1. Provide a one-page executive summary of the following components of your program review (complete this section after you have completed all of the other sections):
   a. Program Overview and Description
   b. Strengths
   c. Challenges
   d. External Influences
   e. How assessment results have guided your program
   f. Future Plans/Goals

CC Library contributes to student success through innovative library strategies. There are three guiding principles embedded in our mission, goals, and action plans: 1) information literacy 2) emerging library technologies and 3) engagement strategies.

Library faculty and library technicians reinforce these principles to promote student success.
   1) The Library provides information literacy programs to teach students how to locate, evaluate, and effectively use the information. The Library also teaches information literacy concepts such as student familiarity with circulation services, reserve services, cataloging services, interlibrary loan services as well as the physical library itself.
   2) The Library continues to migrate to an online environment in the development of e-collections and the use of emerging library technologies.
   3) The Library practices engagement strategies such as outreach to students, collaboration with subject faculty, and improving physical library spaces.

Our greatest challenge for FY 2017-2018 is the library disaster of May 2017. We have lost access to the physical library and the print collection since May 20, 2017. We have been forced to relocate our services to different buildings on campus. For example, for Fall 2017, we have moved reference assistance to E-121, library instruction to E-206, and circulation/reserve services to L-103.

Circulation/reserves will move a second time to the Library Annex on Jan 29, 2018. We will begin to have access to the print collection starting January 29, 2018 via a paging system, however students will not have direct access to the print collection, group study rooms or quiet study areas in the physical library.

In spite of this disaster, the Library continues to seek ways to teach and engage our students. The library technicians will continue to offer circulation services for reserve textbooks, some print titles photocopying, and a few computers. Library faculty will continue to promote information literacy programs. The Library website will continue to be the most important gateway for student access to library e-books, articles, and streaming video. The Library will maintain a virtual presence to students through our library webpage at http://cuyamaca.edu/library.

2. Provide a list of the recommendations from your last program review and explain how you have addressed them.
3. Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

   Faculty librarians (2); multi-media technicians (4).

4. Provide your program’s mission statement.

   The Cuyamaca College Library supports student learning by offering a carefully selected collection of resources in a variety of information formats, including books, multimedia, and commercially-produced databases. In addition, we are committed to ensuring students are capable consumers of information, especially as this pertains to their academic work. We also work to provide a variety of study spaces within the library building. We strive to cultivate the values outlined in the Cuyamaca College Mission Statement.

5. Describe how your program supports the mission and goals of the College.

   The CC library’s mission is modeled directly after the College’s Strategic Plan with outcomes that flow from the same four strategic directions: acceleration, guided pathways, student engagement and organizational health.

   Goal 1. Integrate information literacy instruction and resources into acceleration programs and guided pathways initiatives to improve student information literacy skills.

   Goal 2: Initiate Library-liaison program to promote student engagement.

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

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

   Goal 5: Improve library spaces that allow students to study and research.

   Goal 6: Improve library access services to help lower the cost of attending college.

   Goal 7: Improve library personnel professional skills and department communications.

6. Provide the description of your program as it appears in the current college catalog.

   The library offers both print and electronic information resources for students. Librarians assist students in using the online public access catalog, electronic periodical databases and the Internet to locate books, e-books, periodical articles and other print and electronic resources. Materials not available at the Cuyamaca Library are routinely provided through interlibrary loan. Students are actively encouraged to become trained researchers in the complex and changing world of information literacy. Learning opportunities range from one-on-one reference assistance to formal group orientations designed to meet specific course objectives. A one unit online course (LIR 110 Research Methods in an Online World) is available to students who would like a more comprehensive introduction to research methods.
7. Provide a list of degrees and certificates offered by the program during the past five years (PR Data warehouse), and industry-standard certificates or licensures supported by the program (CTE only for the latter). For each degree and certificate, indicate:
   a. how many awards were conferred
   b. when it was last reviewed and updated
   c. how it is meeting the needs of students, industry/workforce (if CTE), and/or articulation with four year institutions (transfer and CTE)
   d. any changes that are planned if it is not meeting these needs
   e. whether students can complete the degree/certificate requirements within a two-year period (sequencing and scheduling of required courses are such that a student could complete them within a two year period or other appropriate timeline per requirements of specialized CTE certificates); this is a requirement of Title 5, California Code of Regulations

Not applicable.

8. Provide an overview of your program’s Curriculum Review and Development status.
   a. Access the Five Year Curriculum Review Cycle indicate when courses were reviewed or are scheduled to be reviewed.
   b. Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

Not applicable.

9. Provide an overview of your program’s Program-Level SLO Assessment Plan.
   a. Does your Dean have an updated copy of your PLO assessments? ☒yes ☐no
   b. Provide an overview of significant findings and actions you have taken or plan to take to improve student outcomes.
   c. Disaggregate and compare student learning outcomes assessment results by instructional modality (face-to-face vs. online).

Our PLOs relate to the goal of students becoming information literate upon completion of their academic goals. Since CC Library does not have credit instruction, we will assess Program Learning Outcomes to demonstrate the value of the library and to make program changes:

- We will be revising our PLOs to align with our Library Mission and the Strategic Plan. Our current PLOs were created in 2008 and it is time for a revision.
- We will develop methods of assessment beyond traditional metrics. We plan to examine our services measures in ways that emphasize how we support teaching and learning.
- We will assess PLOs related to improving the library website for the next Annual Update FY 2018-2019.
- By the next program review we will have a model that uses data that demonstrates how the library supports the Strategic Plan.

10. Provide an overview of your Course-Level Assessment Plan. You can use the same support materials for this question as you did for the Program-Level assessment question.
   a. Does your Dean have an updated copy of your SLO assessments? ☐yes ☒no
   b. Provide an overview of significant findings and actions you have taken to improve student outcomes.
c. Disaggregate and compare student learning outcomes assessment results by instructional modality (face-to-face vs. online).

We have offered a one-unit Library instruction course but due to low enrollments it has not been offered since 2012. There are no current plans to offer it in the future and that this is something we need review going forward - whether this class will eventually be removed from the catalog and that we'll focus our efforts elsewhere

11. If a CTE program, provide a list of the committee members of your Advisory Committee, the chair’s name, and the meeting schedule (i.e., twice yearly)
   a. Summarize the recommendations from the Committee
      Describe changes that have been made to the program as a result of the committee’s recommendations
      Not applicable.

12. If a CTE program, please discuss your labor market information {link}.
    Not applicable.

13. Please refer to your program’s data report provided by the Institutional Effectiveness and Student Equity Office (if you need additional data, contact Brianna.Hays@gcccd.edu) and address the following:
    Not applicable.

    **PLEASE NOTE:** For any data, charts or graphs you include provide an explanation of their significance and how it informs practice

    a. The demographics of your students and implications for practice (how you are responding to the needs of our changing demographics; please address gender, ethnicity, and age, and then the additional demographics that are applicable to your program planning)
    b. Key Performance Indicators (KPIs) for overall program outcomes and implications for practice. Disaggregate data based on instructional modality (face-to-face vs. online):
       i. Enrollment
       ii. Retention (counts and rate)
       iii. Success (counts and rate)
       iv. Program GPA
    c. Key Performance Indicators (KPIs) for Productivity and implications for practice:
       i. Sections
       ii. Enrollments
       iii. Capacity
       iv. Fill rates
       v. FTEF (optional)
       vi. Load
       vii. FTES (optional)

14. Discuss other data relevant to your program (may vary by program).

15. Describe your program’s strengths.
Academic Excellence
The Library has achieved ongoing academic excellence through integration of information literacy into the curriculum. Integration is accomplished through library research services, library instruction program, and librarian-created research tools.

Student engagement
The library has achieved student engagement through improved reference services, circulation services, cataloging enhancements of records, web page design, interlibrary loan services, and library spaces.

Organizational Health
We have a dedicated library faculty and library technicians. We are very responsive to the needs of students and subject faculty.

16. Describe your program’s challenges.

CC Library staffing is well below the state average for the staffing ratio of librarians to students.

a. Our Electronic Services librarian retired June 2017 and we have a new librarian for Spring 2018. However, we will have one of our best librarians retire in June 2018, which will still leave us with only 2 librarians. This lack of a librarians handicaps our ability to improve our library programs. The faculty and staff of the library are stretched to the limit. With the retirement of one of our best librarians, there will be additional workload for the remaining librarians.

b. We are well below the state average for staffing ratio of librarians to students
- Based on our FTE (Annual 15/16: 5,896.99; Annual 16/17: 6,119.85), Cuyamaca Library should have five full-time librarians and nine full-time library technicians

<table>
<thead>
<tr>
<th>FTES</th>
<th>Librarians</th>
<th>Library technicians</th>
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<tbody>
<tr>
<td>&lt; 1,000</td>
<td>2</td>
<td>3</td>
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<tr>
<td>1,001-3,000</td>
<td>3</td>
<td>4.5</td>
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<tr>
<td>3,001-5,000</td>
<td>4</td>
<td>6.5</td>
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<tr>
<td>5,001-7,000</td>
<td>5</td>
<td>9</td>
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<tr>
<td>Each additional 1k</td>
<td>0.5</td>
<td>1</td>
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- For unduplicated data, the librarian-student ratio continues to increase.
  2015-16 - 3.25: 13,956 or 1 librarian for every 4,294 students
  2016-17 - 3.25: 14,622 or 1 librarian for every 4,499 students

- For unduplicated data, the library technician-student ratio continues to increase:
  2015/16: 4 : 13,956 or 1 technician for every 3,489 students
  2016/17: 4 : 14,622 or 1 technician for every 3,655.5 students
How does this staffing level affect student success?

The Library has operated with only two full-time, permanent librarians for FY 2017-2018. As a result, we have had to depend disproportionately upon temporary, part-time librarians to keep the library open and to maintain basic services. A library, like a classroom, should not be in use unless library faculty are available to provide service and facilitate student learning.

In addition, according to the California Code of Regulation CCR-58724, a library serving a college of our size (5001-7000 FTES) should have nine support staff and we only have four. We believe that adding even one classified staff member would have a significant impact on library services, especially the expansion of hours.

Lack of funding to maintain current levels of materials.

Based on the stagnated budget and increased demands for new programs, overall the CC Library’s organizational health is cautionary. The library’s core budget is currently funded via the IELM (now PPIS – Physical Plant and Instructional Support) funds provided by the state. While the library did receive some augmented funding in 2015-2016 and 2016-2017, this was not available for 2017-2018 due to a reduction in PPIS funding from the state. This reduction forced the library to have difficult conversations about which databases and periodicals could be continued and which would need to be cancelled. We also had a reduction in the purchasing of print collection in 2017-2018. Without a stable, robust budget, the college is limited in serving the research needs of its students, including distance education students. It is interesting to note that the California Code of Regulation CCR-58724 recommends that a college of our size (5001-7000) should have 80,000 volumes on the shelf. We currently have approximately 40,000.

The Library is grateful that the college values its Library enough to support our budget out of the PPIS funds, especially in a time of budgetary constraints. However, additional general fund support of library print and electronic materials is necessary to help ensure student success.

Limited library hours

The Library needs to be open longer to support students who need a place to study and complete research. The Library is the only place on campus that has research assistance, computers, study space and group study rooms.

Aging equipment such as computers, furniture, elevator, security gate

These lack of services, materials and equipment handicaps our ability to teach students how to do research when we can’t provide research materials.

17. Describe external influences that affect your program (both positively and negatively).

The library is central to the college and its mission. The overarching problems which are
affecting the Library are the lack of fulltime faculty, lack of classified staff, lack of funding for computers, lack of adequate funding for materials (e-books, print books, databases). The change in the way library materials are utilized will continue because students and faculty have and expectations; specifically, the desire for instant information in electronic format. This does not mean that library materials will no longer be needed. Quite the contrary. The Library will continue to be a primary source of vetted and necessary information relevant to academic curricula and research.

18. Describe your program’s vision for the future. Please provide short- (3 years or less) and long-term (4-6 years) goals.

The Library’s new Strategic Plan is modelled directly after the CCs Strategic Plan, with outcomes that flow from those strategic directions.

Goal 1: Integrate information literacy instruction into acceleration programs and guided pathways initiatives. (Strategic Plan 1,2)

Outcomes:

- Students have the information literacy skills they need to complete course assignments.
- Students make use of librarian faculty and staff expertise

Action Plan:

- We will integrate library instruction into Pathways Academy (HSI) programs.
- We will improve the CANVAS link called Library Resources, a link that appears in all Canvas containers.
- We will collaborate with subject faculty to embed library instruction modules into their courses.
- We will provide face2face library instruction
- We will provide reference services (i.e. in-person and virtual reference)
- We will create online research guides
- We will provide in-person circulation, reserve and interlibrary loan services.

Measures *(not part of the PR review report – internal reporting)*

- Evaluate the effectiveness of integrating library instruction into Pathways Academy.
- Evaluate the effectiveness of the CANVAS Library Resources webpage.
- Evaluate the effectiveness of embedded librarian in CANVAS.
- Evaluate face2face library instruction.
- Evaluate reference services
- Evaluate faculty feedback on the effectiveness of research guides
- Evaluate circulation usage, reserve collection usage and services

Goal 2: Initiate Library-liaison program to promote student engagement. (Strategic Plan 3)
Outcome:

- Subject faculty will view Library faculty and Library technicians as partners in providing students with resources and strategies to enhance learning.

Action Plan:

- We will develop outreach strategies for promoting circulation, reserve and ILL services.
- We will work with subject faculty in their respective areas to determine what instruction-related resources are needed.

Measures: (not part of the PR review report – internal reporting)

- We will count the number of outreach efforts completed by library technicians and library faculty.
- We will gather subject faculty feedback to determine if they are satisfied with our services.

Goal 3: Investigate emerging library technologies for effective discovery of information.

Outcomes:

- Students will have easy access to all library services and collections via the library website, library catalog and library databases.

Action Plan:

- We will revise the library website so it is up-to-date, easy to navigate, and visually compelling.
- We will identify new commercial databases that make searching for resources easier for students.
- We will maintain the online catalog to ensure students have easy access to print, reserve, and e-collections.
- We will integrate more library instruction links and tools into CANVAS via a link called Library Resources, a link that appears in all Canvas courses.

Measures: (not part of the PR review report – internal reporting)

- Evaluate changes made to library website.
- Evaluate use of commercial databases for content quality and renewal decisions.
- Evaluate collection usage by subject discipline and course assignments.

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

Outcomes:
Students will have a library collection sufficient in quality, depth, diversity, format and currency to support their research.

Action plan:

- We will maintain and upgrade library catalog records.
- We will conduct an inventory of print materials to determine whether there is a large discrepancy between the library’s actual holdings and its catalog records.
- We will conduct an annual stack maintenance project to determine condition of physical items, track overdue items, identify missing items.
- We will maintain and promote reserve collection to students and faculty
- We will provide interlibrary loan to give student access to materials not owned by the Library.
- We will work closely with subject faculty to create accurate collection profiles that guide the Library’s purchases.

Measures: [not part of the PR review report – internal reporting]

- Evaluate effectiveness of catalog records for easy access to collections.
- Evaluate effectiveness of inventory project to determine whether there is a large discrepancy between the library’s actual holdings and its catalog records.
- Evaluate effectiveness of stack maintenance project to determine condition of materials, identify overdue items and track missing items.
- Evaluate effectiveness of reserve collection and policies.
- Evaluate effectiveness of ILL services.

Goal 5: Improve library spaces.

Outcomes: Students will have access to a physical space to study and do research.

Action Plan: We will work with Gafcon and state architect to renovate the library.

Measures: We just want our building back!

Goal 6: Improve library services to help lower the cost of attending college.

Outcome: Students will have zero-cost or low-cost options for courses materials.

Action Plan:

- We will promote reserve collection to that contributes to lowering cost of attending college.
- We will work with faculty to embed library materials into their courses.
- We will support subject-faculty driven OER taskforce.
Measures: (not part of the PR review report – internal reporting)

- Evaluate use of reserve collection that contributes to lowering cost of attending college.
- Gather faculty feedback on effectiveness of embedded library materials into courses.
- Evaluate best practices to support OER-taskforce.

Goal 7: Improve staff professional skills and department communications.

Outcomes:

- All library faculty and library technicians have a professional and courteous manner to colleagues, students and faculty.
- All library faculty and library technicians are well-trained in the best practices and procedures required by their position.
- Library will have an established internal assessment process for continuous improvement.

Action Plan:

- Library technicians and Library faculty meet regularly with Dean of LRC to discuss current trends and program changes
- We will regularly assess our services, collections, and programs. Submit annual reports of continuous improvement

Measures: (not part of the PR review report – internal reporting)

- Reports summarizing action plans, results and continuous improvement plans.

I. Resources Needed (If Applicable)

**Faculty Position Requests**
*For faculty position requests, please complete the Faculty Position Request Form.*

Description: Faculty librarian
Related Program Goal: 1,2,3,4,5,6,7

Description: Click here to enter text.
Related Program Goal: Click here to enter text.

**Classified Staff Position Requests**
*For classified position requests, please complete the Classified Staff Position Request Form.*

Description: Library technician
Related Program Goal: 1-7

Description: Click here to enter text.
Related Program Goal: Click here to enter text.

### Technology Requests

For technology requests, please complete the Technology Request Form.

Description: 81 computers to replace aging computers in Library instruction lab, Living Room and OPACS
X One Time   On-going
Amount Requested $86,960.34
Related Program Goal: 1-7

Description: Camcorders and MacBooks for student video projects
X One Time   ○ On-going
Amount Requested $26,911.96
Related Program Goal: 1-7

Description: Two Scanners
X One Time   ○ On-going
Amount Requested $497.46
Related Program Goal: 1-7

Description: Kwikboost recharging stations
X One Time   ○ On-going
Amount Requested $6,732
Related Program Goal: 1-7

### Perkins Requests and Strong Workforce:

For Perkins requests, please complete the Perkins Request Form.

Description: Click here to enter text.
Amount Requested $ Click here to enter text.
Related Program Goal: Click here to enter text.

Description: Click here to enter text.
Amount Requested $ Click here to enter text.
Related Program Goal: Click here to enter text.

Description: Click here to enter text.
Amount Requested $ Click here to enter text.
Related Program Goal: Click here to enter text.

### Supplies/Equipment Requests:

Supplies and equipment requests will be considered on a one-time funding basis.
Facilities Requests:
For facilities requests, please complete the Facilities Request Form.

Description: Fix doors in library
Amount Requested $ n/a
Related Program Goal: 1-7

Description: Elevator repairs. Elevator parts are difficult to find.
Amount Requested $ n/a
Related Program Goal: 1-7

Description: Reseal the outside windows of the two group study rooms
Amount Requested $ n/a
Related Program Goal: 1-7

Description: Replace the lighting on the 2nd floor of the Library with LED lighting
Amount Requested $ n/a
Related Program Goal: 1-7

Description: Install keycard access on door between C-122 and the back area of the library
Amount Requested $ n/a
Related Program Goal: 1-7

Professional Development Requests:
For professional development requests, please complete the Professional Development Request Form.

Description: Click here to enter text.
Amount Requested $ Click here to enter text.
Related Program Goal: Click here to enter text.
**Other Resource Requests:**

*Other resource requests will be considered on a one-time funding basis. Please fill in the information below.*

Description: **Student hourly workers to help maintain library stacks, help at circulation desk, shelve books, and other tasks**
Amount requested: $6,000
Related program Goal: 1-7

Description: **Database subscriptions for library research**
Amount requested: $68,000
Related program Goal: 1-7

Description: **Contract services for library security gates.**
Amount requested: $5,500
Related program Goal: 1-7

Description: **Paralegal book collection**
Amount requested: $45,000
Related program Goal: 1-7

Description: **Mileage for courier. Library has a book lending agreement with SDSU. The courier delivers books from SDSU to CC Library.**
Amount requested: $600
Related program Goal: 1-7

Description: **E-books and print books**
Amount requested: $30,000
Related program Goal: 1-7

Description: **OCLC fee and services**
Amount requested: $1,500
Related program Goal: 1-7

Description: **Adjunct librarian**
Amount requested: $75,000
Related program Goal: 1-7