

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Library

Planning Year: 2013-14

Last Year CPPR Completed: 2012

Unit: Library

Cluster: VPAA

Next Scheduled CPPR: 2017

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

- I. Program-Level Outcomes:** List the outcomes established for your program.
 - 1) Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
 - 2) Synthesize material and evaluate whether information need has been successfully satisfied.
 - 3) Locate, use, and evaluate library and information resources relevant to collegiate assignments and personal information needs.
- II. Program Progress towards Institutional Goals and Objectives:** Identify how your program, within the past year, has helped the district achieve its Institutional Goals and Objectives and provide data or evidence that demonstrates the progress.

The Library contributes most directly to Institutional Goal 1, more specifically to Institutional Objectives 1.1, 1.2, and 1.3. By providing and organizing relevant collections of information resources, developing guides to the effective use of those collections, and providing instruction in evaluating and using information, the Library contributes to student success across the disciplines. Library SLOs support the proposed Institutional Learning Outcome of Information Fluency, which is encompassed in the SLOs of English 201A, a requirement for transfer students. The Library Assessment Committee, which includes a member of the English faculty, uses data from test scores on the *English 201A Workbook* and from English division student surveys and faculty assessments to improve the learning outcomes addressed by the Workbook.

- III. Program Progress towards Program-Level Objectives:** Identify the progress that your program has made, within the past year, towards achieving program-specific objectives that were identified in your program's most recent Comprehensive Program Planning and Review document and provide data or evidence that demonstrates the progress.

One area of focus was the replacement of obsolete VHS materials. We have more than 500 titles in VHS, all of which will be obsolete soon. We had identified the 50 most heavily-used titles and sought funding to upgrade both the content—when appropriate—and the format. We achieved a portion of the required funding from the Foundation, and have replaced and captioned a number of high-use titles. We have a long way to go, but we have begun. In preparation for the district's 50th anniversary, we had sought to digitize and provide organized access to a number of photos and documents from the college archives. We

work with LIBT interns and librarians as time allows, but were unable to secure funding for digital asset management software or the staffing required to implement it.

We have made progress in filling gaps in our collection by subscribing to *Resources for College Libraries*, a database of recommended core titles in all disciplines. Subject librarians pull selected items from RCL and populate spreadsheets which are shared with program faculty to gather input into the best resources to support student learning in the disciplines.

IV. Institutional Measurements/Data: Analyze the institutional, program and site specific measurements (data and evidence) that are most relevant to your current program status.

Many of the important data sets for assessing libraries come from outside of the institution. The Association of College and Research Libraries encourages libraries to compare themselves with peer institutions as part of the assessment process. One such peer comparison is in Appendix B; it compares spending on library collections (both print and electronic) as a ratio to FTES enrollment.

By this measure, Cuesta, at \$6.38 per FTES, ranks 13th of the 14 peer institutions.

Another external source of data is the regulations governing California Community Colleges. Two sections of Title 5—58722 and 58724—outline base funding levels for community college libraries, and minimum staffing levels, respectively. According to section 58722, Cuesta’s library budget, not including media, should be \$994,759—in 1991 dollars. The current budget is \$971,807 (in 2012 dollars.).

According to section 58724, Cuesta should have 3 librarians and 4.5 FTE support staff at NCC, and 5 librarians and 9 support staff at SLO. Our totals for all sites—4.83 FTE librarians and 6.25 FTE support staff—fall well short of these minimum standards. (See Appendix A: 5 CCR 58724.)

V. Program Outcomes Assessment and Improvements:

- The primary assessments take place in the Fall semester, when the Library Assessment Committee analyzes the previous year’s data on collections, use, instruction, *English 201A Workbook* tests, and relevant survey results. We are still waiting for the Chancellor’s Office to implement the statewide library and technology engagement survey, and we expect to receive some useful information as well from the few library questions we were able to add to Cuesta’s CCSSE survey in Spring 2013.
- See Appendix C: CPAS for information on our primary assessment tool.
- Our primary areas of budget requests are designed to increase our capacity for serving student learning, both by providing additional information resources and by increasing our availability to provide direct support and instruction in the effective use of those resources.

VI. Program Development/Forecasting for the next academic year:

Create a short narrative describing the following development forecasting elements, indicating how they support efforts to achieve program outcomes and/or institutional goals and objectives (where applicable):

- New or modified action steps for achieving Institutional Goals and Objectives:

Improved access to collections and expanded availability of library staff will improve the success of Institutional Goal 1. Enhanced digital collections will be especially useful in improving student completion and success in DE courses (Objective 1.3.)

- New or modified action steps for achieving program outcomes:
Larger librarian staff will enable more contributions to developing focused collections and providing outreach to faculty regarding information literacy instruction for classes.
- Anticipated changes in curriculum and scheduling:
Our hope is to be able to expand availability by restoring weekend hours at SLO and Friday hours at NCC, and by adding weekend hours at NCC.
- Levels or delivery of support services: Delivery of services is dependent on staffing levels. At current levels, it is difficult to adequately support DE students, many of whom need to study on weekends and evenings when we are not available.
- Facilities changes: None anticipated.
- Staffing projections: At minimum, we need to replace the two staff who will retire in 2013. Ideally, we will be able to replace the NCC librarian as well; having a constant presence at that site greatly enhances services by enabling coordination with other faculty at the site.
- Strategies for responding to the predicted budget and FTES target for the next academic year:
We will live within our budget by prioritizing services and providing only the most important. Budget reductions usually mean reduced hours and older collections.