Mission: The LBCC Library fosters the academic and personal growth and success of its students and faculty. Serving as the campus arena for serious study with access to information and technology, the Library plays an integral role in assisting students to meet their educational or vocational goals. It provides round-the-clock access to information, in various formats, supporting academic departments with relevant and current resources that meet instructional and student needs. The Library facilitates information literacy, providing access to a team of professional librarians who work one-on-one with students or teach in our active instructional program with activities based in campus collaborations and advancing the College's mission and strategic goals. The Library's values include passion for lifelong learning, helpfulness, efficiency, resilience, diversity, sensitivity, and fostering technological skills.

Description: The LBCC Library, located on two distinct campuses with an active and essential online presence, serves the scholarly, vocational, and student life objectives of the College by offering relevant print, digital, and electronic collections, quiet study areas, technology resources, and supplemental instruction in information literacy. The Library makes information accessible to all of its clients, regardless of format, location, or time of need. Academic support and assistance is offered to students at reference and circulation desks, computer research centers, and by phone and virtual channels of chat, text message, and email. Librarians teach to learning outcomes in one-on-one or small group interactions, course orientations, topic-specific workshops, and the for-credit Library Technician Certificate Program. The Library recognizes the ever-changing technological environment and the varying needs of our diverse student population and is striving to enhance services in order to accommodate emerging technologies, the many multicultural perspectives on campus, and to help close the acknowledged, but unacceptable, equity gap.

Summary of Access (see Help for details): The 2013-2014 patron-use count totaled 327,673 along with an increase of online database usage of 24.45%. Students have access to Library resources, e-books, journal articles, research guides, and professional assistance with a librarian.

Summary of Efficiency (see Help for details): The Library continues to offer access to resources, despite seeing an increase in Library usage and shortage of staff and funds. Additional funding and personnel will offer the ability to expand programs, services, collections, and other resources.

Summary of Effectiveness (see Help for details): Library usage trends upward. A subscription to a statistical program to track Library interactions is providing important information on how best to serve the campus community.

Summary of Equity (see Help for details): The Library plans to continue to address equity gaps by hiring a Multicultural/Reference Librarian, continued involvement in the Summer Bridge program, and implementing a Lib 1 pilot program within the Promise Pathways initiative.

Additional Analyses (Optional): Credit Library courses have been providing English 1 students with an important edge in their success. There was a remarkable improvement in students’ retention, completion, and success rates when enrolled in Lib 1 prior to taking an English 1 course (Fall 2010 to Summer 2014 data).

The Library recently completed its first three-year cycle of assessment at the course and program levels, including student learning outcomes and service unit outcomes.

The department identified student learning outcomes for all Library courses. A pre-test establishes what students already know and a post-test determines if students have closed the gap between what they know and what they need to know in order to be information competent.

With more class-time devoted to evaluating information from books, electronic resources and the Internet, 90% of students met the benchmark in Spring 2012, up from 88% in the previous semester. The department increased hands-on, group projects and exercises utilizing i>clickers to improve student success rates. The department also increased the LIB 1 units from one to two units in Fall 2012.
The Spring 2013 SLO assessment in the information competency credit courses, LIB 1 and LIB 3, was the culmination of the three-year assessment cycle and the results showed that 92% of students met the expected level of achievement. Students earning a passing grade in LIB 1 increased from 275 students in 2010-2011 to 341 in 2012-2013. Similarly, course success rates have increased from 64% to 70% during the same time period.

The benchmark for service unit outcomes, an integral part of the library program, measures user satisfaction of Library services including reference, circulation, computer research centers, media, and the currency of collections. It must meet 70% or higher. Two service unit outcome surveys were administered during the three year assessment period. Both showed high levels of user satisfaction on all measured services. The most recent survey posted user satisfaction at 81% circulation services, 79% media services, 81% reference services, 84% computer research centers, with an overall satisfaction level of 81%.

Internal Conditions (see Help for list):
Staffing and faculty ratios do not meet professional, national, and state standards for academic libraries. The Library is also behind in current technology throughout all its internal systems for faculty, staff and students including hardware, software, and applications. Due to budgetary constraints, electronic, print, and non-print collections are not keeping pace with current available titles and course offerings such that the most recent accreditation report found the collection inadequate for student needs.

External Conditions (see Help for list): According to Title 5 of the California Education Code, section 58724, and the Association of College and Research Libraries (ACRL), our faculty-student ratios are above recommended standards. With 21 librarians serving two campus libraries, only six are full-time, tenure track faculty. The emphasis on utilizing temporary, part-time adjunct librarians limits our ability to be involved with campus committees and projects as well as enhance and expand our own internal projects to better serve our campus communities. Support staffing levels also are inadequate as recommended by The Accrediting Commission for Community and Junior Colleges (ACCJC).

ACCJC requires twelve FTEs, while the Library’s two locations share only eight classified staff members. Additionally, the Library lags behind meeting ACCJC collection standards and needs to reach full compliance with the State’s mandate of ADA 508.

Changing legislative mandates including Senate Bill T440 which sets ambitious targets for Community College transfer students requires the Library to remain receptive and responsive; a difficult task to achieve considering current staffing and funding levels. With the appropriate resources, the ability to establish community partnerships and develop outside sources of funding for Library collections and services is a strong possibility.

External Condition- Industry & Labor Market Trends:
Technology continues to evolve at an unabated pace affecting library programs and services as devices and programs become quickly outdated with each entering freshman class. Mobile technology and the use of tablets are taking off with students increasingly using their phones and devices to access library information and resources. Textbook prices continue to climb and are out of reach for many of LBCC students.

These students often share the cost with other students by purchasing and sharing one book, or utilize textbooks the library keeps on reserve status to make copies of chapters or assignments. The Library’s online catalog is now linked to libraries worldwide driving up Library costs to process and mail requested Interlibrary loan materials. The American Library Association foresees high retirement levels within the library community emphasizing the need for LBCC to maintain and market its Library Technician Certificate Program.

Faculty & Staff: 6 Full-time Librarians (2 tenured)
14 Adjunct Librarians
8 Classified Staff
8 - 100% (12 months)
4 - 90% (11 months)
3 - 45% (10 months)
35 Exempt Employees (student workers)

8 Unfilled classified positions (layoffs/funding lost and/or requests declined)
LAC Circulation Desk, morning (Lead Library Technician)
Acquisitions (Library Technician I)
Planning Participants:

Amador, Ruben, Lead Library Technician
Archila, Fabiola, Lead Library Technician
Beeler, Gabriel, Adjunct Librarian
Buenaventura, Nenita, Full-time Librarian
Cao, Camtu, Library Tech II
Cleveringa, Travis, Library Assistant
Devera, Charmaine, Library Assistant
Goto, David, Full-Time Librarian
Harris, Donna, Adjunct Librarian
Harveston, Randy, Lead Library Technician
Hinton, Marion, Adjunct Librarian
Jett, Clarke, Adjunct Librarian
Kane, Edward, Adjunct Librarian
Ladejobi, Dele, Full-time Librarian
Le, Ariane, Lead Library Technician
Linderman, Vivian, Adjunct Librarian
Park, Doris, Library Assistant
Poling, Fred, Adjunct Librarian
Samaie, Parisa, Adjunct Librarian
Sethuraman, Ramchandran, Ph. D., Full-time Librarian
Simpson, Shamika, Full-time Librarian
Smith, Ward, Adjunct Librarian
Sonido, Eleanor, Adjunct Librarian
Toebe, Judith, Adjunct Librarian
Vogel, Karen, Adjunct Librarian
Williams, Colin, Full-time Librarian

2011-2012 Accomplishments:

Background
The Library Department has faced daunting challenges which were exacerbated by a drastic reduction in the budget and deep cuts in resources, including the loss of vital classified positions and an unfilled faculty position created by retirement. The Library is burdened with a plethora of obsolete equipment, hardware, and software, all in dire need of replacement and/or upgrading. Despite these enormous adversities, the Library faculty and staff, under the leadership of our Dean, Dr. Meena Singhal, have pulled together to seek out creative solutions to maintain services and meet the needs of our students.

SLO's and SUO's:
The Library has played a leadership role in not only assessing Students' Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) at the course, program and institutional levels but also provided a useful template for other departments to get their assessment tools underway. The Library's collaborative and positive role in advancing President Oakley's mission to show SLO proficiency by 2012 is well documented in the mid-term Accreditation report.

Promise Pathways:
The Library participates actively in the Promise Pathways initiative set up as one of the primary goals in President Oakley's 24-month agenda, and we are exploring creative ways to incorporate information competency as an indispensable learning experience for all Promise Pathway students in order for them to succeed in higher level courses that require critical thinking as well as computational and information competency.

Library Website:
The Library Technology Task Force worked diligent to re-design the Library website to be user-centered and user-friendly. After conducting a thorough usability testing with students, staff and faculty, the Library proudly launched its new website first day of Fall 2012. The new Library website is visually appealing and enables users to search directly from the main page in order to navigate quickly to selected resources. The new website includes additional features such as 'Ask A Librarian' live chat embedded into every page, and a text-a-librarian service offered during library hours. The newly designed website integrates library services, resources, and interactive technologies into one seamless web interface that greatly enhanced student's access to resources and research support.

Personnel:
Hired one full-time tenure track Library faculty.

Outreach & Marketing:
The Library faculty and staff actively engage in promoting library resources and services through rigorous advertising and marketing to the students, staff, faculty, and the LBCC community. Functioning at the heart of the College in support of the entire organism, the Library plays a vital role. In recognition of the importance of this role, the Library faculty and staff actively engage in promoting library resources and services through rigorous advertising and marketing to the students, staff, faculty, and the LBCC community. The library faculty and staff liaise with other departments and programs in order to promote student success. Towards this end, the librarians and staff, working as a team, engage in the following activities:

- Participating and advocating library services and resources at the Resource Fair and Caminata
- Collaborating with other LBCC departments and programs to promote and support student success
- Finding ways to work with faculty to infuse information literacy into the course curriculum
- Increasing the number of workshops offered at both campuses and diversifying the topics to include those that are of interest to the LBCC community
- Forging strategies to render library instruction more interactive and stimulating, and exploring methods to further engage student enrolled in library classes
- Participating in professional-development activities in a constant effort to stay abreast of latest developments in the exciting and ever-changing world of libraries
- Hosting a well-attended workshop on African American genealogy research
- Hosting various workshops on Flex days
- Providing regular, bi-weekly, curriculum-aligned story times for 25 preschoolers enrolled at the Child Development Center who visit the PCC Library with their teachers
- Active participation in the LBCC Foundation's Library and Learning Resources Associates Committee which has sponsored two well-attended author visits and successful fund-raisers in support of on-going Library and Learning Resources Center programs
- Promoting outreach through the Library Club, comprised of LBCC students, who work as a team with other departments and programs on campus
- In 2011, the Library Club participated in:
  1. The donation drive for the WomenShelter of Long Beach - collected clothing, personal hygiene items, bedding, shoes, and non-perishable food. The WomenShelter of Long Beach is a shelter for victims of domestic violence and their children. We collected enough donations to provide 100 families with a Christmas. We received an official letter from the WomenShelter of LB.
  2. Students in Action campus life college fair - a non-traditional college fair that focused on the campus life and social activities versus academics. The purpose of the fair was to show students that college life is well rounded.
  3. Veterans Appreciation display - memorabilia from the Vietnam War, the Korean War and Operation Freedom were displayed in
the LAC Library to honor the LBCC Veterans and their accomplishments and dedication to the United States of America.
- In 2012, the Library Club participated in:
  1. Easter basket donation drive - collected Easter basket goodies for the Lakewood Village Community Church Preschool to help
     140 preschoolers make an Easter basket for Easter.
  2. Easter Basket Opportunity drawing - the club members donated items and put together three Easter baskets and an art set for an
     opportunity drawing; sold bookmarks, which entitled the buyer to a ticket for the opportunity to win an Easter basket or art set. These
     items were displayed in the LAC Library. A portion of the proceeds was donated to the Ronald McDonald House Charities.
  3. Community Easter Egg Hunt and Celebration - the Library Club members conducted storytelling for the younger participants
     and staffed the coloring area.
  4. Ronald McDonald House Walk for Kids - the club members will be participating in this event.
  5. Library Appreciation week - students, faculty and staff shared their stories on how the LBCC Libraries have made an impact in
     their lives. The submissions were posted around the library during Library Appreciation Week.
- In Summer 2012, the PCC Library partnered with Disabled Students Programs and Services (DSPS) to host two student interns for
  the 'College to Career' (C2C) program. The Library provided hands-on job training for these students to help them develop critical
  skills for a sustainable career as library technicians.

Resource-sharing (ILL):

*There were no lending activities from November 2011 through February 2012 due to staff shortage.
- The loan of LBCC library materials to other libraries was 43 in 2011/2012.
- Received 103 requests from LBCC faculty/staff and students this Fiscal Year 2011/2012.

Grants:
- Received a grant of $1,500.00 from ASB to purchase reserve textbooks for 2011-2012.

Collection:
- Evaluated 95% of the LAC Reserve collection and weeded 901 reserve materials; an increase of 293%
- Weed LAC Reserve collection and deleted 901 reserve materials
- Digitalized/weeded LAC Library 'Claims Return' files
- Digitalize/weed LAC Library missing Items files
- Digitalized/weeded LAC ‘Allowed to Register’ files
- Updated LAC and PCC circulation policies and procedures on 'Circulation Wiki'
- Archived withdrawn overdue items into suspensions
- Processed over $10,000 worth of textbooks purchased through Pepsi and ASB grants and readied them for the LAC and PCC
  reserve collection
- Performed 2,028 book repairs at LAC Library
- Finished shelf reading of all special collections (Play, Juvenile, Vietnamese, Reference, Atlas, Career circulating books,
  Paperbacks, LAC regular book collection, etc.)
- Finished shelf reading 50% of LAC regular book collection
- Labeled 533 LAC book shelves/aisles comprising of 19 different LAC library collections

Facility:
- Completed the shifting of entire LAC regular book collection
- Shifted entire LAC Reference Collection
- Eased crowding of the LAC Play Collection by adding additional shelving
- Eased crowding of the LAC Library Juvenile collection by adding additional shelving
Summary of statistical data: (from July 1, 2011 to March 31, 2012)

Please see the attached appendices, which document an overall increase in usage at both libraries.

Library usage:
- The patron count at PCC Library increased from 71,990 in 2010/2011 to 72,550 in 2011-2012, an increase of 1%
- The patron count at LAC Library was 377,787 in 2011-2012
- The circulation activities at PCC Library increased from 8,979 in 2010/2011 to 10,652 in 2011-2012, an increase of 2%
- The circulation activities at LAC Library increased from 53,023 in 2010/2011(March) to 56,860 in 2011-2012, an increase of 7%
- The study room usage at PCC Library increase from 3,336 in 2010-2011 to 3,780 in 2011/2012, an increase of 2%
- The study room usage at LAC Library increase from 5,805 in 2010-2011 to 6,441 in 2011-2012 (as of March), an increase of 11%
- LAC Periodicals library materials pick-up Increased by 15.9% (between July 2010-March 2011 & July 2011-March 2012)
- LAC Periodicals microfiche usage increased by 175% (between July 2010-March 2011 & July 2011-March 2012)
- The LAC Research Center had a total of 47990 visits (13% increase); 5859 unique student attendance July 1, 2011-June 30, 2012 (10% increase).
- The PCC Research Center had a total of 30052 visits (38% increase); 3528 unique student attendance July 1, 2011-June 30, 2012 (13% increase).

Instructional and general queries:
- Circulation questions answered at PCC Library increased from 29,565 2010/2011 to 30,025 in 2011-2012, an increase of 2%
- Circulation questions answered at LAC Library increased from 39,829 in 2010/2011 to 75,377 in 2011-2012, an increase of 52%.
- Reference questions answered at PCC Library increased from 5877 in 2010/2011 to 8974 in 2011/2012 with a 53% increase.
- Reference questions answered at LAC Library increased from 11,207 in 2010/2011 to 12186 in 2011/2012 with a 9% increase.

Resource usage:
- The usage of online databases increased from 384,331 in 2010/2011 (June to July) to 696,790 in 2011/2012, an increase of 81%.
- The databases statistics subscriptions run from Jan to Dec and increased from 102,521 in 2010-2011 to 144,180 in 2011-2012, an increase of 41%

Library instructional activities (not including Library classes):
- Orientations (student attendance) at PCC increased from 502 in 2010/2011 to 800 in 2011/2012, an increase of 59%.
- Orientations (student attendance) at LAC increased from 1,493 in 2010/2011 to 2094 in 2011/2012, an increase of 45%.
- Workshops (student attendance) at PCC increased from 87 in 2010/2011 to 188 in 2011/2012, an increase of 116%.
- Workshops (student attendance) at LAC increased from 150 in 2010/2011 to 287 in 2011/2012, an increase of 91%.

2012-2013 Accomplishments: Background

The Library Department has faced daunting challenges which were exacerbated by a drastic reduction in the budget and deep cuts in resources, including the loss of vital classified positions and an unfilled faculty position created by retirement. The Library is burdened with a plethora of obsolete equipment, hardware, and software, all in dire need of replacement and/or upgrading. Despite these enormous adversities, the Library faculty and staff, under the leadership of our Associated Vice President of Pacific Coast Campus, Dr. Meena Singhal, have pulled together to seek out creative solutions to maintain services and meet the needs of our...
students.

SLO's and SUO's:

The Library has played a leadership role in not only assessing Students' Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) at the course, program and institutional levels but also provided a useful template for other departments to get their assessment tools underway. The Library's collaborative and positive role in advancing President Oakley's mission to show SLO proficiency by 2012 is well documented in the mid-term Accreditation report.

Promise Pathways:

The Library participates actively in the Promise Pathways initiative set up as one of the primary goals in President Oakley's 24-month agenda, and we are exploring creative ways to incorporate information competency as an indispensable learning experience for all Promise Pathway students in order for them to succeed in higher level courses that require critical thinking as well as computational and information competency.

Library Website:

For academic year 2012 - 13, the library website has had over 249,000 visits during the 2012 – 2013 academic year, with over 540,000 page views.

During this timeframe, 62% of our website visitors reside in Long Beach, 7% from Los Angeles, and another 10% combined from the cities of Lakewood, Downey, Bellflower, Paramount, Compton, Carson and Los Alamitos.

88% of our site visitors come from desktop/laptop systems, while 9% come from mobile devices, and 3% come from tablet devices.

Our most popular pages include the home page, our list of databases, and off campus login. Other content highly accessed on the website includes our hours, ask a librarian, campus maps, and site index.

Personnel:

Hired one full-time tenure track Library faculty.

Outreach & Marketing:

Outreach and marketing are two key functionalities which impacts all aspects of the College’s operations, and the Library plays a vital role in supporting the core institutional goals. In recognition of the importance of this role, the Library faculty and staff actively engage in promoting library resources and services through rigorous advertising and marketing to the students, staff, faculty, and the LBCC community. The library faculty and staff liaise with other departments and programs in order to promote student success. Towards this end, the librarians and staff, working as a team, engage in the following activities:

- Participating and advocating library services and resources at the Resource Fair, Join-A-Club Fair, University Transfer Fair, and Kinder Caminata

- Collaborating with other LBCC departments and programs to promote and support student success

- Finding ways to work with faculty to infuse information literacy into the course curriculum
- Increasing the number of workshops offered at both campuses and diversifying the topics to include those that are of interest to the LBCC community

- Forging strategies to render library instruction more interactive and stimulating, and exploring methods to further engage student enrolled in library classes

- Hosting various workshops on Flex days

- Providing regular, bi-weekly, curriculum-aligned story times for 25 preschoolers enrolled at the Child Development Center who visit the PCC Library with their teachers

- Active participation in the LBCC Foundation's Library and Learning Resources Associates Committee which has sponsored two well-attended author visits and successful fund-raisers in support of on-going Library and Learning Resources Center programs

- Promoting outreach through the Library Club, comprised of LBCC students, who work as a team with other departments and programs on campus

- Participating in the:

  - Rancho Los Amigos Rehabilitation Center Roll Around the Ranch Event - pushed patients in wheelchairs who needed help during the walk, cheered the walk participants on, passed out water and set up and sold lunch, where all of the proceeds went to stroke awareness.

  - Ronald McDonald Walk for Kids - this year the Library Club members walked with other Long Beach City College clubs and staff in the walk to raise money for and promote awareness about the Ronald McDonald House charities.

  - Fresh Start Sober Living Hygiene Kit Drive - Library Club members collected toothbrushes, toothpaste, washcloths, soap and combs and packaged them up into individual kits. The club members were able to provide Fresh Start with 116 kits for incoming patients. The Library Club received an certificate of excellence for their service.

  - Breaking the Silence conference - Library Club members ushered attendees to the conference, signed attendees in, passed out lunch, passed out goody bags, and assisted vendors.

Campus-Wide Events for the LAC and PCC Libraries.

- Constitution Day Workshop September 17, 2012
  The event’s purpose was to promote awareness regarding the principles of the Constitution. It was held in the library lobby at PCC and LAC and featured a Constitution Day Quiz. The Food Court provided free pizza coupons as prizes for student participation. Over 170 students completed the Constitution Day Quiz. Research workshops were taught on using library resources to find information on the Constitution and United States history. The quiz answers and results were compiled in a bar graph and published in the Viking Newspaper.

- De-Stress at the LBCC Library Craft Fair May 28 - 30, 2013

  In addition to providing student with a quiet sanctuary to study during exams, the library assumed a supportive role in recognizing that students’ increased sense of well being serves to boost academic performance and success. To help students de-stress during finals week, the library hosted a fun three-day event featuring relaxing airborne crafts and activities. This event was well attended
and provided an opportunity for students to recharge.

- The lending of LBCC library materials to other libraries was 90 in 2012/2013, an increase of 100%
- Received 94 requests from LBCC faculty/staff and students in 2012/2013, a decrease of 10%

Grants received:
- $1,500.00 from ASB to purchase reserve textbooks for 2012-2013.
- $1,500.00 from ASB to purchase reserve textbooks for 2013-2014.
- $10,000.00 from LBCC Auxiliary/Pepsi to purchase reserve textbooks for 2012-2013.
- $10,000.00 from LBCC Auxiliary/Pepsi to purchase reserve textbooks for 2013-2014.
- $500 LBCC Foundation Grant to purchase Instructional Media DVDs
  - $1,000 from LLRA to purchase Instructional Media DVDs
- $18,000 VTEA/Perkins grant to purchase Zeta Digital Scanner for the preservation of and provide access to sensitive library materials, such as sabbatical reports, vault items and archival materials.

Tasks completed

Collection:
- Collaborated with faculty to acquire new print books to update the print book collection at the LAC and PCC libraries, including acquisition of textbooks to support the new Biology, Geology, and Geography courses offered at PCC.
- Collaborated with department heads and faculty to evaluate the periodical subscription in order to determine which titles to cancel or renew according to their department needs due to budget constrain.
- Received $30,000.00 to purchase books for the LAC and PCC libraries ($10,000 for PCC and $17,500.00)
- Purchased 219 new books for LAC and 180 new books for PCC
- Subscribed to Gale Virtual Reference Library for added 6,388 eBooks titles
- Cancelled 64 Periodical titles subscription (30 LAC titles; 34 PCC titles) and renewed 169 titles subscription (94 LAC; 75 PCC)
- PCC weeded 589 materials in periodicals collection
- Processed over $10,000 worth of textbooks purchased through Pepsi and ASB grants and readied them for the LAC and PCC reserve collections
- Performed 5,005 book repairs at the LAC Library
- Updated LAC and PCC circulation policies and procedures on “Circulation Wiki”
- Relocated entire 1907 LAC Reserve items from previous reserve room to combined circulation/reserve desk

- Relocated LAC “New Book” collection (to allow for addition room for patrons seeking help at circulation/reserve desk)

- Relocated all LAC books awaiting repair to Book Sorting Room and label and sort by type of repair

- Test all 1,907 LAC Reserve items within a two-day period to check their availability in WorldShare before semester begins to insure their check-out capability to students

- Entered more than 300 LAC Reserve items within the same two-day period to allow their check-out capability to students

- WorldShare project: clean-up reserve title lists and migration errors (ongoing project)

- Entered 346 addition new LAC Reserve materials bringing the total to 646 plus entered reserve materials

- Deleted 205 records of LAC Reserve materials

- Completed shelf reading of PCC all collections: regular book stacks, reference, periodicals, paperbacks, Easy Reader, Foreign Language, reserve

- Weeded 105 PCC reserve collection

- Processed 993 titles for PCC Reserve textbooks

- Percentage of textbooks received from faculty for PCC Reserve collection increased by 10% from the previous year.

- Repaired 120 books for PCC collections

- Processed PCC new books, textbooks, periodicals for entire library

- WorldShare project: inventory all LAC collections (ongoing project)

- Cleaned up periodical collections in World Share Management System (WMS).

- Received 492 items donated for the microfiche collection.

- Received 962 items donated for the microfilm collection

- Collaborated with DSPS and assessed the audiovisual collections in order to comply with ADA mandates.

LAC Circulation/Reserve tasks completed
Designed new layout for Circulation/Reserve desk and Book sorting room

Worked with approved contractor/LBCC facilities to install new shelving and workstations to accommodate the relocation of textbooks from the LAC Reserve Room to the LAC Circulation Desk

Ordered and Installed new signage for Circulation/Reserve desk including stations for traffic fluidity

Installed new cubicle work station in Book Sorting Room

Relocated Princeton files, bookends, supplies, clearance files, etc. to Book Sorting Room

Relocated three file cabinets from circulation desk to Book Sorting Room

Relocated sensitizer/check-in station and repair work station to the Book Sorting Room

Relocated cubicle work station in Circulation/Reserve Desk

Installed new workstation in Circulation Processing Room

Rearranged all circulation files/tools/supplies in cabinets, drawers, and shelves in Book Sorting Room, Circulation Processing Room and at the Circulation/Reserve Desk

Relocated book carts and related statistical gathering means to Book Sorting Room

Designed new bookmark including contact information, hours and library services

Shifting of LAC Regular Book Stacks (ongoing project)

WorldShare project: manually enter data from Voyager for patron fines and charged items into WMS (ongoing project)

WorldShare project: archive over dues and fines (ongoing project)

Gave Library training to LAC Library Assistant and students assistants for new Integrated Library System (WMS)

Periodicals tasks completed

Rearrange and shifting Periodical materials (In progress).

Completed shifting of Microfilm collections.

Shifting of Microfiche collections (In progress).

PCC Tasks completed

Trained students on new OCLC WMS

Acquired new display case from Demco for Library exhibition

Attended training from Midwest InterAcq acquisition last Summer 2012
Participated in the Summer 2012- C2C= College to Career in partnership with DSPS at PCC

Presented regular Storytimes in the library to PCC Child Development Center classes

Hosted Participation/information tables: Join-A-Club Fair, University Transfer Fair, and Kinder Caminata

Library usage:

- The patron count at PCC Library increased from 72,550 in 2011-2012 to 74,569 in 2012-2013, an increase of 3%

- The patron count at LAC Library decreased from 377,787 in 2011/2012 to 357,395 in 2012/2013, a decrease of 5%. (note: LBCC changed from a 18 week academic calendar to a 16 week academic calendar which resulted in a lower patron count)


- The study room usage at PCC Library increase From 3,780 in 2011-2012 to 5,461 in 2012-2013, an increase 45%

- The study room usage at LAC Library increased from 6,137 (actual) in 2011/2012 to 6,300 in 2012/2013, an increase of 3%.

Periodicals 2012/2013 statistics

- LAC Periodicals library materials pick-up decreased by 62% (between July 2011-June 2012 & July 2012-June 2013)

- LAC Periodicals microfilm usage decreased of 26.5% ((between July 2011-June 2012 & July 2012-June 2013). Decreased budget for subscription.

- LAC Periodicals microfiche usage decreased by decreased by 63% (between July 2011-June 2012 & July 2012-June 2013)

- LAC Periodicals microfilm pick-ups decreased by 57% (between July 2011-June 2012 & July 2012-June 2013). Decreased budget for subscription.

- LAC Periodicals microfiche pick-ups decreased by by 12% (between July 2011-June 2012 & July 2012-June 2013). Decreased budget for subscription.

Research Center

- The LAC Research Center had a total of 27890 students using the computers from July 1st 2012 – June 30th 2013.

- The PCC Research Center had a total of 28975 students using the computers from July 1st 2012 – June 30th 2013
Instructional and general queries:

- Circulation questions answered at PCC Library from 30,025 in 2011-2012 to 46,800 in 2012-2013, an increase 56%.

- Circulation questions answered at LAC Library decreased from 75,377 in 2011/2012 to 75,235 in 2012/2013, a decrease of 3%.

- Reference questions answered at PCC Library decreased from 8974 in 2011 – 2012 to 5779 in 2012 – 2013 with a 35% decrease.


- Reference service via Lib3Help registered at 9,500 sessions, via Chat: 395 sessions.

Resource usage:

- The usage of online databases increased from 893,690 in 2011/2012 (June to July) to 2,872,563 in 2012/2013, an increase of 238.11%.

- The databases statistics subscriptions run from Jan to Dec and increased from 60,863 in 2011 to 86,576 in 2012, an increase of 42.25%

Library instructional activities (not including Library classes):

- Orientations (student attendance) at PCC increased from 800 in 2011 – 2012 to 893 in 2012 – 2013, an increase of 11.6%.

- Orientations (student attendance) at LAC increased from 2,094 in 2011 – 2012 to 1923 in 2012 – 2013, a decrease of 8%.

- Workshops (student attendance) at PCC decreased from 188 in 2011 – 2012 to 135 in 2012 – 2013, a decrease of 28%.

- Workshops (student attendance) at LAC decreased from 287 in 2011 – 2012 to 191 in 2012 – 2013, a decrease of 33%.

Technology update

- Implemented Ezproxy for easy of off-campus database access for library users.

- Integrated LibH3lp virtual chat service to library website.

A new Library web site was developed and implemented

Our social media presence and outreach was expanded, implementing live web-based chat services, Social Media (aka "Web 2.0") outreach via Facebook and Youtube, and a tablet and mobile-optimised interface for our Online Public Access Catalog(OPAC), WorldCat.

The Library Systems transitioned Voyager to WorldShare Management Services(WMS) as our Integrated Library System(ILS), and Worldcat Local as our OPAC
Migrated all bibliographic data (150,000+ records) into the WorldShare Management Services database structure
Linked to our EBSCOHOST and Gale Virtual Reference Library ebook collections directly from our OPAC, WorldCat Local.
Trained Library personnel on Circulation, Acquisitions, Cataloging, and the WorldCat Local
Redefined and recreated Library workflows for ordering, processing and cataloging resources
Integrated WorldCat Local catalog and discovery tool into new Library website, and replaced all Voyager catalog searches and previous Serial Solutions e-journal search tool.
Marketed the new WorldCat Local tools and WorldShare patron accounts to entire college community
Trained LBCC faculty, staff and students in using the new Library system

Librarian attendance at Catch the Wave, the Online Teaching Conference held at LBCC in June 2013

2013-2014 Accomplishments:
The Library Department has faced challenges which were exacerbated by a drastic reduction in the budget and deep cuts in resources, including the loss of vital classified positions due to layoffs and unfilled vacant faculty positions created by retirement. The Library is burdened with obsolete collection, equipment, hardware, and software, all in dire need of replacement and/or upgrade in order to properly serve the the students and College population. The lack of funding for collection development inhibits the Library from meeting collection standards established by Accrediting Commission for Community and Junior Colleges (ACCJC). As of 2013-2014 the Library failed to meet full compliance with the State’s mandate of ADA 508 in instructional AV collection.

In 2013-2014 the Library Department had yet to meet the faculty-student ratio requirements as established in Title 5 of the California Education Code, section 58724 and the Association of College and Research Libraries (ACRL) as well as the requirements of the ACCJC which requires 12 FTEs for an institution the size of LBCC.
In spite of these shortfalls and extenuating circumstances created by internal and external conditions, the Library Department was still able to accomplish many milestones including:

SLO’s/SUO’s:

SLO’s
The Library completed the first three-year cycle of Student Learning and Service Unit Outcomes for all Library credit courses including the Library Technician Certificate Program (2011-2014). The Department also increased the teaching unit of the LIB 1 course from one to two units in Fall 2012. With a larger portion of class-time devoted to evaluating information, 90% of students met the benchmark of 70% or higher on the post-test in Spring 2012, up from 88% in the previous semester. The Department achieved this by increasing hands-on activities, group projects and i>clicker exercises with a focus on evaluating information drawn from books, academic databases and the Internet.

The Spring 2013 SLO assessment in the information competency credit courses, LIB 1 and LIB 3, was the cumulation of the three-year assessment cycle and the results showed that 92% of students met the expected level of achievement of 70% or higher on the post-test. Students earning a passing grade in LIB 1 (an information competency requirement) increased from 275 students in 2010-2011 to 341 in 2012-2013. Similarly, the success rate of Library credit courses overall increased from 64% to 70% during the same time period.

Based upon data from Fall 2010 to Summer 2014, credit Library courses have been providing our English 1 students with an important edge in their success. There was a 5.8% improvement among English 1 students in the mid-range that had previously completed a LIB 1 class.
SUOs
The Service Unit Outcomes, an integral part of the Library program, had to meet the benchmark related to intended outcomes, i.e.
meet a minimum 70% or higher level of patrons’ satisfaction in all aspects of Library services including reference, circulation,
interlibrary loan, usage of instructional media materials and computers for academic research in the Research Centers; and, currency
of Library holdings.

The survey for the first outcome was conducted during a three-year span and the results from the survey done at two different times
yielded some startling results. The result of the first survey conducted predominantly among patrons (students, staff and faculty)
visiting the Library showed high levels of satisfaction for all areas of Library services. Though gratifying, the results of this survey
did not measure the attitudes of the faculty and students who used the Library’s resources less frequently or not at all. A second
survey was conducted to solicit more candid and unvarnished responses from students, faculty and staff, and provided a more
realistic and authentic picture of the Library’s strengths and weaknesses.

With an expectation that 70% of responses will be satisfactory, all aspects of the Library exceeded the minimum criteria, with
circulation activities at 81%, Instructional Media services at 79%, reference services at 81%, the Research Centers at 84%, and the
overall Library Department at 81%. Further hiring of library personnel will increase the percentage of satisfaction.

Library Website

The most interesting trend emerging in the current year is the growth in website access from mobile devices such as smartphones and
tablets. While mobile constituted approximately 10% of our website users in 2013-2014, the current year, 2014-2015, shows mobile
access increasing to 25% of our users. This is a phenomenon that must be addressed as our current website is not easy to navigate
using smaller screens.

In 2014, the focus on web page development has been to simplify the existing design and lay the groundwork for a continual
improvement process in the future. This is a process that prioritizes, tests, and implements system changes on an incremental basis
toward a set of emerging design goals.

The web site design goal for 2014-2015 is to move toward a responsive design that can accommodate a variety of devices, including
a growing number of mobile devices. This direction will complement the mobile-specific library app, allowing this growing segment
of our student base to more fully access the resources we make available to our students and faculty.

Library Technology

- The purchase of four new sets of i>clickers enhanced active learning among students and provided a platform for transparent self-
assessment of student learning. These upgraded devices have more advanced features to gauge student learning and comprehension
of concepts taught in orientations and Library classes. The purchase of more sets allows librarians to engage more students in larger
classes.
- The Library acquired and implemented the Springshare LibAnswers platform to consolidate and streamline virtual reference
services and reference record keeping, and replaced its virtual reference service Libh3lp with Springshare’s LibChat Service. In the
coming year we will be evaluating two other Springshare services, Lib Calendar and LibCMS, for possible integration with our
website.
- The Library purchased two licenses for Filemaker Pro Advanced in order to develop a kiosk-like graphic user interface for a
customized reporting system for circulation data and holdings analysis, and for other purposes.
- The Library migrated from Voyager to a new Integrated Library System (ILS), WorldCat in 2013. Working with the college IT
department, the Library was able to automate the process of adding new student and faculty patrons into the ILS.
Personnel:

Three classified positions (Library Assistant) that were eliminated in November 2012 were partially restored in 2013. Additionally, the hours for four classified staff were restored from 10 to 11 months.

The Library hired three full-time librarians to replace some of the positions left by retired librarians. However, to comply with state mandates and the LBCC Equity Plan, the Library Department is still in dire need to hire two additional full-time librarians, five adjunct librarians, and ten classified staff to further improve customer (patron) service.

Two Full-time tenure track Librarians:
- Technology Initiative Librarian to manage the Library web site, emerging technologies, and the WorldCat system
- Multicultural/Reference Librarian to respond to the wide diversity of cultural experiences, to demonstrate sensitivity towards changing student demographics, and to incorporate an increasingly non-canonical curriculum

Five adjunct librarians to:
- Cover reference desks, roving reference, and other unexploited points of access
- Provide orientations and workshops
- Update the research guides
- Teach Library credit courses
- Provide instruction at Research Centers
- Contribute to department-specific projects

Four classified staff to fill positions vacated by layoffs and resignation to reduce inordinate amounts of workload placed on the meager staff:
- Lead Library Technician - LAC Circulation Desk -- morning
- Library Technician II - Cataloging
- Library Technician I - Acquisitions
- Instructional Media Technician

Six new Library Staff positions:
- Library Assistant - LAC Library Research Center -- evening -- 45%
- Library Assistant - PCC Library Research Center -- evening -- 45%
- Library Assistant - Interlibrary Loan (ILL)/Circulation 45%
- Library Assistant - Technical Services -- 45%
- Full-time Library II Technician for PCC Library -- evening
- Full-time Library Administrative Assistant for PCC Library -- 45%

And to increase the workload percentage of the existing Library Administrative Assistant from 45% to 100%.

Finally, although the Library will be opening additional hours to serve students during the Winter intersession, the Department salary budget also needs to be augmented to account for summer and winter intersessions and the increasing salary of adjunct librarians.

Outreach & Marketing:

Library outreach has identified thematic content areas listed below to increase cultural awareness, inclusion, academic achievement, and social and personal growth.

Information Literacy
- Book displays supporting academic curriculum
- Resource displays celebrating monthly observances, multicultural holidays, and student diversity and ability awareness with themes such as, From Fiction to Film, Read to a Child and Autism awareness
- Early literacy activities hosted at the LBCC Child Development Center

Student Life
- Library Club reached out to the LBCC campus community
- The Library Club attended activities on both LAC and PCC campuses
- Fall 2013, the Library Club collected and donated fundraised money to the Books for Kids charity
- Campus-wide contests and ‘de-stress’ activities included screenings of films during mid-terms and finals weeks

Marketing
- Used free software, Hootsuite, to integrate and expand the Library’s social media footprint on Facebook, Twitter, Instagram, and Flickr
- Promoted library events using a newly established display area at PCC Library

Code Green Seminar
In support of the goals of student learning, preparedness, and retention, LBCC librarians participated in the Nursing Department’s pre-semester “Code Green” nursing seminars. The Library’s workshop, Introduction to Nursing Research Articles, provided instruction to nursing students on different methods for locating a research article. The session combined an overview of the characteristics of empirical research and an intensive hands-on session that employed database search techniques constructed within the framework of nursing assessment, diagnosis and interventions.

Nursing Accreditation
To support the Nursing Department’s preparations for the Accreditation Commission for Education in Nursing (ACEN) accreditation cycle, the Library faculty and staff worked jointly with nursing faculty to assess the currency and coverage of library resources in the nursing subject areas. The evaluation results demonstrated the need for additional relevant textbook materials. In response, the Library expanded its collection development mission to include the acquisition of current textbooks in the core areas of nursing and allied health. During the review, the library conducted a question and answer session for the ACEN team. This produced a very positive assessment of the Library’s research delivery modes including databases and libguides and core nursing publications A tour of library facilities successfully concluded the review.

Transitioning Student Veterans Orientation
In support of LBCC Veterans Affairs mission to promote the academic success of transitioning veterans, LBCC librarians became active partners through hosting the incoming Veteran’s Orientation. The event was an opportunity to meet with new student veterans and extend the Library’s commitment to supporting veterans’ educational aspirations and ensuring their awareness of the many resources offered through the LAC and PCC libraries. The presentation included a hands-on practice session using the online databases for an overview of library research strategies, resources and techniques.

Interlibrary Loan (Resource-sharing)
- The Library participates with libraries worldwide in resource sharing. Overall use of the Interlibrary Loan program increased substantially.
- LBCC faculty and staff requests for other library materials increased by 7.45%
- Requests by other libraries to use LBCC materials increased by 59.38%

Collection Development:
- Library added a few titles to the LAC and PCC collections support the curriculum of academic and vocational programs
- Received $3,000.00 ASB grant to purchase textbooks

Library Usage:

LAC
- Circulation increased 1.7% for a total of 43,626
- In-house pick-up increased 95.53% for a total of 12,279
- In-house periodicals pick-up increased 19.3%
- Microfilm usage increased 19%.
- Periodicals microfiche usage increased 25%
- Periodicals microfilm in-house pick-ups increased 41%
- Study Room usage increased 4.2% for a total of 6,555

PCC
- Circulation increased 3.3% for a total of 19,016
- In-house pick-up increased 48.72% for a total of 3,001
- Patron count increased 20% for a total of 89,434
- 37,914 items in the PCC/LAC reserves circulation were checked-out

Resource Usage:

- Views of Library Research Guides increased 24% for a total of 21,558
- Library database usage increased by 24.45%, however is in jeopardy of being cancelled due to total lack of allocated funds

Instructional and General Queries:

- Student attendance at PCC Orientations increased 72.6% for a total of 1541
- Student attendance at LAC Orientations increased 16.8% for a total of 2246
- PCC circulation questions increased 10.2% for a total of 51,480
- LAC circulation questions increased 50.9% for a total of 113,498
- Online Chat Reference sessions totaled 416

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<td>Dept_Plan - Library - Integrating Emerging Technologies for 21st Century Learners -</td>
<td>Current technology trends see an increased growth in website access from mobile devices such as smartphones and tablets. This is evident at the LBCC Library where mobile access of the library website jumped from 10% to 25%. This is a phenomenon that will be addressed by developing a responsive website that can accommodate a number of emerging devices.</td>
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continual and rapid changes in technology. The Librarian will oversee tests, implements new technologies and system changes. The Technology Initiatives/Reference Librarian will also provide reference to students during library hours as well as teach orientations, workshops, and Library credit courses in the Library Technician Program.

EMP GOAL supported (hold CTRL to select multiple*):
COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - C. Facilities and Technology Plans
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Start Date (use 8/1/year - see help text):
07/01/2015

Project/ Strategy Status:
NEW

Rationale:
Long Beach City College needs a librarian to take charge of envisioning the future of the Library’s technological landscape, while maintaining and developing its current infrastructure. The Technology Initiatives/Reference Librarian relies on an ongoing skill set and understands the nature of this ongoing sea-change in the way we access and retrieve information and can lead the Library in its response to technological changes in academia. More importantly, this position will take a lead role in educating students, faculty and staff in using instructional technologies to enhance research abilities.

Responsible Parties:
Technology Initiatives/Reference Librarian

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<td>Dept_Plan - Library - Responding to Students' Diverse Cultural Experiences and Demographics - According to the President of the American Library Association, “While libraries are eager to keep up with technology, books, magazines, and other services that match the needs of the patrons, they’re also committed to ensuring that librarians and staff understand the backgrounds and languages of the people they serve.” The Multicultural Librarian will cater to a diverse, multi-ethnic and under-privileged student population to bridge the equity gap. In close collaboration with other librarians, Student Life, and faculty-at-large, the new incumbent will take a lead role in providing multiple strategies to reach out to all aspects of campus life. The Library needs to hire a full-time tenure track Multicultural Librarian to spearhead and coordinate the cultural, wellness, and financial literacy programs. More specifically, by engaging learning communities such as EOPS, DSPS, Puente Program, and student clubs, the Multicultural Librarian will create a nurturing environment that is particularly important for underserved student population. By supporting personal development, this incumbent can reinforce students’ aptitude for learning and engagement within the institution, thus positively influencing student success, retention rates, and transfers to four-year institutions.</td>
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**EMP GOAL supported (hold CTRL to select multiple):**
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- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
07/01/2015

**Project/Strategy Status:**
NEW

**Rationale:**
The Multicultural Librarian will coordinate with other departments to promote among students a strong foundation in Wellness, Financial, and Cultural literacies. By working with these literacies, the Multicultural Librarian can improve other aspects of students’ personal developments, including self-awareness, self-management, social awareness, and relationship management. Additionally, the incumbent for this Library position will initiate innovative programs to minimize equity gaps, provide recommendations to build a multicultural collection, and work with teaching faculty to integrate multicultural subject matter and perspectives into the curriculum.

**Responsible Parties:**
- Multicultural Librarian

**Campus supported by this goal/project/strategy:**
- Both

**Specify if project/strategy is for dept or program:**
- Department

**Name of program or area of concentration:**
- Library

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<td>Student Life, Culinary Arts, Business, Allied Health, Sociology, Anthropology, English</td>
<td>Dept_Plan - Library - Database Funding - To provide an increase budget for necessary database subscriptions at the LAC and PCC libraries. <strong>EMP GOAL supported (hold CTRL to select multiple)</strong>: COMMUNITY - A. Internal Community of Students, Faculty and Staff EQUITY - A. Student Success EQUITY - B. Equitable Student Access STUDENT SUCCESS - A. Student Preparedness STUDENT SUCCESS - B. Student Goal Attainment STUDENT SUCCESS - C. Quality of Academic Programs and Services Start Date (use 8/1/year - see help text): 01/01/2015</td>
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<td><strong>Rationale:</strong> The Library Department needs funding in order to maintain the quality and access of electronic library resources. In 2013-2014 alone Library database usage increased by 24.45%. However, this positive upward trend is in jeopardy, due to total lack of allocated funds that would be used to renew subscriptions to many databases. Students and faculty from all departments increasingly rely on scholarly material only available through subscriptions to electronic databases. Students and faculty access these databases in class, in Library Orientations, Workshops, department-specific outreach efforts like the Nursing Code Green seminar and Student Veterans orientations, and Summer Bridge.</td>
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<td><strong>Responsible Parties:</strong> Nenita Buenaventura, Full-Time Librarian</td>
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<td><strong>Campus supported by this goal/project/strategy:</strong> Both</td>
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### Specify if project/strategy is for dept or program:
Department

### Name of program or area of concentration:
Library

#### Dept_Plan - Library - Collections Funding - To provide a desperately needed increase in the materials collection budget for LAC and PCC libraries.

#### EMP GOAL supported (hold CTRL to select multiple)*:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

#### Start Date (use 8/1/year - see help text):
01/01/2015

### Project/Strategy Status:
NEW

### Rationale:
The Library Department has endured shocking reductions in materials collection budgets in three areas and seeks urgent increases in order to supply faculty and staff with appropriate research and academic materials.

1. Current Library Books for the LAC Library budget stands at $7,500 whereas previous budgets totaled $55,605.67. The Library is asking for an increase of $48,000.
2. Current Library Books for the PCC Library budget stands at $4,500 whereas previous budgets totaled $13,096.20. The Library is asking for an increase of $8,596.20.
3. Current Non-Print Media budget stands at $0 whereas previous budgets totaled $12,361.25.
The Library is asking for an increase of $12,000.

These meager and zero-balance budgets put the Library Department at dis-ease and deprives LBCC students and faculty of the opportunity to research using up-to-date materials on a consistent basis. Students and faculty access these library materials to complete research projects, librarians use these materials to demonstrate the value of the academic library in Library Orientations, Workshops, as well as in department-specific outreach efforts like the Nursing Code Green seminar, Student Veterans orientations, and Summer Bridge.

The Library Department earnestly seeks budget increases in these three aforementioned areas.

**Responsible Parties:**
Librarians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

**Dept Plan - Library - Improve Staff Efficiency & Resource Utilization (Replacement Computers)** - In order to advance its mission to serve students and staff in the most technologically efficient ways possible, the Library seeks the acquisition of 23 new staff and faculty computers that will have a direct, positive impact on students’ instructional experiences. This project was combined with several others in the 2013-2014 Dept Plan and is split into its own project represented here.

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<td><strong>Rationale:</strong></td>
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<td>Twenty-three new library computers will have a direct, positive impact on students' instructional experiences by enhancing a great number of services, including but not limited to: further improving the quality of in-person and digital reference services ensuring student access to online databases via proper network maintenance accelerating student access to physical items via speedy cataloging not inhibited by slow or outdated hardware/software increasing the efficiency of circulation functions allow access to new, innovative instructional platforms via multimedia creation Additionally, critical aspects of the Library Technician Program rely on stalwart technology, including instruction of cataloging, network, and circulation procedures. Due to the fluid and dynamic nature of library instructional services, it is vital that new computers rejuvenate and enhance these multi-faceted systems.</td>
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Dept_Plan - Library - Replacement Copy

Machine - In order to better serve its numerous Library faculty and staff, the Library seeks to replace the nearly defunct staff copy machine at the PCC Library.

**EMP GOAL supported (hold CTRL to select multiple)**:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
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- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
02/09/2015

**Project/Strategy Status:**
NEW

**Rationale:**
The acquisition of a new Konica/Minolta copier 423 B/W for the PCC Library will not only have a directly positive impact on staff and faculty efficiency but will also have a positive impact on the quality and speedy production of necessary student instructional materials.

**Responsible Parties:**
Librarians

Campus supported by this goal/project/strategy:
PCC

Specify if project/strategy is for dept or program:
Department

Name of program or area of concentration:
Library

Dept_Plan - Library - LS2208 Barcode Readers

- In order to better serve the students and faculty populations, the Library seeks the acquisition of necessary equipment used to check out and...
catalog books and other Library materials.

**EMP GOAL supported (hold CTRL to select multiple)**:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
02/09/2015

**Project/ Strategy Status:**
NEW

**Rationale:**
The acquisition of LS2208 Barcode Readers will greatly expedite Library procedures and better serve students and staff in timely fashions. The acquisition of barcode readers is necessary to properly conduct integral aspects of Library services. Barcode readers reduce hand-entry errors, aid inventory control, and most notable expedite the acquisition of new materials and the customer service experience when students and staff check out items.

**Responsible Parties:**
Librarians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

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Dept_Plan - Library - Adjunct Librarian Request
- In order to provide increased customer service to students and faculty in reference, instruction, and resource creation, the Library Department seeks to hire five Adjunct Librarians that will serve the LAC and PCC campus communities.

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<td><strong>Project/ Strategy Status:</strong></td>
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<td><strong>Rationale:</strong></td>
<td>In 2014, the Library hired four part-time adjunct librarians to replace vacancies. However, to comply with state mandates and the LBCC Equity Plan, the Library Department is still in dire need to hire five additional adjunct librarians. Not only will this bring the Library into compliance with state mandates and the LBCC Equity Plan but the student population will be better served, ensuring that technology and equity gaps are addressed and closed through professional customer service and instruction. In summary, the much needed new Adjunct Librarians will greatly reduce workloads, add to the institutional knowledge of the college library, and serve student and faculty populations by:</td>
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<td>- Covering reference desks, roving reference, and other unexploited points of access</td>
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<td>- Providing orientations and workshops</td>
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<td></td>
<td>- Updating the Libguides</td>
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<td>- Teaching Library credit courses</td>
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<td></td>
<td>- Providing instruction at Research Centers</td>
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<td></td>
<td>- Contributing to department-specific projects</td>
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<td><strong>Responsible Parties:</strong></td>
<td>Librarians</td>
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<td><strong>Campus supported by this goal/project/strategy:</strong></td>
<td>Both</td>
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<td><strong>Specify if project/strategy is for dept or program:</strong></td>
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<th>Name of program or area of concentration:</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>Library</td>
<td>Dept_Plan - Library - New Library Technician &amp; Assistant Positions - In order to provide increased customer service, share increasing workloads related to circulation, cataloging, and Interlibrary Loan, and in order to create a college-level working environment, the Library Department needs to fill 10 positions consisting of Library Technicians and Assistants (Classified and Staff positions respectively) at both the LAC and PCC campus libraries. EMP GOAL supported (hold CTRL to select multiple)*: COMMUNITY - A. Internal Community of Students, Faculty and Staff COMMUNITY - B. Partnerships with Business and Industry EQUITY - A. Student Success EQUITY - B. Equitable Student Access STUDENT SUCCESS - A. Student Preparedness STUDENT SUCCESS - B. Student Goal Attainment STUDENT SUCCESS - C. Quality of Academic Programs and Services Start Date (use 8/1/year - see help text): 07/01/2015 Project/ Strategy Status: NEW Rationale: Four classified staff positions are needed to fill vacancies created by layoffs and resignations. The hiring of desperately needed classified staff will reduce inordinate workloads placed on already meager staff: By correcting the workloads, Library efficiency will increase, leading to a direct, positive effect on student learning and faculty utilization of library resources. - Lead Library Technician - LAC Circulation Desk -- morning - Library Technician II - Cataloging - Library Technician I - Acquisitions</td>
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<td>Projects/ Strategies</td>
<td>Resources Needed &amp; Additional Comments / Resources Needed</td>
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<td>- Instructional Media Technician</td>
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<td>Similarly, the Library Department needs six new Library Staff positions:</td>
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<td>- Library Assistant - LAC Library Research Center -- evening -- 45%</td>
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<td>- Library Assistant - PCC Library Research Center -- evening -- 45%</td>
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<td>- Library Assistant - Interlibrary Loan (ILL)/Circulation 45%</td>
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<td>- Library Assistant - Technical Services -- 45%</td>
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<tr>
<td>- Full-time Library II Technician for PCC Library -- evening</td>
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<td>- Full-time Library Administrative Assistant for PCC Library -- 45%</td>
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<tr>
<td>And to increase the workload percentage of the existing Library Administrative Assistant from 45% to 100%.</td>
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<td><strong>Responsible Parties:</strong></td>
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<td>Librarians</td>
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Dept_Plan - Library - Library Administrative Assistant Workload Percentage - The Library needs to increase the workload percentage of the only existing Library Administrative Assistant from 45% to 100%.

**EMP GOAL supported (hold CTRL to select multiple):**
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Rationale:**

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<tr>
<td>Dept_Plan - Library - Enhancing and Expanding Digital/Distance Instruction - Acquisition of production equipment is necessary to launch teachable moments and leading-edge multimedia instruction to students and faculty at both campuses as well as distance learners, stakeholders, and community organizations. In today's digital and diverse age, it is imperative that instruction reach beyond the four walls of the library. Instructional videos, library updates, and multimedia augmentation of online library classes will positively influence Student Success and Retention rates as well as departmental awareness of critical library services.</td>
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**EMP GOAL supported (hold CTRL to select multiple)*:**

COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
02/09/2015

**Project/ Strategy Status:**
NEW

Rationale:
By creating video and multimedia aspects of online instruction the library department plans to increase the Student Success and Retention Rates tied to the online class environments, which, despite their popularity, trend lower than in-person section enrollment success rates. 2013-2014 Success and Retention Rates for online classes finished at 46% compared to LAC and PCC in-person rates of 67% and 72% respectively. The ability for students to access the same learning material in a variety of languages and formats will greatly address and enhance the equity of student success.

Multimedia will also be broadcasted beyond the Library Department, for instance in the “Library Minute” series that serves to address full-time and part-time faculty on important services that the library offers as well as a series geared towards student learning. The “Library Minute” will be packed with solid information and catered to the rapid-fire social media world where many of today’s students glean their information from.

Responsible Parties:
Colin Williams, Full-Time Librarian

Campus supported by this
Both

Specify if project/strategy is for dept or program:
Department

Name of program or area of concentration:
Library

Other Area impacted by this
goal/project/strategy:
Distance Learning

If Other select above, please specify:
Film Studies & Production, Faculty Professional Development

Dept_Plan - Library - Enhancing Digital Library Resources with a Library Mobile App - A
LBCC Library mobile application has the potential to equip every mobile device using student and instructor with instant and seamless access to library resources, services, and research assistance, in the field or in the classroom, thus strengthening the Library’s ability to provide quality academic information to students and faculty in a way that is convenient and familiar to the user, and optimized for use by their browsing platform and computing device of choice.

**EMP GOAL supported (hold CTRL to select multiple)**:
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
07/01/2015

**Project/ Strategy Status:**
NEW

**Rationale:**
In the United States, 45% of adults and 66% of young adults have smartphones, and a growing percentage of people are using smart phones and tablets as their primary device for online browsing. As the Fall 2014 semester begins, 25% of the Library’s website users are accessing the library website from a mobile device (up from 10% in previous years), and research indicates that we can expect that percentage to increase in the near future. A Long Beach City College Library mobile application will help us reach a growing number of students who use smartphones and tablets as their main information seeking device, providing a way to search for academic resources in a manner optimized for performance on these machines.
Through mobile devices like smartphones and tablets, content providers have found ways to improve access and usability by providing task or service-specific applications that run on the device and also integrate content into the app through an internet connection. Ease of use and accessibility afforded by the library application can lead to:

- increased use of the library catalog, allowing patrons to search for library resources using a wider range of devices, and leading to an increase in materials circulation, including physical items and online resources
- increase interaction with reference librarians through mobile, digital chat and Short Message Service (SMS)
- enhancing the library's and college's reputations as technologically involved institutions

**Responsible Parties:**
Technology Initiatives/Reference Librarian, Technology Working Group

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

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<tr>
<td>Dept_Plan - Library - Cultural Literacy: Becoming Global Citizens - Long Beach is one of the most diverse cities of its size in the country. It is vital that students, staff, and faculty understand and respect the different cultures, ethnicities, and ideas this diversity reflects within the LBCC community. LBCC is not alone in this diversity, but is front and center as the Internet, social media, and non-stop news cycles have reduced the size of the world, bringing far off communities into everyone’s daily lives. The Library Department’s proposal to hire a Multicultural Librarian will positively</td>
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impact the cultural awareness of the campus community by providing recommendations to build a multicultural collection, and work with teaching faculty to integrate multicultural subject matter and perspectives into the curriculum.

**EMP GOAL supported (hold CTRL to select multiple):**
COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
07/01/2015

**Project/Strategy Status:**
NEW

**Rationale:**
In our increasingly globalised society, and in one of the most diverse cities in the nation, students need to understand the interdependence of all peoples, nations, and cultures. Colleges must prepare students to be “global citizens” by enhancing their desire and ability to learn from and embrace the positive influences that the world’s many cultures bring to our lives. This emphasis on respect, value, and understanding will close the equity gap by ensuring all students are welcome and have the same access to prospects and opportunities.

Long Beach is one of the most diverse cities in the nation. According to William J. Crampon and Alex J. Norman’s research study, “Ethnic Disparities in Long Beach, California,” 67% of our community members belong to ethnic minorities compared to 34% nationwide. In the Long Beach area, 39% of Asians and 61% of Latinos are native born. LBCC students and...
faculty members interact with different ethnicities and cultures on a daily basis and it is vital that they understand and respect one another.

LBCC has an opportunity to model an academic community working harmoniously in support and appreciation of diverse cultures and perspectives. Library staff will embrace this opportunity by actively collaborating with other campus departments and programs including Anthropology, Sociology, Psychology, Family and Consumer Studies, Humanities, DSPS, Human Resources, Counseling, Admissions, Student Services, and Student Life.

Our primary objective for this project is to minimize the existing equity gap and maximize student achievement by helping all members of our college community to understand, respect, and value other cultures, thereby equipping them to participate fully in the global community. To meet this objective, Librarians will:

- Hire a full-time tenure track Multicultural Librarian
- Evaluate library holdings to identify areas where greater collection support for diversity may be needed (Additional funding may be needed to build up any identified areas of weakness).
- Select new cultural and foreign language materials for all reading levels for purchase
- Re-subscribe to the Ethnic NewsWatch database
- Continue to promote multicultural awareness via library displays
- Host multi-cultural themed Library events (Collaborate with the Office of Student Life to host multicultural themed Library events).
- Create a Becoming a Global Citizen Research Guide and a Video Tutorial
- Provide training, workshops, orientations and other educational opportunities that supports
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<tr>
<td>Dept_Plan - Library - Financial Literacy: Paving Your Economic Future - Creating and compiling a number of diverse physical and digital resources and creating easily accessible knowledge systems that relate to promoting financial literacy on both LAC and PCC campuses.</td>
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**Responsible Parties:**
Librarians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

**If Other select above, please specify:**
Community Relations & Marketing, Institutional Resource Development, Anthropology Department, Sociology Department, Culinary Arts Department, Family and Consumer Studies, Psychology Department, History Department, Political Science Department

**Emp GOAL supported (hold CTRL to select multiple):**
COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
07/01/2015

**Project/Strategy Status:**
NEW
**Rationale:**
The Library can be central to creating a financial literacy movement at the Long Beach City College by creating, compiling, and highlighting information resources that bring about awareness of personal fiscal responsibility. The Library will collaborate with other departments, including Financial Aid, Business, Economics, and local credit unions. The efforts will address underrepresented student populations and instill basic financial literacy skills in both students and staff at the college with the goal of planning for the future.

Most Americans have a limited knowledge of the business world. With a continual shift to a global marketplace, the LBCC Library will strive to educate our students with the resources available to them. We need our students to be prepared to participate in the “Global Marketplace.”

Summary videos will highlight the endeavor and the resources made available, as well as provide an inspiring picture of many different tools students and staff can have access to in order to remain financially responsible and literate.

**Responsible Parties:**
Librarians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

**If Other select above, please specify:**
Business, Marketing, Economics, Math, Community Relations & Marketing, Institutional Resource Development

Dept_Plan - Library - Wellness Literacy:
Growth in Mind and Body - Creating and compiling a number of diverse physical and...
digital resources and creating easily accessible knowledge systems that relate to promoting physical and mental health and wellness literacy on both LAC and PCC campuses. By collaborating with other departments and organizations like the Red Cross, the Library can promote and document wellness events like Blood Drives. Additionally, librarians can create and highlight Library resources that promote healthy lifestyles. These resources can include databases, ResourceGuides, and guest speaker events that demonstrate the value of healthy diets, exercise, yoga, and meditation.

**EMP GOAL supported (hold CTRL to select multiple)*:**
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
07/01/2015

**Project/Strategy Status:**
NEW

**Rationale:**
According to William J. Crampon and Alex J. Norman’s research study, “Ethnic Disparities in Long Beach, California,” a disproportionate number of young people in the Long Beach area are below the poverty level (28%) and 46% of students in Grades 5, 7, and 9 are classified as overweight or obese. The Library can be central in expanding the concept of personal health and opening wider dimensions of a college wellness culture.

In keeping with our mission as a Library, we have traditionally reached out to our students to
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<td>grow academically and fulfill their intellectual curiosity. The Library will transcend this role, by providing our students’ with the opportunity to grow in body and mind. Wellness literacy promotes the optimization of the individuals’ entire state of health. This will include important focuses upon aspects of physical and mental health, that are naturally each person’s primary challenge, but also move outward to consider how the vital relationships of social, environmental and intellectual health effect the attainment of these goals.</td>
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<td>Responsible Parties:</td>
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<td>Librarians</td>
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<td>Community Relations &amp; Marketing, Institutional Resource Development, Student Life, Student, Health Services, Nursing Department, Culinary Arts Department, Physical Education Department, Athletics, Kinesiology, Counseling, Child Development</td>
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<td>Dept_Plan - Library - Branding / Marketing</td>
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<td>Library Services and Resources - To develop a recognizable brand that will reflect the reality and value of library services, programs, and resources in this age of the technologically driven information environment. A comprehensive marketing plan will be developed to promote this brand image throughout the campus community. The resulting increase in awareness of library resources, services, and programs will positively augment student scholarship and student success programs by encouraging use of library resources and communication and interaction with library faculty.</td>
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### Rationale:
Developing a brand strategy through in-depth discussions and focus groups with library faculty, staff, and key campus administrators will be the first step in the process to define all aspects of the library, its values, and the many benefits the library provides to students. The brand will then be reflected in the creation of an eye-catching logo, design standards for online and print publications, a memorable tag line and service messages; all emphasizing and communicating the valuable connection and benefits the library brings to students' lives.

The next step will be the development of a comprehensive marketing and communications plan. This plan will support the library’s brand utilizing varied communication tools including popular online channels, innovative library programs and displays, library/campus collaborations, improved customer services, and more. The library will become more than just a place on campus to check-out a textbook, print out a paper, or escape from the heat. It will become an active, vital center of scholarship, intellectual stimulation, and personal development and growth.

Another angle to creating a brand is to publish an LBCC Library annual report that will focus on the importance of the Library to the LBCC community. It will also be a marketing tool for
Campus administrators, the Board of Trustees, and the Long Beach community. An annual report could also spark interest in donations to the Library.

**Responsible Parties:**
Librarians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

**If Other select above, please specify:**
Community Relations & Marketing, Marketing Department, Business Department, Public Relations Department, Institutional Resource Development

**Dept_Plan - Library - Library Website -**
Enhance the functionality and interactivity of the Library's Web site as a means of promoting student success and supporting the growing community of distant learners.

Our newly design website was launched in August 2012 and has been running smoothly since. The college webserver that the site resides on was aging and had a severe virus attack in the Spring 2013 semester. College IT relocated our website to a new webserver over the course of that semester. The library proxy server was also relocated prior to August 2012 and has been working well.

There are some areas of the website that are still lacking detailed content and all areas of the library are encouraged to review the website for updated policies and procedures. One area that will is currently under construction is the list of databases by subject, which has stopped working on a particular web browser over recent months. Another item that is currently being reworked is the orientation form which will be

10/10/2014 - The Library website was redesigned in August 2012. In the past two years, changes have been made to simplify, fix, and reorganize its content: for desktop and laptop browser access it has proven serviceable.

**Software as a Service**
Since the only server-side scripting language allowed on campus servers is Cold Fusion and no back end database access is allowed on campus servers, the Library has been moving toward a SaaS (Software as a Service) model of library services to perform needed functions in the Library where that functionality is not possible in the campus IT environment. We have contracted with Springshare for patron communications infrastructure (in person questions, live chat, SMS, study guides), and moved to WorldCat, a cloud based ILS (Integrated Library System) for the basic tasks of managing our physical collection. The Library web page is an important location where students can find out about our hours and policies, but it is also the launching pad for all the information we provide students for their academic

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<td>replaced by an orientation database system that will track all requests. This is currently in progress and will be live by the end of Fall 2013.</td>
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<td>Service Integration</td>
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<tr>
<td>Moving forward</td>
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<td>In the past two years, the Library has adopted several new services: a new library catalog, WorldCat; A FAQ (Frequently Asked Questions) system where visitors to the website can find answers to their questions as well as submit new ones, and live chat for asking reference questions in the web browser. Additionally our work with the LibGuides has produced over one hundred study guides for all kinds of topics as well as specific courses. Additionally, the faculty and staff have been very active in utilizing social media to develop content and relationships with students and faculty. All of these services exist as separate websites, but all have Application Programming Interfaces (APIs) too, and can be integrated seamlessly with the user experience of our local website. We plan to increasingly utilize service API's to unify the user experience on our website and in our planned app in the next two years.</td>
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<td>- Produce an interactive orientation to the LAC and PCC libraries.</td>
<td>Ongoing Quality Assurance Testing and Development</td>
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<td>- Upload floor maps of the LAC and PCC libraries.</td>
<td>In addition to the above mentioned trends we will continue to identify and prioritize changes to the website architecture and design, and run the Library’s Web pages through online accessibility</td>
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<td>- Explore the possibility of adding a live-alerts feed on the Library homepage to display important information, such as database downtime or other timely notices.</td>
<td>Project/ Strategy Status:</td>
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<td>- Constant review of the Library web site by the Library Technology Taskforce for compliance and Voyager online database for functionality and accessibility</td>
<td>Project completed/ Strategy implemented</td>
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<td>- Continue to run the Library's Web pages through online accessibility checkers and validation services to ensure that the pages comply with Section 508 requirements and that the code is well formed and valid.</td>
<td>Decision re Resource Request:</td>
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<td>No resources requested</td>
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<td>The Library faculty and staff will implement the improvements and redesign the Library website utilizing HTML, CSS, XML, and ColdFusion programming. Librarians and staff will create and update website content including: LibGuides interactive tutorials, and overall maintenance of consistent and accurate information. Library faculty, staff, and students will periodically conduct usability testing and provide input to ensure that the website is functional and usable and meets the needs of all</td>
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<td>Projects/ Strategies</td>
<td>Resources Needed &amp; Additional Comments / Resources Needed</td>
<td>Project/ Strategy Progress Updates</td>
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<td>library patrons.</td>
<td>- Share knowledge and information, and promote library resources to the community.</td>
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<td>- Create new LibGuides to support the curriculum. Update and manage their Library faculty subject guides within LibGuides.</td>
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<td>- Update the existing online tutorials and create additional interactive media tutorials with emphasis on instructing students on Library resources.</td>
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<td>- Migrate existing subject guides and pathfinders to a LibGuide format.</td>
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<td>- Produce an interactive orientation to the LAC and PCC libraries.</td>
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<td>- Upload floor maps of the LAC and PCC libraries.</td>
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<td>- Explore the possibility of adding a live-alerts feed on the Library homepage to display important information, such as database downtime or other timely notices.</td>
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<td>- Constant review of the Library web site by the Library Technology Taskforce for compliance and Voyager online database for functionality and accessibility</td>
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<td>- Apply recommendations of the Library Technology Taskforce to improve the functionality of the Voyager online catalog.</td>
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<td>- Implement federated search/discovery tool.</td>
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<td>- Expand FAQ through the use of LibAnswers</td>
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<td>- Continue to run the Library's Web pages through online accessibility checkers and validation services to ensure that the pages comply with Section 508 requirements and that the code is well formed and valid.</td>
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EMP GOAL supported (hold CTRL to select multiple)*:
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status:
In Progress

Rationale:
The Library will take advantage of current web technologies to enhance our online services and access to valuable electronic resources to which
the Library subscribes. In order to make the search strategy for students intuitive and user-friendly--and, more importantly, promote student success, it is crucial that we incorporate a federated search/discovery feature on the homepage, enabling students to seamlessly search different facets of the Library's resources (such as WorldCat online catalog, databases, journal titles, and LibGuides)

**Responsible Parties:**
Systems Librarian & Library Technology Taskforce

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Other Area impacted by this goal/project/strategy:**
Distance Learning

<table>
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<tr>
<th>Dept_Plan - Library - Migrate from Ex Libris Voyager Integrated Library System (ILS) to WorldShare Management Services - -</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
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<tbody>
<tr>
<td>Successfully migrate all bibliographic data (150,000+ records), all patron data and historical circulation data into the new WorldShare Management Services database structure (by December 2012) - Extensive Staff Training for all Library personnel on Circulation, Acquisitions, Cataloging, WorldCat Local, and System configuration modules (by January 2013) - Redefine and recreate Library workflows for ordering, processing and cataloging resources (by January 2013) - Integrate WorldCat Local catalog and discovery tool into new Library website, replacing all Voyager catalog searches and previous Serial Solutions e-journal search tool (by February 2013) - Market new WorldCat Local tools and WorldShare patron accounts to entire college community (Spring 2013)</td>
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</table>
- Training of LBCC faculty, staff and students in using the new Library system. (Spring 2013 semester and on-going)

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - B. Partnerships with Business and Industry
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Start Date (use 8/1/year - see help text):
08/01/2012
End Date (use 7/31/year - see help text):
06/30/2013

Project/ Strategy Status:
Completed

Rationale:
Cognizant of the technology-driven Information Age, the Library strives to evolve towards more accessible, web-based information resources to better serve the needs of our students, staff, faculty and the LBCC community. Ex-Libris Voyager, the current integrated library system (ILS), has served its purpose over the last twelve years but it is now outdated and unable to meet the information needs of our 21st century learners, faculty and library technical staff. The Library is adopting a revolutionary, cost-effective and innovative ILS system, OCLC WorldShare, which will ultimately benefit the campus community in numerous ways:
1) Reduce costs,
2) Enhance student-access and user-experience,
3) Streamline work flow for library faculty and staff facilitating greater efficiency and promoting innovation of library services, and
4) Strengthen collaboration with other libraries to share resources, data, and innovation with its member libraries. (See attached WorldShare Proposal for more details)

Responsible Parties:
All librarians and classified staff

Resource Needed & Additional Comments / Resources Needed

Project/ Strategy Progress Updates

Impact of resource received & Follow-Up
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<td>Specify if project/strategy is for dept or program:</td>
<td>Department</td>
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<tr>
<td>Name of program or area of concentration:</td>
<td>Library Technology</td>
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Dept. Plan - Library - Advance Under-Prepared Students' Information Competency Skills - Provide effective instructional practices by partnering with all areas of student success initiative including Basic Skills in order to advance under-prepared students' information competency skills. The librarian’s collaboration will include partnering with the multidisciplinary “Success Centers” in preparing targeted tutorials using multimedia such as YouTube, podcasting, and powerpoint presentations that students can access anytime, anywhere and learn through small problem-solving assignments new skill sets at their own pace and learning ability. Besides working with the Success Centers, librarians will also disseminate similar tutorials to DSPS and EOPS and will design specific assignments with cultural awareness of and social sensitivity to the special needs of students and accommodate disabled students with special learning and physical needs that is ADA compliant and close captioned. More importantly, the new incumbent will work closely with LAR, Promise Pathways initiative, Success Centers and create multimedia tutorials that complements, reinforces and fully integrates with learning objectives of these disciplines and institutional initiatives. Since students are confronted with a dizzying array of instructional technologies in an ubiquitous world of pervasive digital saturation that we live in, the new librarian hired for this position will teach using all digital formats in a way that comes across to students with ease from diverse disciplines and educational interests and goals.

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<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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03/27/2013 - • The Library continues to offer one-time orientation sessions with the current number of full-time and part-time faculty.
• Librarians work closely with each instructor to tailor the orientation session to meet the information and research needs of the students.
• The Department Head sends feedback requests to instructors following the orientation to determine whether the session adequately addressed student’s needs for information competency. Subsequent orientations are adjusted based on the faculty feedback. The orientation program would be much more efficient and can address more classes if the Library has more faculty to support the program. The Library still need to replacement a full-time position that is currently

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<th>Project/ Strategy Status:</th>
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<td>Decision re Resource Request:</td>
<td>Resource request approved and funded (describe impact of resources received)</td>
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10/10/2014 - One full-time tenure track librarian was hired to address these concerns. The librarian has begun work on online video tutorials, departmental projects, digital instruction, and reference.
1. Work in tandem with teaching faculty to delineate and develop strategies to meet the information literacy needs of under-prepared students.
2. Facilitate one to one interviews with faculty to provide additional insights into areas of student remediation.
3. Design assessment tools to investigate, characterize and measure existing levels of information competency.
4. Evaluate results and modify current library workshops to incorporate new findings and inferences.
5. Secure adequate resources to provide effective orientations and workshops.
6. Secure permanent district funding to provide effective orientations and workshops.
7. Promote the library's instruction and services throughout the campus and network with other existing academic resources and services.

**EMP GOAL supported (hold CTRL to select multiple):**
- EQUITY - A. Student Success
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment

**Start Date (use 8/1/year - see help text):**
08/01/2012

**End Date (use 7/31/year - see help text):**
07/31/2016

**Project/ Strategy Status:**
In Progress

**Rationale:**
Information competency is one of the primary institutional goals of Long Beach City College and the LBCC Library. The Library program provides two vital and interrelated components: research instruction and services. Library instruction (orientations and workshops) are designed to develop the student's information competency skills essential to student success. In this context, our students will be enabled to compete and flourish in an information-based global economy. Continual analyses of the data
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<td>Gathered from student performances will enable librarians to determine how effective they are in achieving this goal.</td>
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<td>10/10/2014 - 1. The Library has prioritized conditions of equipment. 2. The Library has placed the need for 23 new staff computers as a top priority. 3. The Library has expanded and enhanced virtual services with the acquisition of LibAnswers and LibChat software, creation of instructional videos, and increased section of online library classes. 4. The Library still actively pursues the replacement of classified positions as a new project in the 2015-2016 Department Plan.</td>
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<td>Responsible Parties:</td>
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<td>Project/ Strategy Status: Project completed/ Strategy implemented</td>
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<td>Librarians and instructional faculty with close partnership with interdisciplinary Success Centers, Counseling, LAR, EOPS, and DSPS.</td>
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<td>Decision re Resource Request: Decision pending on resource requested</td>
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<td>Campus supported by this goal/project/strategy: Both</td>
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<td>03/27/2013 - The Library experimented with a trial period of virtual web chat service with LibH3lp.com in Fall 2012. A virtual chat box was embedded on every page of the Library website. During library business hours, librarians on duty log in to LibH3lp to answer questions from students, faculty, and staff virtually. The service received overwhelming usage: 483 questions/transactions in Fall 2012. Students responded positively to being able to get library help virtually. In response to the user demand, the Library located</td>
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<td>Specify if project/strategy is for dept or program: Department</td>
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<td>Name of program or area of concentration: Information competency</td>
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<td>Dept_Plan - Library - Improve Student Access and Utilization of Resources - The Library has quite a few pieces of equipment that are old, worn out, and presents potential safety hazards to Library users and staff. The Library seeks to:</td>
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<td>10/10/2014 - 1. The Library has prioritized conditions of equipment. 2. The Library has placed the need for 23 new staff computers as a top priority. 3. The Library has expanded and enhanced virtual services with the acquisition of LibAnswers and LibChat software, creation of instructional videos, and increased section of online library classes. 4. The Library still actively pursues the replacement of classified positions as a new project in the 2015-2016 Department Plan.</td>
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<td>1. Assess and prioritize the use, demands and conditions of various equipment at LAC and PCC campuses. 2. Update or replace outdated equipment with reliable and cost-effective equipment that will enable us to provide timely access and efficient services to the 21st century learners. 3. Enhance library user experience with expanding library virtual services and digital service where applicable. 4. Actively pursue replacement of the classified positions that are vacant due to recent layoffs. EMP GOAL supported (hold CTRL to select multiple)*: EQUITY - B. Equitable Student Access STUDENT SUCCESS - B. Student Goal Attainment STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
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<td>Project/ Strategy Status: Project completed/ Strategy implemented Decision re Resource Request: Decision pending on resource requested</td>
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<td>Start Date (use 8/1/year - see help text): 08/01/2012</td>
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<td>03/27/2013 - The Library experimented with a trial period of virtual web chat service with LibH3lp.com in Fall 2012. A virtual chat box was embedded on every page of the Library website. During library business hours, librarians on duty log in to LibH3lp to answer questions from students, faculty, and staff virtually. The service received overwhelming usage: 483 questions/transactions in Fall 2012. Students responded positively to being able to get library help virtually. In response to the user demand, the Library located</td>
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<td>End Date (use 7/31/year - see help text): 07/31/2015</td>
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### Project/ Strategy Status:
In Progress

### Rationale:
In order to operate effectively and efficiently to maximize student achievement, a college library must be armed with adequate resources and supplies, as well as modern, reliable equipment that functions properly. At the present time, the library is in dire need of materials and equipment that will greatly improve student access to resources and service to help them succeed in their college careers. The following examples represent some of the resources identified as necessary to improve student access and utilization of Library programs and materials (a comprehensive list is included in the Resources Needed section):

- Self-checkout machines (approximately $25,500) - Due to recent staff cuts and limited student assistant budget, the Circulation Department struggles to address student needs in a time-efficient manner which results in long waits in line for students. With automated self-checkout machines, students can easily checkout and renew books without having to wait in-line. This allows the Circulation staff to address students with more in-depth needs.

- Student workstations or study carousals (approximately $24,000) - Students consistently ask for more study space and work stations as the Library currently has limited workstations for students to use.

- Library online reference services ($500/year) - The Library is currently using a trial subscription of LibraryH3lp.com to provide virtual reference services via the Library's new website. In a mere few months of implementation, the number of digitally generated queries increased dramatically. The student feedback is consistently positive as they appreciate the instant research support even when they are off-campus.

### Project/ Strategy Progress Updates

#### Impact of resource received & Follow-Up

- Subscription.

#### Project/ Strategy Status:
Continue working on project/ strategy

#### Decision re Resource Request:
Decision pending on resource requested
For replacement of classified staff positions:
• The recent staff reduction has left the Public Services Area undermanned for the basic library services for the student population of 9,091 (FTE). This has led to the utilization of the librarians who have faculty status to handle classified tasks just to cover for the services otherwise done by the classified people. One librarian has to handle the opening of the Circulation Desk and an evening classified staff has to do the closing procedure. This arrangement is against the contracts of both the faculty and the classified unions and thus the urgency that the 45% Library Assistant personnel be provided the library.
• The Public Services Area of the library is the face of the library; it is the first arm of the library to render service to its clientele. The library service has been noticeably slow because of the lack of personnel. Added 45% library Assistant would adequately help improve the library services to the benefit of the students.
• There are gaps in library resources collections which includes not only vital areas of support for the curriculum materials used in the classrooms, relevant updated resources, but also issues of equity and inclusion that the library strives to address through the diversity of its collections. Librarians who should be doing the evaluating and analyzing of the needs and resources of the college community has been used to cover the work of classified staff and therefore allows for the shortfall of vital services and resources the library must provide.

**Responsible Parties:**
Library faculty and staff

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Other Area impacted by this**
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<tr>
<th>Dept. Plan - Library - Library Digitization Internship Program - 1. Digitize sabbatical reports, rare and historical materials, and other sensitive materials that are currently stored in the LBCC Library vault 2. Provide practical learning experiences for students in the internship program to gain skills and knowledge in the library technology areas of: preservation, digital access, collection management, digital conversion and basic cataloging and metadata. This is an opportunity for library interns to gain meaningful skills and practical experience that can be used at libraries and museums around the world</th>
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<td>EMP GOAL supported (hold CTRL to select multiple)*:</td>
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<td>STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
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<td>End Date (use 7/31/year - see help text): 06/30/2015</td>
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<td>Project/ Strategy Status: NEW</td>
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<td>Rationale: Digital preservation or digitization is the current and fast growing library trend that allows libraries, museums, art galleries, etc. to provide digital access to materials that patrons would not normally have access to. Typically, in a library setting materials that are damaged, worn and/or dated are simply removed from the physical library collection and are often boxed to sit in storage or destroyed. In line with The National Archives and Records Administration’s theme, “Preserving the past to protect the future,” it is vital for the LBCC Library to protect the integrity of rare, historical, sabbatical, and...</td>
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archival materials. Our goal at LBCC is to provide digital access via one central inventory of our holdings, and also preserve our digitized (physical) collection in our vault. The digital library holdings will be made available via the Library website and online catalog in accordance with the LBCC Library policy for user authentication and access.

The tasks of digitizing will be performed by library interns. The interns will work under the direct supervision of library faculty and staff. They will gain skills and knowledge in the library technology areas of: preservation, digital access, collection management, digital conversion and basic cataloging and metadata. This is an opportunity for library interns to gain meaningful skills and practical experience that can be used at libraries and museums around the world. They will also have the pleasure of being an integral part of digitizing at the LBCC Library.

**Responsible Parties:**
Technical Services Librarian, Library Media Technician, and Lead Library Technicians

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Library

| Dept_Plan - Library - Support Student Success & Provide Equitable Access to Quality Information Resources - 1. Work closely with Human Resources to hire one full-time Acquisitions and Reference Coordinator Librarian to replace a retirement vacancy. 2. Under the supervision of the Acquisitions and Reference Coordinator Librarian, the Library will: -- Assess existing print and online information resources to determine how well the library's... |
|---|---|---|
| Resources Needed & Additional Comments / Resources Needed | Project/Strategy Progress Updates | Impact of resource received & Follow-Up |
| | 10/10/2014 - The Library hired a full-time tenure track librarian to address these concerns. **Project/Strategy Status:** Project completed/Strategy implemented **Decision re Resource Request:** Resource request approved and funded (describe impact of resources received) 03/27/2013 - In Fall 2013, the Library received $20,000 ($10,000 for LAC, $10,000 for PCC) from | 10/10/2014 - The new full-time tenure track librarian has been hard at work addressing these concerns. |
collections address the information needs of the College community.
-- Actively acquire current quality information resources (both print and online) that support the academic curriculum of the College.

**EMP GOAL supported (hold CTRL to select multiple)**:
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2012

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/ Strategy Status:**
Completed

**Rationale:**
The recent retirement of the Acquisitions/Resources Librarian has seriously impacted the Library's efficiency to acquire and maintain information resources to support student academic success. The consequences of the vacancy present a significant reduction in the libraries' ability to provide timely, authoritative resources, which are critical in supporting student success and curriculum priorities at LBCC. The detrimental impact of an unfilled position is already becoming evident in the core functional area of library collections: Electronic resources, books and media. Acquisition efforts, including the ongoing evaluation and analysis of our current holdings have slowed and stalled. This has resulted in gaps in library resources collections; which includes not only vital areas of current and relevant resources, but also issues of equity and inclusion that the library strives to address through the diversity of its collections. These shortfalls must be analyzed and effectively recovered under the direction full time, qualified librarian.

**Responsible Parties:**
Hiring Priorities

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<tr>
<td>Academic Affairs to purchase print books and textbooks.</td>
<td><strong>Project/ Strategy Status:</strong> Continue working on project/ strategy</td>
<td>03/27/2013 - The Library is able to acquire textbooks for the biology, geology, and geography courses that are newly offered at PCC for Spring 2013. In addition, both LAC and PCC libraries have acquired new and updated books to support various curriculum. The Library consulted with faculty in arts, film, geology, geography and biology and acquired new books for each subject area. The Library is also replacing old reference materials and ebooks with new and recent publications.</td>
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<td><strong>Decision re Resource Request:</strong> Resource request approved and funded (describe impact of resources received)</td>
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**Start Date (use 8/1/year - see help text):**
08/01/2012

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/ Strategy Status:**
Completed

**Rationale:**
The recent retirement of the Acquisitions/Resources Librarian has seriously impacted the Library's efficiency to acquire and maintain information resources to support student academic success. The consequences of the vacancy present a significant reduction in the libraries' ability to provide timely, authoritative resources, which are critical in supporting student success and curriculum priorities at LBCC. The detrimental impact of an unfilled position is already becoming evident in the core functional area of library collections: Electronic resources, books and media. Acquisition efforts, including the ongoing evaluation and analysis of our current holdings have slowed and stalled. This has resulted in gaps in library resources collections; which includes not only vital areas of current and relevant resources, but also issues of equity and inclusion that the library strives to address through the diversity of its collections. These shortfalls must be analyzed and effectively recovered under the direction full time, qualified librarian.

**Responsible Parties:**
Hiring Priorities

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<th>Project/ Strategy Progress Updates</th>
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<td>Dept_Plan - Library - Relocation of the Library Reserve Collection at LAC Library - 1. Reconfigure existing shelving arrangements in the Circulation Desk area to add more bookshelves. 2. Relocate reserve textbooks from its current location in the Reserve Room to behind the Circulation Desk.</td>
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**EMP GOAL supported (hold CTRL to select multiple)**:  
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**  
04/01/2013

**End Date (use 7/31/year - see help text):**  
08/30/2013

**Project/ Strategy Status:**  
Completed

**Rationale:**  
- Due to the severe staff shortage resulting from the budget cuts, the current staff level is NOT sufficient to conduct business in two library service areas which are: the Circulation area and the Reserve Collection Room.
- The present arrangement often leave these areas unmanned, resulting in the loss of some valuable materials and student complaints because of the slow service.

**Responsible Parties:**  
Access Services Librarian, Lead Library Technician - Circulation

**Campus supported by this goal/project/strategy:**  
LAC
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<tr>
<th>Department</th>
<th>Name of program or area of concentration: Library</th>
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| **Dept_Plan**    | Library Instructional materials: Acquire new DVDs and video titles that are compliant and/or add closed captioning to existing videos - 1. Purchase closed captioned instructional media titles that instructors need to supplement classes and, 2. Send existing instructional videos that are no longer available for purchase to DSPS to have closed captioning added at cost to the Library Department. 3. Funding will assist library instructional media to comply with the ADA and Section 508 mandates. **EMP GOAL supported (hold CTRL to select multiple)***: STUDENT SUCCESS - C. Quality of Academic Programs and Services **Start Date (use 8/1/year - see help text)**: 07/01/2013 **End Date (use 7/31/year - see help text)**: 06/30/2016 **Project/ Strategy Status**: NEW **Rationale**: The resources in the Library Instructional Media supplement the curriculum. Videos/DVDs enhance the learning experience as well as provide visual learners and auditory learners another way to grasp the concepts of course materials. ADA and Section 508 compliance mandates require that all forms of media shown in the classrooms must have closed captioning to meet the needs of all students. DSPS requires that uncaptioned materials may not be shown on campus in any capacity, regardless of whether or not a disabled student is present at the time the media is shown or played. The access requirements apply not only to materials used in class but also in campus venues. 10/10/2014 - This project is in progress, waylaid due to lack of funds. **Project/ Strategy Status**:
Continue working on project/ strategy **Decision re Resource Request**:
Decision pending on resource requested

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the classroom but also to extra credit opportunities and to any part of an event or extracurricular activity provided. LBCC is legally required to comply with the ADA and 508 mandates. DSPS is strictly enforcing compliance college-wide and hence; several instructional videos will no longer be circulated to students and teachers.

LBCC departments or faculty purchasing video materials are strongly encouraged to purchase captioned materials; uncaptioned video materials may be made accessible with the assistance of DSP&S, at the original purchaser’s expense. While in the past DSPS funds were available to cover the cost of captioning, these funds have been eliminated by the State due to the current budget crisis. The DSPS Office is still able to assist in captioning materials, but departments must cover the cost and provide at least a three-week turnaround time. However, due to limited funding, the Library Department has not been able to augment the collection to adequately support the curricular needs of students, especially those with visual and auditory disabilities or limitations. Due to the current condition of the budget, Library Instructional Media does not have any funding to purchase new titles or to add closed captioning to any existing media titles. Purchases since 2004 have been funded by the Library & Learning Resources Associates (LLRA), Foundation grants, the LBCC Library Club and from generous donors. The DSPS Department estimates that the cost for adding closed captioning to videos is $5.00 to $6.00 per minute. The Library is proposing to add closed captioning to videos currently owned by the Library Department if we are unable to purchase them in closed captioned DVD format.

For student success, the Library is in dire need of acquiring instructional videos/DVDs with closed captioning that are ADA and Section 508 compliant.

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<th>Resources Needed &amp; Additional Comments/Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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compliant to support the needs of our students and the curriculum. This request is consistent with the College mission because the funds will be used to:
• Purchase closed captioned instructional media titles that instructors need to supplement classes and,
• Send existing instructional videos that are no longer available for purchase to DSPS to have closed captioning added at cost to the Library Department.
• Funding will assist library instructional media to comply with the ADA and Section 508 mandates.

Instructional Media grants:

Received $500 LBCC Foundation Grant to purchase Instructional Media DVDs
Received $1,000 from LLRA to purchase Instructional Media DVDs

Library Technician Program received grant money for:

Received $18,000 VTEA/Perkins grant to purchase Zeta Digital Scanner for the preservation and online access of library materials, specifically vault and archival materials.

**Responsible Parties:**

Technical Services Librarian, Library Media Technician

**Campus supported by this goal/project/strategy:**

Both

**Specify if project/strategy is for dept or program:**

Department
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<tbody>
<tr>
<td><strong>EMP GOAL supported (hold CTRL to select multiple):</strong> EQUITY - B. Equitable Student Access STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
</tr>
<tr>
<td><strong>Start Date (use 8/1/year - see help text):</strong> 08/26/2013</td>
</tr>
<tr>
<td><strong>End Date (use 7/31/year - see help text):</strong> 12/31/2013</td>
</tr>
<tr>
<td><strong>Project/ Strategy Status:</strong> NEW</td>
</tr>
<tr>
<td><strong>Rationale:</strong> There is a need to streamline, automate and organize our requests for library orientations at both campuses. We are currently receiving requests from an email form and telephone, manually scheduling on a Google calendar system, and manually emailing professors/assigned librarians confirmations. With the help of a database driven orientation scheduling system, we can automate much of these tasks and provide better accountability of our library orientations. We would like to automatically send out confirmation emails to professors once the orientation has been scheduled via our web-based system, and allow professors to utilize previous data from other semesters when scheduling to streamline the request process for them. We will also track notes, handouts and other librarian created resources for particular orientations to assist in preparation for future library orientations. Lastly, we will solicit and track feedback from the library orientation from both the assigned librarian and the instructor.</td>
</tr>
<tr>
<td><strong>Responsible Parties:</strong> Library Technology Taskforce</td>
</tr>
</tbody>
</table>

| Name of program or area of concentration: Library Instructional Media |

| Resources Needed & Additional Comments / Resources Needed |

| Project/ Strategy Progress Updates |

| Impact of resource received & Follow-Up |

10/10/2014 - This project is completed with the hiring of a full-time tenure track Digital, Instruction, & Information Literacy Librarian.  
**Project/ Strategy Status:** Project completed/ Strategy implemented  
**Decision re Resource Request:** Resource request approved and funded (describe impact of resources received)  
10/10/2014 - The method of instructors requesting Library Orientations has been streamlined with the hiring of the Digital, Instructional, & Information Literacy Librarian.
<table>
<thead>
<tr>
<th>Dept_Plan - Library - Create an Online Orientation - Time line: Fall 2013 design and create an online orientation for implementation Fall 2014.</th>
<th>EMP GOAL supported (hold CTRL to select multiple)*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITY - A. Student Success</td>
<td>STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
</tr>
<tr>
<td>Start Date (use 8/1/year - see help text):</td>
<td>11/01/2013</td>
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<tr>
<td>End Date (use 7/31/year - see help text):</td>
<td>07/31/2014</td>
</tr>
<tr>
<td>Project/ Strategy Status:</td>
<td>NEW</td>
</tr>
<tr>
<td>Rationale:</td>
<td>There is a need to provide an online orientation accessible 24/7 to LBCC community. Library staff will produce a series of instructional videos to help students and instructors learn about library services and resources, and to aid students in their research needs. These videos will feature topics ranging from simple tasks such as finding books on the bookshelves to more skilled tasks such as using a specific database. The goal is to complete at least the first video by the end of the current semester Fall 2013.</td>
</tr>
<tr>
<td>Responsible Parties:</td>
<td>Librarians</td>
</tr>
</tbody>
</table>

10/10/2014 - This project is in progress, set for completion by 7/1/2015 under the purview of the Digital, Instructional & Information Technology Librarian.  
**Decision re Resource Request:** Resource request approved and funded (describe impact of resources received)
<table>
<thead>
<tr>
<th>Specifying if project/strategy is for dept or program:</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tr>
<td>Department</td>
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<tr>
<td>Name of program or area of concentration:</td>
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<tr>
<td>Library</td>
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<tr>
<td>Other Area impacted by this goal/project/strategy:</td>
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<tr>
<td>Distance Learning</td>
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<td>If Other select above, please specify:</td>
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<tr>
<td>The online orientation will benefit both on-campus and distance-learning LBCC community.</td>
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</table>

### Dept_Plan - Library - Update all Library department Staff and Faculty workstations - Replace all staff/faculty workstations to newer, faster computers.

1. Work with our college’s IT department in searching, evaluating, purchasing and replacing outdated computer workstations at both LAC and PCC libraries.

### EMP GOAL supported (hold CTRL to select multiple)*:

STUDENT SUCCESS - C. Quality of Academic Programs and Services

### Start Date (use 8/1/year - see help text):
09/01/2013

### End Date (use 7/31/year - see help text):
10/06/2013

### Project/Strategy Status:
In Progress

### Rationale:
There are currently 23 computer workstations in the library department at both LAC and PCC campuses that are over 7 years old. Most of these workstations are DELL machines Optiplex 500’s and 700’s models. These machines lack the technology to be upgraded with more much needed RAM and Hard disk storage. In technological terms, these computers are outdated and are in need to be replaced. RAM and hard disk storage are critical components in a computer workstation that is used to access the new applications that the Library staff constantly needs.

10/10/2014 - This request is still needed. In order to advance its mission to serve students and staff in the most technologically efficient ways possible, the Library seeks the acquisition of 23 new staff and faculty computers that will have a direct, positive impact on students' instructional experiences.

Twenty-three new library computers will have a direct, positive impact on students' instructional experiences by enhancing a great number of services, including but not limited to:

- further improving the quality of in-person and digital reference services
- ensuring student access to online databases via proper network maintenance
- accelerating student access to physical items via speedy cataloging not inhibited by slow or outdated hardware/software
- increasing the efficiency of circulation functions
- allowing access to new, innovative instructional platforms via multimedia creation

Additionally, critical aspects of the Library Technician Program rely on stalwart technology, including instruction of cataloging, network, and circulation procedures. Due to the fluid and dynamic nature of library instructional services, it is vital that new computers rejuvenate and enhance these multi-faceted systems.
<table>
<thead>
<tr>
<th>Project/ Strategy</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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</thead>
<tbody>
<tr>
<td>Uses: e.g. latest versions of MS Office, web-development software and our latest addition WorldShare WMS, the library’s management automation software.</td>
<td>Dell 9020 Optiplex PC’s</td>
<td>10/10/2014 - This project is under the purview of newly hired full-time tenure track PCC Librarian.</td>
<td>10/10/2014 - This project is under the purview of newly hired full-time tenure track PCC Librarian.</td>
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<tr>
<td><strong>Responsible Parties:</strong></td>
<td>Itemized Description of Resources</td>
<td>Project/ Strategy Status:</td>
<td>Project/ Strategy Status:</td>
</tr>
<tr>
<td>Systems Librarian and Library Systems Technician</td>
<td>23 Dell 9020 Optiplex PC’s</td>
<td>Project completed/ Strategy implemented</td>
<td>Project completed/ Strategy implemented</td>
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<tr>
<td><strong>Campus supported by this goal/project/strategy:</strong></td>
<td>Resource Requested Category</td>
<td>Decision re Resource Request:</td>
<td>Decision re Resource Request:</td>
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<tr>
<td>Both</td>
<td>Upgrade and/or replacement of equipment</td>
<td>Decision pending on resource requested</td>
<td>Decision pending on resource requested</td>
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<td><strong>Specify if project/strategy is for dept or program:</strong></td>
<td>Estimated Cost</td>
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<td>Department</td>
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<tr>
<td><strong>Name of program or area of concentration:</strong></td>
<td><strong>Project/ Strategy Status:</strong></td>
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<tr>
<td>Staff/Faculty Technology Update - Library</td>
<td>Continue working on project/ strategy</td>
<td>Continue working on project/ strategy</td>
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<tr>
<td>Other</td>
<td><strong>Decision re Resource Request:</strong></td>
<td>Decision re Resource Request:</td>
<td>Decision re Resource Request:</td>
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<tr>
<td>Other</td>
<td></td>
<td>Resource request approved and funded (describe impact of resources received)</td>
<td>Resource request approved and funded (describe impact of resources received)</td>
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</table>
The new incumbent will take a lead role in providing multiple strategies to reach out to all aspects of students’ campus life with the singular goal to improve the emotional intelligence of the student community. More specifically, by engaging all learning communities such as EOPS, DSPS, Puente Program, Cambodian club, Library club, PCC Young Poets Society, LAC Philosophy Club, Psychology Club, Spanish Club, Development of Afro-American Professionals, Filipino Kalayan Club, International Students Club, PCC Cultural Affairs Committee, Coalition for Latino Advancement, LAC Muslim Student Association, LBCC Gay Straight Alliance, PCC Haitian Club and ASB in activities and social engagement that improves their awareness of multi-cultural literacy, wellness literacy, financial literacy, media literacy, the overall quality and perspective of a student’s life can be vastly improved. Such a nurturing environment is particularly important especially for students from under-served population. By re-aligning their emotional and personal attitude in a positive direction with constructive reinforcement, students’ aptitude for learning and engagement with the institution can be consistently sustained to produce better student success, better rates of retention, and better number of students transferring to four-year institutions.

**EMP GOAL supported (hold CTRL to select multiple)*:**

- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
**STUDENT SUCCESS - B. Student Goal Attainment**

**STUDENT SUCCESS - C. Quality of Academic Programs and Services**

**Start Date (use 8/1/year - see help text):** 08/01/2013

**End Date (use 7/31/year - see help text):** 07/31/2016

**Project/Strategy Status:** NEW

**Rationale:**
In order to strengthen a student’s personality holistically, the focus of this project is to improve the emotional intelligence of students using the four EQ skills—self-awareness, self-management, social awareness, and relationship management. In other words, while one aspect of Bloom’s taxonomy dwells into cognitive skills such as critical thinking, meaningful and contextual communication, and skill sets for problem-solving, the other equally important non-cognitive skills of Bloom’s taxonomy focuses on emotions, feelings, attitude, self-efficacy, self-confidence and motivation. The Library at PCC is an important learning and social space where many of these emotional intelligence skills can be fostered and nourished. By applying Bloom’s non-cognitive skills, we can build on students’ professional and personal growth such as personal engagement with the institution, emotional well-being, personal attitude toward and commitment to educational goals which can only be addressed when we nurture the emotional intelligence of students. Like the two-faces of the same coin, the non-cognitive affective emotional learning outcomes of students personal growth is as important as the cognitive skills in order for students to exceed their goal expectations and reach their fullest potential.

**Responsible Parties:**
All librarians and classified staff will engage in an interdisciplinary approach to this project and partner with faculty from diverse departments such as Math, English, Reading, ESL, Culinary

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<tr>
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<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>STUDENT SUCCESS - B. Student Goal Attainment</td>
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<td>STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
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<td><strong>Start Date (use 8/1/year - see help text):</strong></td>
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<tr>
<td>08/01/2013</td>
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<td><strong>End Date (use 7/31/year - see help text):</strong></td>
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<td>07/31/2016</td>
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<td><strong>Project/Strategy Status:</strong></td>
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<td>NEW</td>
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<td><strong>Rationale:</strong></td>
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<td>In order to strengthen a student’s personality holistically, the focus of this project is to improve the emotional intelligence of students using the four EQ skills—self-awareness, self-management, social awareness, and relationship management. In other words, while one aspect of Bloom’s taxonomy dwells into cognitive skills such as critical thinking, meaningful and contextual communication, and skill sets for problem-solving, the other equally important non-cognitive skills of Bloom’s taxonomy focuses on emotions, feelings, attitude, self-efficacy, self-confidence and motivation. The Library at PCC is an important learning and social space where many of these emotional intelligence skills can be fostered and nourished. By applying Bloom’s non-cognitive skills, we can build on students’ professional and personal growth such as personal engagement with the institution, emotional well-being, personal attitude toward and commitment to educational goals which can only be addressed when we nurture the emotional intelligence of students. Like the two-faces of the same coin, the non-cognitive affective emotional learning outcomes of students personal growth is as important as the cognitive skills in order for students to exceed their goal expectations and reach their fullest potential.</td>
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<tr>
<td>Arts, Counseling, Journalism, Psychology, History and All Campus supported by this goal/project/strategy: Both</td>
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<tr>
<td>Specify if project/strategy is for dept or program: Department</td>
<td>Name of program or area of concentration: Since LBCC is a Hispanic serving institution (HSI), the area of concentration will be a bilingual/multih faculty from Culinary Art, Allied Health, ESL and Counseling to enhance students literacy in health, finance, multiculturalism, and mass media. Other Area impacted by this goal/project/strategy: Other</td>
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<tr>
<td>If Other select above, please specify: All academic programs and student success, retention and transfer capability.</td>
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<tr>
<td>Dept_Plan - Library - Reconfiguration of Public and Private Spaces at LAC Library - 1. Reconfigure existing staff offices and working areas for optimum and appropriate usage of space. 2. Reconfigure public areas in order to provide adequate space and an environment conducive to learning for students.</td>
<td>EMP GOAL supported (hold CTRL to select multiple)*: RESOURCES - C. Facilities and Technology Plans STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
<td>10/10/2014 - Reconfiguring physical space in the Library is ongoing. <strong>Project/ Strategy Status:</strong> Continue working on project/ strategy <strong>Decision re Resource Request:</strong> No resources requested</td>
<td></td>
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<tr>
<td>Start Date (use 8/1/year - see help text): 10/01/2013</td>
<td>End Date (use 7/31/year - see help text): 06/30/2014</td>
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<tr>
<td>Project/ Strategy Status: NEW</td>
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<td>Rationale: The present arrangement does not provide</td>
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<tr>
<td>Projects/ Strategies</td>
<td>Resources Needed &amp; Additional Comments / Resources Needed</td>
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<tr>
<td>Dept_Plan - Library - Linking LIB 1 with Eng. 1 as a Pilot Project for Promise Pathways Students - Promise Pathways is an LBCC initiative to increase the number of LBUSD students who complete college by creating a supportive educational pathway for students to follow.</td>
<td>The Library sees an opportunity to increase student success by implementing a pilot program with the Promise Pathways wherein a cohort of students take the Lib 1 credit course. In doing so, the Library plans to replicate success rates that were apparent in data from Fall 2010 to Summer 2014. During that time, mid-range English 1 students who had previously taken Lib 1 had a 5.8% improvement rate compared to students who had not taken Lib 1. With the number of underrepresented groups in Long Beach growing by the year, the Long Beach City College Library will embrace this challenge through a new pilot program along the lines of the Summer Bridge program. By forming closer ties to our stakeholders on campus, the Library will remain relevant to the increasing need for equity while improving Promise Pathway students' success rates and ability to transfer to four-year institutions.</td>
<td>10/10/2014 - The Library sees an opportunity to increase student success by implementing a pilot program with the Promise Pathways wherein a cohort of students take the Lib 1 credit course. In doing so, the Library plans to replicate success rates that were apparent in data from Fall 2010 to Summer 2014. During that time, mid-range English 1 students who had previously taken Lib 1 had a 5.8% improvement rate compared to students who had not taken Lib 1. With the number of underrepresented groups in Long Beach growing by the year, the Long Beach City College Library will embrace this challenge through a new pilot program along the lines of the Summer Bridge program. By forming closer ties to our stakeholders on campus, the Library will remain relevant to the increasing need for equity while improving Promise Pathway students' success rates and ability to transfer to four-year institutions.</td>
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<td>Dept_Plan - Library - Linking LIB 1 with Eng. 1 as a Pilot Project for Promise Pathways Students - Promise Pathways is an LBCC initiative to increase the number of LBUSD students who complete college by creating a supportive educational pathway for students to follow.</td>
<td>The Library participate actively in the Promise Pathways initiative set up as one of the primary goals in President Oakley's 24-month agenda, and we are exploring a pilot program to incorporate information competency as an indispensable learning experience for a small segment of Promise Pathway students in order for them to succeed in higher level courses that require critical thinking as well as computational and information competency. The envisioned pilot program will link one or two sections of students in Promise Pathway taking Eng. 1 with sections of LIB1 two-units credit courses taught by library faculty.</td>
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<td>The Library is open to all students to help with their information needs but, unfortunately, most students do not have the proper skills to take advantage of all the resources that are available to them in the Library. Some students may come into the Library on their own asking for help or as part of a Library orientation, but this limited interaction is far too superficial to gain the skills that the students need to succeed in their other classes.</td>
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Ideally, in order to ensure that all Promise Pathways students receive the information literacy skills that they need to complete their college degree, LIB1 should be a required class for all students enrolled in the Promise Pathways initiative. Given the budget constraints, however, the pilot program to test students’ performance taking the linked courses against other Promise Pathway students who are not part of the dual-track link will shed some light on the effectiveness of taking information competency course to strengthen research skills at the appropriate time. It is important to note that research conducted by the Office of Academic Services clearly substantiates the fact that students who took LIB 1 before taking a higher-level English 1 class had a much better final grade in their English class in comparison to those who did not have the opportunity to take LIB 1 at the appropriate time. Moreover, in this context, information competency is not confined to gathering, evaluating, and synthesizing information seamlessly into research topics and a broader knowledge base, but more importantly, functions as the catalyst that radically revolutionizes and transforms how students learn. Information competency crystallizes students’ capacity to personalize their knowledge base for life-long learning. Referring to the world of rapidly changing technology, Marshall McLuhan aptly said that the technological tools “we are shaping are, in turn, shaping us.” We can see a similar parallel process in the way multiple tools of information competency transform the way and how students learn, critically think, read and write. Information competency does not merely illuminate the subject-specific course matter for students but also transforms students’ way of learning, thinking, reading and writing. In brief, information competency skills are not only progressive in nature but also just as nuanced, sophisticated and multi-layered as the wide variety of courses across the curricula that they cater to. Faculty librarians deliver information...
<table>
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<tr>
<th>Project/ Strategy</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>**Students' **</td>
<td>competency to science and engineering students that in content and style differs sharply from information competency that enhances EMP GOAL supported (hold CTRL to select multiple)*; STUDENT SUCCESS - A. Student Preparedness STUDENT SUCCESS - B. Student Goal Attainment</td>
<td>10/10/2014 - Implementation of our new Online Public Access Catalog (Worldcat) and Integrated Library System (Worldshare) was completed. However, we are continuing to focus on these areas:</td>
<td></td>
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<tr>
<td><strong>Rationale:</strong></td>
<td>In an informal study conducted by the Library and the Office of Academic Services, it was found that students who took LIB1 before taking English scored much higher overall. Since it is one of the goals of the Promise Pathways initiative is to have a higher completion and transfer rate, LIB 1 which facilitates such a smooth transition to four-year colleges, should be included as a required course in the Promise Pathways course sequence.</td>
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<tr>
<td><strong>Dept_Plan - Library - Maintain WorldShare Management Services</strong></td>
<td>Since the implementation of our new Online Public Access Catalog (Worldcat) and Integrated Library System (Worldshare), we are continuing to focus on these areas:</td>
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<tr>
<td><strong>WorldCat/WorldShare development:</strong></td>
<td>WorldCat/WorldShare development:</td>
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<tr>
<td>Refining the configuration of the system</td>
<td>Refining the configuration of the system</td>
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<tr>
<td>Identifying and track WorldCat/WMS bugs as they appear, and communicating them to OCLC technical support</td>
<td>Identifying and track WorldCat/WMS bugs as they appear, and communicating them to OCLC technical support</td>
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<tr>
<td>Working with IT, to automate the loading of patron data from PeopleSoft into WMS</td>
<td>Working with IT, to automate the loading of patron data from PeopleSoft into WMS</td>
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<tr>
<td>WorldCat/WorldShare outreach:</td>
<td>WorldCat/WorldShare outreach: Providing outreach to faculty and student on use of WorldCat and integration into pedagogy, use of mobile-optimized interface and WorldCat lists</td>
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<tr>
<td>WorldCat Reporting: Using Filemaker Pro, we will</td>
<td>WorldCat Reporting: Using Filemaker Pro, we will</td>
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<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>Implemented the use of a new Integrated Library System WorldShare, and test circulation module for all circulation functions and submit problems including documentation</td>
<td></td>
<td>circulation data and make it available to staff and faculty as a kiosk application on the library server for ongoing information needs not available through the WorldShare Management Systems Reporting Module</td>
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<tr>
<td>Providing (or any other word) outreach to faculty and student on use of WorldCat and integration into pedagogy, use of mobile-optimized interface and WorldCat lists</td>
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<tr>
<td>Developing online instructional videos for searching WorldCat</td>
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<td>WorldCat/WorldShare Statistics: As of this writing, the reporting module for WMS has just been introduced. Beyond the basic statistics and reports on Circulation, Transfers, Holds, and other vital statistics on library activity, it also allows us to compare our collection to those in other libraries. In the coming year, we plan to secure the necessary agreements with peer institutions to do comparative collection analysis, and see this capability as a powerful tool for informed acquisitions decisions</td>
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<td>Systems Integration and Expansion: In addition to consolidating the major transitions of the past year, we plan to progressively integrate our WMS ILS and other contracted information services (database subscriptions, LibGuides, etc.). Integration of these systems using open standards available on many of our systems allow for several interesting and useful new possibilities:</td>
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<td>Systems Integration: In the coming year we will be continuing our work in integrating all our systems: the web site, chat service, LibGuides, social media systems</td>
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<td>Services Development: WorldCat has a very innovative Application Programming Interface, allowing for the development of custom services for the integration of WorldCat into our web page, as well as productivity systems for staff and Library Faculty. Some</td>
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Decision re Resource Request:
No resources requested
possible new services include:

Worldcat Trouble ticket system: A means of easily recording problem records in WorldCat, and addressing and recording the resolution of migration errors systematically as they occur.

Library orientation management system: Assignment and evaluation of library orientations can be managed with less manual labor.

Patron driven/peer reviewed book selection system: A campus wide, public-facing social input system for library book and media acquisitions, basically, a community managed and ranked wishlist for acquisitions. Faculty, Students, and Librarians can suggest, rate, and review books for acquisition by the lbcc library.

Patron-driven/peer reviewed website recommendation: Same infrastructure as above, except for websites on the Internet-at-Large.

Infrastructure as a service: Evaluate provision/performance ratios of information services: in house vs. purchased (e.g. Amazon Web Services). Develop evaluation criteria for future development and system design.

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - B. Partnerships with Business and Industry
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Start Date (use 8/1/year - see help text): 08/26/2013
End Date (use 7/31/year - see help text): 06/30/2014

Project/ Strategy Status:
In Progress

Rationale:
1) Reduce costs,
2) Enhance student-access and user-experience,
<table>
<thead>
<tr>
<th>Projects/Strategies</th>
<th>Resources Needed &amp; Additional Comments/Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Streamline work flow for library faculty and staff facilitating greater efficiency and promoting innovation of library services, and 4) Strengthen collaboration with other libraries to share resources, data, and innovation with its member libraries</td>
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**Responsible Parties:**
Librarians and classified staff

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Area of Concentration

**Name of program or area of concentration:**
Library Technology

**Other Area impacted by this goal/project/strategy:**
Other

**If Other select above, please specify:**
LBCC community

10/13/2014 8:10 PM
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