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COMPLETE

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Page 1: I. Program Overview and Update

### Q1

I.1. Department(s) Reviewed:

Library

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### Q2

I.2. Lead Author:

Sarah Saulter

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### Q3

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Ross Takasugi, Jeri Edelen (former Department Chair) Maria Gearhart, Terri Noble, Cathy Long

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### Q4

I.4. Dean/Manager(s):

Jodi Reed

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### Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/08/2021**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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## Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

Cuyamaca College Library provides timely and responsive academic support for students by teaching information literacy, providing research assistance, providing equitable access to library collections, and providing quiet study spaces.

### Changes:

The Cuyamaca Library has no full-time faculty. All the work of the Department is being done by two adjunct librarians, working a limited number of hours. This has been a tremendous challenge, and many of our usual outreach activities have been suspended or severely curtailed.

### Achievements

During the COVID pandemic, the library's main avenues for student support and service were LibAnswers, our online 24/7 chat service, and providing access to print books and electronic devices. We were also able to conduct a few library instruction sessions via Zoom, but those were discontinued once our full-time librarian retired in December of 2020.

LibAnswers, our 24/7 chat service is staffed by a consortium of libraries. Librarians from other libraries, who are not familiar with our system, are often the first responders to our students' questions so, Cuyamaca librarians monitor the chat and follow up to make sure our students' research needs were fully met.

In the fall of 2020, the Circulation classified staff, in particular Maria Gearhart and Terri Noble, began providing library materials to students through a curbside checkout service. Maria Gearhart is particularly to be commended. She caught COVID during Winter break but returned to work as soon as she possibly could, to continue providing materials and support to the students.

Those materials included reserve textbooks and other print materials, as well as graphing calculators, laptops and Internet hotspots for students who would otherwise not have had access to the electronic devices they needed to complete their coursework and participate in online classes.

In anticipation of reopening in the fall, the library acquired and set up an online reservation system called LibCal for booking study spaces in the library and computer stations in the Tech Mall. Through the library's website, students may reserve seats up to two weeks in advance. The reservation system is useful for contact tracing, and allows the library and the Tech Mall to check the students' vaccination status and to maintain social distancing by providing only a limited number of study spaces and computer stations. The reservation system was also used by the Tech Mall to book 15-minute appointments for creating Student IDs

Initially, the library opened only the first floor of the building, and offered only study spaces, Wi-Fi access, printing services, and reference services as needed. Though the reference desk, which is on the second floor, was closed, librarians were on hand to assist students. For access to computers students were directed to the Tech Mall. As the semester progressed, we opened the second floor of the library, formally staffing the reference desk during open hours, and giving students access to the library's computers.

The adoption and integration of ExLibris, the new cloud-based Library Service Platform (LSP) that provides access to the library's online catalog, eBooks and databases, required a major investment of time and resources. Our contract with the service provider required us to remove extra user accounts, and move our electronic collections from our individual library system to a shared system for the State Consortium, where they are intermingled with records from other libraries that use ExLibris. This move created myriad problems with access to our records, which are still being discovered and resolved.

### Challenges

We have no full-time librarians, and all the work of the Department is now being done by adjuncts, who are only allowed to work approximately 350 hours per semester. The LibCal system was set up and is maintained and administrated by one part-time librarian. His necessary work in this area takes his time and attention away from other areas, such as reference service, LSP troubleshooting and maintenance, and other maintenance tasks that are equally in need of his attention. The Department Chair is also an adjunct, whose Chair duties compete with the other duties she is responsible for, such as reference service, database management, collection development, faculty outreach, and committee service.

Page 2: II. Assessment and Student Achievement

**Q7**

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

No changes have been made to our SLO assessment plan, and no new data were collected during the 20/21 academic year due to the pandemic.

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**Q8**

Respondent skipped this question

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

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Page 3: II. Assessment and Student Achievement

**Q9**

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

Given our minimal budget, the library strives to maintain collections of electronic and print materials that reflect the diversity of our student population, including those with physical and intellectual disabilities, and to support Diversity Education. We also have a diverse staff, some of whom are multilingual.

Quantitative data are not available. In the past, the library had no way of collecting quantitative data about the students we serve and, due to ethical considerations related to privacy and freedom of information, the library does not collect disaggregated data. The current process of reserving study spaces was a short-term response to the pandemic, and will be retired once the situation returns to normal.

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**Q10**

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Our main strategy is to make library services and materials accessible to the largest number of our students as possible, both during and outside of the library's hours of operation. We will do this by continuing to explore and implement new library technology, keep our library website up-to-date and easy to navigate, and provide instruction in information literacy and research skills through course-specific video tutorials and research guides.

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**Q11**

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

We learned that the library's online resources are our most valuable asset, and we need to take steps to make them more easily accessible, which includes maintaining a circulating collection of laptops, hotspots, and other technology. In response to the pandemic, the library increased its circulating collection of laptops, hotspots, and graphing calculators. Given the apparent student interest in online education, we expect the demand for laptops and hotspots to continue, and to increase. We learned the value of the course-specific research guides and video tutorials, which are accessible via both the library's website and selected Canvas modules. These, along with Zoom sessions, were our main means of providing instruction in research skills and information literacy during the pandemic. We plan to continue and broaden these services, which are of great value to both distance learners and those enrolled in campus based classes. We also realized that not nearly enough students know about the library resources that are available to them 24/7, and we plan to develop strategies for widely publicizing these services.

**Q12**

**No**

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

Page 4: II. Assessment and Student Achievement continued

**Q13**

**Respondent skipped this question**

II.B.5. Please share your observations about the employment rate for your program over the past several years.

**Q14**

**Respondent skipped this question**

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

**Q15**

**Respondent skipped this question**

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 5: II. Assessment and Student Achievement continued

**Q16**

**No**

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Page 6: II. Assessment and Student Achievement

**Q17**

**Respondent skipped this question**

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

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Page 7: III. Previous Goals: Update

**Q18**

1. Previous Goal 1:

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

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**Q19**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q20**

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

3. Goal Status

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Page 8: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

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

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q23**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q24**

**Yes**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q25**

1. Previous Goal 2:

Library technology: Investigate and evaluate new emerging technologies for effective discovery of information.

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**Q26**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q27**

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

3. Goal Status

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Page 11: III. Previous Goals: Update continued

**Q28**

**Respondent skipped this question**

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

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**Q29**

**Respondent skipped this question**

Do you have another goal to update?

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

**Q30**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q31**

**Yes**

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q32**

1. Previous Goal 3:

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

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**Q33**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q34**

**Deleted**

3. Goal Status

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Page 14: III. Previous Goals: Update continued

**Q35**

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

This goal did not effectively measure the library's impact on student success, equity, and engagement.

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**Q36**

**Yes**

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q37**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q38**

**Respondent skipped this question**

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q39**

1. Previous Goal 4:

Library services and spaces: Improve library circulation services and spaces that allow students to study and do research.

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**Q40**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q41**

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

3. Goal Status

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Page 17: III. Previous Goals: Update continued

**Q42**

**Respondent skipped this question**

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

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Page 18: III. Previous Goals: Update continued

**Q43**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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Page 19: IV. New Goals

**Q44**

**Yes**

Would you like to propose any new goal(s)?

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Page 20: IV. New Goals continued

**Q45**

1. New Goal 1:

We have discovered that our current goals do not effectively measure the library's impact on student success, equity, and engagement, and we plan to work as a department with the support of our Program Review liaisons to develop more appropriate goals during the 2021/22 academic year for use in our 2022 Program Review.

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**Q46**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q47**

3. Please describe how this goal advances the college strategic goal(s) identified above.

The library currently has no effective data collection and analysis tools that would allow us to accurately gauge our impact on student success and engagement. Working with the Program Review liaisons to develop meaningful goals and strategies for collecting information will allow us to measure our current impact and develop strategies for serving the students, faculty, and college more effectively.

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**Q48**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

It is our lack of meaningful data in these areas that generated this new goal.

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**Q49**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

1. Meet with Program Review liaisons to develop meaningful goals 2. Submit technology request for analytics software designed specifically for academic libraries. 3. Submit a request for a student engagement and outreach librarian to work with faculty and students to develop library services and instruction to effectively meet student needs.

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**Q50**

6. How will this goal be evaluated?

This goal is to develop goals and strategies for measuring and improving the library's impact on student success and engagement. Success will be measured by the development of the goals and strategies.

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**Q51**

**No**

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q52**

**Respondent skipped this question**

1. New Goal 2:

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**Q53**

**Respondent skipped this question**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q54**

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q55**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q56**

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q57**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q58**

Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q59**

Respondent skipped this question

1. New Goal 3:

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**Q60**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q61**

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q62**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q63**

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q64**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q65**

Respondent skipped this question

Do you have another New Goal?

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Page 23: IV. New Goals continued

**Q66**

Respondent skipped this question

1. New Goal 4:

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**Q67**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q68**

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

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**Q69**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q70**

**Respondent skipped this question**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q71**

**Respondent skipped this question**

6. How will this goal be evaluated?

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Page 24: Resources Needed to Achieve Program Goal(s)

**Q72**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

**Technology Resource Needs,  
Supplies/Equipment/Furniture/Other Needs,  
Faculty Resource Needs,  
Classified Staff Resource Needs**

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Page 26: Final Check

**Q73**

**I am ready to submit my program review**

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."

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