

# San Luis Obispo County Community College District INSTITUTIONAL PROGRAM PLANNING & REVIEW (IPPR) Document 2014-2015 Library

- *Annual Program Planning Worksheet (APPW) Library*
  - *Unit Plan – Library*
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San Luis Obispo Campus

North County Campus

South County Center

Distance Education

## ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

**Program:** Library

**Planning Year:** 2014-2015

**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:**

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 Contributions to Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:**

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.

The Library directly supports the Institutional Learning Outcome of Information Fluency, which is mirrored in library SLOs and in the SLOs of English 201A, a requirement for transfer degrees. The Library 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. The assessment of Institutional Learning Outcomes provides some additional data on the informational fluency ILO. In those assessments, students completing degrees in 2013 were surveyed about their achievement of the ILOs. Respondents reported that they have improved their ability to evaluate the quality of information and to use information effectively and ethically (90 percent agreed or strongly agreed to both questions).

#### **III. Analysis of Measurements/Data:**

Library Research Workbook test scores indicate, and student self reporting in English department assessments and in ILO assessments confirms, that Cuesta students are for the most part achieving the library SLOs and the informational fluency institutional learning outcome.

The Student Library Survey indicates a relatively high level of satisfaction with library resources and services. That survey, however, was distributed in paper copy in the libraries and digitally on the library's web site; it did not reach students who are not library users. As indicated in CCSSE results and in the Student Technology Survey (both administered in 2013), many students do not use the library. Current library plans are designed to enhance

the experience of library users by improving library collections and their availability, improving our instructional efforts, and making the best use of library space. A relevant 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 \$855,304 (in 2014 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. (Appendix A: 5 CCR 58724.)

5 CCR § 58724

Cal. Admin. Code tit. 5, § 58724

Barclays Official California Code of Regulations [Currentness](#)  
 Title 5. Education  
 Division 6. California Community Colleges  
 Chapter 9. Fiscal Support  
 Subchapter 8. Community College General Apportionment Funding  
 Article 3. Credit Instructional Services  
 ➔§ 58724. Tables of Minimum Standards for Libraries and Media Centers.

(a) Table 1 consists of ALA/ACRL-AECT described minimum standards for libraries as follows:

**TABLE 1**  
**ALA/ACRL—AECT—Minimum Standards for Libraries (Modified)**

College Size FTEs	Type of Staff		Materials	
	Faculty Librarian	Support	Periodicals (No. Subscriptions)	Volumes (No. on Shelf)
< 1,000	2.0	3.0	230	30,000
1,001–3,000	3.0	4.5	300	40,000
3,001–5,000	4.0	6.5	500	60,000
5,001–7,000	5.0	9.0	700	80,000
Each Additional 1K	0.5	1.0	50	7,500

HISTORY

2. New section filed 5-29-91 and submitted to OAL 6-3-91 for printing only pursuant to Education Code section 70901.5; operative 6-30-91 (Register 91, No. 28).

5 CCR § 58724, 5 CA ADC § 58724

This database is current through 2/15/13 Register 2013, No. 7

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By these requirements, Cuesta's NCC library should have a minimum of 3 FTE librarians and 4.5 FTE support staff (at 1,500 FTES.) We currently have 1.4 FTE librarians (all part-time) and 1.0 support staff.

By these requirements, Cuesta's SLO campus should have 5 FTE librarians and 9 FTE support staff. We currently have 3.3 FTE librarians and 5.25 FTE support staff. (SCC has .1333 FTE librarian.)

Even if we consider the entire district to be one library, we fall short of these minimum standards. At 8,000 FTES, Cuesta should have, at minimum, 5.5 FTE librarians and 10 FTE support staff. In Spring 2013, Cuesta has 4.83 FTE librarians and 6.25 FTE support staff.

This is the regulatory justification for replacing the NCC librarian position lost to retirement in 2012, replacing the 2 support staff who will retire from SLO in 2013, as well as replacing the additional Library Technician I position lost to retirement in 2008.

#### IV. Program Outcomes Assessment and Improvements:

##### Library Assessment Calendar:

- *Library Research Workbook* test scores are assessed annually in Spring (to enable us to make changes during summer for the next edition.)
- Relevant portions of Institutional Learning Outcomes results are assessed annually in the Spring semester.
- The Student Library Survey is administered in odd-numbered years, during the Fall semester.
- The Student Technology Survey results are assessed annually.
- Additional assessments (ie, student library hours survey) will be used as appropriate.

### LIBRARY ASSESSMENT CALENDAR

<b>CYCLE STAGE</b>	<b>S 2012</b>	<b>F 2012</b>	<b>S 2013</b>	<b>F 2013</b>	<b>S 2014</b>	<b>F 2014</b>	<b>S 2015</b>	<b>F 2015</b>	<b>S 2016</b>	<b>F 2016</b>	<b>S 2017</b>
<i>Library Research Workbook</i>	X		X		X		X		X		X
<i>ILO's (Relevant portions)</i>	X		X		X		X		X		X
<i>Student Technology Survey (Annually)</i>	X		X		X		X		X		X
<i>Additional Assessments</i>	X	X	X	X	X	X	X	X	X	X	X

- The primary assessment of Workbook test scores takes place annually in the spring semester, when librarians examine tests with an eye toward improving the next edition of the Workbook and improving our information competency instruction.
- The Student Library Survey is administered in the fall semester of odd-numbered years. Assessment of survey results takes place during the fall semester.

- The library has been able to retain current staffing levels by filling three classified positions vacated by retirements in 2012-13, and we are currently recruiting a North County librarian (a position vacated in 2012.) Student computers in the SLO library were updated in summer 2013, and augmented by the move of 24 PCs from the Open Lab into the Library. In Spring 2014 we implemented a chat reference service, so students can receive help from reference librarians without coming to a physical location, and we implemented a Quiet Zone in the SLO library in response to requests on the Student Library Survey. Successful fund-raising efforts (ASCC, Friends of the Library, Cuesta Foundation) have enabled us to purchase high-demand textbooks, sustain important database subscriptions, and make progress in updating aging media collections.
- 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. These requests continue the Planning Agendas from our 2008 self study, which focused on the need for additional collections and staffing.
- Student learning outcomes related to finding, evaluating, and using information are predicated on the availability of relevant, quality information resources. And our request for an information competence librarian and additional funding for adjunct library faculty will enable us to further improve our instructional and outreach efforts, and to expand library hours, as requested by many students in our survey

# Course or Program Assessment Summary

Division: **Library**

Program: **Library**

Date: **2/18/2014**

v. 1 2014

Courses in program, or course:

Faculty involved with the assessment and analysis: **Kevin Bontenbal , Laurie Allen, Tina Lau, Carina Love**

Course-to-program outcome mapping document is completed

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>1) Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.</p> <p>2) Synthesize material and evaluate whether information need has been successfully satisfied.</p> <p>3) Locate, use, and evaluate library and information resources relevant to collegiate assignments and personal information needs.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Each semester, students in English 201A complete the <i>Library Research Workbook</i>. Because the <i>Workbook</i> focuses on developing the information competency skills which are encompassed by the Library's Student Learning Outcomes, the primary assessment method is analysis of English 201A <i>Workbook</i> scores. A majority of the questions map to SLO #3, while six map to #2, and two map to #1.</p> <p>Additional assessment data is provided by the English division, which periodically assesses students' achievement of ENGL 201A SLOs, and by the assessment of the Institutional Learning Outcomes, including Critical Thinking and Informational Fluency, which overlap with the Library's SLOs.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>More than 950 students complete the <i>Workbook</i> every semester. The <i>Workbook's</i> multiple-choice questions are answered in an online form, and results are tabulated and charted, showing the percentage of students who selected each option. Charts are shared with library faculty, one of whom is the <i>Workbook</i> editor.</p> <p>Data from English student surveys and from the ILO Assessment was also reviewed.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<ul style="list-style-type: none"> <li>• Over the past six semesters (Spring 2011 – Fall 2013) nine questions were answered correctly by fewer than 80% of students.</li> <li>• English 201A students rate themselves highly on their ability to find, evaluate, and use information (though faculty assessment of student papers rates their ability much lower.)</li> <li>• In the 2013 ILO Assessment, the majority of students agree or strongly agree that they have improved their ability to locate (88%), evaluate (90%), and use (90%) information.</li> </ul>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>The <i>Workbook</i> editor reviews the charts every semester, in part to identify questions which are particularly troublesome for students. In some cases, the wording of questions is changed to make the choices more clear, in others the text of the <i>Workbook</i>, or the resource being taught, are changed to improve the presentation or provide a more clear example.</p> <p>After examining the most recent semesters in aggregate, the <i>Workbook</i> editor and the director identified the most troublesome area for students as evaluating information. While students are generally successful at finding information, they sometimes are challenged to determine whether the information they have found is reliable and relevant.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>The <i>Workbook</i> editor will continue to make changes that improve the clarity of presentation. As a result of the most recent assessment, two questions have been changed.</p> <p>Librarians who conduct orientations for English 201A are encouraged to place more emphasis on the evaluation of resources.</p> <p>Library faculty will work with English faculty to achieve a common, more detailed understanding of just where English instructors felt students fall short of expectations, and to identify ways we can work together to improve student learning in those areas.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>Library faculty frequently discuss the <i>Workbook</i>, especially regarding changes from one edition to the next. Information on assignments is shared among reference librarians, to foster a shared understanding of student needs and resources to meet them.</p>



## V. Program Development/Forecasting for the Next Academic Year:

- **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.) Improvement of library collections and increased availability of staff will help to improve achievement of the informational fluency ILO.
- **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 by increasing 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:**  
Requested facilities changes will enable us to respond to student survey results by improving quiet study space at NCC and adding more space for collaborative learning at SLO.
- **Staffing projections:**  
With the recruitment of a NCC librarian, we will have restored one of the 2.75 FTE faculty and staff positions lost since 2007. We need to expand the availability of the division assistant, and add additional staffing flexibility by restoring the 1.5 FTE classified positions lost in the past six years. The addition of a faculty librarian focused on information competency is crucial to progress in achievement of library SLOs, ILOS, and accreditation standard II.1.b.
- **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.

## UNIT PLAN

**Unit:** Library

**Cluster:** VPAA

**Planning Year:** 2014-2015

### NARRATIVE: UNIT PLAN

Funding requests for 2014-15 are grouped around four themes. The first two are the continuation of Planning Agendas from the district's 2008 self study: seek additional stable funding for library collections, and seek funding for staffing to improve information competency instruction. Information competency is an expectation of ACCJC, and an Institutional Learning Outcome. The library needs a faculty member devoted to expanding and improving our efforts in this area; leaving this work to part-time faculty, however accomplished they may be, is insufficient. The needed enhancements to library collections can be acquired through greater use of Proposition 20 Lottery funds and Instruction Equipment and Library funds for the purposes for which they are designated.

Additional staffing requests are designed to improve our availability to students.

The third theme is technological currency. Our Integrated Library system (ILS) is approaching the end of its useful life—the five-year contract will be up in summer 2015. We need funding to train staff on the new system, to pay for operating parallel systems during the transition, to pay for the migration of data from the current system to the new one, and to program necessary integration with Banner. The staff PCs in the SLO library are now 7 years old, and need refreshing.

The fourth theme is the library as place. Student survey results tell us that students value the library as a place for quiet study and as a place where they can work in groups. The facilities request for NCC will enhance the quiet study space, and the one for SLO will enable us to provide more opportunities for collaborative learning. Longer-term facilities needs will be met by developing a Learning Commons in currently-unused shelving space, and by relocating library circulation services from the lobby to inside the main entry doors.