Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: **Lead Faculty & Staff, Library & Learning Resources**

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The library continues to strongly support our Basic Skills/ESL students through prescheduling orientations and workshops and welcoming our off campus ESL students to the library. We had 89 basic skills and ESL library instructional sessions in 2016 and 2017. We also continue our strong ties to our ESL community by having a Learning Community with ESL 400, which supports this ESL course, by having an embedded librarian.

Our Textbooks, Laptops, and Calculators (TLC) program has provided ESL, Basic Skills (English and Math), and STEM students with semester-length textbooks, graphing calculators, Chromebooks, laptops, and mobile Wi-Fi routers. In 2016 and 2017 we supported 387 TLC students. Qualitative surveys students highly value the program as part of their academic success. However our quantitative research has varied significantly, (evidence is unclear if success differs from non-TLC students). We also have found that this program is highly labor intensive. Please see our PLO section for more information.

There have been positive changes in the library: We have added an online section of LIBR 100 for CWA students. This course has successfully been offered for two semesters. In fall 2016 we subscribed to a new database, Films on Demand. We have seen use of this database increase year to year. In 2016 it was it had 1068 searches in 2016 and 2487 searches in 2017. We have seen a dramatic increase in our total views for our LibGuides (12,889 in 2015, 21,381 in 2016, and 31,531 in 2017).

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

2	Program Context

1   Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

The Library's courses and other instruction align with the College's mission in relation to life long learning, basic skills, and transfer.

Mission Statement:
Cañada College Library, in concert with students, faculty, staff and the community, cultivates powerful habits of seeking, evaluating and using information. Through the provision of diverse materials, extensive assistance and instruction, the Library encourages a love of inquiry in a supportive atmosphere that emphasizes thoughtful scholarship, intellectual freedom and individual responsibility.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

2   Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

We do not see any changes in curriculum and degree requirements at high schools and 4-year institutions that would affect our program's articulation.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

3	Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail

No Response Information to Display

Narrative

There have been no changes in licensing that affect our program. We are working on our accreditation report for this current cycle and have not seen any changes in accreditation that would impact our program. We have not seen any significant changes in community needs, employment needs, or technology within the last two years that would affect our program. We have started offering WiFi routers, laptops, and Chromebooks to students that do not have access to the internet nor a laptop or desktop computer at home. Our laptop and Chromebook computers have been very popular, with 951 checkouts in 2017 alone.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

3	Looking Back
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

Since our last program review, we changed one section from 12:10pm-1:00pm to 8:30am-9:25am. Our rationale for doing so was to accommodate students who were hungry and sluggish after being in another class. We did see a change for the better in attendance and attitude since changing this section. We found this change had a positive effect on student engagement.

We added an online LIBR 100 course for CWA students. We used to have a CWA course for LIBR 100 that was a hybrid course. This course was during the summer session. For the first three years, we had good attendance, but during summer 2016, this course was cancelled due to low enrollment. The issue was due to the course not being linked to another CWA course and students had scheduling conflicts with other classes.

Starting fall 2017 we opened an online course, which was linked to two CWA ENGL 100 courses. This course has been successfully running for two semesters now.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display

Narrative

Our last IPC feedback was very positive and many of our sections were recommend as ACCJS Exemplary Examples. We only had recommendations to provide more statistics and quantifiable evidence for the Executive Summary and Articulation sections.

Recommendation Quotes:
"Include just a few insightful statistics to support your thoughts."

"When reading your articulation, it may helpful to provide more quantifiable evidence instead of generalized. It might also be helpful to provide more specifics as to how the program will be impacted if high school students come into our college unequipped with research skills."
We have incorporated the recommendations into this program review. We would like to do more outreach to local high schools and research on graduating high school student's information competency skills, but this require higher levels of staffing then we currently have.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Search Standards By User

<div align="center">

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

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Response Detail
No Response Information to Display

Narrative

 Action Item Resources/Training Needed Timeline Progress
 Survey students on what they prefer to use for research (books, eBooks, articles, etc.) Read articles/books or attend workshops on creating surveys Spring 2017 Postponed indefinitely due to staffing needs.
 Mocktail Hour to promote library resources and services Cups, straws, soda and juice. Spring 2016 Successfully held four mocktail events the last two years.
 Work with EBSCO to include guides, FAQ, or videos within Super Search to help students navigate the interface. Emerging Technologies/Outreach Librarian Spring 2017 Postponed indefinitely due to staffing needs.
 Offer workshops on how to evaluate information. Read articles/books or attend workshops on how to teach evaluation Spring 2016 Successfully conducted multiple workshops on evaluation, identifying fake news, and citaiton in fall and spring of 2016.
 Maintaining and increasing our textbook collection. Reserves Library Support Specialist (currently hiring). Continued funding for reserves. Ongoing In Spring 2016 we were able to do a replacement hire.
 Outreach to Sequoia and Woodside High School Libraries to coordinate library instruction. Emerging Technologies/Outreach Librarian Fall 2016 Postponed indefinitely due to staffing needs.
 Collection Development: Streaming Video. Trial streaming video collections and collect faculty feedback Emerging Technologies/Outreach Librarian Fall 2016 We were approved to subscribe to Films on Demand in fall 2016.
 Change start time for Thursday LIBR 100 to earlier None Fall 2016 We changed the start time for one section of LIBR 100 in fall 2016.
 Offer workshops on how to use EasyBib Read articles/books or attend workshops on how to teach citation Spring 2016 We offered workshops in Spring 2016. EasyBib ended their institutional subscription plans summer 2017.

 Track student success after a library orientation in one to two sections of a course use Data Dashboard. Help from PRIE and Dean Rana on how to use Data Dashboard Summer 2016 This has been deferred. We have learned how to use Data Dashboard and used it to track student success and completion for the TLC program instead.
 Survey Basic Skills and ESL Library orientations (students and instructors) on confidence in research and using the library (pre and post). Instructors on usefulness of library orientations for Basic Skills and ESL. Read articles/books or attend workshops on how to assess one-shot instruction sessions. Spring 2017 Completed Fall 2016

 Fourth section of LIBR 100 as part of CWA learning community Additional faculty Fall 2016 Complete Fall 2017
 "Ask a Librarian" outreach booth to inform students about library services and resources. Food, plates, napkins, button maker, etc. Fall 2016 Deferred until fall 2018

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display

Narrative

In fall 2016 we subscribed to a new database, Films on Demand. We have seen use of this database increase year to year. In 2016 it was it had 1068 searches in 2016 and 2487 searches in 2017. Through continued marketing and workshops, we hope to continue increasing the use of this database. Since Films on Demand includes public performance rights, we are planning to market this resource to student clubs and other academic programs such as Puente.
This database has also saved the library money because we have not had to purchase (often expensive) physical copies of DVDs when we have access to the video through Films on Demand. For example: in fall 2017 we had an instructor teaching an online class who needed access to a streaming version of a theatrical performance. We were able to get her the exact performance she needed through Films on Demand. There is another history class that uses many documentaries available through Films on Demand.

In fall 2017 we received 4 white boards for our group study rooms. Since they have been installed, we have seen students (especially math students) use them daily to complete their coursework and collaborate with peers. An expected benefit of installing these white boards is that we have been able to move the two small portable whiteboards to the library classroom and we have used these in our LIBR 100 class, for library instruction sessions, and have seen student use them to complete coursework when they are studying individually in the library. The four wall mounted white boards in the group study rooms have made it easier for students to study and for librarians to conduct instruction.
We also received replacement message boards, which we use to direct students to the appropriate room for both library and non-library classes and events. We also use them to inform students about library closures, section closures (for example a bank of computers that need to be updated), and convey other important information. This has cut down on student confusion.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display

Narrative

Not applicable

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Search Standards By User

Response Detail
No Response Information to Display

| Narrative |

Up until 2016/17 our headcount has gone up each yet. In fall 2016, one of the ESL 400 classes was cancelled due to low enrollment. Since this class is part of a Learning Community with LIBR 100, we canceled the corresponding LIBR 100 class as well. Starting fall 2017, we are reinstating our LIBR 100 CWA cohort. This is an all-online class that successfully ran fall 2017 and spring 2018. We anticipate an increase in our headcount due to this class. The cancelation of a LIBR 100 class in fall 2016 probably contributed to our higher load and fill rate. Our fill rate for fall 2016 was 105%, possibly because the students in the canceled LIBR 100 section took another section instead. According to the data packet provided we had the same statistics in spring 2016 and spring 2017, this may be an accounting error.

By Academic Year

Year	Census Headcount	End of Term Headcount	FTES	Load	Fill Rates
2010/11	99	83	7.26	1,088	110.00%
2011/12	118	105	7.87	885	98.30%
2012/13	121	105	7.99	719	73.30%
2013/14	146	118	6.6	594	88.50%
2014/15	170	153	5.67	425	87.20%
2015/16	182	160	6.07	390	80.90%
2016/17	145	134	4.83	435	96.70%

By Semester

Year	Census Headcount	End of Term Headcount	FTES	Load	Fill Rates
Fall 2015	66	58	2.2	330	73.30%
Spring 2016	82	75	2.73	410	91.10%
Fall 2016	63	59	2.1	472	105%
Spring 2017	82	75	2.73	472	91.10%

Starting fall 2017, we are offering an online section of LIBR 100. This is specifically a part of the CWA program, but it has allowed us to allow LIBR 100 students who are a part of the ESL 400 Learning Community to take LIBR 100 online if they have a hardship that prevents them from attending any of the in-person classes. We are also interested in expanding LIBR 100 and collaborating with other programs such as Puente.

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Search Standards By User

Response Detail
No Response Information to Display

Narrative

According to the Equity Supplement Gap Analysis Packet Multi-race students and White Non-Hispanic students have lower registration rates to LIBR 100 compared to their registration rates in other classes. Since two to three sections of LIBR 100 are part of a learning community with ESL 400, the lower registration rate of White Non-Hispanic students is not surprising. Since we've added a section of LIBR 100 for CWA students, we may see this gap resolved. There are many international students and students from Latin American countries, who may not identify as multi-racial, are in ESL 400, this may account for the lower registration rates of students who do identify as multi-racial.

According to the Equity Supplement Gap Analysis Packet Hispanic students have a 5.0% lower completion rate in LIBR 100 than the average completion rates of all students in LIBR 100. While this is not a large gap, and would only require four students to close it, it is still warrants careful evaluation of the course material between the ESL faculty and the LIBR 100 faculty. We can work with ESL faculty to see if the LIBR 100 coursework meets the comprehension level needed for ESL students.

8-B.   Completion - Success Online

Search Standards By User

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

 The last hybrid LIBR 100 course we taught was in summer 2015. We started an all online LIBR 100 course for CWA students in fall 2017 and continued it spring 2018. According to Data Dashboard, our retention rate for the fall 2017 online LIBR 100 class was 82.35%, which is 2.65% below our retention rate for our in-person class. Considering that it is easier to drop an online class if you are not able to meet with your instructor face-to-face, this is not bad. By working with the CWA counselor and faculty coordinator, we hope to increase the retention rate even more.

Our Success rate, on the other hand, is much lower (by 15.57%). One reason for this is that some students in the online course tended to just do the quiz portion of the course while ignoring the assignments, including the final. In spring 2018 we plan on reminding students throughout the semester about the importance of finishing their assignments to achieve a passing grade. We also made the online class open this semester, so students can work ahead if they need to. We will see if these two things make a difference in success rates.

Course	Retention Rate	Success Rate
Online	**82.35%**	**61.76%**
In Person	**85%**	**77.33%**

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: Lead Faculty & Staff, Library & Learning Resources
Response Types: All Responses Types

9.A.　　SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Search Standards By User

Response Detail

No Response Information to Display

Narrative

All course SLOs are being systematically assessed at least once every three years. The librarians use an assessment plan to keep track of which SLOs have been assessed and which need to be assessed. The assessment plan is updated each semester.

Library 100 Student Learning Outcomes Past Plans Fall 2014-Spring 2020
Access
Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources. Evaluation
Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards. Citation
Upon completion of this course, students will be able to effectively integrate and cite sources.

Fall 2014 - Spring 2015 Fall 2014 Analyze three annotation bibliographies (advanced, average, and emerging) from two sections for students ability to evaluate sources (one section) Spring 2015 Assess integration of sources into ESL 400 research paper
Fall 2015 - Spring 2016 Fall 2015 Analyze three annotation bibliographies (advanced, average, and emerging) from at least two sections for students ability to locate and retrieve sources (one section) Spring 2016 Assess student portfolios (advanced, average, and emerging) for one section
Fall 2016 - Spring 2017 Fall 2016 Student pre- and post- assessment of library research confidence Spring 2017 Analyze MLA Test
Fall 2017 – Spring 2018 Fall 2017 Analyze three annotation bibliographies (advanced, average, and emerging) from two sections for students ability to evaluate sources (one section) Spring 2018 Assess integration of sources into ESL 400 research papers

Fall 2018-Spring 2019 Spring 2019 Send follow-up survey to fall 2018 LIBR 100 students to see if LIBR 100 helped in their future courses.
 Fall 2018 Analyze three annotation bibliographies (advanced, average, and emerging) from at least two sections for students ability to evaluate sources (one section)
Fall 2019-Spring 2020 Spring 2020 Student pre- and post- assessment of library research confidence Fall 2019 Analyze MLA Test

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 Spring 2016
SLO Assessed: Evaluation- Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards.

Method: We assessed students' annotated bibliographies, looking at exemplary, average, and below average examples.

Findings: Average students had trouble evaluating relevancy, which requires looking at the resource and determining if the information is at an appropriate level as well as deciding if the resource is useful. Below average students had a hard time identifying different types of resources and had difficulty understanding the difference between evaluating a resource's purpose and giving a summary of the information.

Follow Up: We did incorporate more explanation of relevancy and purpose in our instructions. Which has helped increase students understanding of these aspects. We have also assigned the annotated bibliography earlier, before the essay is written, so that students have a better understanding of the importance of evaluating purpose and relevancy. Unfortunately, we haven't seen much improvement from this. In the future we may give students a survey asking if assigning the annotated bibliography earlier is helpful, and we might confer with ESL 400 instructors to assess the success rate of the students' essays.

Fall 2016
SLO Assessed: Access- Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.

Method: We used a pre and post survey to measure students' confidence in their research skills.

Findings: We found that most students had not spent any time in the library before taking the LIBR 100 class. For 32.7% fall 2016 was their first semester at Cañada and 28.6% had only been in the library 0 to 5 times in spring 2016. By the end of the semester, students reported a significant increase of their comfort levels in the library, ability to use the library catalog to find books, ability to use the databases, evaluate information, and properly cite information.

At the beginning of the semester, 42.8% of students disagreed or strongly disagreed that they could find books using the library catalog and 42.8% of students disagreed or strongly disagreed that they could use the databases. At the end of the semester all either agreed or strongly agreed that they could use the library catalog and that they could use the databases.

At the beginning of the semester, 39.65% of students disagreed or strongly disagreed that they were able to decide if a website had information that they could trust. By the end of the semester 44% strongly agreed and 56% agreed that they could determine if they information they found was trustful. At the beginning of the semester, 37.6% of students disagreed or strongly disagreed that they were able to cite sources using MLA. At the end of the semester 52% strongly agreed and 48% agreed that they were able to cite sources using MLA.

Follow Up: In the future, it would be useful to do a follow-up survey for former LIBR 100 students to see if their library use increased and what research skills they used in other classes. We are planning on doing this in Spring 2019 (see SLO assessment Plan in question 9.A.).

Spring 2017
SLO Assessed: Access- Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.

Method: We used a pre and post survey to measure students' confidence in their research skills.

Findings: While the percentage of students that had visited the library was higher than fall 2016, we found that many students had not spent any time in the library before taking the LIBR 100 class. For 25.6% of students' spring 2017 was their first semester at Cañada and 15.4% had only been in the library 0 to 5 times in fall 2016. Student's comfort level in the library rose after taking LIBR 100. At the end of the semester 12.8%, more students strongly agreed that they felted comfortable in the library. Furthermore, at the end of the semester students felt more comfortable asking the librarian for help. According to the survey, 7.7% more students reported that they strongly agreed that they felt comfortable asking the librarian for help.

Students expressed a greater understanding of how to find books in the library. At the end of the semester 30.7% more students expressed that they strongly agreed that they knew how to use the library catalog to find books. Students expressed a greater understanding of how to use the library databases. At the beginning of the semester, 20.5% of students disagreed or strongly disagreed that they could use the databases. By the end of the semester, all students agreed or strongly agreed that they could use the databases.

Students also had more confidence in their ability to evaluate information. At the beginning of the semester, 28.2% of students disagreed or strongly disagreed that they were able to decide if a website had information that they could trust. By the end of the semester 53.8% strongly agreed and 46.2% agreed that they could determine if they information they found was trustful.

Students' confidence in their ability to cite information in MLA also greatly increased by the end of the semester. At the beginning of the semester, 17.9% of students disagreed that they were able to cite sources using MLA. At the end of the semester 84.6% strongly agreed and 15.4% agreed that they were able to cite sources using MLA.

Follow Up: In the future, it would be useful to do a follow-up survey for former LIBR 100 students to see if their library use increased and what research skills they used in other classes. We are planning on doing this in Spring 2019 (see SLO assessment Plan in question 9.A.).

Fall 2017
SLO Assessed: Evaluation- Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards.

Method: As part of their final for LIBR 100 student completed an annotated bibliography. Students needed to find three college-level resources and evaluate them based on currency, relevancy, accuracy, authority, and purpose. We looked at exemplary, average, and below average examples.

Findings: Overall students who turn in the assignment tend to do well. On average, the classes get a 71% on this assignment. This percentage factors in the students who do not turn in the assignment and get "0". If we only factor in students who turn in the assignment, it would be much higher.
Below average students tended to misinterpret the assignment though they did put some effort into it. They did not understand how to create an annotated bibliography. They tended to write one (incomplete) annotation for all three sources and included a Works Cited at the end. It is encouraging that they found good to adequate sources and did use the library databases. Their evaluation was very short and shallow. They also did not evaluate all their resources.
Average students had a good start but were missing some aspect of the assignment. For example, not including a peer-reviewed resource, not having a complete evaluation, or not properly formatting their assignment. Evaluations show strong understanding of how to evaluate, though sometimes only evaluate using one aspect. Some students were very strong in their evaluations. Others had a general idea of how to evaluate, but their evaluations were surface level and did not show that they put effort in their evaluations.

Above average students followed the directions and evaluated all their resources using at least two aspects of CRAAP. Some even evaluated three aspects. They also tended to have much stronger paraphrasing skills and were able to give more explanation in their evaluations. They showed that they were better able to process the resources and use them in their essay.

Follow Up: We plan on either using one class to review the annotated bibliography one-on-one with each student or creating a video explaining the annotated bibliography expectations. We may also create an additional in-class assignment activity to help students better understand how to evaluate resources.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

> 10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display
Narrative

All course PLOs are being systematically assessed at least once every three years. The librarians use an assessment plan to keep track of which PLOs have been assessed and which need to be assessed. The assessment plan is updated each semester.
Program Learning Outcomes Fall 2014-Spring 2020
Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning.
 Reference & Instruction: The Library will support instruction and critical & creative thinking, helping students select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
Equity of Access: The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.

Fall 2014 - Spring 2015 Fall 2014 Mocktail Hour surveys
 Spring 2015 student focus group on Super Search
Fall 2015 - Spring 2016 Fall 2015 Survey students on Silent Study Room use Fall 2015 Textbook Survey

Spring 2016: Assess TLC using survey.

Fall 2016 - Spring 2017
Spring 2017- Mocktail Event survey
Fall 2016 Survey Basic Skills and Library orientations (students and instructors) on confidence in research and using the library (pre and post). Spring 2017: Assess TLC using data dashboard
Fall 2017 - Spring 2018 Spring 2018 Student focus group or survey on library space.

Spring 2018 TLC assess Fall 2017 TLC survey and data Dashboard
Fall 2018 – Spring 2019 Spring 2019 survey on library programs. Fall 2018 Survey Instructors on usefulness of library orientations for Basic Skills and ESL. (paper).

Fall 2018 Textbook survey
Fall 2019 – Spring 2020 Fall 2019 assess reference stats and survey on student satisfaction

Spring 2020 assess learning related to workshop

Spring 2016
PLO Assessed: Equity of Access: The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.

Method: We used a short survey to gather qualitative measurements of the program to students' academic success.

Findings: During the spring 2016 semester, we had 78 participants in the TLC program. Out of those 78, 28 students took an online survey given out the last few weeks of the semester.

Students reported that the TLC program has a positive effect on their academic success and course completion. Using a scale of 1 (not important) to 5 (very important), 92.9% of respondents rated the TLC program a 5 as very important to their academic success. The two students who did not give a 5 rating still reported that the TLC program was important to moderately important to their success. The TLC program also had a positive effect on student's ability to continue in their courses. When asked if they would be able to continue taking their course without the TLC program, 21.4% said that they would and 78.6% said that they would not.

Besides contacting students with material resources, the TLC program also helped connect students with counselors and retention specialists. The TLC program improved student's willingness to get help from a counselor or retention specialist. 75% of Students also reported that they were more likely to meet with a retention specialist or counselor after participating in the TLC program.

Most students found the Chromebooks easy to use. On a scale of 1 (very hard to use) to 5 (very easy) 73.9% rated them a 4 or 5. Still, 3 students rated the Chromebooks a 1 and one wrote that they did not understand how to use it.
Students expressed interest in checking out WiFi hotspots from the Library and reported that they would like longer checkout period in between renewals. Some found that the simpler Chromebooks did not always have the programs they needed and students wanted laptops that were not dependent on access to the internet for use.

Follow Up: Since the Chromebooks were the most popular item we decided to purchase more Chromebooks and purchase some Dell laptops.

Fall 2016
PLO Assessed: Reference & Instruction: The Library will support instruction and critical & creative thinking, helping students select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

Method: Pre and post surveys for three pre-transfer English classes. We used an online survey that measured students' research confidence before and after attending a library orientation. Students were asked to rate their level of confidence from 1 (not very confident) to 5 (very confident).

Findings: Unsurprisingly, students had more confidence in their ability to use the library after a library orientation. Before the library orientation, 4% of students rated their confidence level as 1 and 11% rated their confidence level as 2. Many students did feel very confident, 25% rated their confidence level as a 4, and another 25% rated their confidence level as a 5.

After the session, 0% of students rated their confidence level as a 1 or 2. More students felt confident about their ability to use the library after the session, 38% rated their confidence level as a 4 and 44% rated their confidence as a 5. This is a 13% and 19% increase.
When it came to finding college-level resources, before the library orientation 2% of students rated their confidence level as 1 and 7% rated their confidence level as 2. Some students did feel very confident, 33% rated their confidence level as a 4, and another 18% rated their confidence level as a 5.

After the session, 0% of students rated their confidence level as a 1 and 4% rated their confidence level as a 2. More students felt confident about their ability find college-level resources after the session, 47% rated their confidence level as a 4 and 38% rated their confidence as a 5. This is a 14% and 20% increase.

Even before the library session, most students felt comfortable asking a librarian for help. Before the library orientation, 0% of students rated their comfort level as 1 and 2% rated their comfort level as 2. Some students did feel very comfortable, 24% rated their comfort level as a 4 and over half (55%) rated their comfort level as a 5.

After the session, 0% of students rated their comfort level as a 1 or a 2. More students felt comfortable asking a librarian for help, 24% rated their comfort level as a 4 and 64% rated their comfort as a 5. This is a 2% and 9% increase.

Follow Up: Library orientations have been very successful in raising student's research confidence and lessoning library anxiety. We will continue to pre-schedule orientation for pre-transfer English classes. We would like to survey English faculty to see how they perceive the pre-scheduled orientations. We plan on doing this in Fall 2018.

PLO Assessed: Equity of Access: The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.

Method: We used data dashboard to assess the retention and success of students who signed up for the TLC program. We also used a survey to gather qualitative measurements of the program to students' academic success.

Findings:
The TLC program offers semester length check-outs of textbooks, laptops, and graphing calculators for qualifying students taking pre-transfer English, Math, ESL classes, and certain STEM classes. Students need to meet with a Retention Specialist or Financial Aid to determine need and eligibility. We had a total of 164 students participate in TLC. In 2016 we had five cohorts of students from CWA, STEM, pre-transfer math, pre-transfer English, and ESL. Of these, 14 were AB540 (Dreamer) students.

The TLC program has a positive effect on student's retention and success. 70.4% of students surveyed reported that they would not be able to continue their course without the TLC program and 90.7% of students surveyed rated the TLC program as very important to their academic success.

In fall 2016 TLC students in basic skills classes and ESL classes had an average retention rate of 88.04% and an average success rate of 70.56%. This is in comparison to the retention rate of 80.79% and 62.05% success rate of the general population of students in basic skills and ESL classes.

We had 24 ESL students participate in TLC, this is up from 10 ESL student in spring 2016. TLC ESL students had a 3.23% higher rate of retention than non TLC-ESL students. They also had slightly higher (1.17%) rate of success. We had 64 Pre-Transfer Math students participate in TLC, up from 35 in spring 2016. TLC math students had a 10.11% higher retention rate than non TLC students. TLC math students had a significantly higher (15.42%) success rate. We had 40 pre-transfer English students participate in TLC, up from 22 in spring 2016. TLC English students had an 8.41% higher retention rate than non TLC students. They also had an 8.94% higher success rate.

Follow Up: While TLC is a successful program it has taken up much of the library's space and time. Three staff member, one librarian, and one student assistant spend a significant portion of our week planning, organizing, providing outreach, budgeting, processing, etc. on the TLC project. In order to keep TLC running the library spends 55 to 75 hours per week on TLC. This cuts into the other functions of library work, such as adding new materials, outreach, regular reserves, budget reports, instruction, etc. If we are to continue with the TLC program, we will need to either add more staff or narrow our cohort focus.

Spring 2017
PLO Assessed: Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning.

Method: In spring of 2017 the library held a mocktail event serving non-alcoholic drinks, snacks, and a button making activity to engage in outreach to students and survey their general opinion on the library. We handed out a short paper survey to collect G Numbers and asked students the following two questions:
1. Have you been to the library this semester? If so, about how many times?
2. Comments? For example, what would you like to see in the Library? What do you use the Library for?

Findings: We had sixty-five responses to the question "Have you been to the library this semester? If so, about how many times?" Unsurprisingly most students who filled out the survey were heavy library users. Forty-two (65%) responded that they had been to the library 10 or more times during the semester, many coming multiple days a week. Others reported that they went to the library five or less times during the spring 2017 semester, and five simply responded "yes" to the question. Only three students responded that they do not go to the library often.

We had fifty-four responses to the question "Comments? For example, what would you like to see in the Library? What do you use the Library for?" Many students, 52%, responded that they used the library to study. Of these, twelve responded that they appreciated the quiet space the library provides. This confirms our findings from our Fall 2015 PLO survey on the silent study room; there are few quiet and comfortable places to study on campus. The library is one of the few exceptions where students can study without distraction and within easy reach of needed resources and services. Students also expressed a need for more study rooms and longer library hours.

Follow Up: We would like our outreach events to reach more students who do not use the library very often. In fall 2016 we held

an outreach event on the front lawn. However, this proved to be tricky logistically since we needed at anywhere from four to six people (staff, librarians, or students) to run the event. In the future, we may consider smaller outreach activities that only require two people so we can run an event outside of the library.

PLO Assessed: Equity of Access: The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.

Method: We used data dashboard to assess the retention and success of students who signed up for the TLC program.

Findings: We had a total of 76 students participate in TLC. This is up from 70 students in Spring 2016, though down from 140 students in Fall 2016. However, this is in keeping with having more TLC students in the fall than in the spring. In Spring 2017, we had four cohorts of students from STEM, pre-transfer math, pre-transfer English, and ESL. Of these, 3 were AB540 (Dreamer) students.

TLC student's retention and success rates varied from cohort to cohort. While some had much higher success and retention rates (Basic Skills Math), others had lower rates (Basic Skills English), and still others showed barely any difference (ESL).

Follow Up: TLC continues to be very labor intensive and our Library Support Specialists spend much of their time working on TLC related issues. While previous qualitative surveys show that students really value the TLC program, we did not see a notable difference in retention and success rates for any of our cohorts, with the exception of Basic Skills math students. In the future we will be looking at alternatives, either by hiring an additional Library Support Specialist or ending TLC to focus more on non-semester reserves.

Fall 2017
PLO Assessed: Equity of Access: The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.

Method: We used data dashboard to assess the retention and success of students who signed up for the TLC program. We also used a survey to gather qualitative measurements of the program to students' academic success. We had 103 students participate in TLC. Eleven student g numbers were not accurate, so we evaluated 92 of the participants using Data Dashboard. We ran two reports in Data Dashboard. The first using the students' g numbers. The second report we looked at the success and retention rates for students in the classes that had TLC students in them. The second report includes both TLC and non-TLC students. We also sent out a survey to TLC students measuring their perceptions of TLC. We got back 38 responses.

Findings:
TLC students reported that access to semester length textbooks, calculators, and laptops is very important to their academic success. On a scale of 1 (not important) to 5 (very important) 94.7% of students rated the TLC program a 5. The remaining students rated the program a 4.

The TLC program plays an important role in retention. 47.4% of students reported that they would not be able to take their class without access to the TLC program. Furthermore, 78.9% of students reported that they were more likely to make an appointment with a retention specialist or counselor after participating in the TLC program.

We had 13 ESL students participate in TLC though only 12 students had accurate g numbers.. TLC ESL students had a slightly higher (3.86%) rate of retention than the general ESL student population. However, they also had a slightly lower (1.54%) rate of success.

We had 29 Pre-Transfer Math students participate in TLC though only 23 students had accurate g numbers. TLC math students had an 3.98% higher retention rate than non TLC students. TLC math students had a significantly higher (10.73%) success rate.

We had 22 pre-transfer English students participate in TLC, though only 28 of those had accurate g numbers. TLC English students had a significantly higher (8.70%) retention rate than non-TLC students. They also had a slightly higher (1.30%) higher success rate.

We had 33 STEM students participate in TLC but only 25 had accurate g numbers. Comparing TLC STEM students to the general population of students taking the same classes shows that TLC STEM students slightly higher rate of retention (by 0.45%) than general STEM students. TLC STEM students were also 3.3% more likely to be pass their class than the general population.

Follow Up: TLC continues to be very labor intensive and our Library Support Specialists spend much of their time working on TLC related issues. While our qualitative surveys show that students really value the TLC program, our quantitative evidence is erratic. In the future, we will be looking at alternatives, by either hiring an additional Library Support Specialist or ending TLC to focus more on non-semester length reserves

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
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Search Standards By User

Search Standards By User

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11A.   Other Instruction & Services

Describe the programs' other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of these offerings. What changes could be made to improve these instructional offerings and services and/or improve student utilization?

Response Detail
No Response Information to Display
Narrative

Reference

Librarians continue to use Google Forms to collect reference statistics for research questions, IT/Printing questions, and circulation. In spring 2017 we removed the term "directional" and have classified it as circulation alone. Numbers have gone up for reference interactions and have gone down for IT/Print and Circulation. This change may be in part with the replacement of a classified position at the circulation desk since the last time we have documented this in our program review. Having good circulation coverage allows our librarians to support students with reference questions as it is noted in our 2017 reference and circulation numbers. IT/Print numbers remain stagnant as an area where librarians are still helping students when there is insufficient coverage at the circulation desk. Students also may ask the for IT/Print support at the reference desk when circulation is busy.

Year	Reference	IT/Print	Circulation
2016	**769***	**313***	**335***
2017	**1,084**	**292**	**115**

*We didn't have data for summer 2016.

Orientations

In 2016 and 2017 the library conducted 194 library orientations to an estimated 4769 students (this is based on how many students the instructor reported in their class, not necessarily how many were in the library session). These are 1-hour to 2-hour instructional sessions, which cover how to search the library's databases, cite sources, evaluate information, and other information competency subjects. These sessions are course specific and the librarians work closely with the instructor to make sure that the session supports their class's needs. The amount of orientations we conduct has remained steady fall and spring semester. We tend to have more orientations in the fall than the spring, but only by about 9 per semester. Not surprisingly, we have the fewest orientations (3 to 5) in the summer.

Semester	Number of Sessions
Spring 2016	**41**
Summer 2016	**5**
Fall 2016	**53**
Spring 2017	**43**
Summer 2017	**3**
Fall 2017	**49**
Total	**194**

Semester	Number of Students
Spring 2016	**1030**
Summer 2016	**73**
Fall 2016	**1382**
Spring 2017	**1021**
Summer 2017	**131**

Fall 2017   1132
Total   4769

ESL, Basic Skills English, and English/Literature classes are our most common courses we teach library research skills. This is unsurprising as these courses tend to have research papers and we pre-schedule all English Basic Skills courses and most of the ESL courses for library orientations at the beginning of the semester. Biology, ECE, and Astronomy and Physics classes are also common courses that we provide library sessions for. We had one Anthropology and one Political Science course come in for a library orientation last semester; we would like to continue working with these courses and faculty. We will reach out to these faculty members this semester as well.

Many courses could benefit from a library instruction session. However, we understand that time is limited for instructors and for online classes it can be impossible to provide an in-person library session. To help with this we are currently creating a self-guided information competency self-guided modules that faculty can use in their Canvas courses.

Subject	Number of Sessions
ESL	45
Basic Skills	44
ENGL/LIT	37
ECE	15
BIOL/HSCI	14
AST/PHY	11
COMM	7
BUS	6
PSYCH	6
SOCI	4
ART	3
ANTH	1
PLSC	1

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

11B.   Resource & Facility Use

Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective? [Note: If you have need for additional resources and facilities, consider creating an objective and strategic action plan in the Planning Module of SPOL and request those resources.]

Response Detail

No Response Information to Display

Narrative

Circulation Stats

Year	Books	Reserves	Phone Chargers	2 HR Laptops	iPads	Graphing Calculators	Chromebooks	Dells	WiFi Hot Spots
2014	3502	6742	NA	NA	275	NA	NA	NA	NA
2015	4400	6815	243	NA	128	504	NA	NA	NA
2016	4306	8076 (includes TLC)	278	451	104	456	900	(combined with Chromebooks)	NA
2017	4209	4650	556	56	NA	2093 (includes TLC)	615	336	55

Our book circulation numbers, after going up significantly in 2015, have remained steady since then. Even though our regular book acquisition has gone down the last four years, mostly due to increased workloads for reserves and at the front desk, circulation has mostly remained steady.

Year	New Books	New Textbooks
2011	1870	NA
2012	NA	NA
2013	300	162

2014	476	362
2015	444	170
2016	372	NA
2017	328	130

Our regular reserve numbers have gone down. This may be because students who normally would use our regular reserves are enrolled in the TLC program. We have had between 70 and 130 students enrolled each semester, though not all check out textbooks. In addition, the TLC program only covers certain classes. Many students use the TLC program to check out laptops and Chromebooks (which have been checked out over 900 times in 2016 and 2017), which probably account for the drop in 2 HR laptop checkouts. Another factor may be that due to the large workload that TLC requires we have not been able to spend as much time on the regular reserves as they need. Our acquisition of regular reserves is down from 170 in 2015 to 130 in 2017. We do not have numbers for the amount of regular reserves acquired in 2016.

Unlike our regular reserve collection and our 2-hour laptop collection, our graphing calculator circulation numbers have risen astronomically since we purchased more for the TLC program. We let non-TLC students check out the calculators for 3 weeks at a time after a one-month priority period. Our much larger collection of calculators has allowed us to serve more students.

Phone chargers have proven popular and their use has risen greatly. This is a low-cost resource that we will continue to provide.

We stopped checking out iPads in fall 2016 due to them become out-of-date and no longer fit for general use.

We started checking out WiFi Hotspots fall 2017. Student feedback from the TLC program and our LIBR 100 surveys show that many students do not have access to the internet at their home. Providing internet access is integral to student success and equity of access to instruction.

Door Stats
Our per-day average door count went down in 2017. In the last five years, it has gone up and down by about 30 people. However, in 2017 we saw our average daily count go down by about 120 people. This may be due to the reduced FTES at the college in general.

While our door count has gone down, we have not seen a reduction in use of our services. Even with a reduced FTES, students and faculty find the library's resources and services valuable. Still, we would like to encourage more students to visit the library. The librarians are planning to do more outreach, such as button making and providing treats while highlighting different parts of our collection or different services, outside of the library starting fall 2018.

Year	Total	Per Day Average
2013	116476	539.2
2014	123399	571.3
2015	116476	539.2
2016	113743	568.7
2017	99318	449.4

Group Study Rooms
We saw bookings of our group study rooms go down from 6473 in 2016 to 4974 in 2017. Students have repeatedly told us that the library is one of the few quiet and comfortable places to study on campus, and that access to the group study rooms is important to their academic success. Due to construction in building 1 two of our group study rooms are being used as temporary offices. This partially accounts for the decrease in group study room use between 2016 and 2017. We've also seen a drop in our average gate count. Furthermore, we noticed that students were bypassing the 2-hour time limit by using fake emails, we've since set up parameters in our software that prevents this, which might also account for the decreased number of bookings.

Rooms with the most bookings (time slots) 2016

Room	Number of Bookings
Group Study Room 351C	1136
Group Study Room 351A	1097
Group Study Room 351B	1086
Group Study Room 352	1002
Group Study Room 353	979
Group Study Room 344	630
Group Study Room 343	534
Silent Study Room	9

Rooms with the most bookings (time slots) 2017

Room	Number of Bookings
Group Study Room 351C	963
Group Study Room 351B	920
Group Study Room 353	894
Group Study Room 351A	883

Group Study Room 352   846
Group Study Room 344   452
Group Study Room 343   14
Silent Study Room   2

LibGuides
Our online research guides (LibGuides) are tailored to specific departments, classes, and assignments. They serve to supplement and enhance library instruction and resources. It also serves as a digital space where students, and faculty can access library resources curated by a librarian for their subject matter in one convenient location. It is also used for campus community efforts such as gathering information for DREAMers.
We have seen a dramatic increase in our total views for our LibGuides. In 2015 our totals were 12,889. In 2016 we saw our totals almost doubled to 21,381. In 2017 saw our totals doubled again to 31,531. We attribute this increase in LibGuide usage from working with adjuncts on integrating LibGuides into their instruction. We have also found other ways of using LibGuides as a platform to share resources to our students and campus community.

Year	Total Views
2013	19,803
2014	14,515
2015	12,889
2016	21,381
2017	31,531

Top Guides 2016

Guide Name	Total Views
Citation	1927
Primary Sources for African American History	1698
MLA 8th Edition	1437
Business Research	1154
Early Childhood Education	662
ENGL 100 Fast Food Nation	649
TLC Students – Textbooks, Laptops, and Calculators Program	571
Library Introduction	491
BIOL 230 Staples	484
Art & Art History	469

Top Guides 2017

Guide Name	Total Views
MLA 8th Edition	5799
Primary Sources for African American History	4943
ESL 400 / LIBR 100 Readings	2570
Citation	1825
ESL 924: Prof. Carey	1161
HSCI 100: Behonick	955
Fake News vs. Real News	950
Physics	749
TLC Students – Textbooks, Laptops, and Calculators Program	686
DREAMers/DACA Student Resources	558

Database Stats
To measure database stats we look at sessions (the number of times a database is clicked on and used), searches (total number of searches conducted in that databases) and full text requests (downloads or individual files). All databases, except for JSTOR, keep track of searches.

Academic Search Premier, Opposing Viewpoints, and Gale Virtual Reference Library remain our most popular databases. We have also seen an increased use of ARTstor and our Business databases, the later probably due to increased collaboration with the business department. We also saw increased use of one of our newer databases, Statista.

Top 10 in 2017

Database Name	Vendor	Sessions	Searches	Full Text Requests
Academic Search Premier	EBSCO	8811	17629	10021
Opposing Viewpoints	Gale	3561	11589	9633
Gale Virtual Reference Library	Gale	3782	9644	9339
ERIC	EBSCO	3673	7696	11
Psychology & Behavioral Sciences	EBSCO	2293	4959	2475
ARTstor	Artstor	625	4558	NA

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CQ Researcher   CQ Press   NA   3459   4400
General OneFile   Gale   1282   2980   2743
Statista   Statista   NA   2826   343
EBSCO eBooks   EBSCO   1204   2638   400
```

Top 10 in 2016

```
Database Name   Vendor   Sessions   Searches   Full Text Requests
Academic Search Premier   EBSCO   6187   13139   8268
Opposing Viewpoints   Gale   3218   11628   11233
Gale Virtual Reference Library   Gale   3477   8632   9189
ERIC   EBSCO   2727   7077   8
ARTstor   Artstor   625   4558   NA
EBSCO eBooks   EBSCO   1273   3628   754
Psychology & Behavioral Sciences   EBSCO   1396   3270   1785
Literature Resource Center   Gale   663   2483   1415
Business Insights: Global   Gale   502   2025   1101
Business Source Elite   EBSCO   1217   1925   991
```

While it did not make the top 10, our other new database (Films on Demand) also grew in use from 2016 to 2017. It had 1068 searches in 2016 and 2487 searches in 2017. Through continued marketing and workshops, we hope to continue increasing the use of this database. Since Films on Demand includes public performance rights, we are planning to market this resource to student clubs and other academic programs such as Puente.

```
 Year   Database   Searches
 2016   Films on Demand   1068
 2017   Films on Demand   2487
```

Our most popular "database" is our search aggregator, Super Search. Super search was used over 10,000 times in 2016 and over 12,426 times in 2017. Use of this database has steadily grown since we acquired it in 2013. It allows students to search almost all our online resources (including our book catalog) at once. We pay for it with the A2B grant, which will expire this year. We will be requesting funds to keep this needed and popular service.

Super Search

```
Year   Sessions   Searches   Full Text Requests
2013   7201   NA   NA
2014   9694   NA   NA
2015   8516   NA   NA
2016   10108   27561   15197
2017   12426   32334   12437
```

Suggested Follow Ups	
Date	**Suggested Follow Up**
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5	Looking Ahead
12	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

 Action Item Resources/Training Needed Timeline
 Conduct a focus group of students on their use of library space Purchase food to encourage attendance. Create flyers and advertise through college marketing as well as our newsletter. Contact faculty to see if they can offer extra credit for attending focus group. Apr-18
 Promote library services outside of the library. Small scale event. Purchase small snacks and marketing materials. Fall 2018
 Increase access to textbook reserves KIC Book scanner Fall 2018
 Increase streaming films offerings to meet faculty and student demand. Kanopy subscription
 Fall 2018
 Support equity by increasing access to the internet for students without a connection at home. WiFi routers Fall 2018
 Meet demand for easy "all-in-one" search box for library resources and cut cost of EBSCO Discovery Work with CSM and Skyline to purchase district subscription to EBSCO Discovery. Fall 2018
 Survey instructors on usefulness of library orientations for Basic Skills and ESL. Adequate adjunct staffing, read articles and attend workshops on creating surveys. Fall 2018
 Campus wide survey on library services and resources. Work with PRIE to create and distribute survey. Spring 2019
 Survey students on use of regular textbook reserves Adequate student and Library Support Specialist staffing, read articles and attend workshops on creating surveys. Fall 2018
 Assess reference stats and survey on student satisfaction Adequate adjunct staffing, read articles and attend workshops on creating surveys. Fall 2019
 Assess learning related to workshop Adequate adjunct staffing, read articles and attend workshops on assessing information competency Spring 2020
 Increase student access to technology that supports the curriculum Purchase 3D printer Fall 2020
 Review database subscriptions for use and work with database providers to reduce cost Emerging Technologies/Outreach Librarian Fall 2020
 Work with Learning Center to provide workshops on technology such as Chromebooks, Canvas, and Google Drive Technology Library Support Specialist Fall 2019
 Provide students help with sign up for, navigating, and using Canvas Technology Library Support Specialist Fall 2019
 Provide students help with using course required technology such as SNAP, Math Lab, etc. Technology Library Support Specialist Fall 2019
 Provide online reference help Emerging Technologies/Outreach Librarian and subscription to either consortium or service Fall 2020
 Create self-guided Canvas modules on information competency for instructors to use in their classes. Emerging Technologies/Outreach Librarian Spring 2019
 Create more videos explaining information competency concepts such as in-direct quotations, finding original research in the sciences, APA citation, etc. Emerging Technologies/Outreach Librarian Fall 2020
 Survey former LIBR 100 student to see if their library use increased and what research skills they sued in other classes. Adequate adjunct staffing, read articles and attend workshops on assessing information competency Spring 2019
 Increase student study space Review our contract with the San Mateo Genealogical Society, weed our collection, and get rid of some bookshelves to make room for more student study space Spring 2019

Suggested Follow Ups	
Date	**Suggested Follow Up**
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     13   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Search Standards By User

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	