1. **Executive Summary**
   0. Executive Summary

The library has strongly supported Basic Skills and ESL students through pre-scheduled orientations and the LIBR 100 sections connected to ESL 400 as a Learning Community. Due to demand, we added an additional section of LIBR 100 for fall and spring. We've grown our reserves collection and have recently started a semester length textbook loan program with the support of Equity funds. As of February 2016, only a month in, 51 students have benefited from this program in the form of textbook support, graphing calculators, and laptops. We have also increased our print collection which included updating our ESL collection.

Through a grant we received from the Institute of Museum and Library Services we were able to expand our outreach efforts to collaborate with our community and support on and off campus students. Through this grant students gained professional development opportunities and were able to experience hands-on workshops. However, in order to maintain these relationships with our community partners and opportunities for students we would need additional staffing.

The library has expanded our electronic resources, and grown usage of these resources, through marketing and instruction. Still, there are many resources and services that could benefit students and faculty which are not explored further because of insufficient staffing and expertise. Maintenance, evaluation, and acquisition of electronic resources and services is complex and time consuming. Overall, an additional full-time librarian could help the campus stay abreast of new types of resources and provide additional outreach and instruction.

We are planning on expanding our instruction and outreach efforts for the 2016/17 Academic year. We will start a fourth section of LIBR 100, schedule workshops on plagiarism and evaluating information, reach out to the community, and organized campus-wide outreach events for fall and spring. To better measure our library's impact on student success, we will use various methods of assessment, such as surveys, focus groups, and quantitative data.

2. **Program Context**
   1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

   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.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

In general, the library's program articulation may be impacted by lack of library support in high schools. High school students may be coming to our college unequipped with the research skills needed in a 4-year institution. To accommodate, the library can respond to the changes necessary to meet the needs of high school and other college students. Furthermore, prescheduling library orientations to reach out to students who can benefit for research skills.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

The library continues to stay abreast of emerging technologies to support the needs of our community. Thanks to generous Equity funding, we have purchased Google Chromebooks and Amazon Kindles. We are also planning to purchase WIFI routers to bridge the digital divide that impacts our community. We are continuously expanding our eBook collection as well. We would like to hire an Emerging Technologies and Outreach Librarian to better manage and support these initiatives.

3. **Looking Back**

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

With an increased need to expand our Learning Community with ESL 400, the Library added a third LIBR 100 section. To accommodate student and instructor schedules, we have run the third LIBR 100 as an online class Spring 2015 and a hybrid class Fall 2015. However, due to feedback from instructors and students we have decided to run it as an in-person course for future semesters.

LIBR 100 for CWA students was moved from a summer class connected to SOC 100 to a standalone class offered in the fall. However, the fall class did not run and it was moved back to summer. For Fall 2016 we are running a class again, this time connected to an English 100 class. Based on student feedback, we feel that CWA students needed LIBR 100 earlier in their education path and we hope that by connecting LIBR 100 to another class the fall class will run successfully.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

Since the library is a combination of instructional and student services, the format of our program review was seen as a challenge to review it. We have worked with Diva Ward from the Learning Center and Doug Hirzel to add two criteria that will allow us to fully assess our program.

(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.

Action Item	Action Plan	Timeline	Progress
Increase electronic resources, outreach, instructional support, and partnerships	Hire an additional full-time, tenure track librarian. 40% of this position will manage our electronic resources, 40% will focus on outreach, and 20% will be reference and instruction	2014-2015: work with the VPI and Dean of ALL to garner support for position	The librarians presented this position in Spring 2014, but it was not approved.

Student training: library research	Offer a workshop on library research for tutors, mentors, and library student assistants	2014	We have provided a library research workshop for library student assistants every academic year. We would like to increase outreach to tutors.
Collection Development: College Reserves	Work with college to identify a stable funding source for College Reserves	2014-2015	For the last two years we have requested and been approved for additional funding for college reserves, however we still have to renew the request each year.
Collection Development: Streaming Video	Trial streaming video collections and collect faculty feedback	2014-2015	We are planning on including this in our current program review
Assess incoming students information competency skills	Work with the Instructional Designer and Institutional Researcher to assess incoming students information competency skills	2014-2015	Postponed until further evaluation, without additional librarian faculty we are not able to invest time in this project.
Instruction: Expand LIBR 100 sections	Pilot LIBR 100 in a learning community with READ 836	2016-2017	Postponed until further evaluation, without additional librarian faculty we are not able to invest time in this project.
Instruction: Expanded Assessment of library instruction	Assess library instruction for Basic Skills students	2015-2016	Postponed for 2016-2017, but on-track for future completion.
Instruction: Expand library support for University Center students	Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference	2013-2017	Continuing project. Librarian continues to meet with partner institution librarians, we have started a reserve collection for University Center classes, and provide reference and library instruction.
Instruction: Develop online video tutorials	Develop three online library research video tutorials	2014-2015	Completed.
Instruction: Family and Local History, using Census data	Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses.	2014-2015	Postponed until further evaluation, without additional librarian faculty we are not able to invest time in this project.
Assess library website	Partnering with the Instructional Designer, a librarian and a library support specialist will conduct usability testing on	2015-2016	Postponed until further evaluation, without additional librarian faculty we are not able to invest time in this

	the library website		project.
Increase public library partnership	Redwood City Public Library	2014-2015	With STEM 4 ECE grant the Cañada Library and Redwood City Public Library collaborated to provide workshops for Cañada students.
Increase Reference Appointments	Market online reference appointment form through print and online outlets.	2014-2015	Postponed for 2016/2017

6. (A) Impact of Resources Allocation: 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.

The Library did not receive any of our requested physical equipment resources from our 2014 Program Review. However, we did acquire a new database, Statista, and a new program for reserving group study rooms, LibCal, from our Information Technology request for 2015.

By using LibCal we were able to greatly streamline the process of signing up for one of our group study rooms. The group study rooms are extremely popular with students. 572 individual students sign up for study rooms 3122 times during the semester. Study rooms were occupied 130 days and 2 hours (or 3,122 hours total) in Fall 2015. From our Fall 2013 survey we found that 83% students rate the group study rooms as very important to their academic success.

Group Study Rooms Summary 2015

Unique Confirmed Users	572
Time slots Confirmed	3122
Bookings Confirmed	1870
Total All Rooms Occupied	130 days, 2 hours, 0 minutes
Average Booking Length	1 hours, 0 minutes

Our new database, Statista, had 914 searches and 272 full-text downloads in Fall 2015. We have used if for Sociology, Communication, English, Political Science and other classes. We promoted use of Statista through an instructional video and through our monthly newsletter.

(B) Impact of Staff Changing: 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"

N/A

4. **Current State of the Program**

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

The head count for LIBR 100 has steadily gone up each year, with a record 153 students at the end of term in 2014/15. However, perhaps due to adding a third LIBR 100 section in Spring 2015 and having to add additional stand-alone sections (with a limit of three students per section) in Fall 2014 to each LIBR 100 Learning Community course, our FTES and load decreased. Even with a decrease in FTES and load, our fill rates have remained steady between 2013/14 and 2014/15, and have even increased from 2012/13.

Year	Census Headcount	End of Term Headcount	FTES	Load	Fill Rates
2010/11	99	83	7.26	1,088	110.0%
2011/12	118	105	7.87	885	98.3%
2012/13	121	105	7.99	719	73.3%
2013/14	146	118	6.60	594	88.5%
2014/15	170	153	5.67	425	87.2%

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

We are moving the Thursday LIBR 100 section which is a part of a Learning Community with ESL 400. Rebekah Taveau and Estrada discussed a schedule conflict that has occurred every semester. There have been numerous students who have schedule conflicts with the current time for LIBR 100 which meets every Thursday from 12:10 PM until 1:00 PM. Every semester there are students who do not take LIBR 100 due to schedule conflicts and miss the opportunity to benefit from the support of this learning community. Taveau teaches this group of students from 9:45 AM until 12:00 PM. By the time LIBR 10 begins students are lethargic, hungry, and not paying attention since there is only a 10 minute break between both learning community classes. Starting Fall 2016 LIBR 100 be instructed before ESL 400 on Thursdays from 8:30 AM until 9:20 AM.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Ethnicity

With more international students we've had more Asian (19 in 2013/14, 32 in 2014/15) and Filipino (1 in 2013/14 and 6 in 2014/15) students in LIBR 100. These groups success and retention rate have gone up from 2013/14, from a 53% success rate and 58% retention rate to an 84% success rate and 97% retention rate.

Our Hispanic student head count has remained steady, 88 in 2013/14 and 97 in 2014/15. The retention rate has increase by 5% (83% in 2013/14 and 87% in 2014/15), which is slightly higher than it has been in the past. However, this group's success rate declined in 2014/15, from 72% the previous year to 66% (the lowest it's been since at least the 2010/11 academic year).

Gender

Our students are increasingly female. While our male head count has remained steady the last five years (44 in 2010/11 and 46 in 2014/15), our female head count has grown (47 in 2010/11 and 120 in 2014/15). Female students have also had a higher success rate than male students (77% for females and 70% for males in 2014/15). However, the retention rate for both genders is about even (90% for females and 91% for males).

Age

Currently and historically, our largest population is between the ages of 29 and 39 (54 head count in 2014/15). Our second most populous group is between the ages of 18-22 (39 in 2014/15), then 23-28 year olds (38 in 2014/15).

Our younger students (under 28) success rate has decreased, while our older student's success rate has remained the same or increased. In 2014/15 the 23-28 year olds had the lowest success rate (68%) and this age groups success rate has gone down each year since 2010/11. The success rate for 29-39 year olds has remained fairly stable (85% in 2012/13, 70% in 2013/14, and 80% in 2014/15). As has the success rate for 18-22 year olds, though it has dropped this last year (83% 2012/13, 82% in 2013/14, 74% 2014/15). Our success rate for students 40-49 (85%) and 50-59 (75%) has increased since 2013/14.

The retention rate for 29 to 39 year olds has increased from 76% in 2013/14 to 94% in 2014/15. The retention rate for 23-28 year olds has also increased, from 80% in 2013/14 to 87% in 2014/15. However, the retention rate for 18-22 year olds has dipped slightly from 96% to 90%, which is in keeping with our overall retention rate of 90%.

Enrollment Status

First Time Student

Year	Success Rate	Retention Rate
2014/15	83%	94%
2013/14	82%	82%
2012/13	100%	100%
2011/12	100%	100%
2010/11	50%	50%

We have seen an increase of first time students in the last five years. We had 2 first time students in 2010/11 and 18 in 2014/15. This has affected our success and retention rates, which decreased from 100% in 2011/12 and 2012/13 when we had 3 and 6 students to 83% success rate and 94% retention rate in 2014/15. This success and retention rate is still higher than the rates for continuing students. With an increase of international students we expect to see more first time students.

First Time Transfer Student

Year	Success Rate	Retention Rate
2014/15	100%	100%
2013/14	100%	100%
2012/13	100%	100%
2011/12	100%	100%
2010/11	50%	100%

Our success and retention rates for first time transfer students is high, but our headcount for this group is small (3 in 2014/15 and 1 in 2013/14).

Returning Student

Year	Success Rate	Retention Rate

Year	Success Rate	Retention Rate
2014/15	100%	100%
2013/14	50%	75%
2012/13	83%	83%
2011/12	50%	88%
2010/11	25%	50%

As with first time transfer students, our success and retention rates for returning students is currently high (100%), but our headcount for this group is small (5 in 2014/15 and 8 in 2013/14).

Returning Student Transfer

Year	Success Rate	Retention Rate
2014/15	50%	75%
2013/14	100%	100%
2012/13	33%	33%
2011/12	100%	100%
2010/11	100%	100%

Our success and retention rates for returning student transfers fluctuations between high (100% in 2013/14, 2011/12 and 2010/11) and low (2014/15 and 2012/13). This is also a small population (4 in 2014/15 and 1 in 2010/11).

Continuing Student

Year	Success Rate	Retention Rate
2014/15	73%	89%
2013/14	72%	81%
2012/13	82%	87%
2011/12	81%	88%
2010/11	79%	89%

Continuing students make up the majority of our students (140 in 2014/15). In comparison, the next largest group, first-time students, only had a headcount of 18. The retention rate for this population has remained fairly steady in the last five years. While we hit a low or 81% in 2013/14, we were able to increase our retention rate to 89% in 2014/15. The success rate for this group is currently lower than previous years (73%), but still slightly higher than 2013/14 (72%).

Day VS Evening

Our percentage of students who are taking a daytime course has decreased from 46% in 2013/14 to 39% in 2014/15. The percentage taking an evening course has increased from 54% in 2013/14 to 61% in 2014/15. With the addition of a second daytime ESL 400 and LIBR 100 course, we expect those percentages to even out.

Spring 2015	Success Rate	Retention Rate
Day	63%	93%
Hybrid Day	89%	95%
Evening	85%	89%

In spring 2015 the success rate for our hybrid day and evening classes are greater than our success rate for our day section. However, the retention rate for the hybrid day and day sections is greater than our evening class.

Spring 2015 was the first semester we had a completely online LIBR 100 course. It had the highest success rate, 86% compared to 70% for face-to-face and 82% for hybrid, and it had a comparable retention rate (90% for online, 91% for face-to-face, and 87 % for hybrid).

The success and retention rate for our hybrid class has increased significantly from 51% success rate and 63% retention rate in 2013/14 to 82% success rate and 87% retention rate in 2014/15. This is the 6 week summer LIBR 100 course for CWA. Adjusting the organization and assignments to better accommodate a condensed schedule has improved student success and retention for our hybrid course.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

In spring 2015 students were confused about plagiarism and academic integrity. This was a transitional semester with a new ESL 400 instructor who had to start later in the semester, which may have caused a lower success rate. After collaboration and consultation, the ESL 400 instructor and the librarian came up with a plan to emphasize academic integrity. This was successful and Hispanic students success rate went up to 83% (from 66% the previous semester) while our overall success rate went up to 77% (from 75%).

We have had an increase of young international students for whom LIBR 100 is one of their first college courses in America. Increasing our knowledge of how students from other countries learn and how we can better adjust our classes to be sensitive of their learning needs might help increase the success rate for our younger students.

9.   (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

All course SLOs are being systematically assessed at least once every four year. 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 2010-Spring 2014

	Effectively integrate and cite sources Upon completion of this course, students will be able to effectively integrate and cite sources.	**Information Literacy** Upon completion of this course, students will be able to: Locate, retrieve, and use print and digital resources. Competently use the electronic databases, the internet and other information technology tools

Fall 2010 - Spring 2011	Spring 2011 MLA Quiz and Pre and Post Student Self-Assessment Survey.	Fall 2010 Pre and Post Student Self-Assessment Survey
Fall 2011 - Spring 2012	Fall 2011 The instructor analyzed the integration of sources in three student essays from an advanced, average, and emergent student.	Spring 2012 For their final project, students presented an e-portfolio, composed of all major assignments from LIBR 100 and ESL 400 and reflections on these assignments and their experience in the courses. Instructors analyzed their assessments of the students' final presentation and the students' reflections to evaluate the degree to which Student Learning Outcomes were achieved
Fall 2012 – Spring 2013	Fall 2012 Faculty in the ESL400/LIBR 100 learning community developed a rubric to assess students' presentations of their online portfolios.	Spring 2013 evaluated 3 student annotated bibliographies using a rubric.

Library 100 Student Learning Outcomes Past Plans Fall 2010-Spring 2014 Con.

	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 2013 - Spring 2014	Spring 2014 Student pre- and post- assessment of library research confidence.		Fall 2013 Assess MLA quiz for both sections

Library 100 Student Learning Outcomes Fall 2014-Spring 2017

	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 quiz
Fall 2017 – Spring 2018		Fall 2017 Analyze three annotated 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 paper

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Spring 2014

SLO Assessed: Locate and retrieve college-level print and digital resources.

Method: With an online pre and post survey, we measured students' confidence in locating and retrieving college-level print and digital resources using the library.

Findings: After finishing LIBR 100, students showed improvement in their confidence to use the library to locate and retrieve college-level print and digital resources. Before taking LIBR 100, 56% of student agreed or strongly agreed that they knew how to use the library catalog. Of these, only about 4% strongly agreed. After taking LIBR 100 94% of students agreed or strongly agreed that they knew how to use the library catalog, 42% more than at the beginning of the semester. Compared to using the library catalog, the students were a bit more confident in their ability to use the library databases, about 59% agreed or strongly agreed, that they could use a database to find articles. After finishing LIBR 100, 100% of respondents agreed or strongly agreed that they know how to use databases. Of these, almost 53% strongly agreed. From these results, LIBR 100 was effective in increasing students' confidence to locate and retrieve college-level print and digital resources.

Follow UP: Further assessment is needed to determine if increase in confidence corresponds to an increase in ability.

Fall 2014

SLO: Evaluate information from a variety of resources using a defined set of standards.

Method: Analyze three annotation bibliographies (advanced, average, and emerging) for students' ability to evaluate sources (one section).

Findings: Students who fell in the high scoring category completed their work on time and attended class regularly. They also made an effort to establish a relationship with the instructor. Be it asking questions, participating in class, offering insights, etc. This is a good reminder of the need for early intervention for students who are falling behind. Active learning and participation early on might also increase student success.

Mid-level scoring students provided brief or no evaluation of their resources. They also only tended to use one type of resource or from one source. The biggest issue with these students' annotated bibliographies was that they skipped the evaluating process, although they did complete other parts of the annotation assignment.

For low-scoring annotated bibliographies, students had difficulty with time management and understanding assignments. For example, one student did not follow directions. They had one resource that was an ESL 400 reading and did not include evaluations and other parts of the annotations.

Follow Up: In Fall 2015 we experimented with the annotated bibliography scheduling. One LIBR 100 section will had students do summary and relevance for first annotated bibliography, then summary and relevance and evaluation for second and third. Another had students do summary for first, summary and evaluation for second, and all three for third. We did not notice a significant difference in student's ability to evaluate information after this change. However, for Spring 2016 we are having students do the first annotated bibliography in class which has improved student's citations and we had more students complete the first annotated bibliography then previous semesters. In Spring 2015 we got rid of TBA, which should help students with time management issues. Even at the mid-point of Spring 2015 we have noticed a vast improvement of students completing homework assignments.

Spring 2015

SLO: Upon completion of this course, students will be able to effectively integrate and cite sources.

Methods: Librarians evaluate examples of high, mid, and low scoring final research papers.

Findings: Students with low understanding of how to integrate and cite sources tended not to use in-text citations, had many errors in their Works Cited, and used many low-quality sources. Average students had some formatting issues in their Works Cited, included sources in their Works Cited that weren't actually cited in their essay and had in-text citations that aren't connected to Works Cited citations. Students who demonstrated a high ability to effectively integrate and cite sources not only correctly formatted their in-text citations and Works Cited, but also used a variety of sources and demonstrated sophisticated quoting (using block quotes and paraphrasing).

Follow Up: In Spring 2016 we plan on encouraging student understanding of the connection between their essays and their Works Cited by creating in-class assignments where students are teachers. We will divide students into groups and have them show different aspects of citations and where in-text citations connect to bibliographies.

Fall 2015

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

Methods: Analyze three annotation bibliographies (advanced, average, and emerging) for student's ability to locate and retrieve sources.

Results: Students who showed a high ability to locate and retrieve college-level print and digital resources were able to use a variety of databases such as Academic Search Premier, Opposing Viewpoints, and EBSCO eBooks. They were also able to find and correctly identify different types of resources like eBooks, peer-reviewed journal, encyclopedia articles, magazines, viewpoint articles. Finally, they were able to clearly articulate how they will use each resource in their essay.

Mid-level students showed less variation in their choice of databases and types of resources. They also had a tendency to rely on (college level) websites and had some confusion differentiating between different types of resources. For example, one student thought a print book he found through the library catalog was an eBook.

Low level students had a tendency to use only one database. They also had trouble articulating how they would use their resources in their essay, often not even including a description in their annotated bibliography. They also did not use a peer-reviewed article and did not demonstrate that they were able to identify a peer-reviewed journal.

Follow Up: Starting Spring 2016 we will require students use two different types of resources in the second annotated bibliography. We may also include a class session emphasizing the difference between types of resources by having student groups present on a certain type of resource.

10. **(A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.**

The librarians use an assessment plan and timeline to coordinate PLOs.

Program Learning Outcomes Past Plans Fall 2009-Spring 2014

	Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning.	**Reference & Instruction:** The library will provide a friendly face in a welcoming environment to guide students to the information they need for their course assignments.	**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.	**Support of 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.

Fall 2009 - Spring 2010	Fall 2009 (?) Student Focus Group			Spring 2010 Librarian and English instructor reviewed student research essays
Fall 2010 - Spring 2011	Fall 2010 Student Survey			Spring 2011 The librarians worked with an anthropology instructor to correlate performance on essays and in the class to participation in a library orientation and completion of a library extra credit project.
Fall 2011 - Spring 2012		Fall 2011 Survey of students in Learning Community (History 245 + English 836 + Reading 836 + Career Course).	Spring 2012 Student Textbook Survey	
Fall 2012 – Spring 2013		Spring 2013 Reference Survey		Fall 2012 Review of six semesters of LIBR 100 students surveyed. Spring 2013 Six Faculty members evaluated print and online resources

Program Learning Outcomes Past Plans Fall 2009-Spring 2014 con.

	Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning.	**Reference & Instruction:** The library will provide a friendly face in a welcoming environment to guide students to the information they need for their course assignments.	**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 2013 - Spring 2014	Fall 2013 Survey group study room use.	Spring 2014 Student Survey for one-shot orientations	

PROGRAM LEARNING OUTCOMES FALL 2014-SPRING 2018			
	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		Spring 2015 student focus group on Super Search

Fall 2015 - Spring 2016	Fall 2015 Survey students on Silent Study Room use	Spring 2016 Track student success after a library orientation in one to two sections of a course use Data Dashboard.	Fall 2015 Textbook Survey Spring 2016: Assess TLC using survey.
Fall 2016 - Spring 2017		Fall 2016 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. (paper). Spring 2017 Survey general student population on research preferences.	Spring 2017: Assess TLC
Fall 2017 - Spring 2018	Spring 2018 Student focus group or survey on library space.		Fall 2017 Textbook survey

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Spring 2014

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: Using an online pre and post survey created with Google Docs we evaluated the effectiveness of our one-shot library orientations to help students select and evaluate information

Findings: The Library orientations do an excellent job of increasing students' confidence with finding and evaluating resources. This is important because library anxiety can have a negative impact on student's success and make them less likely to use the library. We can do a better job of introducing the library databases and explaining what students can find in them and how they are different from searching the Web. Finally, while the survey model did a good job measuring student confidence and knowledge of basic policies (such as using a library card for off-campus access to resources) it is insufficient for measure more complex understanding of information literacy concepts.

Changes Implemented: We created a series of videos instructing students on the use of library databases. In the future we would like to use short assignments and activities to measure more complex learning, however we have not been able to organize a more complex means of evaluating library instruction with our current staffing levels.

Fall 2014

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

Methods: A survey was conducted during the library event during the Fall 2014 semester on Oct. 8th 2014 from 12:00 pm to 2:00 pm and received 71 responses

Findings: Almost half 49% had only attended Cañada for 1-2 semesters. Virtually all of the students had been to the library this semester (99%). 76% learned something new about the library. 55% reported that they were more likely to visit the library this semester. 45% reported that they already use the library.

Changes Implemented: In the future we will consider holding an event away from the Library to capture students who do not normally visit. Librarians were also not always able to talk to everyone during busy times. Next time we might include informational posters to inform those students that may not speak to a librarian.

Spring 2015

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.

Methods: In Spring 2015 the Cañada Library conducted two focus groups, one in the evening and one during the day. Students were offered pizza for participating in the focus group. Six students attended the noon group on Monday, and nine students attended the evening group on Wednesday.

Findings: Students liked that Super Search allowed them to find academic resources easily and that it is easy to use. Student's also understood that that Super Search allowed them to find different types of information (articles, books, primary sources, journals, reports, textbooks). However, the number of results could be overwhelming.

Changes Implemented: Super Search is easy to use and easy to find, but some improvements could be made regarding guides and further instruction on how to narrow results, find full-text articles, and deal with technical issues. In response to feedback, we created a video on how to use Super Search. The positive feedback and increasingly high use of Super Search supports the Cañada Library's continued subscription to this service.

Fall 2015

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: Through an online survey of 63 students we evaluated student use of our reserve collection.

Findings: Of the students surveyed, 40.98% of them reported that they didn't buy the textbook for their class because they could not afford it and 29.51% reported that they could not afford the textbook right now but plan to buy it later.

Some students (16%) wrote that they were planning on purchasing the textbook, but either the bookstore was out of copies, had the wrong copy, or they had bought the book online and were waiting for it to arrive.

Access to the textbook reserve collection can effect student's enrollment and decision to stay in class. 49% responded that they would not be able to take their current course if there were no textbooks for it available in the library.

Changes Implemented: We plan on maintaining and increasing our textbook collection. Through equity funds, we have started a semester-length textbook, laptop, and calculator loan program which we will assess at the end of Spring 2016.

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

Methods: During the first two weeks of November The Library used a paper survey to assess students' use of the Silent Study room. We had 40 respondents. The Library also conducted an hourly headcount Monday through Thursday in November and the first two weeks of December.

Findings: With few quiet and comfortable places for students to study on campus, students rated the Silent Study Room as very important to their academic success. On a scale of 0 (not at all important) to 5 (very important) 95% of respondents rated the room as a 4 or 5, 75% of which rated the room a 5. 5% of students gave the room a rating of 3. The room is used frequently and has on average 2.3 using it per hour, with a low of no students and a high of 7 students using it at once.

Changes Implemented: Continue to market the Silent Study Room through the library newsletter, signage, orientations, and face-to-face interactions with students. Using the library newsletter and face-to-face interactions, increase faculty, staff and administration awareness of the importance of the room to students.

11. (A) Other Instruction & Services: Describe the program's 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

Reference

Starting in Spring 2014 librarians started taking reference statistics for research questions, IT/Print questions, and Circulation/Directional questions using Google Forms. In 2014 we had an average of 9.2 Research questions, 12.9 IT/Print questions, and 7.6 Directional/Circulation Questions. In 2015 we had an average of 4.7 Research Questions, 4.3 IT/Print, and 7 Directional/Circulation Questions. The decrease in research questions in 2015 may be in part to losing a classified position at the circulation desk and shortage of student assistant coverage. When there is insufficient coverage at the circulation desk, librarians help at the circulation desk which is reflected in the average Directional/Circulation total.

Year	Research	IT/Print	Directional/Circulation
2014	9.2	12.9	10.53
2015	4.7	4.3	7

Looking at combined averages for 2014 and 2015, our peak time for reference questions in 2014 was during the 12:00 PM-2:00 PM time period. In 2015 the peak time for reference questions was during the 11:00 AM-1:00 PM time period.

Grant Work

The STEM 4 ECE program's goal was to address the need to provide Science, Technology, Engineering, and Math (STEM) resources and information to Early Childhood Education (ECE) faculty and students through workshops, online guides, video tutorials, cross- departmental faculty discussions, and student mentoring. ECE professors at Can~ada College indicated that their ECE students seemed reluctant to tackle topics related to STEM. This project was designed to increase ECE students' understanding of, and comfort with, STEM-related topics so that as early childhood educators, they would be able to weave STEM themes and activities into their childcare and preschool programs. The project design consisted of discussion with project partners and faculty, student mentorship, and student access to workshops, guides, and videos. The project findings included the importance of professional development opportunities to students and outreach and collaboration between libraries, college departments, and community organizations can have in reaching students.

The STEM 4 ECE program's main goals were to address the need to provide Science, Technology, Engineering, and Math (STEM) resources and information to Early Childhood Education (ECE) faculty and students through workshops, online guides, video tutorials, cross-departmental faculty discussions, and student mentoring. ECE professors at Cañada College indicate that their ECE students seem reluctant to tackle topics related to STEM. The main goal was to increase ECE students' understanding of and comfort with STEM-related topics so that as early childhood educators, they can weave STEM themes and activities into their child care and preschool programs. The project design consisted of discussion with project partners and faculty, student mentorship, and student access to workshops, guides, and videos. The project findings concluded the importance of professional development opportunities to students. This project informed us the importance of outreach and collaboration between libraries, college departments, and community organizations to reach students.

Activities Completed During the Project:

1.) The main goal of the STEM 4 ECE Program is to increase ECE students' understanding of and comfort with STEM-related topics so that as early childhood educators, they can weave STEM themes and activities into their childcare and preschool programs.

2.) This was achieved in conjunction with three different workshops (two of the workshops gave two opportunities for students to attend). Two of the three workshops were made possible with a partnership involving the San Mateo County Office of Education (SMCOE and The Redwood City Public Library's Traveling Storytime group.

3.) Diana Tedone created five video tutorials which were shared on campus and were added to a library guide.

4.) Valeria Estrada created a STEM 4 ECE online guide which served as the catalyst of all the work that was created during the grant period. This site served as a way for students who attended the workshops to review what they participated in and also allowed those who could not attend the workshops to benefit from the resources attained.

5.) Student mentorship was accomplished by Librarians giving support to students who came to the library asking for STEM 4 ECE resources. Our student assistant, Jinxing also provided one-on-one assistance to students who came in the library and she visited ECE classrooms to promote our grant project and inform the students of all the resources collected during the grant period.

6.) Faculty discussion throughout the program was established with ECE faculty providing us with resources on how best to support the ECE program, students, and faculty; however, we did not accomplish facilitating cross-department faculty discussion. Key Can~ada STEM and ECE faculty and staff who were identified as potentially benefiting from this grant were contacted to organize a cross- department faculty discussion. While we were able to have discussions with ECE faculty and staff and gain insight from their department, our STEM department was unable to find ways to support our ECE department since it was noted that their target audience are college students attending STEM courses and programs.

Surveys were collected for all workshops. A notable finding demonstrated that the SMCOE workshop allowed us to reach a large group of students who had not visited the library during the semester the workshop was given. 71% stated that they had not been in the library.

Have you been to the library this semester?	Percent	Number of Students
Yes	29%	20
No	71%	50

With partnership with SMCOE this workshop allowed the library to reach out to students that are often missed and demonstrate that further resources can be found in the library. This exceeded our goal to reach out to new students and to encourage them to frequent the library.

The Sparks! Ignition Grants for Libraries (IMLS) STEM 4 ECE grant was an overall success. While it was only a one-year pilot planning grant it allowed the library to implement the STEM 4 ECE program which helped our

early childhood education (ECE) students and those interested in Science, Technology, Engineering, and Math (STEM) increase their knowledge in STEM and feel more confident as ECE professionals. The library had a desire to provide STEM outreach to our ECE department once we identified the need to support our students and faculty so that ECE curriculum could benefit and in the current and future careers of our ECE students. Various circumstances delayed the timeline of our schedule of events which in turn caused minor obstacles in getting things done as originally planned. Even so, all high-level activities were accomplished, and results in our surveys, as explained in our project results, indicates that our goals were met.

Orientations

Overall our number of library instructional sessions (one-shot orientations) have decreased slightly. We had a total of 130 orientations in 2012, 128 in 2013, 123 in 2014 and 107 in 2015. In 2014 we reached about 3,288 students, in 2015 we reached 2,781. This drop may be due to a reduction in the number of classes offered by the college.

We would like to increase outreach to faculty and make them aware of the types of instruction (from a 2 hour in-library session to a 15 minute class visit) that the library offers. We could also survey faculty to ascertain their awareness of library resources and interest in library instruction.

Semester	Number of Orientations	Students Reached
Fall 2013	62	1659
Fall 2014	64	1864
Fall 2015	56	1425
Spring 2013	58	N/A
Spring 2014	52	1284
Spring 2015	47	1281
Summer 2013	8	N/A
Summer 2014	7	140
Summer 2015	4	75
Year	Number of Orientations	Students Reached
2012	130	N/A
2013	128	N/A
2014	123	3288
2015	107	2781

Based on combined data from 2014 and 2015, the majority of our orientations are for Basic Skills (36%), ENGL/LIT/LANG (19%), and ESL (19%). This is partially because we pre-schedule Basic Skills and ESL class for library visits at the beginning of the semester. Biology, ECE, and Communication also are common classes.

12. Resource and Facility Use

While textbook circulation has only gone up slightly (6,742 in 2014 and 6,815 in 2015) this collection is very important for student retention and success. According to a survey the library conducted in fall 2015 we found that 71% of students who responded used the library reserves because of some either, short-term or long-term, financial hardship. Furthermore, 49% responded that they would not be able to take their class without the library reserve collection. To expand our reserves program, in Spring 2016 the Library and Learning Center started a new semester-length textbook, laptop, and calculator program, TLC (Textbook Learners Program) that by February has 51 students participating. We added 362 textbooks in 2014 and 170 textbooks in 2015.

Our general collection saw a greater increase in circulation (3,502 in 2014 and 4,400 in 2015). Over the last three years we have increased our efforts to update and market our regular collection. We conducted a massive

weeding project in 2013, selling, donating, or recycling over 10,000 items. We have also steadily added new items to our collection (476 in 2014 and 444 in 2015) based on circulation and feedback from students, staff, and faculty. In order to market our collection we have started publicizing our book displays and sending out new acquisition announcements to relevant staff and faculty. All this work from library staff and faculty has helped increase our usage.

Our circulation numbers for iPads have gone down. This is probably because we had less iPads in 2015 due to loss or theft and the fact that our iPads are now out-of-date. Fortunately, we have purchased 40 Google Chromebooks and 20 Kindles for Spring 2016. As of the end of February, all but one of our Chromebooks are checked out by students.

Collection	Number of Check outs in 2014	Number of Check outs in 2015
Reserve Textbooks	6,742	6,815
iPads	275	128
Calculators	N/A	504
Electronic Chargers	N/A	243
General Circulation	3,502	4,400

Our website is one of the primary ways students and faculty access library resources. Traffic to the Library website has increased each year in the last three years. We had 70,545 page views in 2013, 86,526 in 2014, and 116,279 in 2015. We emphasize the library website in our orientations as a gateway to all the research resources available to students on and off campus.

Website Traffic

Year	Views	Unique
2013	70,545	
2014	86,526	51,796
2015	116,279	67,491

Our yearly gate count has fluctuated in the last three years. From 119,728 in 2013, 123,399 in 2014, to 116,476 in 2015. This may be due to student enrollment decreasing overall.

Year	Gate Count
2013	119,728
2014	123,399
2015	116,476

Database use has gone both up and down between 2014 (109,857 sessions and 350,538 searches) and 2015 (126,142 sessions and 327,366 searches). Sessions refers to the number of times a database is clicked on and used, search refers to the total number of searches conducted in that database. Some databases (like Statista and CQ Researcher) do not compile sessions, which is why we have included both statistics. Our most popular database, Academic Search Premier increased from 13,806 sessions and 44,393 searches in 2014 to 14,092 sessions and 46,742 searches in 2015. Another popular database, Gale Virtual Reference Library, increased sessions from 3,613 in 2014 to 3,745 in 2015.

Some databases have decreased in use. For example, ERIC (and education database) had 9,082 sessions in 2014, but only 7,880 in 2015 and Access Science had 1,738 sessions in 2014, but only 613 in 2015.

We plan on increasing awareness of our low-performing databases, and possibly replacing some of them with other databases, like Films on Demand, that might be more relevant to the Cañada community.

Use of our eBook collection has risen the last four years. We had 9,770 sessions and 1956 full text requests in 2014 and 13,141 sessions and 2,400 full text requests in 2015. We will continue to grow our eBook collection. We would also like to conduct a survey of students to determine what they prefer to use for research (books, eBooks, articles, etc.)

eBooks

Year	Sessions	Searches	Full Text Requests
2015	13141	36539	2400
2014	9770	27498	1956Top of Form Bottom of Form
2013	7292	20756	838
2012	10714	29462	1475

Our online research guides (LibGuides) are tailored to particular departments, classes, and assignments. They mainly serve to supplement and enhance library instruction and resources.

While that total views for our LibGuides have gone down (from 19,803 in 2013 to 14,469 in 2014 and 12,871 in 2015), this service is still a useful and important tool for providing outreach and supplementing library instruction. New adjuncts have different teaching styles and many use different platforms besides LibGuides, such as PowerPoint presentations, handouts, etc. We plan on working with adjuncts to strategize on how to integrate LibGuides into their instruction and brainstorm other ways to use LibGuides (for example, workshops and sharing resources).

LibGuides

Year	Total Views
2013	19,803
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Top Guides 2014

- · LEARNING COMMUNITY: LIBR 100 Estrada & ESL 400 Taveau- **1586**
- · Citation- **1223**
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- · COMM 110 Tappmeyer- **668**
- · BIO 230 Staples- **508**
- · ESL 924- **501**
- · CRER 137 Life & Career Planning Mendez- **418**
- · ENGL 100 Maher- **404**
- · Castello: ESL 924- **382**
- · ENGL 100 Fast Food Nation- **353**

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- · HIST 201 Ferrari- **754**
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- · BIOL 230 Staples- **341**
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(B) 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.]

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5. Looking Ahead

12. Program Improvement Initiatives:/