

## STUDENT Success & Support Programs, college centers COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR) for 2022

**Program:** Library/Learning Resources

**Planning Year:** 2022

**Last Year CPPR Completed:** 2018

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

**NARRATIVE:** Student Success & Support Programs, COLLEGE CENTERS CPPR

### GENERAL PROGRAM INFORMATION

Program mission (optional).

Library faculty and staff revised the library mission as follows:

*Cuesta Library supports the mission of Cuesta College by fostering the success of its students and providing outreach to broader communities while promoting a culture of diversity, equity, and inclusion. We fulfill this mission by facilitating collaboration, innovation, critical thinking, acquisition of information literacy skills, and lifelong learning. The library supports students, faculty, and staff in safe, welcoming settings with high-quality, dynamic collections and resources, technology-enhanced learning environments, and rich educational and cultural experiences.*

Brief history of the program. Include the broad history of the program and significant changes/improvements since the last Program Review.

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

### Diversity Equity and Inclusion

During 2021-2022, Library faculty and staff responded to the Chancellor's DEI Call to Action by prioritizing our commitment to inclusion, diversity, equity, and anti-racism. Together, we created an Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Plan to guide our organizational decision-making and evaluation of our spaces and services through a DEI lens. This plan is used to guide and inform our teaching, collections, outreach, and in-person and virtual spaces. The IDEA plan is detailed below:

#### IDEA Plan

*Build Spaces for Open Dialogue: intentional messaging and spaces for meaningful and open dialogue on a continuous, ongoing basis.*

- Create safe, welcoming, accessible, and accommodating environments in our physical and virtual locations.
- Afford equitable student access to dialogue with librarians and staff.
- Use the library's social media accounts to connect with and engage students, staff, faculty, and community visitors.

- Host workshops, events, and other outreach programs that foster communication and community-building.
- Provide makerspaces to promote and facilitate learning by doing.
- Provide technology and group study areas for groups to meet and collaborate.
- Design intentional, meaningful, and inclusive marketing and communication materials that reflect our commitment to diversity and equity. These materials include but are not limited to signage, flyers, and posts.
- Collaborate with communities to create respectful and informed cultural exhibits that engage students, employees, and visitors.
- Communicate and collaborate with faculty, staff, tutors, and other key personnel to ensure awareness of specific assignments in all areas of study for which we can provide support to students and instructors.
- Encourage students to voice feedback, concerns, and questions about library programs, services, and spaces.
- Consult with student groups on a regular basis to discuss this IDEA plan and establish goals.

*Commit to Learning, Self-Reflection, and Institutional Reflection: Individual and collective inquiry and reflection and learning about race, racism, and developing equity-minded practices.*

- Discuss, reflect, and learn about diversity, race, racism, anti-racism, inclusion, and accessibility regarding interactions with students and the roles we play in education and society.
- Discuss, reflect, and learn about how we can embody and cultivate a more inclusive, equitable, and anti-racist library, college, and society at-large.
- Collaborate with local Indigenous experts and communities to create an online and printed research guide on local Indigenous peoples, leaders, scholars, artists, history, culture, scholarship, and issues, including settler-colonialism, de-colonization, and resistance efforts.
- Encourage and compensate employee participation in professional development, trainings, committees, policy revisions, professional inquiry, meetings, and professional organizations with attention to matters of inclusion, diversity, equity, and anti-racism.
- Actively listen to students, instructors, administration, staff, and community members and communicate with all respectfully and openly.
- Encourage and facilitate feedback and suggestions from students, faculty, and staff regarding equity issues, policies, procedures, purchase requests, and improvements to services and facilities.

*Change the Student Experience: Assess and make changes from an equity and social justice perspective in both the instructional and student service experience.*

- Greet each library user, signaling a welcoming, inclusive atmosphere and our readiness to assist.
- Be responsive to the diverse needs of our users by incorporating inclusion, diversity, equity, and anti-racism values in our library practices and day-to-day job responsibilities.
- Assist all library users equitably and to the best of our abilities, being mindful and respectful of the diversity of our patrons, including considerations such as race, English language fluency, country of origin, physical abilities, learning styles, cultural

backgrounds, perspectives, level of scholarship, age, gender, sexual orientation, religion, political affiliation, and socio-economic status.

- Create makerspaces for learn-by-doing approaches to assignments, collaboration, and personal enrichment.
- Offer resources in diverse and accessible media formats.
- Offer free check-out of hotspots, tablets, laptops, headphones, chargers, graphing calculators, and other devices.
- Prioritize providing translations of communications and services in Spanish and other languages spoken by our students.
- Foster diversity by offering outreach programs that focus on various cultures, sub-cultures, and perspectives.
- Create course-specific research guides that direct students to resources, facilitate access to those resources, and aid learning.
- Develop a collection of physical and digital resources that reflects the diversity of our local and global communities and increase the discoverability and accessibility of those resources.
- Prioritize student interests by minimizing fines, fees, food and drink restrictions.
- Foster diversity, inclusivity, and equity during on-campus daycare story hours by featuring diverse characters, experiences, and perspectives.
- Provide voter registration forms, citizenship applications, and citizenship test preparation materials.

*Commit to Structural Changes: Identify policies and procedures that remove inequities and promote equity.*

- Review departmental policies and procedures to identify and remove inequities and/or elements that do not align with our mission and values.
- Recruit, hire, and retain diverse and inclusive library personnel.
- Incorporate diversity and equity goals in the new employee orientation process.
- Provide opportunities for employees to participate in sensitivity, diversity, equity, and anti-racism discussions and training.
- Use inclusion, diversity, equity, and anti-racism as core values in collection development and cataloging.
- Strive to mitigate derogatory, inaccurate, misleading, or incomplete language in our metadata and provide a process for reporting such problematic language.

### **Library Instruction**

As the effects of the COVID-19 Pandemic carried into the 2021-22 Academic School Year, Cuesta librarians continued adapting in-person, synchronous library research orientations to meet the COVID policies and protocols at the time. Research orientations

Over the last 2 years, Library Research Orientations have been held in a variety of synchronous and asynchronous modalities:

- entirely remote via Zoom;
- in the library using widely spaced workstations in the group study area;

- in a hybrid format where students and their instructor are in their campus classroom and librarians present via Zoom;
- pre-recorded mini-lectures or tutorials using Zoom or Tech Connect where recordings can be placed in Canvas course shells by instructors for repeated, asynchronous viewing.

Examples of Instruction during COVID protocols:

- Each term, we continued to offer a detailed library orientation for two sections of BIOL 201A demonstrating the best subject-specific databases to use for locating primary sources like scholarly peer-reviewed journal articles (scientific research studies); discussing the scientific citation style, CSE; providing an overview of the information/publishing cycle. We worked closely with the instructor to maintain a tailored Libguide (a web-based research guide) for the course that is regularly updated. Students can consult with their embedded librarian directly (via email or Zoom) if they need help completing their assignment related to the library orientation. These orientations were offered fully online, in-person socially distanced
- We modified previous library orientation formats for HIST 207A and 207B to be a more effective learning experience. We moved the orientation location from a small library classroom 3219 to a socially distanced class set-up in the group study area of the SLO library
- We collaborated with the JOUR 201 instructor to create an embedded librarian role in the Canvas course to support student research. The embedded librarian led a guest Canvas discussion thread about how to choose the best database for locating *New York Times* articles. Students were asked to complete an interactive self-quiz on bias to help them become more aware of the implicit biases and how those may show up in their research and writing. Following, the librarian facilitated a discussion thread where students discussed the topic of bias. Finally, we provided background information and quotes to students writing short articles about the Cuesta College Book of the Year initiative.

### Digital Resources

Using a combination of CARES and Foundation funding, we were able to keep our expanded selection of electronic textbooks and database offerings for 2021-22 including ten new databases and a new electronic textbook source. After we evaluate the usage of these resources this Spring 2022, we will decide if they call for a request for continued post-CARES funding. Specific databases were added to support English, Ethnic Studies, Drama, Social Sciences and Biology course work, as well as expanding general interest research.

We continue to prioritize licensing of high-use electronic (reserve) textbooks to support low-income students. The library expanded our support for Open Educational Resources (OER) through managing OER grants, updating OER Course Finder listings, and providing research support and educational opportunities. With our support, eighteen faculty

members adopted OER into their courses and the number of OER course sections increased from nineteen in Spring 2021 to 62 in Spring 2022.

### **Open Educational Resources (OER)**

The library continued to advocate for OER adoption at the campus. With Cuesta Library guidance, twenty new courses were converted to OER, and the number of Zero Textbook Cost courses more than tripled between Spring 2021 and Spring 2022. A librarian led an Academic Senate task force to devise Zero Cost and Low Cost symbols for display in the Class Schedule and to formalize a process for requesting such symbols; the process and symbols were approved by the Academic Senate for implementation in the Fall 2022 class schedule.

A librarian served as the Cuesta liaison to the Academic Senate of the California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), facilitating research, writing, and training opportunities for Cuesta faculty. One major success from this collaboration is that Cuesta faculty member Dr. Mario Espinoza-Kulick successfully applied for collaborative grants to write two OER textbooks: *New Directions in Chicanx and Latinx Studies* and *Introduction to Ethnic Studies*.

### **Physical Spaces**

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. Library in-person hours and open study rooms returned to regular hours in Fall 2021 with a brief interruption of reduced hours at the start of Spring 2022 due to a rise in COVID-19 omicron variant cases in the county and community. Both the NCC and SLO libraries have been increasing bilingual English/Spanish signage including on doors and at points of service.

To align our children's and young adult physical book collections in the SLO Campus Library with Early Childhood Education (ECE), the Children's Lit and Young Adult (YA) lit class and services for schools and teen library programs, we reorganized the library children's and YA collection by genre, removed outdated titles (which reference subject with outdated technologies), and added new picture books with diversity, equity, inclusivity, and Social and Emotional (SEL) concepts

### **Outreach**

We continued offering and taking part in meaningful community building events and outreach with the goal of increasing student success. As a part of a larger goal to elevate underrepresented voices, we co-hosted virtual book clubs with student advocacy groups and clubs including the Latina Leadership Network, Black Student Union, and Cuesta Pride.

### **Describe how the Program Review was conducted and who was involved.**

Full-time librarians met with the cluster Dean and other cluster managers to assess priorities and areas for collaboration. All Library/Learning Resources faculty and staff were encouraged to submit accomplishments and goals to the Chair for inclusion in the CPPR. Departmental accomplishments, goals and priorities were also discussed at staff meetings.

**I. PROGRAM SUPPORT OF DISTRICT’S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

Identify how your program addresses or helps to achieve the [District’s Mission Statement](#).

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, research guide offerings, support of open hours in collaboration with Student Success Centers and access to materials for ZOOM and CaFE students.

Identify how your program addresses or helps the District to achieve its [Institutional Goals and Objectives](#), and/or operational planning initiatives.

*Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts*

Library instruction strives to include resources that represent diverse perspectives which expand the student's knowledge and understanding of often underrepresented groups in the hopes that students will become open-minded, more compassionate community members. Furthermore, the Library fosters inclusion throughout the Cuesta community by offering events, outreach and support activities that center diversity, equity, inclusivity, accessibility, and social justice.

*Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets*

Library instruction also focuses on developing information literacy within specific disciplines and, more broadly, on developing the habits of critical reading that enable a person to evaluate the relevance, credibility, and quality of information sources and to use information effectively and ethically (such as News Literacy (Fake News)/Voting workshops). Through library instruction, students are equipped with the skills and knowledge to be effective consumers and producers of information in our current information ecosystem.

Identify how your program helps students achieve [Institutional Learning Outcomes](#), if applicable.

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 to 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.”

## **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

Program data is available on the [SLOCCCD Institutional Research website](#).

### **Enrollment**

Please review the data and provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

*Not available on the IR website; see outside data section*

### **Student Demand (Fill Rate)**

Please review the data and provide analysis of the factors affecting your program’s overall fill rate, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

*Not available on the IR website*

### **Efficiency (FTES/FTEF)**

Please review the data and provide analysis of the factors affecting your program’s - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program’s data related to the overall college data.

*Not available on the IR website; see additional data section*

### **Student Success – Course Completion (Insert Data)**

Please review the data and provide analysis of the factors affecting your program’s overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

*No courses offered in this area.*

### **Degrees and Certificates Awarded (Insert Data)**

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

*No Degrees or certificates awarded in this area.*

### **Other Relevant Program Data (optional)**

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

Library/Learning Resources tracks usage of resources and services via door counters (see Figure 1), counts reference transactions (see Figure 2), and surveys, including a survey of student satisfaction administered every two years. We also contribute yearly to the Association of Research Libraries Academic Library Trends and Statistics Survey.

Figure 1. Library Gate Counts for SLO and NCC

<b>SLO Library</b>	<b>Gate Counts</b>	<b>NCC Library</b>	<b>Gate Counts</b>
<b>Aug-21</b>	3,513	Aug-21	2,844
<b>Sep-21</b>	5,410	Sep-21	~2000
<b>Oct-21</b>	3,587	Oct-21	~2000
<b>Nov-21</b>	3,793	Nov-21	1,994
<b>Dec-21</b>	2,359	Dec-21	2,456
<b>Fall 2021</b>	<b>18,662</b>	<b>Fall 2021</b>	<b>7,294</b>

<b>SLO Library</b>	<b>Gate Counts</b>	<b>Library</b>	<b>Gate Counts</b>
<b>Jan-22</b>	2,247	Jan-22	1430
<b>Feb-22</b>	3,256	Feb-22	1443
<b>Spring 2022</b>	<b>5,503</b>	<b>Spring 2022</b>	<b>2873</b>

During the COVID-19 pandemic, from March 2020-August 2021, library services were provided primarily online using the library website, a Zoom lobby room, a chat tool, and email. In Fall 2021, we returned to in-person reference support at both campuses and maintained our online presence in our local chat and Zoom lobby. We have continued to offer both in-person and virtual reference formats. Lastly, the number of reference transactions has increased since students returned to campus.

The number of orientations for classes has been consistent during the pandemic but remains lower than in non-pandemic times.

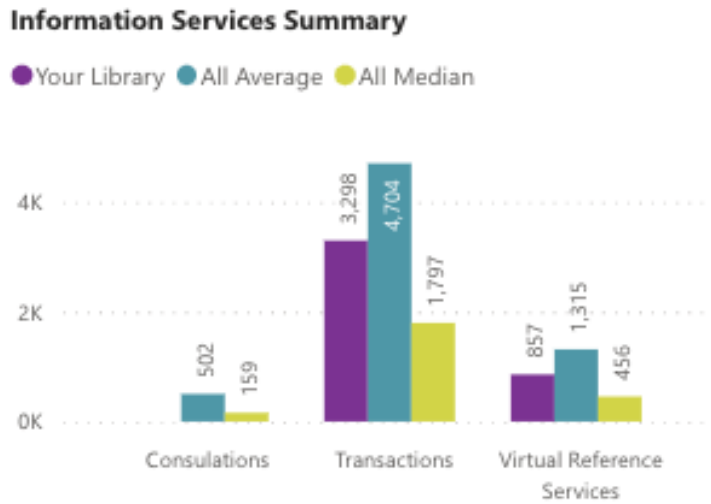
Figure 2. Library Reference Transactions for SLO and NCC in Spring/Fall 2021 and Jan-Mar 9, 2022.

<b>Reference Transactions</b>	
SLO Spring 2021	1013
SLO Fall 2021	1792
SLO Jan-Mar 9 2022	707
NCC Spring 2021	445
NCC Fall 2021	1348
NCC Jan-Mar 9 2022	237

This Information Services comparison from the Association of Research Libraries Academic Library Trends and Statistics Survey 2020 – the most recent data available -- shows that the number of transactions is returning to pre pandemic levels across the state (see figure 3).



Figure 3. Information Services Summary



The library increased the numbers of Chromebooks, laptops, and hotspots circulated since 2020.

Figure 4. Technology Checkouts

<b>Fall 2021</b>	<b>Spring 2022 (Jan-Mar)</b>
<b>Hotspots: 83 Checked Out</b>	<b>Hotspots: 139 Checked Out</b>
<b>Chromebooks: 251 Total Checked Out</b>	<b>Chromebooks: 257 Checked Out</b>

Figure 5a. Library Orientations and Events, Fall 2021, SLO Campus

Subject/Event	Room	#of Students	Instructor	Faculty	Community	Classified	Total
English 201A	Online	25	1				
Ethn/HDHS 210	Online	18	1				
CSS225	Online	6	1				
Journalism	Online	15	1				
Ethn/HDHS 230	Online	1	1				
Engl 201A	3219	22	1				
English 201A	3219	26	1				
BIO201A	Group Study	32	1				
BIO201A	Group Study	35	1				
<b>Course TOTAL</b>		<b>180</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>189</b>
Tutoring Group	Online	35	0				
Coloring/Meditation	Online	8	0				
BookClub: Madagascar	Online	3	0	6	1	1	
BookClub: NA Heritage	Online	3	0	9	2		
<b>Event TOTAL</b>		<b>49</b>	<b>0</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>68</b>

Figure 5b. Library Orientations and Events, Spring 2022, SLO Campus

Subject/Event	Room	#of Students	Instructor	Faculty	Community	Classified	Total
Bio 201A	Online	27	1				
Bio 201A	Online	29	1				
Bio 201A	Classroom	25	1				
Engl 207A	Online	30	1				
Engl 207A	Online	30	1				
Engl 207B	Online	30	1				
CSS225	3219	9	1				
Book Club Black History	Online	7	0	11	2	2	22
<b>Course Totals</b>		<b>180</b>	<b>7</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>202</b>

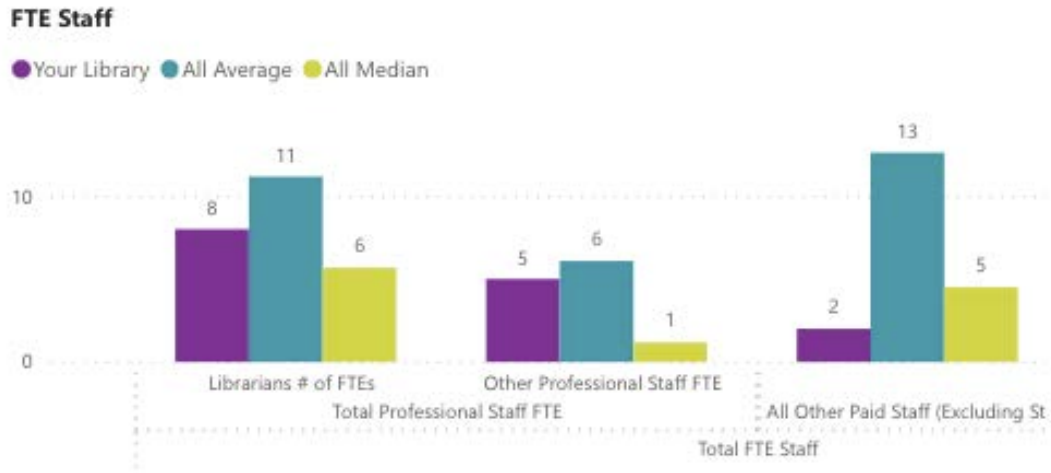
Figure 5c. Library Orientations and Events, Fall 2021, Spring 2022, North County Campus

Subject/Event	Room	Semester	#of Students	Instructor	Faculty	Community	Classified	Total
English 201A	Online	Fall 2021	22	1				
English 201A	On Campus	Fall 2021	22	1				
AGPS242	On Campus	Fall 2021	10	1				
AGPS242	On Campus	Fall 2021	7	1				
English 201A	On Campus	Spring 2022	25	1				25
<b>Course TOTALS</b>		Fall 2021	<b>61</b>	<b>4</b>				<b>65</b>

As shown in the chart below (Fig 6) of FTE Faculty and Staff generated from the Association of Research Libraries Academic Library Trends and Statistics Survey 2020, in comparison to statewide libraries, Cuesta continues to have a lower-than-average faculty and staff FTE ratio. Library/Learning Resources is down one FT Librarian and back-filling with PT hours. Hiring this position reduces PT hours and better serves students. Cuesta’s main equity imperative is to reduce “racial/ethnic equity gaps for our Latinx population [and] other disproportionately impacted groups by 40%” in accord with the California Chancellor’s Vision for Success. Hiring an Equity & Outreach Librarian addresses this imperative by:

- Connecting with the Latinx and Spanish-speaking community, collaborating with the Monarch Center, CaFE, and other programs to attract and support historically excluded students
- Addressing Institutional Goals #1 and #5.1, which connect to the student-centered funding formula. Research shows libraries affect student success. For example,
  - Library interventions improve success in English 201A-level courses
  - Retention rates of students who attended library instruction sessions are 84%, as opposed to 63% overall
  - Students who used the library were twice as likely to persist semester to semester

Figure 6. FTE Faculty and Staff



### Collection Analysis

A collection analysis was done of the Children’s and Young Adult materials areas in support of the reorganization project on February 24, 2022, through Teaching Books – a database analysis tool. This was done after extensive weeding of the collection for outdated items. The analysis found that 35% of the collection represented DEI focus areas, including African American, Asian, Native American, Latinx, Jewish, Muslim, LGBTQ+, and Disabilities. We also found that 81% of the collection is fiction and 19% is non-fiction. The average copyright date of the titles is 2005. There is still a considerable number of current donations to add to the collection. When these titles are added, the collection analysis will be run again.

### Library Satisfaction Survey

The library conducted an online satisfaction survey in March 2022 which garnered 338 student, 22 dual enrollment, 2 alumni, 1 administrator and 22 faculty responses. The survey was sent to current students via email as well as the faculty list serves. The vast majority of respondents (92.11%) stated that they strongly agreed or agreed with the statement “library facilities and resources were important to my/my student’s academic success.”

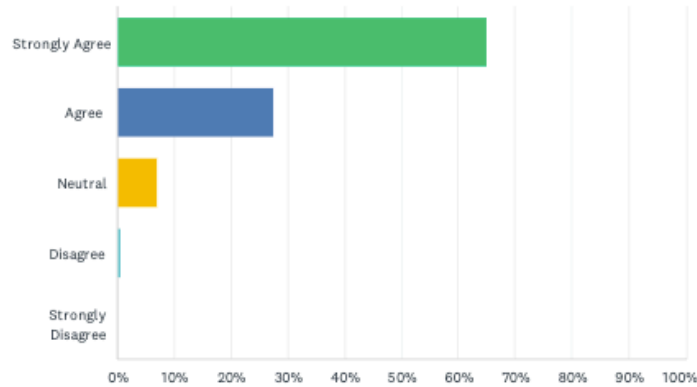
The following specific findings were compiled from a subset of student responses.

Fig. 7

Cuesta College Library Satisfaction Survey 2021-2022

**Q19 Access to course reserve materials (textbooks and other class materials) is important to my/my student's academic success.**

Answered: 372 Skipped: 14



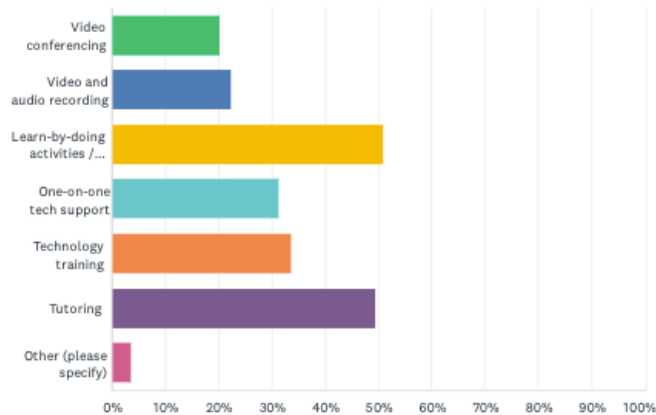
Most student (92.47%) strongly agree/agree with the statement that course reserves materials are important to my academic success. (fig.7)

Fig. 8

Cuesta College Library Satisfaction Survey 2021-2022

**Q12 What technology services would you like to see in the Cuesta College Libraries? (Check all that apply)**

Answered: 339 Skipped: 47



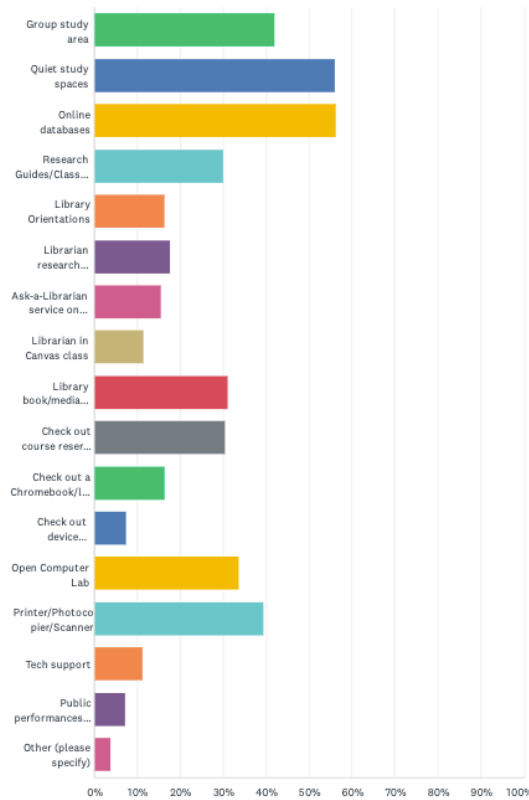
Survey respondents stated that they most wanted tutoring (49.5%) and learn by doing/makerspace (51.03%) activities, followed by technology training (33.63%) and one-on-one tech support (31.27%).

Fig. 9

Cuesta College Library Satisfaction Survey 2021-2022

Q10 Which Library services have you used? (Check all that apply)

Answered: 373 Skipped: 13



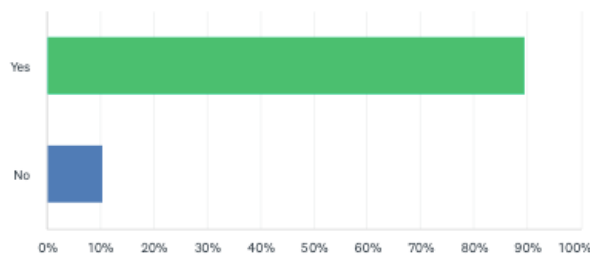
When asked what library services they used survey respondents indicated that the used several of the online databases, quiet study spaces (about 55% used) and group study spaces and printer/photocopy services (about 40%) the most. (fig. 8)

Fig. 10

Cuesta College Library Satisfaction Survey 2021-2022

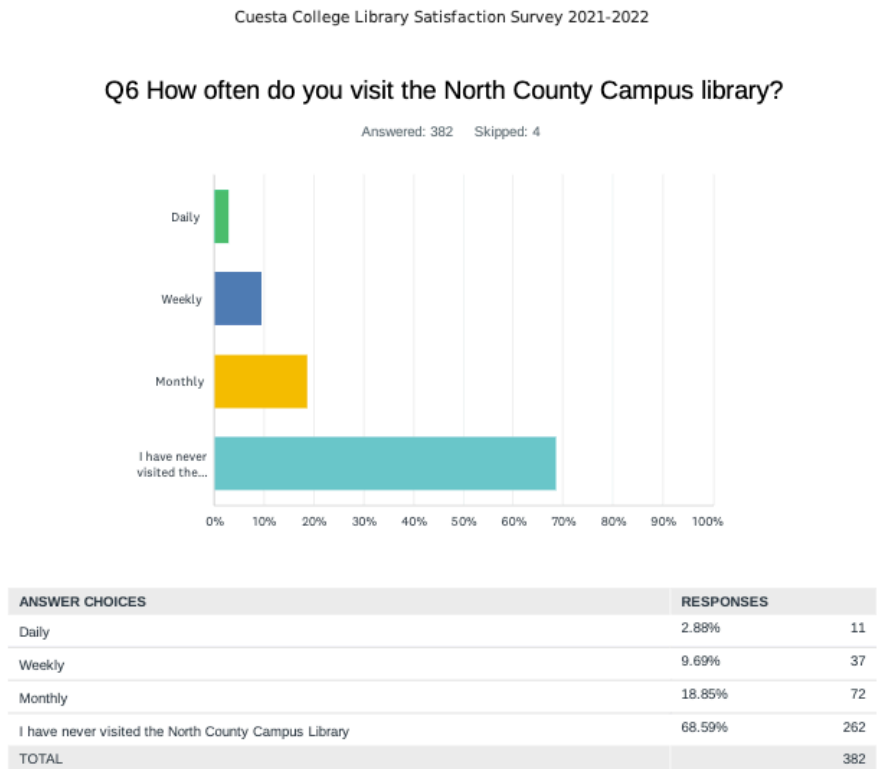
Q8 Are Library hours enough to meet your needs? If not, when is additional time needed?

Answered: 373 Skipped: 13



The respondents to the survey indicated an overall satisfaction with the current hours of operation. Written responses did indicate appreciation of longer hours during midterms and finals. (fig 10)

Fig. 11



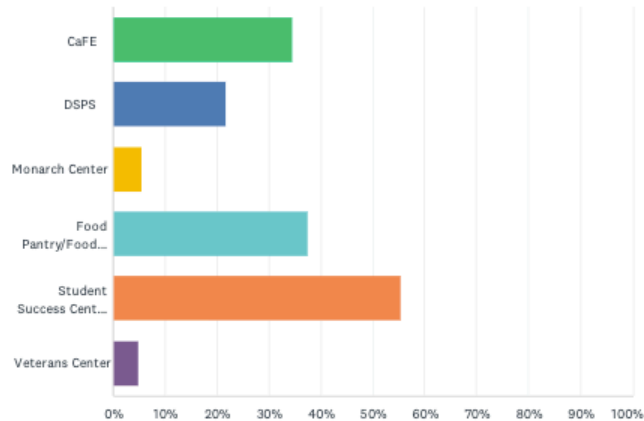
There are a large number of students who have never used the NCC Library (68.59%). Factors include the small number of in person courses at NCC when the survey was conducted and the fact the library was closed during COVID. There is a need for outreach going forward to increase the use of the space (Fig. 11).

Fig 12.

Cuesta College Library Satisfaction Survey 2021-2022

Q3 Do you use any of the following Student Services? (Check all that apply)

Answered: 267 Skipped: 119



Many students who use the library also use other student support services, including 55.43% who used tutoring, 34.46% who used CaFE and 37.45% who used Food Pantry. These findings present opportunities for integration of services and outreach (Fig. 12).

#### PROGRAM OUTCOMES, ASSESSMENT, AND IMPROVEMENTS: NARRATIVE

Summarize assessment results for program outcomes.

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.

Describe improvement efforts that have resulted from SLO assessment.

### **Library Information Literacy Assignment for ENGL 201A**

Librarians collaborated with English faculty on a joint task force to re-design the Library Information Literacy Assignment in a way that addresses challenges posed by the current (dis)information ecosystem. The revised 2022 Library Information Literacy Assignment for ENGL 201A courses introduces students to essential information literacy skills and competencies, chunked into four modules:

- Research in Context
- Finding Information Sources
- Evaluating Information Sources
- Using Sources Ethically

These modules are informed by the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, distance learning and instructional design best practices, and have been checked for accessibility. The modules may be completed in any order and English Instructors have the option to customize the content in each module to match their preferences and assignment needs. Each module includes an introduction and overview of the module's content followed by a lecture (readings and videos) and ending with an optional learn by doing activity, a community-building discussion, and/or knowledge check quiz. Finally, the revised LILA was designed to provide equitable, inclusive, and accessible learning that celebrates and embodies the diverse Cuesta College community.

The library hosted a series of Success Workshops for students, focusing on using technology such as Chromebooks, Searching for Resources and Good Study Habits. These workshops were supported by an expanded Library presence in Canvas. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

Recommend changes and updates to program funding based on assessment of program outcomes.

For elements that require funding, complete Section D – Resource Plan Funding Requests. For faculty hiring needs, see Section H – Faculty Prioritization Process.

Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.



## ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- a. Regulatory changes
- b. Internal and external organizational changes
- c. Student demographic changes
- d. Community economic changes – workforce demands
- e. Role of technology for information, service delivery and data retrieval
- f. Distance Education impact on services
- g. Providing service to multiple off-campus sites
- h. Anticipated staffing changes/retirements

The expected increase in historically underrepresented student groups along with a continued focus on closing equity gaps will continue to influence library decisions. The shift to digital resources will continue to outpace funding and remain a challenge. The high cost of textbooks and lack of funding for reserve books both paper and digital will also be a strain on the budget. OER low cost and zero cost initiatives will continue to influence the purchasing decisions of the library as it attempts to fill gaps in student need. Retirements and lack of early career faculty meeting minimum qualifications  
Need for increased technology support for students including Student Success Workshops and incentives for students to attend

## PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

Description of forecasted program development and objectives, based on information collected in I-IV

- A. Plans for improvement
- B. Support for Institutional Goals and Objectives and Objectives
- C. Student and program outcomes evaluation
- D. Recommendations from external agencies
- E. New service coordination and collaboration – internal and external programs
- F. Anticipated job description revisions based on program changes
- G. Staff training/professional development needs

The Library/Learning Resources has identified four areas for development:

### Flexible spaces

- Makerspace (NC classroom, kits, popups)
- Increased movable furniture for existing study areas
- Plug-ins accessible for student devices
- Spaces for affiliate groups and clubs such as Teacher Pathways, ESL, BSU
- Evaluate number and placement of journal/magazine stacks/DVD cases/shelving creating more open areas
- Create more inviting seating groupings that allow for collaboration and flexible library use

## **Integrated Services**

- Increased tutors and/or counselors in the library
- Provide constant student tech support (workshops and one-on-one help, in person)
- Add Writing Center/SSC/library collaboration (paper writing support)
- Continue development of instruction regarding information/media literacy (including a focus on lateral reading, expansion to Areas of Study)
- Continue to develop information evaluation modules for more classes (sociology, psychology, political science, et al)

## **Student-centered policies, services, and programs**

- Develop objectives from [IDEA plan](#) (policies, collections, spaces, outreach, programs)
- Increase community outreach, particularly to Spanish-speakers (dependent upon staffing)
- Increased student survey focus groups and data collection which draw measurable outcomes linking services and student success
- Add workshop series in collab with divisions/programs/Area of Study support teams
- Pursue a student friendly model for printing/copying and purchase of reserve books that does not put undue burden on underserved students to pay for printing or reserve books

## **Student technology support (dependent upon staffing)**

- Increased coordination with IT and Instruction so issues can be anticipated, e.g., compatibility of Chromebooks with proctoring software
- In-person drop-in support, including at NC
- Develop Tech workshops and tutorials
- ATTIC Faculty/Student production and teaching space

## **OVERALL BUDGET IMPLICATIONS Will be reflected in District planning and budget process**

### **Elements:**

#### **Personnel**

Equity and Outreach Librarian:

We are underserving students and the local community by having a shortage of full-time librarians and having no Spanish-speaking librarians despite our status as a Hispanic-serving institution. [According to Title 5, based on our FTES, Cuesta should have four full-time librarians.](#) Our backfilling with part-time librarians is not optimal or sustainable.

Student Technology Support Specialist

Chromebook and Hotspot support needs have rapidly expanded with more classes online. Students are dropping out and failing due to lack of coordinated, proactive

support. The digital divide is widening in this increasingly online environment, and in-person support can combat this. A support specialist is essential to maintaining support and offering ongoing training for students around technology.

**Instructional Materials:** Library budget does not include database or reserve book funding; ACCJC Standard IIB 1 and 2 specify that libraries should have sufficient materials to support learning.

- Database/Etextbook funding to support lower cost textbook initiatives, increased online courses, and a general academic move to digital research
- Library Reserve Textbooks funding to support lower cost textbook initiatives and increased online courses. The library circulates about 14 thousand textbooks per academic year and specifically helps with the goal to “Increase completion rates in disadvantaged populations”. Providing free access to Course Reserve textbooks allows students to complete their courses without the financial hardship costly textbooks can create.

**Noninstructional Materials:** Library budget does not include funding for Makerspace, Open Educational Resources (OER) or Special Collections; ACCJC Standard IIB 1 and 2 specify that libraries should have sufficient materials to support learning.

- Makerspace materials to support learning by doing and alternative evaluation methods in the classroom. Project based learning/evaluations is a method of addressing equity gaps.
- OER grants for faculty and to create zero-cost/low-cost courses and textbooks as well as funding to provide vendor published books as free class sets.
- Special Collections funding for archival materials to support the college archive as well as selective digitization of high value items from the Blythe California Collection. Creation, cataloging and preservation of oral histories of historically underserved members of the county as teaching and outreach materials

**Technology:** In the Cougar Voices: Cuesta Basic Needs Survey (2020), students ranked both computer checkout and Chromebook checkout near the top of their desired resources (ranked 5th and 9th, respectively); ACCJC Standard IIB 1 and 2 specify that libraries should have sufficient materials to support learning.

- Student Chromebooks, hotspots and laptops will continue to be needed post COVID and should be included in the technology replacement schedule

**Equipment/furniture (other than technology)** Cuesta's Strategic Plan 2020-2023 institutional objective 6A, measure 1, calls for improvement in student-centered technology and building design; ACCJC Standard IIB 1 specifies that institutions should support student learning by maintaining current technology in libraries and computer labs

- Wired furniture for NCC and SLO group Study Areas have been requested by students using the library
- Children's area furniture for NCC and SLO to support ECE courses
- Movable group study furniture to support flexible learning environments

**Facilities:** Cuesta's Strategic Plan 2020-2023 institutional objective 6A, measure 1, calls for improvement in student-centered technology and building design

- Removal of unneeded print journal shelving; replacement with movable furniture will increase teaching and learning spaces in the libraries
- The library supports Online Education's proposal of a faculty learning center (the ATTIC)