II.B Library and Learning Support Services

II.B.1 | The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Library Services
The Cuesta College Library mission and its student learning outcomes guide the library and learning support services in developing student information literacy skills upon completion of their academic goals (II.B.1.1). The college achieves this by providing 1) a library, at all its locations, including online, with sufficient print and electronic sources to support the college’s wide variety of courses, 2) academic support services that provide tutoring and support centers staffed with faculty and other academic professional experts to give students the direct help they need on assignments and to strengthen academic skills to succeed in the classroom; and 3) open computer labs and a Media Services department that provide the technology necessary for face-to-face classes at multiple locations as well as distance education classes.

Library faculty and Technicians work together to develop a current and balanced collection of print, multi-media, and electronic resources which support Cuesta College’s curricula. Library faculty select material according to the Library Collection Development Policy (II.B.1.2). These materials directly relate to the curriculum of the College, and subject area faculty members are consulted as to needs for specific course content. Faculty, when submitting a new course proposal, can indicate any additional library materials needed to support the new course curriculum (II.B.1.3).

As of Fall 2019, the Library had a collection of 66,634 print titles, 24,319 e-books, 790 AV titles, and 25 database subscriptions which provide access to over 15,759 full-text journals, news, and magazine titles (II.B.1.4). The Library's collection is searchable through the OCLC WMS library system which allows users to view the collections 24/7 from anywhere there is an internet connection to ensure accessibility regardless of location or mode of delivery. In January 2019 the College participated in the California statewide purchase of a new learning services platform, Ex-Libris.

The Library is open to all students, faculty, staff, and community members to provide access to reference assistance, collections, and study space (II.B.1.5). At least one librarian is on duty during open hours. Furthermore, the Library website provides 24/7 support through databases, remote reference help for students during library hours via online chat and e-mail, as well as class and discipline-specific library guides (II.B.1.6).

The library provides information literacy instruction to help students build their research skills. This instruction comes in various forms, include in persons class orientations to
the library, a Library Information Literacy Assignment that is a component of all English Composition classes (ENGL 201A), library guides, a one unit Research Skills for the Information Age class (LIBT 212), and one on instruction through librarian and student interactions in the library (II.B.1.7, II.B.1.8).

Learning Support Services
Cuesta College has a robust and supportive student success center that provides students with the following programs and services.

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drop-in Tutorial Support</strong></td>
<td>Drop-in tutorial support available in Math Lab upstairs next to the Library and the new Stats Lab, offering more availability and access to math, sciences, ESL, and humanities. Additional support is focused on the full implementation of AB705 with additional tutors and offerings specific to Stats and English.</td>
</tr>
<tr>
<td><strong>Student Success/ Basic Skills Workshops</strong></td>
<td>Offered on both the San Luis Obispo and North County campuses with the support of Academic Success Coaches and Enrollment Success Specialists. With the implementation of AB705, expanded presentations will be offered to include Statistics and English 201A.</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td>Writing Center assistance is provided in partnership with the English Department. English faculty Writing Center Coordinators train peer tutors in the Writing Center and provide ongoing mentoring to tutors at the San Luis Obispo and North county Student Success Centers. In addition, a rotation of Writing Center Coordinators are on site to act as resources for evaluation of assignment criteria and support Embedded tutoring.</td>
</tr>
<tr>
<td><strong>Embedded Tutoring</strong></td>
<td>Currently, the embedded tutoring program has 45 tutors in Spring 2019 in 10 different subjects covering Humanities, Social Sciences, Mathematics, and Sciences. Priority is given to Basic Skills, Math, Sciences, ESL, and gateway courses that have high enrollment of under-represented student populations. Tutors attend class, participate in class discussions, hold drop-in hours for students and facilitate study reviews. Students are provided opportunities to explore alternative learning strategies outside the classroom with a tutor who has been previously successful in the course and has gained knowledge of effective study strategies.</td>
</tr>
<tr>
<td><strong>Academic Success Coaching</strong></td>
<td>The dedicated Academic Success Coaches increase the course completion rates for students in these programs by collaborating with staff, counselors, tutors, and peer advisors to provide support and assistance in all facets</td>
</tr>
</tbody>
</table>
of the student life. This wrap around, case management model increases foster engagement and prevent students from falling behind and failing classes. Coaches are also utilizing Canvas as a communication tool to build student communities within the first-year experience program in SLO and NCC. A successful Academic Success Coach pilot was a Stats Clinic that worked closely with Math faculty to provide targeted support to students taking Statistics.

Net Tutor
Net tutor offers all Cuesta students the opportunity to receive 24/7 online tutoring support in a variety of content areas. Net Tutor remains the main option for online tutoring but the Student Success Centers will continue to explore additional resources to increase access online, particularly related to embedded on-line tutoring.

STUDYTHON and Midterm Extended Hours
In the efforts to provide greater access to tutoring as well as increasing peer/group learning and community building, the Centers extended night and weekend hours during crucial exam periods. Students had access to faculty review sessions, drop-in tutoring, group support, food, snacks, and test materials. In partnership with the Library and Counseling, students also had access to extended Library hours and academic counseling in the Centers.

Computer Labs and Media Services
Cuesta College utilizes computer and audiovisual technology with over 200 computers in open computer labs to support student learning and achievement in tutoring, math, computer graphics, multimedia, drafting, business, and health sciences.

The college’s Media Services Department provides instructional technology and support for classes as well as video-conferencing services for, staff, and faculty at the San Luis Obispo and North County campuses. All instructional classrooms are technology-enhanced with computer-media technology installed in the room. Technology upgrade needs are identified through the college’s annual program review process.

Analysis and Evaluation

The College provides library and learning support services in sufficient breadth and depth to reach and support the learning needs of all segments of the student population.

The College meets Standard II.B.1 and Eligibility Requirement 17

Evidence
II.B.1.1 - Library mission & SLOs
II.B.1.2 - Collection Development Policy
II.B.1.3 - Library course addendum
II.B.1.4 - WMS Inventory Report
II.B.1.5 - Library Hours Webpage
II.B.1.6 - Library Guides
II.B.1.7 - Library Information Literacy Assignment
II.B.1.8 - LIBT 212 Course Outline

II.B.2 | Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

The Cuesta College Library uses the annual program review process as described in Standard II.B to identify the educational equipment and materials needs of the library and learning support services (II.B.2.9). In addition, librarians select books, journals, and other library materials through discipline faculty requests, reviews from professional journals, an understanding of college curricula, course assignments, and information gleaned from working with students.

The Library Collection Development Policy prioritizes materials that directly support and enhance the curriculum and instructional programs of Cuesta College and the needs of students, faculty, and staff of the college. The goal of collection development is to develop, organize, and preserve effective, high-quality collections, by providing appropriate access to information regardless of location or format, and by coordinating the selection and management of materials in print and other media to meet the current and long-term teaching, learning, research, and administrative needs of the college (II.B.2.10).

A library faculty sits on the Curriculum Committee to ensure the Library stays abreast of new course offerings and related course needs. Correlating circulation statistics with book purchases show that current selection decisions are meeting student needs.

The selection and maintenance of all educational equipment and materials to support student learning and enhance the achievement of the mission happens through the library regular program review process and unit planning on the program’s resource plan (II.B.2.11). These requests get prioritized through the cluster prioritization process. The college’s Planning and Budget committee then develops an institutional instructional technology and equipment prioritization list that is used to purchase new technology equipment as funding becomes available.

Analysis and Evaluation

The College maintains adequate and appropriate equipment and materials to support both the library and the learning support operations for the Student Success Centers.
The College meets Standard II.B.2.

Evidence

II.B.2.9 - Library program review
II.B.2.10 - Collection development policy
II.B.2.11 - Library resource plan document

II.B.3 | The institution evaluates the library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Cuesta College Library evaluates its library services, including use, access, and relationship of services to intended student learning through a variety of assessment strategies both directly and indirectly. The data from these assessments is discussed and taken into consideration by library faculty and learning support staff before adapting services or identifying new resources to investigate (II.B.3.12).

Student information literacy skills are assessed through the use of a survey to determine how well students are meeting the library’s student learning outcomes. This survey is completed by students following library orientations, instruction from librarians, at reference desk, or students participation in other library activities, including general use of the library (II.B.3.13). The library also provides a Library Information Literacy Assignment (LILA) that is a component of all English Composition classes (ENGL 201A). Results of all 50 questions of this assignment are reviewed to determine how well students are meeting learning outcomes.

Library statistics show trends in the use of collections, services, and space (II.B.3.14). Collection assessment reports inform selection or de-selection of materials (II.B.3.15). Collection Development Decisions are informed by linking needs to specific curriculum and Strategic Planning Goals (II.B.3.16). These assessment data help librarians and the Dean of Institutional Research, Library, Learning Resources and Instructional Technology monitor cost of materials and identify ways to improve Library instruction and services.

Student support services are evaluated using multiple data collection tools, including SARS TRAK, Student Success Center Tutor Survey, StudyThon Satisfaction Survey, and the Student Success Center Tutor Feedback Survey (II.B.3.17, II.B.3.18, II.B.3.19, II.B.3.20). Institutional Research also provided data on student participation and success in connection to CRNs associated with embedded tutoring. Through the tracking of usage and student surveys collected over the years, staff are able to respond to the growing and changing needs of students. Student Success Center usage has increased over 400% in SLO from 2014 to 2018 with hours logged going from 6395 hours in Fall 2014 to 27036 hours in Fall 2018 (II.B.3.21).
Analysis and Evaluation

Both the library and the Student Success Centers through regular program review processes and ongoing assessment activities utilize data about service area outcomes to make decisions for improving services that enhance student learning. Most recently, the library extended its hours, including that addition of Saturday hours on various dates, based on the need expressed by students through student satisfaction surveys.

The College meets Standard II.B.3.

Evidence

II.B.3.12 - Library division meeting minutes
II.B.3.13 - Library survey
II.B.3.14 - Library Statistics
II.B.3.15 - WMS Circulation Report
II.B.3.16 - Collection Development Form
II.B.3.17 - SARS TRAK
II.B.3.18 - Student Success Center Tutor Survey
II.B.3.19 - StudyThon Satisfaction Survey
II.B.3.20 - Student Success Center Tutor Feedback Survey
II.B.3.21 - Student Success Centers Program Review

II.B.4 | When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17).

Cuesta College collaborates with other institutions and organizations to provide comprehensive library and other learning support services for its instructional programs. The College documents these relationships in formal contractual agreements, and reviews these contracts annually in order to continue to adequately meet the needs of both students and faculty. Each fiscal and calendar year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library’s automated library system (II.B.4.22). Much of the Library’s digital content is contracted through the Community College League of California, in partnership with the Council of Chief Librarians which provides product selection, user trials, accessibility compliance, price negotiation, and invoicing on behalf of the digital content providers (II.B.4.23). In addition, some digital content is contracted directly with the individual vendors (II.B.4.24, II.B.4.25, II.B.4.26). Below is a summary of the substantive contracts and agreements maintained by the Library:

- OCLC WMS
• OCLC EZproxy
• SpringShare Libguides
• TurnItIn
• Periodical and video streaming databases including:
  o Ebsco Academic Search Complete, PsychInfo and CINAHL
  o Films on Demand
  o Newsbank Access World News
  o Newspaper Source Plus
  o Opposing Viewpoints in Context

The Cuesta College Student Success Center also contracts with NetTutor for online tutoring services.

Analysis and Evaluation

The College takes measures to ensure that any external source for library or learning support services is adequate, appropriate, and utilized.

The College meets Standard II.B.3 and Eligibility Requirement 17

Evidence

II.B.4.22 - Library’s automated library system contract
II.B.4.23 - Community College League of California Contract
II.B.4.24 - OCLC EZproxy Conrat
II.B.4.25 - SpringShare Libguides Contract
II.B.4.26 - TurnItIn Contract