I. ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT’S CLUSTER

II. ANNUAL PROGRAM PLAN WORKSHEET

Program: Library/Learning Resources  Planning Year: 18/19
Last Year CPPR Completed: 17/18

Unit: VPAA  Cluster: Institutional Research, Library/Learning Resources & Instructional Technology

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

NONE

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

Library/Learning Resources is now part of a new cluster, Institutional Research, Library/Learning Resources & Instructional Technology, including a Dean of Institutional Research, Library/Learning Resources & Instructional Technology and Chair of Library/Learning Resources & Instructional Technology. Staffing changes within Library/Learning Resources have included reclassifying a Library Tech III Position to Library Coordinator and replacing a Library Tech II position with a Clerk position.

C. List any changes to program service, including changes and improvements, since last year, if applicable.

In summer 2017, the SLO Open Computer Lab, Open Lab Help Desk and Mini Cad Lab serving Architecture and Engineering students was relocated into the main library space (3200). We refurbished and updated the space for our children's collection at the SLO Library to make it more child friendly for the kids from the campus Children's Center and for use as a lab for students in the ECE program. SLO Library finished the last phase of its "collaborative space" redesign, with new, colorful furnishings. The space that formally held extra book stacks now has moveable couches, arm chairs, rolling whiteboards, study tables and chairs, and cubicles. All of this flexible furniture can be moved around to re-purpose the space as needed. We changed our extended Library hours the week before finals and during mid-terms to match Cougar Days and Success Centers Studython hours on both campuses.

The SLO library increased the number of displays of student artwork projects and promoted them more on social media, resulting in coverage by KSBY TV. We displayed student projects/assignments from several sections of SSC in both libraries, including
CSS 225 students that interpreted themes of diversity from a library sponsored author visit to campus (Brando Skyhorse/The Madonnas of Echo Park).

We created many new customized web-based Library Guides to support student research and classroom assignments in the following course areas: History, Biology, English, Graphic Arts. These continue to be updated with new resources and instructor updates to assignments.

The Library supported several of the campus-wide Faculty Lecture Series events with promotions on social media and by incorporating some lectures into the annual Book of the Year program. The SLO library partnered with the English Department to host two live poetry readings in the new collaborative space; students, staff, faculty, administrators, and community members attended these literary events.

The SLO library provided archival research and organized displays on campus and off to support celebration of the college's history. This included archival research and photo scanning to support displays and a slide show for the President's special Cuesta Football Reunion event.

We partnered with student Success to circulate thirty Chromebooks for student use and updated lending policies on laptops to promote usage and make them more accessible to students. We partnered with CaFE to circulate text to books to in need students, the Health Center to circulate "playaways" on wellness and with the Zoom program to circulate their materials as semester check outs. The Library was included in grant funding for Cuesta’s current U.S. Department of Education Grant aimed at improving diversity among California teachers. The library participated in the Educate conference, including hosting a table at their Resource Fair and offering a librarian led book discussion for attendees on Barbarian Nurseries.

Campus libraries hosted Flex Workshops for faculty which focused on integration of our library resources into courses. For example, we demonstrated use of our streaming video collection, use of subscription databases, customized Libguides, and library resources on how to discern "Fake News" and incorporate the information into course curriculum. The library hosted a regional meeting of the Goldcoast Library Network which included professional development training on diversity in libraries.

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

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

The library supports the mission of the college by supporting students in their efforts to improve foundational skills, especially the skills of information literacy, which are becoming increasingly important for preparing engaged citizens in an age of fake news and alternative facts.
B. 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.

By supporting course work with a range of information resources, the library fosters student success in the classroom. This has included expanding our library orientation programming, Library Guide creation, support of open hours in collaboration with Student Success Centers and access to materials for ZOOM and CaFE students.

The library’s student learning outcomes closely align with the informational fluency element of ILO 6:
“A Cuesta College information literate student is one who should know or be able to do the following:
• Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
• Synthesize material and evaluate whether information need has been successfully satisfied.
• Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs.”

Library instruction—in ENGL201A and a multitude of other courses—focuses on developing information literacy within a discipline and, more broadly, on developing the habits of critical reading that enable a person to evaluate the relevance and value of an information source and to use information effectively and ethically.
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 and Assessment website. Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary
   • Describe data collection tool(s) used.
     Learning resources tracks usage via door counters, check lists, and surveys, including a survey of student satisfaction administered every two years and a daily count of reference questions answered.

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

Space and Collections
Students continue to use library spaces for quiet study, to work on group projects, to attend library orientations, and to use library and technology resources. With the addition of the open lab in SLO, the number of visits increased to 127,701. While overall circulation numbers have remained relatively constant, a much larger portion of the collection use is now in reserve textbooks. In 2016-17, the libraries circulated more than 40,000 items; over half were textbooks and other items on reserve. Electronic resources have also become more heavily used in recent years.

Reference and Teaching
Librarians answer reference questions from students, including those about technology, subject research and general questions crucial to student success such as financial aid and registration. In 2016-17, 6540 reference questions were answered in person and 57 were answered via live chat. Librarians also teach information literacy skills to Cuesta students. We do this through classroom instruction for English 201A and other classes, including familiarizing students with information resources, and with methods of locating, evaluating, and synthesizing information into their academic work. The chart below details the number of class sessions (orientations) we have done last year, and the number of students attending them.
Student Surveys
Every two years the library surveys students to assess the extent to which our collections and services meet their needs, and to solicit suggestions for improvement. The most recent survey was administered in Spring 2108 and had 47 responses, 42 in SLO. The students who responded use the space quite often (83.7% either daily or 2-3 times a week).

5. When classes are in session, how often do you use the library either in person or online?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>daily</td>
<td>30.6%</td>
<td>15</td>
</tr>
<tr>
<td>2-3 times per week</td>
<td>53.1%</td>
<td>26</td>
</tr>
<tr>
<td>weekly</td>
<td>8.2%</td>
<td>4</td>
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<tr>
<td>monthly</td>
<td>4.1%</td>
<td>2</td>
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<tr>
<td>1-2 times per semester</td>
<td>4.1%</td>
<td>2</td>
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<tr>
<td>never</td>
<td>0.0%</td>
<td>0</td>
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answered question: 49
skipped question: 0
In the 2016 administration of the student survey, by far the most commonly expressed need is for expanded hours, including later evenings and weekends. The second most common response was the need for more group study spaces. This trend continued in 2018 and was reflected in comments, such as this one responding to the question, “How can the library help you be more successful?” with the answer: “Longer hours and weekend hours. Many times I’ve needed library access after an evening class and it was closed. Weekend hours would be tremendously beneficial to myself and other Cuesta students.”

Most students (89%) agreed or strongly that the library helped them be successful academically and most reported using reserve items (84%).

The North County Library conducted a supplemental survey on library space and usage during fall 2017 semester and collected 164 surveys. The 2018 NCC Library Space Survey focused on library usage and found that about half of the students wanted group and half wanted quiet study space. Based on the aggregate results and comments, many wanted to maintain quiet space. Some demand for more individual study space, some demand for group space, as well as more group study rooms with privacy. See summary table:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>more individual study space</td>
<td>58</td>
<td>35.37</td>
</tr>
<tr>
<td>more collaborative group space</td>
<td>46</td>
<td>28.05</td>
</tr>
<tr>
<td>more comfortable/casual seating</td>
<td>52</td>
<td>31.71</td>
</tr>
<tr>
<td>access to new technology</td>
<td>46</td>
<td>28.05</td>
</tr>
<tr>
<td>quieter</td>
<td>27</td>
<td>16.46</td>
</tr>
<tr>
<td>less quiet</td>
<td>11</td>
<td>6.71</td>
</tr>
<tr>
<td>other</td>
<td>9</td>
<td>5.56</td>
</tr>
</tbody>
</table>

NCC Library Space Survey Summary Table

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

To respond to requests for more hours, in the 2017/18 year, the library has worked with the Student Success Centers to open for extra hours during finals and midterms, including evening and Saturday hours at both sites.
To provide group and quiet study space in NCC, we have initiated a project to assess how this can be achieved given the constraints of the space, starting with contracting a sound engineer. In response to the 2016 student survey, the SLO library created a new group study area with movable tables, chairs and whiteboards to support student groups and the response has been positive.

Usage statistics demonstrate an increasing need for reserve text books and online databases, ebooks and streaming media. The high cost of textbooks and rapidly changing editions are a burden to the many students who take advantage of the copies in the library. While the Library attempts to respond to requests for increased databases, especially in science and technology, most digital resources are available only as subscriptions, and thus require sustainable funding.

The Library workbook is in need of an update to make it more accessible for various learning styles and distance students and to make use of the current Learning Management Software that students are familiar with and we are working to move the materials to Canvas for the Fall 2018 Semester.

The district is focusing more on underprepared students and the library has responded by purchasing focused materials, such as ESL readers and by doing outreach to Academic Skills and ESL classes.

We are also requesting that an unfilled Librarian position be filled with an Equity/Outreach Librarian to help develop curriculum and focus Information Literacy to this population. As a department focused on improving student learning, the library has made requests for positions and items that will directly support student success. The Student Equity Librarian position would also enable us to increase outreach specifically to underserved student populations identified in the Student Equity Plan. Since one full-time librarian position was never filled following a retirement, the library is still short one full-time librarian. The addition of an Equity/Outreach Librarian would fill this void, and allow the library to work closely with faculty to reach the target student populations as well as work on other student success initiatives such as Guided Pathways.

In the College Archive, we are asking for funding to convert 1985 Oral History audiotapes to modern format so that this important history won’t be lost as well as archival supplies to preserve paper documents. In the Open Computer Lab, the student printing system GOPrint is aging and does not support card printing, wireless printing or Google Suite printing.

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

Extra hours during midterms and which has depended on grant funding and will need district funding to go on in a regular and predictable way.

Database, ebook and streaming services continue to be used more each year and the cost of these databases continues to go up, now totally over $50,000 per year. The Library Management Software, OCLC WMS, has streamlined management of library research, fine collection and item cataloging and circulation, but also does not have a line item in the library budget. Reserve books are the most urgently needed of our print
collection, and require updates each year. Students without access to textbooks are more likely to drop courses or to not succeed.
Again, there is no line item in the budget for reserve textbooks and we are forced to ask each year for grant funding.
Courses offered through Cuesta College’s Distance Education program are equivalent to the classroom-based version in course content, textbooks, required assignments, exams, study time, etc. Students in Distance Education courses must able to access support services such as technology help desk and library services remotely and the Library will respond to these needs.
For instance, Librarians are currently in the process of converting the Library Research Workbook, a required component of English 201A, into a digital format that will be embedded into English 201A course shells in Canvas. The transition to a digital format will provide online access as well as allowing students with disabilities to use appropriate software to increase the font size or listen to the text, making it more accessible. Instructors will be able to instantly view their students’ quiz grades in Canvas without having to wait for a librarian to retrieve the results from an external software. For librarians, the benefit is that we can instantly make any updates or edits to the text. The result should be a more streamlined, intuitive experience for students.
Library/Learning Resources is currently in the planning stages for two innovative spaces for teaching and learning. The first is a faculty training center, Active Teaching, Technology Center (ATTIC). The ATTIC will be developed in conjunction with Instructional Technology, Online Education, Library Learning Resources, and Student Success Center; the ATTIC will assist faculty in gaining skills and capacities to develop innovative and accessible curriculum, digital content, and resources that will enhance our student’s ability to be creative, collaborative problem solvers, and self-directed learners. The ultimate goal of the ATTIC will be to improve outcomes for student success across campus.
(1) The second, is a makerspace in the NCC. Makerspaces have become an increasingly popular vehicle for encouraging hands-on learning in academic libraries across the country. Implementation of a makerspace at Cuesta’s North County Campus (NCC) library would foster creativity while supporting instructional programs in entrepreneurship and STEAM. Initially, librarians would work closely with faculty at NCC to identify appropriate equipment and materials to be included, as well as promote use of the space. Depending on availability of funding, the makerspace may launch as a “pop-up” makerspace on selected dates. Successful “pop-ups” may lead us to investigate creating a permanent makerspace within the library.
Our outreach activities including Book of the Year are also not funded and must be grant supported.

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

B. 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.
N/A

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. Regulatory changes
NONE

B. Internal and external organizational changes
As the new cluster matures, we expect to make changes to accommodate more faculty Distance Education training, with the creation of a faculty learning center (ATTIC). The NCC space is undergoing a redesign to support group and quiet study as well as a planning a Makerspace for innovative student learning and support of STEAM students.

C. Student and staff demographic changes
The library sees a need for Increased support for online students, underprepared students and underrepresented students and sees an emerging need for as Equity/Outreach Librarian to meet this need.

D. Community economic changes – workforce demands
None.

E. Role of technology for information, service delivery and data retrieval
The Library has seen an increased demand for online materials and advanced lab and printing features to support current student needs.

F. Providing service to multiple off-campus sites
There is increasing need to support distance education students and faculty in terms of research assistance and online materials. The South County site will also be reviewed for level of service and available materials in the next year.

G. Anticipated staffing changes/retirements
The Computer Lab/Learning Management Specialist is planning to retire this year. This position will need to be replaced immediately due to student and faculty reliance on both the Lab and the online Distance Education help this position provides.

VI. OVERALL BUDGET IMPLICATIONS

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

Elements:
A. Personnel
   The Computer Lab/Learning Management Specialist is retiring and will need immediate replacement. With the anticipated expansion of Distance Education courses and the resulting need for training and support, this position might work better as a coordinator of this service area. We are not funded by the district for extra library hours such as those during Studython, and have to depend upon grants from Foundation and ASCC, which makes our hours unreliable. The library is also responding to initiatives on campus such as Guided Pathways, and needs funding for professional development to assess how the department can best address the library’s role.
   The Library/Learning Resources sees a need for an Equity Outreach Librarian due to increased focus across the College on students that are underprepared for college-level work as well as the need to reduce gaps in the success markers for underrepresented groups.

B. Equipment/furniture (other than technology)
   There is increased demand for reserve textbooks based on circulation statistics and a lack of district funding. Retirements and the shift to digital photography in the Marketing Department have resulted in a need for supplies to support the influx of materials to the College Archive/Special Collections. There is growing need to shift to more digital journals, film and book resources and we are requesting dedicated funding for databases. North County is in the midst of a remodel to support group and quiet space and will need some furniture, charging stations and a water refill station.

C. Technology
   Student requests for wireless printing and non-cash options along with an aging GOPrint system have resulted in our request for Student Open Lab Printing updates. Increased use of laptops, phones and laptops have reduced the need to grow the open lab, but have presented a need for wireless printing. The K-12 move to Chromebooks for all students has created a need for Cuesta Lab support for Google Suite Printing and increased support for new Chromebook carts.

D. Facilities
   The Library was not re-roofed in the 2005 remodel, and leaks every time it rains. Since this ruins materials and furniture, we request that the library roof be fixed.
   Library/Learning resources have proposed two innovative centers, the ATTIC Faculty Training Center in the SLO space to meet the need for faculty technology training and The Makerspace Popup in the NCC library to provide an integrated learning space for STEM students.
### III. SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

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<th>Division Chair/Director Name</th>
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**San Luis Obispo County Community College District**
Non-Instructional Annual Program Planning Worksheet
Approved Document to be Used for Submission Spring 2018, September 15, 2017