-1.2

Address Information Literacy skills as an essential competency that enhances students' ability to navigate an information-rich environment as literate information users and creators.

ACTIVITIES

- Collaborate with Career and Technical Education programs (CTE) for the implementation and assessment of Information Literacy skills as part of student preparation for a technologically-advanced workplace.

Metrics/benchmark:

IL credit course integration with CTE programs

IL sessions for CTE programs

Use of CTE guides

Assessment:

Currently IL credit course integration has taken place in Business (Business Administration: Management AASO; Office Professional CC1; Business Administration AAS; Business Administration: Accounting AASO; Business Administration: Small Business and Entrepreneurship AASO; Entrepreneurship CC1; Marketing Communications CC1; Hospitality Management AAS; and Hospitality Management CC2)

7 of 68 IL Sessions in 2019-20 were for CTE courses

There were 4088 page views of CTE guide pages:

<https://cooc.sharepoint.com/:x:/s/BarberLibraryKB/Ec2ayWsL2YNBrukg9sM7onkB5eexJHnM0THelyf0TitM6w?e=dv5hI9>

- Collaborate with transfer programs for the implementation and assessment of Information Literacy skills as part of General Education requirements.

Metrics/benchmark:

participate in assessment projects with the WR program

offer related IL Session offerings and create library guides

Assessment:

Completed "Assessathon" in Spring 2020

61 of 68 IL Sessions in 2019-20 were GEG courses, and 2 guides were created in 2019-20 in response to GEG faculty requests

- Partner with Developmental Education and Adult Basic Skills, including English Language Learning programs, to promote student awareness of the Library's support in their college success.

Metrics/benchmark:

New DE IL outcomes and DE and ABS related instruction

Describe library's collection development and outreach activities supporting ABS

Assessment:

Will create new DE IL outcomes as part of work on IL Plan in 2020-21 academic year

Added new collection titles, including book sets and magazine subscriptions in direct support for ABS curriculum.

SS-2: ENHANCE AND PROMOTE THE RESOURCES AND TOOLS AVAILABLE TO HELP STUDENTS EFFICIENTLY COMPLETE THEIR ACADEMIC GOALS.

OBJECTIVE SS-2.1

Expand the role of the library's learning commons in providing responsive, comprehensive services for student success at all levels.

ACTIVITIES

- Collaborate with the Early Childhood Education Program for the expansion of the Children's Literature & Equity Resource Center (CLERC) as a central resource for the early childhood learning curriculum.

Metrics/benchmark:

New titles added to CLERC collection, events, etc. Number of collaboratively planned events

Assessment:

of CLERC titles added=77.

Events in CLERC for 19-20 were limited to Poetry Month events--YA author and poet Guadalupe Garcia McCall's Bend presentation was to be located in CLERC and potential story times (during PoMo) tentatively planned with ECE dept. Covid related building and school closures disrupted these events. Online children's literature resources added to CLERC webpage to support ECE students and faculty during covid closures. Trial of online children's literature collections implemented Spring 2019--also to support ECE students and faculty during covid closures.

- Collaborate and partner with tutoring services, including the Writing Center, to promote a more unified academic support for the success of students.

Metrics/benchmark:

Writing Center trainings

Assessment:

1 Writing Center training in winter 2020

- Collaborate with eLearning and IT to ensure the Library provides integrated access to library resources and services for students.

Metrics/benchmark:

LMS integration (search log shows referrals from bb.cocc.edu)

LITA support (print and technical questions answered at ref desk)

Report connectivity or access issues for library electronic resources, including streaming video, on all campuses.

Assessment:

There were no referrals from bb.cocc.edu since 2018. Blackboard might no longer include referrer information. Could modify widget to use a specific parameter saying the source is BB, but would affect logs moving forward only.

There were 2,501 reference interactions

Note: although this relates more to SS3.1 objective not included in this year’s original priorities, would like to report here on the growth of the library’s Technology Lending program in response to COVID-19 :

Authorized technology purchases for the library’s Technology Lending program to replace dated equipment and expand the library’s technology offerings. Also, received a \$3,000 mini-grant from the Oregon State Library for the purchase of technology (Chromebooks and graphic calculators) to make available to students during COVID-19. Here is a report on the use of our Tech Lending materials this year:

Loans by Material Type FY 2020

Calculator	89
Camera	31
Equipment	1597
Ereader	3
Headphones	369
Laptop	229
Projector	6
Tablet	20
Total	2344

OBJECTIVE SS-2.2

Maintain and grow online, physical, and multimodal library collections to provide a rich, high-quality information environment at all COCC campuses.

ACTIVITIES

- Support the needs of the CTE and transfer curricula at all campuses by building, maintaining, and strengthening library collections.

Metrics/benchmark:

Outreach to academic departments, usage statistics of specific resources aligned with expressed department needs)

Numbers/types/list of monographs/serials/electronic resources supporting selected CTE programs; dates of most recent collection assessment and weeding for each program.

Number and type of resources available at programs' home campus (ie. Vet Tech, MATC, etc. on the Redmond Campus)

Assessment:

CTE and transfer departments received 3 or more outreach emails pertaining to building library collections in 19-20. Use stats for key Business information resources show: IBIS--8220 reports viewed in AY 2019-2020; Business Source Premier--Jan to Oct 20--1109 searches. Other key discipline resources to be reported in upcoming years, or may be found at our ERM at <https://barber.cocc.edu/erm>.

Selected CTE program for 19-20: Vet Tech. Collection assessed and weeded in 2019 in preparation for accreditation visit. Numbers/types/lists of monographs/serials/electronic resources supporting Vet Tech program is at: <https://docs.google.com/document/d/1rf2OHRBWxc30tjUM26FRvwMIDbNn7P1BJXJVd1sU5s/edit?usp=sharing>

Vet Tech materials available at the Redmond Campus: 3 print serials and selected print texts available at Redmond Campus Vet Tech Resource Center; 34+ online serials available; 325 ebooks available; 20+ print books available for delivery; 8 databases available; 4+ online veterinary encyclopedias available; three streaming packages available.

- Meet and exceed college and program accreditation standards by building, maintaining, and expanding appropriate library collections for all campuses.

Metrics/benchmark:

Accreditation review for library resources and services

Accreditation program reviews

Number Items added and weeded overall

Numbers/types/list of monographs/serials/electronic resources for selected subject areas/programs (include programs with periodic accreditation visits as well as general subject areas)

Audit specific subject areas for diversity/inclusion/equity

Revise and update general collection development policy

Assessment:

Submitted library reports and documentation for COCC's accreditation and provided feedback related to the overall college accreditation report. Participated in the Spring accreditation visit and met with accreditors to review and answer questions related to the Library. The Library met accreditation standards for COCC's accreditation review in Spring 2020.

Winter 2019--Vet Tech-accreditation--successful; Fall 2019--Nursing--national accreditation—successful

Collection: 4,017 items received, 4683 withdrawn

Note from Tamara on orders by subject area: Analyses for POs by fund area code aren't working. Might not have been entered into Alma, so we'd have to use other methods to figure out how many items have been purchased for each program over the years.

Cat will do an audit for DE coverage when building is open following COVID.

Cat will revise our collection development policy in 2020-21

OBJECTIVE SS-2.3

Maximize regional and state partnerships (Orbis-Cascades, Statewide Database Licensing Group, OCCDLA, etc.) to expand, maintain, and enrich library collections and services on all campuses.

ACTIVITIES

- Maximize cooperative purchasing of electronic resources (e.g., databases, electronic book collections, and streaming video) via Orbis Cascade Alliance, Statewide Database Licensing Group, the Oregon Community College Distance Learning Association (OCCDLA), etc.

Metrics/benchmark:

College savings from consortia subscriptions

College savings from State supported subscriptions

Assessment:

Orbis Cascades Alliance ebook program provides significant savings for the subscription to ebook collections and services

Orbis Cascades Electronic Resources program provides discounted group rates for databases the library subscribes (figures n/A)

The Statewide Database Licensing program saves significant amount of money by making subscriptions such as the Gale databases and Learning Express free of charge to our library. We also get significant financial support (\$1,800) by the state for our Ebsco database subscription.

- Utilize library partnerships for resource sharing through services such as Interlibrary Loan.

Metrics/benchmark:

ILL stats

Summit stats

Assessment:

Regarding ILL activity for FY20 (July 2019 – June 2020): This year COVID-19 had an impact on our ILL activity. Specifically, we saw a 21% decrease in our lending and a 30% decrease in our borrowing. The types of

sharable materials most affected were (as expected) books/"returnables." The total of ILL provided to other libraries was 1,442; the total of ILL borrowing requests was 1,952.

Summit Lending: 640 ; Summit Borrowing:619

- Explore opportunities for state and federal grants to enrich our collections and services.

Metrics/benchmark:

Grants application/awards

Assessment:

The Library applied and received a state grant in Summer 2020 to help expand the Lending Technology collection. The grant awarded was for \$3,000, which helped us add 4 Chromebook and 5 Graphic Calculators to our lending technology collection.

STUDENT EXPERIENCE

SE-1: DEVELOP AND IMPLEMENT A COMPREHENSIVE APPROACH TO ACADEMIC OFFERINGS AND STUDENT SUPPORT SERVICES ON ALL CAMPUSES AND ONLINE.

OBJECTIVE SE-1.1

Develop a strategic approach to providing library resources and services that are responsive to the evolving needs of students on the northern campuses and online.

ACTIVITIES

- Assess needs and modes of delivery for library instruction at the northern campuses and online.

Metrics/benchmark:

- Provide library collections, online resources, and spaces to students on the northern campuses.

Metrics/benchmark:

Redmond campus initiative request for a Learning Common.

Assessment:

Worked collaboratively with the Redmond campus, IT, and Tutoring to lead the writing of a proposal for the RTEC Learning Commons project. Submitted a related request for initial funding and was approved to receive \$15k via the Strategic Plan Priorities initiative. Unfortunately the funding was not materialized due to the pandemic.

- Collaborate with and offer training opportunities for staff on the northern campuses who provide library services to students.

Metrics/benchmark:

Northern campus staff trainings
Sharepoint resources for northern campus staff

Assessment

Kirsten visited 8 times the Northern campus in fall and winter 2019-20; no visits during campus closures in spring 2020

Created a Sharepoint page with training materials
(<https://cocc.sharepoint.com/sites/BarberLibraryKB/SitePages/Branch%20Campus%20Circulation.aspx>)

COMMUNITY ENRICHMENT

CE-2: ADVANCE POSITIVE REGIONAL ECONOMIC DEVELOPMENT BY ASSISTING WITH EDUCATIONAL AND TRAINING NEEDS OF BUSINESS, INDUSTRY AND WORKFORCE.

OBJECTIVE CE-2.1

Maintain and grow library collections and programs that are responsive to regional economic development and training needs of Central Oregon business and industry.

ACTIVITIES

- Support regional Early Childhood Education professionals via CLERC collections and programming.

Metrics/benchmark:

CLERC collection usage and activity by community members – stats from ALMA ?)

Partnerships or collaborative activities with outside educational organizations.

Assessment:

For FY2018 there were 25 loans from CLERC to community patrons, in FY2019, 276. There have been 101 so far for FY2020.

CLERC loans by patrons with group = Community: 180 total for FY2020

Loan Month	2017	2018	2019	2020
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January			37	33
February		2	23	14
March			60	18
April			32	
May		2	37	
June			29	5
July		1	20	
August	11		22	
September	5	9	25	
October	3	21	23	
November	2	15	11	
December		12	9	
	21	62	328	70

Cat planned to support with presentations to the Early Learning Conference and Oregon Library Association but those two conferences were canceled due to covid.

- Provide job skills training via Work Study and internship opportunities in the library.

Metrics/benchmark:

Work Study hires

Internship opportunities for MLIS students or job skills training for early career librarians

Assessment:

Every year the library employees and trains 5 or so work study students working at ILL and Circ

We had no interns in 2019-20.

INSTITUTIONAL EFFICIENCY

IE-1: IMPROVE PRACTICES AND STRUCTURE RELATED TO PROVIDING A HEALTHY AND PRODUCTIVE WORKPLACE.

OBJECTIVE IE-1.1

Cultivate a work environment where library staff, administrators, and faculty are engaged and committed to Library and College missions.

ACTIVITIES

- Provide constructive feedback to library staff, administrators, and faculty via evaluation processes.

Metrics/benchmark:

Annual evaluation reports

Assessment:

All library faculty, classified staff and administrators received comprehensive evaluations in a timely number and following college evaluation standards and requirements. This year one of our faculty librarians received promotion and another was awarded a sabbatical. A successful 360 evaluation was also completed for one of our administrative librarians.

- Balance Library needs and abilities of staff, administrators, and faculty to best take advantage of existing talents and skills in the assignment of tasks, activities, and new programs.

Metrics/benchmark:

Staff activities, ARAs, and other evaluative reports

Assessment:

Successful staff evaluations and self-reported activities clearly reflect the use of each individual's talents and engagements to promote the vision and goals of the library. Adjusted job duties and work hours for staff in support of both library and staff needs. During new pressures from COVID-19, implemented staff duty assignments that supported needs of the library and also took advantage of personnel skills and talents.

- Support and encourage professional development and engagement with the field and the college.

Metrics/benchmark:

Number and description of professional development activities engaged in as reflected in staff annual activity reports.

Used travel funds for professional activities

Assessment:

Similarly, staff evaluations, including successful promotions, provide clear indication of engagement in professional growth activities and engagement. In so many ways, although travel was restricted, COVID-19 added to the ability for staff to take advantage of new virtual opportunities during a time of work transitions.

- Support wellness

Metrics/benchmark:

Safety trainings and wellness

Stress free finals involvement and activities

Assessment:

During COVID-19, the Library planned and implemented related efforts including: initial closing of the facility and subsequent re-adjustment of library services; implementation of new library policies and services (e.g., curbside pick-up, scanning, lending of new types of materials, digitization of library materials, new copyright guidelines, etc.); safety protocols for staff working in the library; support during library staff furloughs and re-assignment of duties; regular/multiple virtual staff communications for COVID related updates and decision-making; planning for summer and eventual phased re-opening; and communications with the rest of the campus on the library's COVID-19 services.

Provided stress-free final support and programing in Fall 2019 and Winter 2020 (game nights in collaboration with ASCOCC; snacks and coffee in collaboration with Student Services; extended hours; pet-a-pup)

- Collaborate with Campus Public Safety to provide opportunities for safety training and awareness.

Metrics/benchmark:

Safety trainings

Assessment:

CPS visited twice with staff for safety trainings. This year library staff received CPR training. IT also visited with staff on Internet safety and security.

The Library also took part in the hiring of a new CPS Supervising Officer (ILL Coordinator served on the hiring committee and Library Director met individually with candidates and provided feedback)

- Work with other campus partners, such as the Office of Diversity and Inclusion, to provide a safe and inclusive work environment.

Metrics/benchmark:

Safe Zone and Season of nonviolence involvement and partnership

Assessment:

Library staff are actively engaged in Safe Zone trainings. Also, the library continues to collaborate with the Diversity office hosting book discussions during the season of nonviolence and also promoting DEI within the

department and in our relations with the campus and rest of the community. This year we also purchased and dedicated an art piece in memory of Karen Roth, Director of Diversity and Inclusion.