Proposal for the Postion of
Tenure Track Librarian
(Emerging Technologies, Outreach, Reference and Instruction)

A. Department/Discipline/Program Criteria

1. **Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.**

This position will make our Electronic Resources (currently 0.65 and Measure G funded) permanent and emphasize the integral role of technology and online resources in a modern library.

The 0.4 Outreach portion would answer the administrative need to have outreach representation within and outside our community. This position would also be able to represent the library at Planning and Budgeting Committee meetings where we currently do not have a voting librarian representative. The current absence of library outreach representation limits our ability to market library services and resources and create close ties with our students, staff, faculty and the public.

With the loss of measure G in Fall 2014 and the end of the A2B grant in Fall 2017 **we will lose 25% of our adjunct hours in Fall 2014 and lose an additional 24% in Fall 2017 for a total loss of 49% of our adjunct hours within the next three years**. In light of these losses, we will have to cut back on orientations within the next three years. The 0.2 Reference and Instruction portion would allow the Library to provide more orientation and reference hours, and potentially increase our LIBR 100 offerings.

2. **Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

Currently our temporary and part-time Electronic Resources Librarian manages our databases, iPads, markets electronic resources and iPads and assess their use. Without a full-time librarian we will not be able to provide the same amount of attention to these critical resources and we will not be able to expand on this role to include:

- online videos and tutorials

- services to online classes

- marketing through social media

- keeping up with new technologies that can enhance library services to Cañada.

3. **Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).**

   Electronic resources and services are a major part of a 21st century library and their significance will continue to grow. In order to stay relevant and vital we need someone with the expertise in this area.

4. **Describe PT/FT faculty needs for the discipline/program.**

   The Library needs a full-time librarian in order to effectively and efficiently manage, promote, and assess our electronic resources. Currently these duties are being done by a dedicated adjunct, however this adjunct position is temporary and more effective management can only be done within a full-time position.

5. **Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.**

   The State Legislature passed AB 86 in 2013 in order to create seamless transitions for students across adult schools and community colleges. The library can serve an important role in providing a bridge between these orgainizations and support adult learners. This position can both provide technology workshops for adult students at Cañada and outreach to adult schools.

   Title 5 does have a minimum of 3 FTE faculty librarians for an institution of our size. We currently only cover this because of grants, which will run out Fall 2017.

6. **Describe any budgetary implications of the proposal.**

   With benefits this position will cost between $70,000 -$80,000. This position would superscede most of our adjunct hours (assuming we will have enough hours to meet the 3 FTE faculty librarians), which will save the College about $70,000.

B. **College Mission and Goals Criteria**

1. **Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college (note: when document is finished, this will be hyperlinked).**

This position supports the mission and strategic goals of the college by providing a resource-rich learning environment and supporting instruction. An Outreach Librarian will help increase retention by providing outreach to student populations with diverse learning needs such as: first

generation students, veterans, and international students; helping those students integrate more into the college and increase their information competency. An Electronic Resources Librarian will assist the library in expanding its electronic resources, managing ongoing technical issues, and integrating electronic resources into instruction. The Library directly supports the following aspects of Cañada's Institutional Learning Outcomes:

- Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

- Use language to effectively convey and idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

- Access to resources that support students understanding and interpretation of various points of view that emerge from a diverse world of peoples and/or cultures.

2. **What unmet needs will this position address (student, district, community)?**

This position will strengthen the Library program by improving and expanding outreach to the Cañada community and online services and resources. Management of online resources are completed efficiently by someone with the knowledge and authority to complete those tasks; and representation of the Cañada College Library at planning committees, student groups, and councils at the district and state level; freeing up reference and instruction librarians to spend more time working with faculty and students. It will also help the library build a robust online collection that is aligned with the instructional goals of the college and make better use of current and future online resources and services.

3. **How will this position enhance retention and student success?**
   Numerous studies have shown that library instruction and resources improve retention and student success (Wong & Cmor; Bowles-Terry; Soria, Fransen, & Nackerud; Cox and Jantti). This research also shows that library instruction is most effective when it is repeated at different levels, in integrated into the classroom, and is part of a robust program. Simply having adequate resources and services is not sufficient.

   A full-time emergering technologies and outreach librarian will enhance our current offerings as well as increase our outreach with the general community.

4. **Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.**
   This position supports pathways by increasing reference, orientations, and LIBR 100 sections that support and enhance current course offerings.

C. Historical data criteria supporting request.

Use of the library's services and resources is high, but the majority of our orientations and reference sessions are done by adjuncts. The management, promotion, and assessment of our electronic resources is also done by an adjunt.

Service	Amount	Date
Orientations	115 (reached 2983 students)	Fall 2013-Spring 2014
Reference Questions	1223	Nov. 2013-June 2014
IT/Print Questions	1042	Nov. 2013-June 2014

Electronic Resource Use for 2013:
Databaess - 136,360 Sessions and 372,779 Serches
Website – 5,0545 Page Views
YouTube Videos - Views 878
LibGuides -- 31373 Hits
EBSCO Academic eBook Collection - 14098 Sessions

1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.

When LIBR 100 was linked to ESL 400 our course enrollments went up from 39 in 2009/10 to a high of 118 in 2011/12. Enrollment in the 2012/13 academic year was 90, with a success rate of 82%, 12% above the College Success Rate Goal and 10% above the success rate in the 2009/10 academic year. The table below, Annual Success and Retention, reflects Fall 2012 and Spring 2013.

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Success Rate Goal	Success Rate Diff	Retention Count	Retention Rate	Retention Rate Goal	
2009/10	39	28	72%	70%	2%	32	82%	84%	
2010/11	96	73	76%	70%	6%	83	86%	84%	
2011/12	118	95	81%	70%	11%	105	89%	84%	
2012/13	90	74	82%	70%	12%	75	83%	84%	
Fall 2013	53	42	79%	70%	9%	46	87%	84%	
Change from 2011/12 to f 13	-37	-32	-3%	0	-3%	-29	3%	0	
							86%	84%	

Students of all ages are enrolled in LIBR 100. The 40-49 year olds have steadily risen (from 3% in 2009/10 to 19% in 2012/13), while the numbers of 18-20 year olds have shrunk (from 48% in 2009/10 to 20% in 2012/13). However, we have seen a slight increase in 23-28 year olds in the

last three academic years (from 17% in 2010/11 to 24% in 2012/13). The majority of LIBR 100 students (32%) are in the 29-39 age range.

Unqiue Headcount by Age

	2009/10		2010/11		2011/12		2012/13	
Under 18	1	2%	3	4%	4	4%		
Age 18-22	17	48%	24	30%	21	22%	18	20%
Age 23-28	10	27%	16	17%	24	22%	25	24%
Age 29-39	9	16%	41	38%	40	32%	38	32%
Age 40-49	2	4%	11	8%	16	11%	28	19%
Age 50-59	2	3%	2	2%	9	8%	8	4%
Age 60+			2	2%	4	2%	2	1%
Column Total	41	100%	99	100%	118	100%	119	100%

This position supports our efforts to increase LIBR 100 sections and futher serve working adults as well as increasing student success and rentention by providing a robust information competency program.