

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2021

Program: Library/Learning Resources
CPPR Completed: 2018

Planning Year: 2021 **Last Year**

Unit: North County Campus & Student Success & Support Programs **Cluster:** Student Success and Support Programs, College Centers

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

- Describe changes to program mission, if applicable.

The library updated its mission statement to be more inclusive of DEI principles. This was a collaborative process which took into account both the goals of the District and a comparison of trends in library mission statements nationally.

The mission of Cuesta College Library is to support and enhance the district's instructional programs by developing and maintaining collections of print and electronic resources to meet the information needs of students and faculty; and by teaching students to access, evaluate, and use information effectively and ethically.

- Describe any changes in primary relationships, internal and external, to the District.

Library/Learning Resources moved clusters to be under the Dean of North County Campus & Student Success & Support Programs in the Student Success and Support Programs, College Centers.

- List any changes to program service, including changes and improvements, since last year, if applicable.
- Library/Learning Resources has been operating with most services online since March 2020. All faculty are working online, and Tech Services classified staff are on campus only during peak students need times, primarily at the beginning and end of each semester.

We have moved our Library Service Platform software from OCLC WMS to ExLibris Alma/Primo as part of the Statewide Community College Consortium. This has been a multi-year staff-intensive project which will continue into the summer with policy and procedure updates, trainings, and inventory. The intent was to save the cost of the

individual software purchase in a plan similar to Canvas, but at the time of the writing the cost is not in the state budget past 2020.

The library increased the acquisition and distribution of Chromebooks, PC laptops and hotspots for students. This has included tracking the hardware in our LSP platform and being a primary distribution point for hardware. The library also researched and facilitated an affordable hotspot/data solution for the school which can be utilized by multiple departments.

- As a response to the college moving classes online, we have increased our databases and e-textbook offerings substantially (10 new databases and a new e-textbook source) using a combination of CARES and Foundation funding. We will be evaluating the use of these services in Spring 2021 and requesting continuation of the services as needed. We are focusing our e-textbook licensing on access to high use reserve books and providing these to students with economic need. The library continued to support Open Access Resources through managing OER grants, updating OER Course finder listings and providing research support and educational opportunities.

We have been working to improve embedded librarian services. This has been offered for online ENG 201A classes for some time now, but with almost all classes converting to a distance modality this year, we have more actively promoted its use by English 201A (thirty-five sections), and other literature classes (four sections) as well as other disciplines including Biology, Music, Geology and Journalism. We continue to provide orientations for many courses including English, Biology and CSS.

- We have increased the number of videos and online modules to help students navigate library services online, including updating our website and all of our Library Guides to include information on the new Service Platforms and student and faculty instructional videos. We launched a Library Canvas module to increase visibility and support seamless access to the College Success workshop series. Working with a taskforce of English faculty members, we updated the Library Information Literacy Assignment (LILA) in canvas to reflect engaging pedagogy and content. The ACCJC's visiting team commended this work in its report.
- The library continues to support Studython and extra Saturday hours, this year providing librarian support during hours of peak need online in Tutorial Zoom breakout rooms in an effort to be where the student are gathering.

With both campus library buildings mostly closed for the last year, we were unable to offer our usual array of educational, cultural, and literary speakers and workshops. So, in April 2020, we began offering virtual offerings.

Since then, the library has facilitated, sponsored, or co-sponsored over twenty virtual events including:

- Poetry Readings (April, May, June, September, October 2020; February, April 2021)
- Virtual Book Club Sessions (July, September, October, November 2020, February, March, April, May 2021)
- Hispanic Heritage Month Events (September 2020)
- Black History Month Events (February 2021)
- Informed Voter Workshop (October 2020) website and live session for ASCC re: finding reliable sources on election candidates and issues

Recordings of these sessions are being placed on our Library YouTube Channel or the ASCC Channel for re-watching or future use. Attendees included students, faculty, staff, administrators, community members.

- List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.
- None.

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

- Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

Much of the Library's work over the last year has been focusing on access and success for disproportionately impacted students. This has included providing drop-in Success Workshops, creating more help files and videos, increasing embedded librarian services and adding librarian support in tutorial Zoom rooms.

- Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.
- 1.2 Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

With the College online for the last year, the library has strived to contribute to keeping students connected, including providing library support online as well as presenting many literary and cultural events that have provided a sense of belonging for the community.

- Institutional Objective 2.1 Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

The library had several initiatives in support of underrepresented groups including a eight week Online Success Workshop series which was modeled on an earlier program for non-credit students. The series covered getting online, good study habits, support

services offered to students and other key elements for student success and offered a stipend for attending. The library also attends outreach events including Preview and Cougar Day.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

- Data Summary:
- Describe data collection tool(s) used.

The bi-annual library student survey was conducted in 2019 and will be conducted again in 2021. The library has responded this year to surveys conducted by Student Services in respect to needs arising from the district's response to online education and COVID-19 planning. The library also tracks student contact points including door counts, reference librarian interactions, attendance at workshops and outreach activities, and circulation of library materials and hardware.

A survey of all English 201A faculty and students about the Library Information Literacy Assignment (LILA) helped us to measure the efficacy of that assignment. Data analysis of the LILA and exam from Fall 2020 allows us to measure item-level results.

Reference shift data record the types and number of user inquiries as well as their relation to library Student Learning Outcomes.

- Include updates to program data results from the previous year, if any.

None.

- Data Interpretation:
- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

The library continues to provide extra hours on Saturdays and during Studython and has moved online librarian support to Tutorial Zoom rooms based on student feedback. The number of students served in synchronous orientations dropped, but librarians customized orientation screencasts for many class sections, including English 201a and Psych 200, whose usage is difficult to quantify.

- Identify areas if any that may need improvement for program quality and growth.

The library will continue to increase opportunities for student contact including increased embedded librarians in Canvas courses, increased use of chat and Zoom.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan](#) Worksheets.

Moving forward we anticipate that students will need increased access to online materials, support from librarians and staff including training on technology and information management. Also, district provided technology including Chromebooks and hotspots has been very popular – 267 Chromebooks are circulating to students in Spring 2021, only 64 of which are designated for use outside of classroom carts. We recommend purchasing more Chromebooks and hotspots for individual student use once class carts return to campus.

A recent Cuesta student basic needs survey ranked internet access and affordable textbooks as students' foremost concerns, so the library will continue our efforts to expand access to these.

IV. ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

- Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

Library faculty and staff evaluated the mission statement and outcomes this year and modified it to better reflect the DEI priorities of the district and the department.

The library added SLOs to our librarian reference desk data sheet and now track how each interaction supports Library SLOs.

- Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan](#) Worksheets and review the Resource Allocation Rubric.

In order to provide access, there will be a continued shift to online materials and support.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

A. Internal and external organizational changes

The department will be planning a return to campus in the next year but many of the trend we have seen this year will likely continue including providing support for students online.

B. Role of technology for information, service delivery and data retrieval

We will be continuing the implementation of the LSP (Alma/Primo) including adding to the collection, customizing the software, and providing help materials for students and faculty. E-book and Database providers continue to be changeable and costly and CARES funding will not continue. Students in high need situation will still need Chromebooks and hotspots and will look to the District to provide them.

C. Providing service to multiple off-campus sites

There will be a continued expectation to provide improved online services and service for South County and possibly CMC.

D. Anticipated staffing changes/retirements

One full time tenured librarian moved to part-time status at the beginning of 2020; we requested a full time Equity and Outreach Librarian to cover needed duties. One library clerk will be retiring and we plan to rehire for that position. We lost the full-time lab manager position last year and will need for evening coverage in the open lab in SLO and are requesting hourly personnel.

The online success workshop development was funded in 20/21 through CARES funding and will require additional funding if that is not available going forward.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#). These elements will be reflected in the District planning and budget process.

Library Learning Resources continues to adapt to new models of providing service. An initial analysis of database use including the expanded selection funded by CARES and Foundation funding indicate that we need \$25,000 to maintain service. All hotspots are checked out and we get requests almost daily for more, so increase supply of hotspots and continue funding the 63 we have another year at \$10 a month. $\$120 \times 63$ is \$7560. Eligible for 33 more devices admin fee \$ 694 plus service is \$4654. Total Hotspot cost to increase supply and maintain service for all will be \$12,215. Many Chromebooks currently on load are borrowed classroom sets. We anticipate demand for Chromebooks will remain high and the cost to replace the classroom sets with loaner Chromebooks will be \$50000. Changing requirements for staff knowledge in the areas of marketing/social media, customer service, equity/social justice courses or workshops require funding of \$1000. A part time hourly staff person is needed to provide evening support in the Open Lab when hours return to normal.

The College Archives room in the SLO library building is greatly in need of additional upright, metal shelving in order to safely accommodate the college history collection. This is especially true with the recent acceptance of the donation of some 6 or more bankers' boxes of archival material from the family of recently deceased Dr. Frank Martinez. Dr. Martinez was the second president of the district, serving for some 12 years in that role; prior to that, he was the founding Asst. Superintendent of the new college. In order to increase the shelving units, we first need to have some of the wooden drawers and counters removed, to free up contiguous wall space for the upright shelves.