NON-INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2017-2018

Cluster: VPAA **Program:** Library and Distance Education **Current Academic Year:** 2016-17

Last Academic Year CPPR Completed: 2012-2013 **Current Date:** 06 March 2017

NARRATIVE: NON- INSTRUCTIONAL CPPR

I. **GENERAL PROGRAM INFORMATION**

A. Program mission

The mission of the Cuesta library is to support and enhance the college'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.

-- revised 2012

In addition to its primary mission, the Cuesta Library also strives to serve the academic community by providing access to resources that support and strengthen the college curriculum, by stimulating the intellectual development of students and faculty, by motivating students to acquire reading, research and life-long learning skills, and by assisting faculty in maintaining awareness of current information resources and information literacy skills.

The Cuesta Library also provides continuing education opportunities that will enrich the entire community by making resources and facilities available to community residents, instructing patrons in the effective utilization of information resources, and designing, assisting, and promoting the effective use of instructional technologies for teaching, learning, and research.

The following goals support the Cuesta Library's mission, goals, and services:

- To provide organized and accessible collections of print, audiovisual and electronic resources, and to provide access to remote information resources, in support of the college's instructional programs
- To provide physical facilities and technology equipment supporting teaching and learning
- To provide qualified professional and support staff to serve users

- To offer information literacy instruction for students, faculty, staff and community users
- To provide reference services and to stimulate interest in learning
- To offer community users access to the resources and facilities of the college libraries in support of the college's mission to provide cultural, social, and community service activities that enrich the lives of local residents.
- To cooperate with all types of libraries, library networks, and consortia in sharing resources and providing maximum access to information in a cost effective manner.
- To evaluate library resources and services on a regular and systematic basis and to participate in the college's institutional planning and evaluation process.
- To develop and assess innovative library services by keeping abreast of advancements and trends in the library and information technology professions.

B. Brief history of the program

The library has been part of the college since its inception, and currently occupies buildings on the San Luis Obispo campus (expanded and remodeled in 2007) and the North County Campus (new building opened in 2012.) Distance education, which began in the 1990s, formally became part of the library director's responsibilities when a new director was hired in 2008.

C. Include significant changes/improvements since the last Program Review

In fall 2015 the library implemented a new integrated library system, WMS, which makes the majority of library resources accessible within a single search. Because students no longer need to learn how to use different finding tools for different kinds of resources, we are able to shift our teaching emphasis from ways of finding information to the more important aspects of information literacy: evaluating and using information.

Over the past few years, the library has taken advantage of one-time funding sources to bring in several new databases: *Films on Demand*, which provides streaming access to more than 24,000 educational films—nearly all of them close-captioned--from such suppliers as the BBC, PBS, and TED Talks; *PsycInfo* and *PsycArticles,* which provide industry-standard access to literature in the psychological sciences; and *Credo Reference*, a collection of more than 400 digitized reference books to replace and augment an aging print reference collection.

The District's developing relationship with California Men's Colony has implications for library services, since our resources are increasingly digital and inmate-students are not allowed internet access. The library has met this challenge by providing remote access to library databases to CMC librarians, and by donating print reference books weeded from our collection to the CMC libraries.

Distance education has made remarkable strides in recent years, responding successfully to the one remaining accreditation recommendation; completing revisions of Administrative Procedure 4105, which codifies best practices in distance education; hired a full-time faculty Instructional Designer; and migrated to the Canvas Learning Management System.

D. **List current and/or new faculty, including part-time faculty**

Library and Distance Education Faculty (*=full time)
Jessica Gonsalves*. NCC Librarian.
Kevin Bontenbal*. Instructional Technologies Librarian.
Carina Love*. Technical Services Librarian, Archivist.
Cynthia Wilshusen*. Instructional Designer.
Christina Lau. Adjunct Reference Librarian.
Del Chausse. Adjunct Reference Librarian.
Denise Fourie. Adjunct Reference Librarian.
Patrick Moloney. Adjunct Reference Librarian.
Laurie Allen. Adjunct Reference Librarian.
Mary Speidel. Adjunct Reference Librarian.
Ellen Jagger. Adjunct Reference Librarian.
Sariya Talip Clay. Adjunct Reference Librarian.
Deborah Schlanser. Adjunct Reference Librarian, SCC.
Vickie Rabourn. Adjunct Reference Librarian.
Sharon Haupt. Adjunct Reference Librarian. (new, 2016)
Laura Schwoerer. Asjunct Reference Librarian. (new, 2016)
Kellye Cohn. Adjunct Reference Librarian. (new, 2017)
Jennifer Severson. Adjunct Reference Librarian. (new, 2017)

E. Describe how the Program Review was conducted and who was involved

The program review was drafted by Mark Stengel with input from Library faculty and staff.

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

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

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.
Distance education embodies the college value of access by providing courses which are independent of time and place, allowing students with busy work and family lives to further their education even when their schedules do not allow them to attend face-to-face classes. The Library supports access by providing materials and services available online, so that students can use them from any place with an internet connection.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Educational Master Plan
The library and distance education provide critical support to four of the five Institutional Goals defined in the 2016-2026 Educational Master Plan:
Institutional Goal 1. By supporting course work with a range of information resources, the library fosters student success in the classroom. Distance education contributes to this goal by exceeding the successful completion rate of face-to-face courses.

Institutional Goal 2. Distance Education is all about access, ensuring that students can take Cuesta courses without having to come to a campus at particular times, and making courses available to students who do not live within easy commuting distance of an instructional site. The library supports access to higher education by making online books, journals, and streaming media available from any location with an internet connection, ensuring that students do not have to use library resources only when the libraries are open, and by providing reference services by email, telephone, and internet chat to students who are unable to visit a physical library.

Institutional Goal 3. Through its leadership in the college's Book of the Year program, the library has established a partnership with the San Luis Obispo County library system, which provides funding support and hosts films and discussions relating to the book each year. The Library has also collaborated with the California Mens Colony to provide important reference books and, through the CMC library staff, access to online databases to support CMC students in Cuesta classes. We have also donated books (duplicate copies of little-used books from our collections) to Restorative Partners, which makes them available to inmates in the County Jail (this collaboration was begun as a result of Book of the Year: *Orange is the New Black*, when we gave tickets to the author presentation to inmates of the honor farm.)

Institutional Goal 4. The San Luis Obispo campus library is engaged in a multi-year project to enhance the usefulness of library space to support group learning as well as quiet space for reading and reflection. The library also made a technological step forward in 2015 when we introduced Worldshare Management Services, a suite of technologies that provides one-search access to the library's books, articles, and media, enabling students and other library users to spend less time finding information resources and more time using them. The implementation of the Canvas Learning Management System (completed, summer 2017) provides a single digital front door to all Cuesta courses, whether offered online or face-to-face.

Strategic Plan
Distance Education had its own Institutional Goal (1.3) in the 2012-2017 Strategic Plan, and met the goal each year of the plan. Between 2012 and 2016, the rate of successful course completion in distance education courses increased from 61.8% to 68.2% using data from fall semesters.   When looking at the entire academic year, distance education success rates exceeded the college success rates for face-to-face courses in each of the last four years.

Technology Plan
Distance education is actively involved in achieving three of the initiatives in the distrcit's Technology Plan:
   #9: the Instructional Designer and the Director are both members of the task force formed by the Technology Committee to review, evaluate, and make recommendations on instructional technologies;
   #11: with the migration to Canvas, the district's Learning Management System is now accessible to mobile devices;
   #13: distance education Technology Resource Instructors and, more recently, the Instructional Designer have worked with the Technology Trainer to develop and deliver training on Canvas and other new technologies.

C. **Identify how your program helps students achieve Institutional Learning Outcomes.**

ILO 6. Technical and Informational Fluency
   Students achieving this outcome will be able to:
- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
- Produce and share electronic documents, images, and projects using modern software and technology

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 rading that enable a person to evaluate the relevance and value of an information source and to use information effectively and ethically. As the chart in Figure 1 (below) indicates, students completing their education at Cuesta are confident that their abilities in informational fluency have improved at Cuesta. Instruction in the distance education modality fosters increased skill in using information technologies, since the successful student in distance education courses will have learned to produce and share electronic documents in multiple formats.

6 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Final Document to be Used for Submission Spring 2017, October 5, 2016

Figure 1: ILO 2016 Summary of Persistent Questions

Legend: 2012, n= 188 | 2013, n=254 | 2014, n=269 | 2015, n=188 | 2016, n= 322

Categories: Evaluate own thinking | Evaluate thinking of others | Locate information | Evaluate quality of information | Use information effectively and ethically
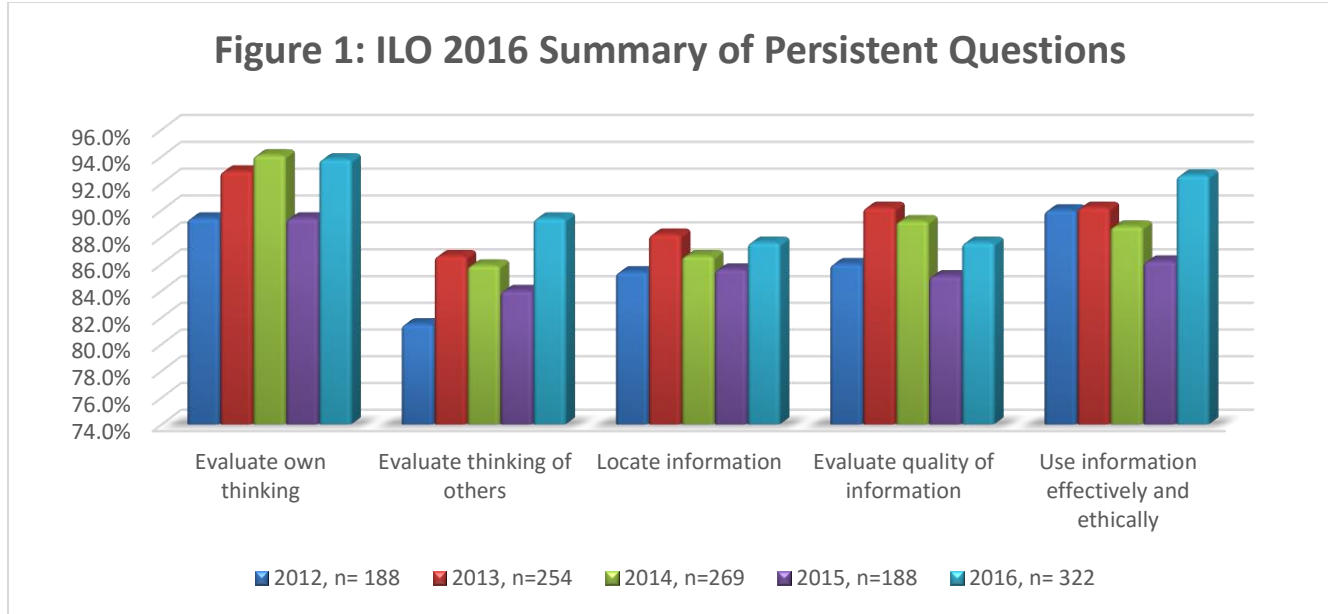
Figure 1: The percentage of students who agree or strongly agree that their abilities in selected ILO areas have improved while at Cuesta College.
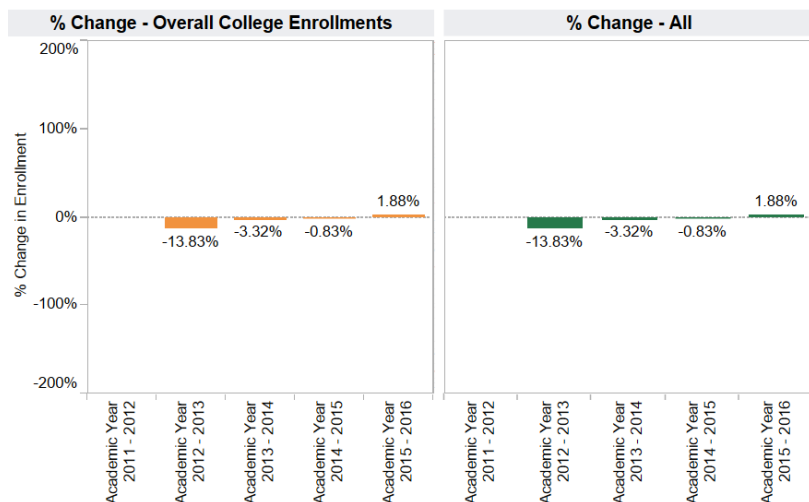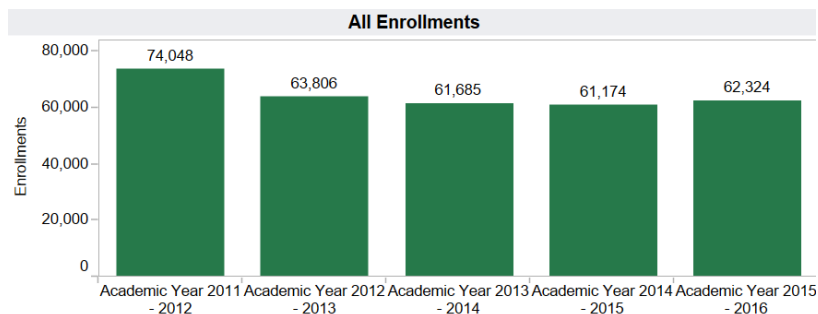
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

ENROLLMENT

Overall enrollment in the district has declined for the past several years, before rebounding slightly in 2015-16. Over this time span, distance education has been the only growth "site" in the district, gaining in enrollment while the on-ground enrollments declined. Preliminary data for the current academic year show that enrollment in DE courses now constitutes more than twelve percent of the total credit FTES. Student demand—distance courses tend to fill early—has led to the approval of more courses for online delivery

8 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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Student Success—Course Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Legend:
■ Face to Face Courses
■ Online Courses

Successful Course Competion by Modality -All
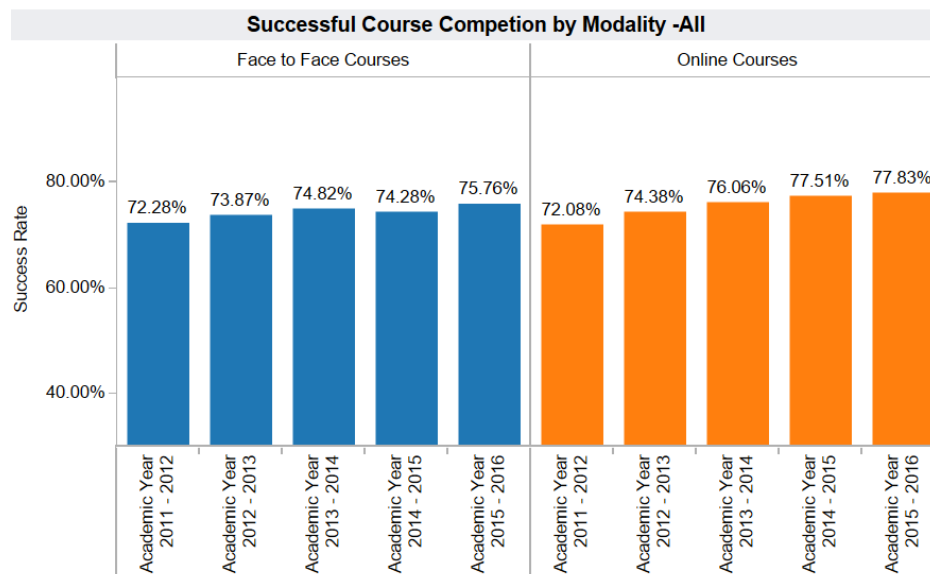
The district made a priority of improving student success in distance education courses with the adoption of the 2012 Strategic Plan, and continued the emphasis in the 2014-17 Strategic Plan. This was in response to a nationwide lag in students' successful completion of online courses. As discussed elsewhere in this document, the district met the goal defined in the strategic plans, which was measured using data from fall semesters only. As the chart above shows, students in distance education courses have achieved a higher success rate than students in face-to-face courses for the last four years, even as the face-to-face success rate improved as well.

The improvement of distance education success rates began at a time when the district, responding to increasing scrutiny by accreditors, began to expand training opportunities for faculty with the reassigned-time Technology Resource Instructors. These faculty members—six in all over three years—worked with the director, the Distance Education Committee, and the Academic Senate to develop statements of best practices in DE, and to share information through a DE web site.

A.

Successful Course Competion by Modality Table - All

		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	72.28%	73.87%	74.82%	74.28%	75.76%
	Total Department Enrollments	66,834	57,056	54,163	52,642	52,037
Online Courses	Department Success Rate	72.08%	74.38%	76.06%	77.51%	77.83%
	Total Department Enrollments	6,376	5,913	6,505	7,257	8,852

B. Other Relevant Program Data

Information Literacy:

The Chronicle of Higher Education's *Trends Report 2017* lists Information Literacy as the first important trend in higher education. Librarians, along with teachers of writing in other disciplines, have been addressing this trend—now made more important in the age of "fake news" and "alternative facts"—for decades.

Librarians devote considerable time to fostering information literacy in Cuesta students. We do this through classroom instruction for writing and other classes, to help familiarize students with information resources of potential use to them, 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 in recent years, and the number of students attending them.

Library Orientation Statistics

SEMESTER	# Orientations SLO	# Orientations NCC	Total # Orientations	# SLO Attending	# NCC Attending	Total Students
Spring 2008	32	3	35	651	93	744
2008/2009	77	14	91	1655	334	1989
2009/2010	67	16	83	1609	484	2093
2010/2011	64	18	82	1458	598	2056
2011/2012	49	22	71	1106	616	1722
2012/2013	44	21	65	1004	438	1442
2013/2014	56	19	75	1252	380	1632
2014/2015	42	16	58	1094	365	1459
2015/2016	58	21	79	1449	438	1887

The Library, in collaboration with English faculty, produces a *Library Research Workbook* which is incorporated into English 201A. The Workbook takes students through various aspects of information literacy, from understanding different kinds of information sources to evaluation and critical reading, and integrating new information into one's thinking and writing.

The test given after students have completed the *Workbook* is a solid indication that students have achieved the Library SLOs, especially the third one—"Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs." Each semester the Library compiles data on all of the tests, tracking performance on each question. These results are then used to improve the *Workbook* and clarify the test questions, ensuring that the Workbook is teaching useable skills and that the test is accurately assessing those skills. [See End Notes/Appendices]

Librarians also prepare Library Guides to provide easy access to recommended information sources for specific courses or for disciplines. These guides are created in consultation with discipline faculty, and are available on the library web site for easy access by students. (http://libguides.cuesta.edu/)

Student Library Survey

Every two years the library surveys students (online link via email as well as paper copies in the libraries) to assess the extent to which our collections and services meet their needs, and to solicit suggestions for improvement. The 2016 survey shows that most students are pleased with the resources and services provided by the library. 82% of respondents agree or strongly agree that "the library provides materials useful for my classes," 70% agree that "access to course reserves is important to my academic achievement," and 63% said that "reference librarians help me to make better use of libraray materials and services." Fewer than half (41%) said that "a workshop, class, or presentation enhanced my information literacy skills."   What we cannot know from this response is whether the respondents did not have such a workshop or class, or whether the ones they had were not considered effective. For the next iteration of the survey, we will need to re-word this question to achieve better clarity in the responses.

As in the previous administration of the survey, the final question, "What can the libraray do to help you be a more successful student?" elicited useful answers. By far the most commonly expressed need is for expanded hours, including later evenings and weekends; this response was given by 45 of the 133 students who answered the question. The second most common response was the need for more group study spaces. While we have expanded open hours in recent years during the week before finals, we have not been open on weekends at the SLO campus since 2010, and are only open on selected Saturdays at the North county campus. We have addressed the need for more group study spaces with a Foundation grant this year, and are working with the Friends of the Library to select and acquire additional furniture for the "commons" space in the SLO library. Sufficient staffing levels will be necessary to expand hours into later eveings and/or weekends.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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Student Technology Survey

The Technology Committee surveys students every two years to determine the extent of technology ownership and use among the student population.   Some of the questions in that survey are relevant to the library and distance education. Questions 7 through 10 ask students about their experience with e-textbooks. While 59% of respondents have used e-texts, and 54% were satisfied with them, 83 % prefer their textbooks to be in paper rather than online. And 50% prefer to rent rather than buy their textbooks. These questions are relevant to the library's efforts to mitigate the high cost of textbooks by acquiring reserve copies which an be used in the library, and are relevant to distance education as well. As the college begins to explore Open Education Resources (OER) as a solution to high textbook costs, students' preference for hard copies is an important reminder that online-only solutions may notmeet the needs of students.

The technology survey reveals that students have a high confidence level in their ability to use the internet to find information for personal use (91%) or for assignments (89%), but less so in their ability to use library resources to find information for assignments (48%.) This may be an indication that lilbraray instruction efforts and Library Guides do not reach a large enough audience. More outreach may be needed.

Library Usage

Use of library facilties and collections has changed considerably over the past five years. 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. In 2015-16, 173,185 persons entered the libraries in SLO and NCC. Last year, in response to student requests, we inaugurated a quiet area in the SLO library to accommodate students who need peaceful surroundings. We are currently working on furnishing additional group work areas, another common student request, with funding provided by the Cuesta Foundation. Later this year the Friends of the Library will be identifying additional furniture to provide more flexible student seating in the SLO area called the learning commons.

While overall circulation numbers have remained relatively constant, a much larger portion of the use is now in reserve textbooks. In 2015-16, the libraries circulated 40,107 items; more than half were textbooks and other items on reserve. Clearly, the high cost of textbooks is a burden to the many students who take advantage of the copies in the library.

With the exception of reserve textbooks, electronic resources have become more heavily used in recent years. While print books remain popular, and we try to keep up with current publishing in fields related to the curriculum, the implementation of WMS, which enables users to search for books, journal articles, and media all at once, has increased the ease of use and placed more emphasis on the acquisition of digital resources. The challenge comes in the fact that most digital resources are available only as subscriptions, and thus require sustainable funding.

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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IV. END NOTES

- English 201A Workbook (and sample test results spreadsheet)
- Student Library Survey 2016
- Student Technology Survey 2016

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