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COMPLETE

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First Name: Jeri
Last Name: Edelen
Email: Jeri.Edelen@gcccd.edu
Custom Data: Library
IP Address: 76.167.65.141

Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Library

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Jeri Edelen.

Cathy Long, Maria Gerhart, Mark Cossano, Jeri Edelen, Jordon Andrade, Terri Noble

Q3 Dean/Manager:

Kerry Kilber Rebman

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Goal: Improve library spaces that allow students to study, do research and to relax

In Fall 2018, we moved back into the Library after being out for 15 months due to water damage. The Multi-media technicians made changes to space use based on student needs. CC Library has identified the following spaces: Group study spaces, Quiet study spaces, Individual study spaces, Recreational reading spaces, Research spaces, WIFI/cellphone spaces and Lounging spaces. Even though students are not always doing library research, they are often engaged in academic work when in the library. Some of our latest changes:

- To promote Native American culture on campus, one of our technicians (Maria Gearhart) serves as a staff advisor to The Native American Student Alliance and leads outreach events including Native American Heritage Month and the annual powwow.
- To give students a designated space to access WIFI and plug in their cellphones and other mobile devices, the Multi-media Technicians and Faculty Librarians designated a room called the Coyote Den, where students can plug-in their laptops and cell phones, and enjoy the view of the Grand Lawn.
- To give students a space to study and eat snacks, Multi-media Technicians identified a space called the Coyote Corner located on the first floor of the library. The library technicians also partnered with Student Affairs to become a satellite food bank so students can grab a snack and enjoy it in the library.
- To give students a space for recreational reading, Multi-media Technicians created a recreational reading space next to the recreational print collection on the second floor of the Library.
- To promote career print collection, Multi-media Technicians created a Career Corner Collection on the second floor of the Library.

Library Goal: Integrate information literacy instruction and resources into acceleration programs and guided pathways initiatives.

CC Library advances information literacy by teaching students how to think about their research needs, reflect upon their experiences, and consider different types of sources. Since there is no mandatory requirement for information literacy in the curriculum, some students may travel through their entire Cuyamaca College life without practicing this skill set. Faculty Librarians can attest to prominent information literacy skills gaps. The following are a few examples CC Library has done to teach information literacy skills:

- Reference point-of-use instruction

Reference is the primary mechanism through which Faculty Librarians teach information literacy skills to students. Faculty Librarians at the reference desk not only teach students to find resources, but they contact instructors to request assignments and suggest the possibility of library instruction. As a result, Faculty Librarians provide better reference instruction for students and have a better knowledge of course assignments.

- Counseling 120 and online library instruction

To respond to the need for career-research in online Counseling courses, Faculty Librarians completed a second year of offering an online embedded librarian career research module. Faculty Librarians worked intensively with a particular faculty member to reinvent a course with an embedded research component. As a result, students can use the library career information in their final career project.

- ESL 2ab and Library collaboration

To respond to the need for library research in ESL 2ab courses, Faculty Librarians created a series of online research guides. Faculty Librarians conducted twelve instruction sessions for ESL 2ab sections (F2018-S2019). As a result, students were able to use library sources as supporting evidence in their essays.

- Pathway Academy Peer-mentors and Library collaboration

To improve peer-mentors knowledge of the Library, the Faculty Librarians partnered with Pathway Academy Department to offer library workshops to peer-mentors (N=10). As a result, peer-mentors are able to share their library experiences with a cohort of first-year students.

- Pathway Academy students in Counseling 120 courses

To support Pathway Academy first year students, Faculty Librarians introduced library career sources in Counseling 120 courses. As a result, students can use the library career information in their final career project.

Goal: Integrate library collections into academic programs and guided pathways initiatives

- Print periodical collections withdrawals

To improve student access to collections, Faculty Librarians reviewed currently held print periodical collection for relevancy to current and new curriculum offerings. Faculty Librarians determined that 90% of print periodical collection was not used by students and therefore not an effective use of materials budget. As a result, the print periodicals were canceled and the funds were moved to acquiring a new database.

- New Database acquisition

To address student research needs, Faculty Librarians evaluate course assignments to determine if a resource is necessary for the College's academic programs. The Library added new database in F2018-S2019 called Vocational Studies Database that will be used by students in the CE disciplines and any course with a career research component.

Goal 3: Investigate and evaluate new emerging library technologies for effective discovery of information

- OER website

To support OER on campus, the Faculty Librarians created an OER website .

- Library Services Platform migration

To improve equitable access to learning with emerging technology, Multi-media Technicians and Faculty Librarians completed the first phase of migrating from our current library catalog to a new Library Service Platform (LSP). This first phase began in Jan 2019 and the migration project will be completed in Jan 2020.

CHALLENGES

Lack of Librarians to close information literacy gap.

Since there is no mandatory requirement for information literacy in the curriculum, some students may travel through their entire Cuyamaca College life without practicing this skill set. Faculty Librarians can attest to prominent student information literacy skills gaps. With our loss of FT librarians, we have had to limit the number of library instruction sessions and online instruction. Faculty Librarians have to decide to work with some faculty and not others, which is not really fair. Creating generic online tutorials is another option, but unless these tutorials are fully integrated into specific courses, they are not effective and hard to assess.

Need for adequate funding to maintain quality of book collection and online databases

CC Library needs to provide students with relevant print and e-collections. For example, the question arises as to why we always ask for print books. Recent research published by Baron in Words Onscreen (2015) Baron in Words Onscreen (2015) found that students express a preference for print when reading more than a few pages . Readers skim less, read more slowly, and comprehend better when reading from a print volume than from a screen (Baron 2015).

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

n/a

Q8 3. Does your department or discipline offer any degrees and/or certificates?

No, but it does have Program Learning Outcomes (PLOS)

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Library Information Literacy Background

The Library assesses its PLOs to determine the impact of library instruction sessions on student learning. Library assessment differs from instructional assessment because Library impact on student learning outcomes cannot be measured over the course of a semester.

Cuyamaca College students need to know what career resources are available through the Library, to learn how to efficiently access the information they need, and to be able to critically evaluate career information. This Fall 2018, Librarians (2) and Counselor (1) were awarded a planning stipend from Institutional Effectiveness to create a library career-research module for Counseling 120 courses. The Counseling Student Learning Outcomes (SLO) related to career research and the Library's PLO related to improving student information literacy skills made this a natural place to build a collaborative relationship. The Counselor contributes content expertise and the Librarian contributes information expertise. The end result is better student outcomes.

Methodology

- This is our second year of assessing student information literacy skills using a Library career-research module. This second year, we decided to offer it to both online and classroom Counseling 120. The criteria for success required students (75%) to complete a library assignment, answering 8 out of 10 questions correctly.
- Teaching method varied for face2face and online classes. In the face2face classes (7 classes) students participated in a librarian-led discussion and were given one hour to complete the assignment. In the online classes (5 classes), students participated in a discussion forum and completed the library assignment on their own.
- Assessment varied for varied for face2face and online classes. In the face2face classes, librarian collected worksheets, tracked how many students completed it, and gave results to instructor. In the online classes, students participated in a discussion forum, completed the library assignment, and were given points for completion.

Results and Evaluation

- Librarians and Counselors were pleased with results. Students (N=332) in twelve (12) Counseling 120 sections participated and completed the library research assignment.
- Teaching methods were different, so faculty librarians cannot come to a conclusion as to whether face2face is more effective than online. For example in the face2face sessions, librarian discussed resumes, cover letters, and related careers. In the online courses, librarian coordinated discussion board and students could read each other's career discussion posts.
- Assessment methods were different. In the online courses, grading was easy in Canvas. For example, students who received less than 8 points were given the opportunity to rewrite the assignment by the Counselor, hence the pass rate was 100%. In the face2face classes, the librarian collected the library assignment, gave a pass/fail, and returned assignments to the instructor.
- For both online and face2face, the most common problem was student understanding of the purpose of MLA citation.
- In both the face2face and the online environment, plagiarism was not an issue due to revisions in the assignment. In our first year 2017-2018, online students (N=10) downloaded the previous semesters assignment they found on Chegg.

CONCLUSION and NEXT STEPS

- Criteria was met. Results support the expected outcomes indicating that embedded librarians are of value to online students and classroom students.
- Librarians have developed a strong working knowledge of Canvas and how to integrate library assignments into the Canvas environment.
- Looking towards the next year, the lack of full-time librarians and potential budget constraints will make it difficult for CC Library to expand this embedded librarian component to reach other disciplines.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, [click here](#).

Yes

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

n/

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

n/a

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

n/a

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

n/a

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

n/a

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

n/a

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

n/a

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. **Respondent skipped this question**

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities? **Respondent skipped this question**

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Goal 1: Integrate information literacy instruction and resources into acceleration programs and guided pathways initiatives.

Q26 Which College Strategic Goal does this department goal most directly support? **Basic Skills Acceleration**

Q27 Please describe how this goal advances the college strategic goal identified above.

We advance student success to our online and on-campus students by offering students an array of library instruction services directly related to their classes makes for meaningful and integrated information literacy instruction. Library faculty collaborate with discipline faculty to develop relevant, point-of-need library and information literacy instruction that enhances academic quality and student success.

Q28 Goal Status **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

We will continue to improve our integrated library instruction modules in ESL 2ab and Counseling courses. Looking at Fall 2020, due to lack of full-time librarians and potential budget constraints for less adjunct dollars, CC Library will not be able to expand this embedded librarian component to reach other disciplines.

Q32 How will this goal be evaluated?

Faculty feedback, new methods of delivery, and rubrics.

Q33 Do you have another goal to update? **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Goal 2: Initiate Library-liaison efforts to promote student engagement

Q35 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q36 Please describe how this goal advances the college strategic goal identified above.

We will delete this goal because it is integrated into to all of our other goals. Library liaison efforts are a way to communicate and promote our role as teaching partners as well as the library's role as a student-centered support space. Liaison efforts bring together the Library and other departments in partnership to support the College's strategic goals, including student engagement.

Q37 Goal Status **Deleted**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

We will include this as an action under Goals 1, 3, 4

Q39 Do you have another goal to update? **Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated? **Respondent skipped this question**

Q42 Do you have another goal to update? **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Goal 3: Investigate and evaluate new emerging library technologies for effective discovery of information

Q44 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q45 Please describe how this goal advances the college strategic goal identified above.

To improve equitable access to learning with emerging technologies, the Library will acquire and manage these technologies to improve the student research experience

Q46 Goal Status **In Progress-will carry this goal forward into next year**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update? **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

Develop and maintain a dynamic website that serves as a visual gateway to the Cuyamaca College Library. We will update our library website when the College moves to the new content management system, Omni Update.

Q50 How will this goal be evaluated?

Our Library website represents the mission of the College and the philosophy of the Library. Librarians will meet to assess new Omni update format and update the Library website content.

Q51 Do you have another goal to update?

Yes

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Goal 4: Integrate library collections into academic programs and guided pathways initiatives

Q53 Which College Strategic Goal does this department goal most directly support?

Guided Student Pathways

Q54 Please describe how this goal advances the college strategic goal identified above.

We advance student success by managing collections that contribute to information literacy and meet their diverse needs. As print, reserves, reference and electronic collections grow in size and format, they must be continually assessed to determine their relevance, usage, and value.

Q55 Goal Status

In Progress-will carry this goal forward into next year

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q57 Do you have another goal to update?

Respondent skipped this question

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

CC Library collection needs to be evaluated. Collection assessment will be based on two broad categories: collection-centered (counting check-outs to determine the collection's scope and depth) and student-centered (gathering information on how students use the collection). We have about 30,000 titles and the average age of the collection is 1988. Librarians will review print titles to determine its value and make a list of replacement print titles

Q59 How will this goal be evaluated?

CC Faculty Librarians will meet to discuss collection gaps, review course assignments, gather faculty feedback, and create a list of print titles to be withdrawn or purchased. The results of the collection assessment should give us the information we need to adjust our collection development purchases

Q60 Do you have another goal to update?

Yes

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:

Improve library spaces that allow students to study and research.

Q62 Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q63 Please describe how this goal advances the college strategic goal identified above.

We advance student success by providing physical spaces that meet students' diverse needs. We offer spaces for different study styles. Some students want to talk, draw, sketch, and bounce ideas off their peers. Some students need to use computers to prepare presentations. And of course, some students want total silence and do not want to be bothered. We accommodate all by having a designated quiet space, group study rooms and open computer access, as well as spaces for students to bring their own devices, plug in and access the Wifi.

Q64 Goal Status

In Progress-will carry this goal forward into next year

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year:

Library Multi-media Technicians have identified a section of the library in Fall 2018 that could accommodate students who want to study with beverages and snacks on hand. Library Multi-Media Technicians will do a space utilization assessment (direct observation), create policies for the "Coyote Corner" if needed.

Q67 How will this goal be evaluated?

Technicians will observe student usage of the "Coyote Corner" to determine if it is a popular gathering place for students.

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **No**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1: **Respondent skipped this question**

Q70 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q71 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated? **Respondent skipped this question**

Q75 Do you have another new goal? **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Yes**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **Yes**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next." **I am ready to submit my program review**
