

2019-2020 Program Review



CAN Program Review (Instructional) - Library (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

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Executive Summary

0. Executive Summary: This year and next year we will be focused on transitioning to a new Library System Platform, which will take up most of the librarian and staff time. This new system will allow us more flexibility to provide services to students and collaboration efforts amongst the California community college libraries participating in this migration, but it will take awhile before we are able to fully take advantage of its capabilities.

In fall 2019 we started partnering with the Honors Program to provide Honors LIBR 100 spots in our online LIBR 100 class. This class is also part of the CWA program and we've seen a large number of students enroll in it.

Due to state regulations around class accessibility, we anticipate fewer in-person LIBR 100 classes in the future as we will only be allowed to have one LIBR 100 class hard-linked to an ESL 400 course. This will impact the amount of students we have in our ESL 400/LIBR 100 Learning Community. Our plan for spring 2020 and fall 2020 is to have one online LIBR 100 class, one hard-linked in-person LIBR 100 class, and one stand alone LIBR 100 class. We will see if this all stand-alone LIBR 100 class is successful.

In previous resource requests we were approved for a KIC Book scanner, WiFi hotspots, and a subscription to a new streaming database, Kanopy. These have all proven to be very popular with our students and faculty. Many students have used the KIC Book scanner and faculty have been promoting it to their students. WiFi hotspots use has risen, from 55 check outs in 2017 to 158 in 2018. Both ESL and Business faculty have been advocates for this resource. Kanopy has proven very popular, especially with our History and Anthropology faculty, and was used 2285 times in 2018 alone.

One of our adjunct librarians created a self-guided Canvas module on information competency for instructors to use in their classes. She promoted it at multiple flex days and has garnered interest from faculty. Having this resource has given us the opportunity to support faculty who have expressed a need of having an element of an embedded librarian into their course. With multiple library demands as expressed within this program review we do not have the bandwidth to help promote and build on this resource.

One ongoing challenge is construction on campus. This is a large part of the decrease in group study room use between the last and current program reviews. We have also seen a drop in our average gate count. There are concerns that the increase in construction noise and lack of group study room space may be deterring students from visiting and utilizing the library.

Program Context

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

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: 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.

3. Community & Labor Needs: While there aren't any community needs, employment needs, technology, licensing, or accreditation that may affect our program, in 2018 the three Libraries decided to move forward on entering the new Library Services Platform (LSP) provided by the State. This is a big project that will change our relationship with the Public Library System and how we manage our print and electronic collections. We are in need of short-term support in the form of more substitutes for our staff and more adjunct coverage so the librarians can work on this project. The District is also in need of long-term support in the form of a District level Library Systems Administrator to facilitate the conversion of our catalog and aggregated electronic content from one system to another. This person would also provide troubleshooting for each college library and help with management of electronic resources on a District level.

Looking Back

4. Curricular Changes: Since our last program review, we changed one section back to 12:10pm-1:00pm from 8:30am-9:25am. This change accommodates students who have difficulty in coming in on time to class due to family obligations and morning commute challenges.. We did see a change for the better in attendance since changing this section. We found this change had a positive effect on student engagement and alleviated stress.

To ensure enrollment and support other programs on campus, we established a partnership with the Honors program for Fall 2019. The online LIBR 100 has about 10 honors spots.

Due to state regulations around class accessibility, we anticipate fewer in-person LIBR 100 classes in the future as we will only be allowed to have one LIBR 100 class hard-linked to an ESL 400 course. Our plan for spring 2020 and fall 2020 is to have one online LIBR 100 class, one hard-linked in-person LIBR 100 class, and one stand alone LIBR 100 class. We will see if this all stand-alone LIBR 100 class is successful.

5A. Progress Report - IPC Feedback: There were no overall recommendations provided by IPC.

5B. Progress Report - Prior Action Plans: Action Item: Conduct a focus group of students on their use of library space
Resources/Training Needed: 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.

Timeline: Apr-18

Progress: We chose to do a survey in spring 2019 instead. We got about 100 responses.

Action Item: Promote library services outside of the library. Small scale event.

Resources/Training Needed: Purchase small snacks and marketing materials. Will request funds from Associated Students Vending funds.

Timeline: Fall 2018

Progress: Due to staffing considerations we choose to do this event in the library instead. We held a hot chocolate and pastries event and many students attended.

Action Item: Increase access to textbook reserves

Resources/Training Needed: KIC Book scanner

Timeline: Fall 2018

Progress: This was approved and has proven very popular with students.

Action Item: Increase streaming films offerings to meet faculty and student demand.

Resources/Training Needed: Kanopy subscription

Timeline: Fall 2018

Progress: While our resource request was not accepted, our Dean was able to find an additional \$3,000 to help us increase our Kanopy access.

Action Item: Support equity by increasing access to the internet for students without a connection at home.

Resources/Training Needed: WiFi routers

Timeline: Fall 2018

Progress: This was approved for Fall 2019 and we are currently surveying students on their use.

Action Item: Meet demand for easy "all-in-one" search box for library resources and cut cost of EBSCO Discovery

Resources/Training Needed: Work with CSM and Skyline to purchase district subscription to EBSCO Discovery.

Timeline: Fall 2018

Progress: With the state-wide purchase of the new ExLibris LSP we are moving to Primo in the future.

Action Item: Survey instructors on usefulness of library orientations for Basic Skills and ESL.

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on creating surveys.

Timeline: Fall 2018

Progress: Due to AB 705 we plan on having pre-scheduled library sessions for ESL, Basic Skills, and ENGL 105 classes. We will do a general faculty-wide survey on library instruction, services, and resources in spring 2020 instead.

Action Item: Campus wide survey on library services and resources.

Resources/Training Needed: Work with PRIE to create and distribute survey.

Timeline: Spring 2019

Progress: We will do a general faculty-wide survey on library instruction, services, and resources in spring 2020 instead.

Action Item: Survey students on use of regular textbook reserves

Resources/Training Needed: Adequate student and Library Support Specialist staffing, read articles and attend workshops on creating surveys.

Timeline: Fall 2018

Progress: Completed.

Action Item: Assess reference stats and survey on student satisfaction

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on creating surveys.

Timeline: Fall 2019

Progress: We are moving this to fall 2020

Action Item: Assess learning related to workshop

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on assessing information competency

Timeline: Spring 2020

Progress: Due to the time needed to work on the LSP migration, we are moving this to Fall 2021

Action Item: Increase student access to technology that supports the curriculum

Resources/Training Needed: Purchase 3D printer

Timeline: Fall 2020

Progress: Putting this on the back burner for now. With the purchase of our book scanner we are focusing more on reducing textbook costs to students.

Action Item: Review database subscriptions for use and work with database providers to reduce cost

Resources/Training Needed: Emerging Technologies/Outreach Librarian

Timeline: Fall 2020

Progress: While this need is still present, we will look into requesting this position in Fall 2021.

Action Item: Work with Learning Center to provide workshops on technology such as Chromebooks, Canvas, and Google Drive

Resources/Training Needed: Technology Library Support Specialist

Timeline: Fall 2019

Progress: We provided workshops on Google Sites in spring 2019 and Google slides in fall 2019.

Action Item: Provide students help with sign up for, navigating, and using Canvas

Resources/Training Needed: Technology Library Support Specialist

Timeline: Fall 2019

Progress: This position was not approved, we try to provide help on an as-needed basis but do not provide formal or organized assistance.

Action Item: Provide students help with using course required technology such as SNAP, Math Lab, etc.

Resources/Training Needed: Technology Library Support Specialist

Timeline: Fall 2019

Progress: This position was not approved and these programs are outside the scope of our expertise.

Action Item: Provide online reference help

Resources/Training Needed: Emerging Technologies/Outreach Librarian and subscription to either consortium or service

Timeline: Fall 2020

Progress: While this need is still present, we will look into requesting this position in Fall 2021.

Action Item: Create self-guided Canvas modules on information competency for instructors to use in their classes.

Resources/Training Needed: Emerging Technologies/Outreach Librarian

Timeline: Spring 2019

Progress: This was completed by adjunct librarian, Cynthia McCarthy, but with her limited work hours she is limited in how much she can assess and promote.

Action Item: Create more videos explaining information competency concepts such as in-direct quotations, finding original research in the sciences, APA citation, etc.

Resources/Training Needed: Emerging Technologies/Outreach Librarian

Timeline: Fall 2020

Progress: While this need is still present, we will look into requesting this position in Fall 2021.

Action Item: Survey former LIBR 100 student to see if their library use increased and what research skills they used in other classes.

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on assessing information competency

Timeline: Spring 2019

Progress: In Spring 2019 one of the ESL faculty used DataDashboard to show that ESL 400 students who take LIB 100 do better in English 100.

Action Item: Increase student study space

Resources/Training Needed: 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

Timeline: Spring 2019

Progress: Contract with SMGS doesn't run out until around summer 2020.

6A. Impact of Resource Applications: In previous resource requests we were approved for a KIC Book scanner, WiFi hotspots, and a subscription to a new streaming database, Kanopy. These have all proven to be very popular with our students and faculty. Many students have used the KIC Book scanner and faculty have been promoting it to their students. WiFi hotspots use has risen, from 55 check outs in 2017 to 158 in 2018. Both ESL and Business faculty have been advocates for this resource. Kanopy has proven very popular, especially with our History and Anthropology faculty, and was used 2285 times in 2018 alone.

6B. Impact of Staffing Changes: N/A

Current State of the Program

7. Enrollment Trends: In the past we've had more students in spring semesters, but that changed in 2017 when we started running more sections of LIBR 100 in the fall and our fall semesters saw more students. We also had a dip in headcount in 2016-2017, but a large growth in headcount in 2017-2018. In 2018-2019 we saw another dip to similar levels from 2014-2015 and 2015-2016.

Our in-person LIBR 100 program is tied to the ESL 400 class. This means that our enrollment varies by factors such as international student population, State regulations related to ESL courses, and other factors (such as housing) affecting our local ESL population.

Our average fill rates, at 86.5%, are higher than the college average fill rate of 68.6%. We are an efficient department and we are able to adjust our class schedules and totals based on the needs of the ESL department. For example, we ensure that we adjust our class schedule based on the ESL 400 class schedules. We also use dual CRNs for our in-person LIBR 100 classes to comply with state regulations related to class accessibility.

Starting in fall 2019 we are partnering with the Honors Program to provide 10 Honors LIBR 100 spots in our online LIBR 100 class. This class is also part of the CWA program, and we've seen a large number of students enrolled in the online LIBR 100 class this semester.

Due to state regulations around class accessibility, we anticipate fewer in-person LIBR 100 classes in the future as we will only be allowed to have one LIBR 100 class hard-linked to an ESL 400 course. Our plan for spring 2020 and fall 2020 is to have one online LIBR 100 class, one hard-linked in-person LIBR 100 class, and one stand alone LIBR 100 class. We will see if this all stand-alone LIBR 100 class is successful.

See document "LIBR 100 Enrollment Trends for Fall 2019 Program Review.docx" for data.

8-A. Access & Completion: For 2018-19, the first year that provides data on the success gap, on average our students tend to do better when it comes to course success than the college wide success rate. Looking at the numbers, White Non-Hispanic females tend to do better than the college-wide success rate while White Non-Hispanic males tend to do worse than the college-wide

success rate.

Due to partnering with the ESL department, our LIBR 100 courses tend to be predominantly Hispanic. Our Hispanic students have a slightly higher (1.6% for females and 0.3% for males) higher success rate than the college success rate. We will continue working with ESL faculty to better support our students.

Our success gap for first generation students is slightly less than the college wide success percent. In 2018-19 we had 58 reported First Generation students in LIBR 100, or about 34.7% of our enrollment. This is less than the total percentage of First Generation students at the College (46.7%). This could be due to LIBR 100 students being a part of the unreported count of students who did not disclose their first generation status.

Our LIBR 100 course is made up of about half low-income and half non low-income students. Our low-income students have a very similar success rate as the college wide percent. As will many other programs, we've seen students have to drop out of LIBR 100 due to work requirements. They fall behind on their work or can't attend classes. While having another online section of LIBR 100 might help with the scheduling issues, many students also struggle with technology literacy and access. This is a college-wide issue that we will need to work with other faculty and college programs, such as Sparkpoint, on campus to help address.

See document "Access and Completion LIBR 100 for Fall 2019 Program Review.docx" for data.

8-B. Completion - Success Online: We stopped offering hybrid courses when we stopped offering summer courses in 2015. We do not plan on offering summer courses in the near future and have opted to offer an all online LIBR 100 class in the fall and spring semester instead.

Our online LIBR 100 success rate has been consistently higher than the DE Success Goal. In Spring 2015 it was higher than the Course Success Goal. It helps that most of our online students are CWA students, and have a good amount of support such as retention specialists and a dedicated counselor. We've seen a dip in our success rate since Spring 2015 (there was no online class offered in 2016) but it looks like our success rate is on the rise in Fall 2018.

Compared to our Face to Face class, our online LIBR 100 course tends to have a lower success rate, but a higher retention rate. Making sure we are using the CWA retention specialists and the Early Alert feature can help us catch students before they fall too far behind.

See document "LIBR 100 Completion Success Online for Fall 2019 Program Review.docx" for data

9A. SLO Assessment - Compliance: Library 100 Student Learning Outcomes Plan Fall 2017-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 2017- Spring 2018:

Fall 2017 - Analyze three annotated bibliographies (advanced, average, and emerging) from two sections for student's ability to evaluate sources (one section).

Spring 2018 - Assess integration of sources into ESL 400 research papers.

Fall 2018 -Spring 2019:

Fall 2018 Compare the first and final annotated bibliographies to see students' improvement.

Spring 2019 Pre- and Post-assessment of library research confidence.

Fall 2019-Spring 2020:

Fall 2019 Analyze MLA Test to ensure if measures the overall knowledge of the student learning outcomes.

Spring 2020 Student Send follow-up survey to fall 2018 LIBR 100 students to see if LIBR 100 helped in their future courses.

9B. SLO Assessment - Impact: 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.

Analysis: 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.

Next Steps: 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 helping students to better understand how to evaluate resources.

Spring 2018

SLO Assessed: Citation - Upon Completion of this course, students will be able to effectively integrate and cite sources.

Method: As part of their final Essay for ESL 400 students wrote an essay on Social Ethics/Social Change. Students needed to find three college-level library resources based on their topic. We looked at exemplary, average, and below average essay examples from one ESL 400 course tied to LIBR 100.

Analysis: From previous SLO: (Overall students who turn in the assignment tend to do well. On average, the classes get a 70% 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 may misinterpret the assignment although they do put some effort into it. They tend to use websites, do not use peer reviewed articles, some of their sources in their Works Cited are not found in the essay, formatting is not in MLA, do not remove the highlighting that is caused when copying and pasting a citation, may only feel comfortable creating an in-text citation in the "author stated in sentence" format. One student only had one in-text citation in their entire essay.

Average student may understand the concept of citing sources in-text and in their works cited citations and use scholarly peer reviewed journal articles to support their research. There are in-text citation mistakes such as adding "pg" instead of just the page number, not adding the author in their in-text citation or in the body of their essay, and in their Works Cited citations. A student for example, was following MLA 7 style as opposed to the new MLA 8 style in citing websites as well. Student may also have an issue with identifying the last name of an author when creating citations.

Above Average students followed the directions and found three or more sources which included a peer reviewed article to defend their research. They were able to integrate the sources in their essay, were strong in their paraphrasing skills, were able to cite them correctly in their essay and in their works cited page.

Next Steps: Either a workshop or an in-class activity where we work with ESL 400 faculty or other faculty where their course is supported by LIBR 100 to team up to strengthen students' integration of their sources, in-text citation skills and their Works Cited skills. The faculty supported by the librarian would help students once they have identified their quotes from their sources to ensure they are properly supporting their essays and the librarian will provide an in-class activity or provide support to

properly cite their sources.

Fall 2018

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.? (Compare the first and final annotated bibliographies to see students' improvement.)

Method: Throughout the semester students wrote an annotated bibliography for each of their three essays that required library research. Their first annotated bibliography is an introduction to the was an annotated bibliography can help them organize their research. For the first annotated bibliography they needed to find two library sources. In their final annotated bibliography students needed to find three college-level resources. We compared the first and final annotated bibliographies for some students in one section of LIBR 100 to see students' improvement.

Analysis: Overall students who turn in the assignment tend to do well. All but one student turned in both their annotated bibliographies. On average, the classes get 86% on their first and their second assignment. This percentage factors in the students who do not turn in the assignment and get "0".

One student showed steady improvements. Their annotated bibliographies were strong, but they made a couple of format errors. They made the same mistake in both the first and second annotated bibliography. One student excelled in all areas of the requirements, but forgot to alphabetize their citations in both annotated bibliographies. This student also forgot to include a hanging indentation in their first one and attempted, but misinterpreted the the format of a hanging indentation by indenting the first line of each citation. Another student made similar errors, but improved by correcting the formatting errors addressed in their first annotated bibliography.

Interestingly there were some students that turned in excellent first annotated bibliographies, but their final annotated bibliography had a few errors. One student in particular met all the requirements of the first annotated bibliography and the final one had small errors in the formatting of their citation. Some errors included writing the author in all uppercase letters and including brief annotations.

This may be due to the first annotated bibliography was started in class with the support of the librarian. Students had a chance to submit a first draft which followed feedback. The final annotated bibliography had to be completed outside of class and was submitted once.

Next Steps: Either using one class to review the annotated bibliography one-on-one with each student to address errors from their first assignment or creating a video explaining the annotated bibliography expectations to address the errors found in early assignments. We may also create an additional in-class assignment helping students resolve the common formatting mistakes made in annotated bibliography.

10. PLO Assessment: The Library asses at least one of our Program Learning Outcomes each semester. We keep track of what PLOs, services, and methods we assess through our Assessment Plan (see related document: Program Learning Outcomes 2014_2021.docx).

Our PLOs are designed to assess the important aspects of our Library program beyond our 1-unit course, LIBR 100. For example, we assess our TLC program, Library Research Instructional Sessions, Group Study Rooms, and regular textbook collection.

Program Learning Outcomes

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.

Spring 2017: TLC (Textbooks, Laptops, and Calculators) Report

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.

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 Coach to determine need and eligibility.

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). 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.

Spring 2017: Mocktail Outreach Survey

PLO Assessed: Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning. 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?" 52% of students, 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.

Fall 2017: TLC Report

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.

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.

While TLC students reported a high rate of satisfaction with the program, the comparing TLC students to the general ESL, Basic Skills, and STEM students showed mixed results. ESL TLC students had about a 3.8% higher rate of retention, but a slightly lower (-1.5). TLC Math Basic Skills students had a marginally higher rate of retention, but a significantly higher (+10.7) rate of success. English Basic Skills students had a significantly higher rate of retention (+8.7) and a marginally higher rate of success (+1.3). STEM students retention and success rates were not significantly different than non-TLC students.

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, either by hiring an additional Library Support Specialist or ending TLC to focus more on non-semester reserves.

Spring 2018: Mocktail Survey

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

We had 29 responses to the question "Have you been to the library this semester? If so, about how many times?" In general students reported being heavy library users. 37% reported that they used the Library more than 10 times during the semester, with 17% of reporting that they used the Library almost every day. 29% reported that they use the library 4-10 times during the semester. 27% reported that they used the Library 2-5 times per week.

We had a total of 28 students answer the question: Comments? (e.g. What would you like to see? What do you use the library for?). Most students, 16, responded that the Library was an important study space for them. Comments included, "I love the library as a study space & a quiet area to spend time," and "I would like to have some private rooms for single people." Many students also wrote that they valued the Library for the resources (computers, books, calculators, etc.) and services (research help) provided. Comments included, "I use the library to do my homework. Talk with the libraries for help in my assignments," and "Staff is very friendly and helpful. Really like when you organize events for students."

PLO Fall 2018: Textbook Survey

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.

For the month of November and January the Library conducted a survey to assess student use and perception of the textbook

reserve collection. Our reserve collection consists of textbooks, Chromebooks, Dell Laptops, calculators, and mobile hot spots. While only 14 total students filled out the survey, it still offers a valuable snapshot into the student's use of our textbook reserve collection.

Most of the respondents used the reserves collection to check out textbooks (92.9%), followed by calculators (42.9%). In the 2017/2018 academic year reserve textbooks were checked out 4,368 times. Laptops and Chromebooks were checked out 1,628 times. In the 2018 calendar year the WiFi hotspots were checked out 84 times and calculators were checked out 669 times. Most respondents reported that they used the collection because the items were too expensive for them to purchase. They all also rated access to these items a "5" (very important) to their academic success. Most students who use the reserves collection do so out of need. These students feel that without access to this collection their academic success will suffer.

Suggestions for improvement included increasing the reserves collection, loaning out material for longer, due date reminders sent through text message and email, and putting clear covers on the books to protect them. Both our current system and our new library resources management system, Ex Libris, send email reminders to students when their items will be due soon, however students may not check their college emails or may miss the alert if they do check. The new library resources management system will give us more flexibility with our two sister colleges so that we can look into a text messaging system for the three libraries.

The reserve collection is a crucial factor in student success and retention. Costs of textbooks have not subsided and can often be more than the cost of taking a class. The Library active in the ZTC/OER task force is working to promote OER on campus by providing resources, Flex Day sessions, and consultation with faculty. We also requested funds to purchase eBook versions of assigned readings when available from our eBook database, EBSCO eBooks. Finally, we have a book scan machine that quickly scans books and students can use to scan small sections or chapters of textbooks.

Spring 2019: Group Study Room Survey

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

In spring 2019 the Library surveyed patrons on their group study room needs. In the past we had 7 group study rooms, however with multiple construction projects happening on campus (including in the library) we had no group study rooms available in spring 2019. In order to demonstrate the need for these spaces we surveyed students and other patrons. We had 100 responses, 95 from students, and the rest from faculty, staff, and community members.

Most students expressed a need for a group study room on campus. While 32% reported that they would only need it a few times a semester, over half (54%) reported that they would use it more frequently. Nineteen percent reported that they needed to use a room 5-10 times a semester, 11% need to use the rooms 10-15 times, and 24% reported that they needed use of a room more than 15 times a semester (almost weekly). Sixteen percent reported that they did not need a group study room. These students mostly likely either don't study on campus or don't know of a place to study, 10% reported that they have nowhere to go to study. Others study in open public areas such as the Grove (8%), and a few mentioned studying in the Game Room, Dream Center, or one of the public libraries. Most students who took our survey study in the Library (52%) or the Learning Center/STEM Center (36%).

Students reported that access to group study rooms in the library were important to their academic success. Almost 60% rated the group study rooms as very important and over 22% rated the rooms as important. When asked how not having group study rooms impacted their academic success, students wrote that they have trouble finding quiet space to concentrate and have trouble understanding material because of this. Some also reported that it is hard to find a comfortable, free, space to study that also offers WiFi.

As seen in past surveys, access to group study rooms and the silent study room are very important to student's success. Some students seem unaware that they can reserve a group study room online. Once the rooms are back in operation it would be good to create some signage and do some marketing to promote them and the online reservation system. A few students also pointed out that not providing quiet places to study disadvantages students with disabilities who have a hard time concentrating. Having a quiet study room and separate spaces for group work help create quiet environments for students. 82% of students reported that they were likely or very likely to use the group study rooms once construction is complete.

Conclusion

Improvements that can be made based on the results of these PLOs include changing the TLC Program from a semester length lending program that requires extra paperwork and is only available to certain student populations to a regular reserve program that does not require extra paperwork and is available to all students. We also need to maintain our normal amount of study rooms, 7 group study rooms and 1 silent study room, in order to best serve our students' needs. Lastly, we need to reduce textbook costs for students by increasing our reserve collection, increasing our eBook collection based on course assigned readings, and help increase OER adoption through the ZTC/OER (now Textbook Affordability) Committee.

11A. Other Instruction & Services: Reference

Librarians continue to use Google Forms to collect reference statistics for research questions, IT/Printing questions, and circulation. Reference numbers remain strong, yet have reduced by about 20% since our last 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 have reduced slightly, but remain stagnant as an area where librarians are still helping students when there is insufficient coverage at the circulation desk. Students also may ask for IT/Print support at the reference desk when circulation is busy. In 2018 the three Libraries decided to move forward on entering the new Library Services Platform (LSP) provided by the State. This is a big project that has taken a lot of the circulation staff away from the desk. We are in need of short-term support in the form of more substitutes for our staff and more adjunct coverage so the librarians can work on this project. Despite the increased demands our reference stats show a steady increase in 2019 with spring and summer alone.

Year	Reference	IT/Print	Circulation
2017	1096	293	154
2018	866	201	142
2019*	513	135	57

*spring and summer

Library Instructional Sessions

From Spring 2017 to Summer 2019 we had a total of 229 Library Instructional Sessions (Orientations) that served about 5356 students. Almost half, 45%, of these sessions are for English/Literature classes and about a quarter, 24%, are for ESL classes. English courses tend to be commonly tied to library research, and many full-time and adjunct English faculty are used to scheduling library sessions both here and at other campuses. Through the LIBR 100 and ESL 400 Learning Community, we've built up a strong relationship with our ESL department, which has been mutually beneficial and strengthened both programs. ECE and Communication also make up a significant portion of our library instructional sessions, 7% and 6% respectively. ECE is one of the largest programs on campus, and we have a strong supporter with our full-time Communications faculty.

In the last seven years we've seen the number of library sessions steadily go down. We have advertised our instructional session through our newsletter, directly contacting faculty, and pre-scheduling ESL and Basic Skills library orientations. However, with only two full-time librarians and multiple large demands on time such as TLC, the new LSP, and Academic Senate outreach has taken a backseat to these projects and making sure that the basics of the library are running. Ideally we'd like to increase outreach by restarting the library newsletters, visiting division meetings, taking part in new faculty orientations, etc. The most difficult aspect of increasing our library instructional sessions isn't so much what to do, it's finding the time to do it with the various other demands on our time.

While student headcount has remained steady, FTES and the number of units students are taking have gone down. The campus has also seen an increase in students from our sister campus' taking a few units at Cañada, adding to the trend of more students taking fewer units at our campus. Considering this trend, it's important for us to coordinate with our sister college libraries to make sure that we can offer similar needed resources, such as access to the New York Times and the Wall Street Journal, as well as maintain some of our unique resources and services that are needed on our campus, such as Kanopy and our mobile hotspots.

See document "Library Instructional Session Stats for Fall 2019 Program Review.docx" for data.

11B. Resource & Facility Use: Circulation Stats

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
2018	350	111

Our book circulation numbers, after going up 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.

With the addition of TLC our reserve numbers have been harder to quantify, as this complicates how our current system determines usage statistics. It does appear that after a few years of increased usage, we've seen a significant dip in reserve numbers from 2017 to 2018. This could be due to a decrease in FTES, which has led to a decrease in classes and demand for

reserve textbooks.

Other reserve items, such as WiFi hotspots, have been in higher demand. Though we only had a few hotspots available in 2018 (around 8) they were checked out 158 times, up from 55 in 2017 when we added them to our services. In 2019 we were approved for purchasing WiFi hotspots out of our regular funds, which allows us to loan them out to all students. Graphing calculators have also seen a rise in use Though it might be good to rerun the 2017 stats, since 2018 should also include TLC graphing calculators.

See document "Circulation Stats for Fall 2019 Program Review.docx" for data.

Door Stats

Our per-day average door count went down in 2017. In the last six years, it has fluctuated slightly. However, in 2018 we saw our average daily count go down by about 180 people. This may be due to the reduced FTES at the college in general and our reduction in outreach efforts as the library has had multiple large demands such as TLC, the new LSP, and Academic Senate. While our door count has gone down, we have not seen a reduction in the use of our services. Even with a reduced FTES and multiple demands, students and faculty find library resources and services valuable. Still, we would like to encourage more students to visit the library. The librarians are planning to do discover ways to promote more outreach, such as having maker space events in and outside of the library where students can create things or enjoy snacks and beverages while highlighting different parts of our collection or different services. The multiple demands mentioned above will continue in spring 2020, but we anticipate having more time to focus on improving our door stats starting fall 2020.

Year	Total	Per Day Average*
2013	116476	539
2014	123399	571
2015	116476	539
2016	113743	569
2017	99318	449
2018	85028	397

Group Study Rooms

We saw our bookings of our group study room go down from 4974 in 2017 to 1927 in 2018. 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 group study rooms have been used as temporary offices, and during this program review construction to repair issues in building 9 began which caused the continued closure of group study rooms either due to construction or two use as offices for library faculty. This is a large part of the decrease in group study room use between the last and current program reviews. We have also seen a drop in our average gate count. There are concerns that the increase in construction noise and lack of group study room space may be deterring students from visiting and utilizing the library. Once construction and our current demands settle we plan to get a better assessment of our group study rooms and can promote the return of 7 group study rooms.

See document "Group Room Stats for Fall 2019 Program Review.docx" for data.

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. We continue to see a dramatic increase in our total views for our LibGuides. With 2017 seeing our numbers increase to 36,284 and in 2018 our numbers increased almost another 10%. 2019 is already showing strong numbers. 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
2015	12,889
2016	21,381
2017	36,284
2018	38,754
2019*	20,968

*spring and summer

Top 10 of 2017	
MLA 8th Edition	5816
Primary Sources for African American History	4950
Research Skills at Bowditch	4219
ESL 400/LIBR 100 Readings	2623
Citation	1829
ESL 924 Carey	1161
HSCI 100: Behonick	955
News & Journalism	950
Physics	749
TLC Program	686

Top 10 of 2018:	
Primary Sources for African American History	10326
COMM 110 Public Speaking	3417
MLA 8th Edition	2830
Citation	2774
KINE 101: Introduction to Kinesiology	1752
ESL 924 Carey	1480
Business Research	907
ESL 400/LIBR 100 Readings	798
ESL 912	789
Stanford History Videos	603

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 Statista (as of 2018) and Kanopy, keep track of searches.

EBSCO Discovery Service, AKA "Super Search", is our most popular database interface. EBSCO Discovery is a database aggregator that searches almost all our electronic resources at once, as well as our book catalog. Currently we are in the process of moving to a new Library Systems Platform that will include a database aggregator, Primo. We plan on continuing our EBSCO Discovery subscription for 2019/2020 while we transition to the new system.

Academic Search Premier (now Academic Search Complete), Opposing Viewpoints, and Gale Virtual Reference Library remain our most popular databases. CQ Researcher, ERIC and ARTstor are also popular. All these databases, with the exception of ARTstor, have broad appeal and are used by multiple classes.

In 2018 Statista and Kanopy both have a comparable amount of sessions as ERIC and Academic Search Complete, our 3rd and 4th most used databases. This indicates that if search data was available for these databases, they would also show up in our top 10 most used databases for 2018.

Overall our database numbers have gone down from previous years. This could be due to an overall lower amount of FTES at the College, which might have lead to fewer classes and subsequently fewer Library Instructional Sessions. These sessions are often the first place students learn about the existence of library databases, how to use them, and why to use them.

Currently we are focused on transitioning to a new Library System Platform, which will take up most of the librarian and staff time. Our hope is that eventually this new system will allow us more flexibility to provide services to students, but it will take awhile before we are able to fully take advantage of its capabilities.

See document "Database Stats for Fall 2019 Program Review" for data.

Looking Ahead

12. Program Planning: Action Item: Increase streaming film subscription to meet faculty and student demand for spring and summer.

Resources/Training Needed: Increase Kanopy subscription from \$3000 a year to \$6000 a year.

Timeline: Fall 2020

Action Item: Support our Business and Economics programs

Resources/Training Needed: Purchase Wall Street Journal, New York Times, and Mergent subscriptions so our students and faculty have adequate access to resources they need to improve their program.

Timeline: Fall 2020

Action Item: Reduce textbook costs for students and support the ZTC initiative on campus.

Resources/Training Needed: Additional funds for purchasing eBooks from EBSCO eBook Collection.

Timeline: Fall 2020

Action Item: Increase outreach to students, faculty, staff, and the community and preserve Cañada College history

Resources/Training Needed: Archival document boxes and folders

Timeline: Fall 2020

Action Item: Faculty wide survey on library instruction, services, and resources.

Resources/Training Needed: Working with PRIE and Office of Instruction to develop and send out survey.

Timeline: Spring 2020

Action Item: Assess reference stats and survey on student satisfaction

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on creating surveys.

Timeline: Fall 2020

Action Item: Assess learning related to workshop or library instructional sessions

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on assessing information competency

Timeline: Fall 2021

Action Item: Help close the technology gap and provide students with resources needed to complete their course work.

Resources/Training Needed: Purchase 20 Dell Laptops to replace outdated/broken/missing equipment.

Timeline: Fall 2020

Action Item: Help bridge the income equity gap and provide students with resources needed to complete their course work.

Resources/Training Needed: Purchase 30 graphing calculator to meet increasing need and replace broken/missing equipment

Timeline: Fall 2020

Action Item: Support our Communication programs

Resources/Training Needed: Purchase print/online subscription to the Journal of Communication and Communication Theory

Timeline: Fall 2020

Action Item: Assess students needs related to Library space

Resources/Training Needed: Adequate adjunct staffing, read articles and attend workshops on running library focus groups.

Provide food and beverages to student participants.

Timeline: Spring 2021

Action Item: Implement new Library Services Platform

Resources/Training Needed: Adequate adjunct and student worker stuffing so staff and librarians can complete needed work and outreach.

Timeline: Spring 2020

Program Review Narrative Status: In Progress

Related Documents & Links:

[Program Learning Outcomes 2014_2021.docx](#)

Objective: Implement new Library Services Platform

Implement new Library Services Platform. This will allow us more flexibility in how we provide access to our print and electronic

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resources.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Action Plans

2020-2021 - Implement new Library Services Platform. (Active)

Who's Responsible for Completing this Action Plan?: Librarians and Staff

Related Documents & Links:

[Classified Hiring Justification Increase.docx](#)

Resource Requests

Additional Student Assistant Hours - The Library is in need of additional funding for student assistants. Current funding for student assistants does not adequately provide coverage for the Circulation Desk. This means Library Support Specialists have to take time away from other duties such as ordering, processing, and cataloging new materials for students in a timely manner. This coming year has the additional challenge of the implementation of the new Library Services Platform. The LSP system will require time consuming training, practice, and adjustments to the migration process that will not be possible without sufficient student assistant coverage. The usual student assistant allotment of \$9,900 only covers about half the Library's open hours. It would take about \$18,000 to free up the Library Support Specialists enough to ensure that implementation of the new LSP system does not take away from services provided to students.

Status: Continued Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 9000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Increase current Library Support Specialist position from 11 months to 12 months - This is not an entirely new position; instead we are requesting an extension of our current LSS position (Technology and College Reserves LSS) to be 12 months instead of 11 months.

The position requires extensive contact with students, staff, faculty, and the general public in which information is exchanged regarding county wide and college library services, resources, policies, and procedures. Due to the nature of this work the required 22 days of unpaid time off can only be taken during the times when classes are not in session: winter break, spring break, and hiatuses between the end of a semester and the beginning of a new semester. With the extension of the position from 11 months to 12 months employee will be able to more effectively assist with and complete:

- Migration to a state-wide college library services platform (Alma/Primo) that will launch in January 2020. Logistics such as data migration, new circulation procedures, inter-library loan (ILL), and student assistant and staff training need to be developed, reviewed, and implemented.
- Thorough inventory and maintenance of library material (college reserve items and technology items)
- Planning and conducting training sessions for new student assistants and refresher training sessions of current student assistants.

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 0

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One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority

Objective: Alleviate textbook costs for students

Support the College's ZTC efforts and reduce textbook costs for students.

Objective Status: 1 - New (PR)

Objective Year: 2018-2019, 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Purchase eBooks available in EBSCO eBook Collection that are assigned readings for courses. (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Related Documents & Links:

[Classified Hiring Justification Increase.docx](#)

Resource Requests

Additional funds for purchasing eBooks from EBSCO eBook Collection. - Many assigned readings for English (and some for other classes) are available as eBooks through EBSCO's eBook collection database. However, we do need to purchase these eBooks so that they are available to students. We do not currently have an eBook budget for EBSCO, so this will allow us to increase both our online resources and our reserves. This will support the College's efforts to increase ZTC courses and reduce textbook costs to students, which will help with the College Goal of Student Completion/Success (Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success). According to a survey the ZTC/OER Taskforce sent out in Spring 2019, 36% of students reported that the cost of textbooks has prevented them from taking a course and 26% reported that textbook costs have led them to drop a class. Helping to alleviate textbook cost will impact student's ability to complete courses. This will also support the Equity Plans efforts to assist high-needs students by providing more free textbook options.

Status: New Request - Active

Type of Resource: Information Technology

Cost: 3000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Increase current Library Support Specialist position from 11 months to 12 months - This is not an entirely new position; instead we are requesting an extension of our current LSS position (Technology and College Reserves LSS) to be 12 months instead of 11 months.

The position requires extensive contact with students, staff, faculty, and the general public in which information is exchanged regarding county wide and college library services, resources, policies, and procedures. Due to the nature of this work the required 22 days of unpaid time off can only be taken during the times when classes are not in session: winter break, spring break, and hiatuses between the end of a semester and the beginning of a new semester. With the extension of the position from 11 months to 12 months employee will be able to more effectively assist with and complete:

a. Migration to a state-wide college library services platform (Alma/Primo) that will launch in January 2020. Logistics such as data migration, new circulation procedures, inter-library loan (ILL), and student assistant and staff training need to be developed, reviewed, and implemented.

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- b. Thorough inventory and maintenance of library material (college reserve items and technology items)
- c. Planning and conducting training sessions for new student assistants and refresher training sessions of current student assistants.

Status: New Request - Active
Type of Resource: Non-Instructional Personnel
Cost: 0
One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority

Objective: Increase student, staff, and faculty access to online resources for outreach and instruction.

Provide online resources in the form of high quality Library databases to support course curriculum and reduce barriers to success for students.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Estimated Start Date: 08/12/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Increase streaming film subscription to meet faculty and student demand for spring and summer. (Active)

Who's Responsible for Completing this Action Plan?: Librarians

2020-2021 - Support our Business and Economics programs (Active)

Who's Responsible for Completing this Action Plan?: Librarians

2020-2021 - Support our Communication programs (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Resource Requests

Increasing Kanopy funds by \$3,000 - Last year we put \$3,000 into our Kanopy account and were able to use one-time funds to put in an additional \$2,000. Still, we ran out of Kanopy funds in April 2019 and had to scramble to find funding to support some student's class assignments, negatively affecting student learning outcomes. Kanopy uses a patron-driven acquisitions model. This means that we put in a set amount of money and each time a video is triggered (watched four or more times) Kanopy deducts \$150 from the funds we put into it.

Kanopy is used by campus groups for outreach events, as it includes the public performance rights for all its films, by faculty for course-specific assignments, and by students for research. Puente and the International Office have used it to show films as part of their programing. Anthropology, History, and English classes have used films in Kanopy as part of their course curriculum.

This streaming film databases both aligns with the College Goal of Student Completion/Success (Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational

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goals and minimize logistical and financial barriers to success) and the College Goal of Organizational Development (Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.) by supporting curriculum. It also aligns with the Equity Plan by supporting equity events put on by Puente and potentially others such as the Equity Lecture Series.

It has proved VERY popular, with 4,480 visits, 1,825 plays, and a total of 52,755 minutes of video watched since we started subscribing to it. With the popularity of this service we would like to put in an additional \$3,000 into our funds (\$6,000 total).

Status: New Request - Active

Type of Resource: Information Technology

Cost: 3000

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Journal of Communication and Communication Theory Online subscription - These are core journals in Communication studies and are requested by Communication faculty to support their courses. These could also be used by Business, Social Sciences, and other programs. This aligns with College Goal Student Completion/Success by minimizing logistical barriers to success.

Status: New Request - Active

Type of Resource: Information Technology

Cost: 1776

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Mergent Online Database - Mergent Online database is an excellent resource for in-depth business and financial research. It includes corporate and financial data for all publicly traded companies (both active and inactive), covering both U.S. and international companies. In addition, company profiles include historical financials and management profiles. The database also provides access to government SEC filings and comes with a number of exportable report-building options.

There are about 660 students (not unique headcount) taking business classes in fall 2018. As such, the Library has been working closely with the Business department/faculty at Cañada College in providing business research support for students enrolled in various business classes, in particular, Business 100, Business 180, and Business 150. These courses require specialized company and industry profiles, and financial information to supplement student research projects. According to one business professor, approximately 200-250 BUS 100 students per calendar year rely on the library's business databases for their research needs. This does not count BUS 100 sections taught by other professors. Mergent Online will serve as the key database of research interest and would certainly be of use to all business students taking a variety of business courses at Cañada College.

By supporting Business courses we are aligning with the College Goal of Student Completion/Success by minimizing logistical barriers to success. We are also supporting student learning by providing resources students need to be successful in their Business courses

Status: New Request - Active

Type of Resource: Information Technology

Cost: 2500

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

New York Times Online Subscription - The New York Times Academic Site License will allow students, staff, and faculty access to current NYT articles as well as the NYT archives from 1851 to today. It includes Spanish and Chinese language editions, which will help our international/ESL student population. This aligns with College Goal Organizational Development by investing in our diverse student population with inclusive academic resources. It also provides resources faculty can use to incorporate NYT content to their courses.

Already two faculty members from Business and Economics expressed the need for this subscription for their courses. The NYT subscription will also be used by English, Communication, History (access to primary sources through archives), ESL, and more.

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This aligns with College Goal Student Completion/Success by minimizing logistical barriers to success.

Status: New Request - Active

Type of Resource: Information Technology

Cost: 2662

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Wall Street Journal online subscription - The Wall Street Journal College membership will allow students, staff, and faculty access to current and the past four years of Wall Street Journal articles. The subscription also includes interactive graphics, videos, and charts. It also gives students an opportunity to be published on the Wall Street Journal's website through their Young Audiences section. It also provides resources, such as case studies, for faculty to incorporate WSJ into their classes.

Already two faculty members from Business and Economics expressed the need for this subscription for their courses. The Wall Street Journal subscription will also be used by English, Communication, Social Sciences, ESL, and more. This aligns with College Goal Student Completion/Success by minimizing logistical barriers to success.

Status: New Request - Active

Type of Resource: Information Technology

Cost: 5300

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Objective: Provide more library instructional sessions

Provide more library instructional sessions by increasing our flexibility for scheduling.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Have more flexibility in scheduling library instructional sessions (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Resource Requests

New projector cart setup (cart, computer & screen) - Secure and maintain archives of college's student newspaper (from the opening of the college to the mid 90s), photographs, catalogs, and more. We'd like these items to last at least another 50 years. This can aid in outreach to campus community and Redwood City community. It can also be used to strengthen alumni relationships and be a part of campus events that celebrate Canada history. This aligns with the College Goal Community Connections (To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community).

Status: New Request - Active

Type of Resource: Equipment (Items Over \$5000)

Cost: 6000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: Low Priority

CAN Program Review (Instructional) - Library (Odd Year)

Objective: Increase outreach to students, faculty, staff, and the community and preserve Cañada College history

Increase outreach to students, faculty, staff, and the community and preserve Cañada College history

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

Action Plans

2020-2021 - Partner with Marketing to increase access to and knowledge of the Cañada College newspaper archives (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Resource Requests

Archival document boxes and folders - Secure and maintain archives of college's student newspaper (from the opening of the college to the mid 90s), photographs, catalogs, and more. We'd like these items to last at least another 50 years. This can aid in outreach to campus community and Redwood City community. It can also be used to strengthen alumni relationships and be a part of campus events that celebrate Canada history. This aligns with the College Goal Community Connections (To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community).

Status: New Request - Active

Type of Resource: Supplies (Items less than \$5000)

Cost: 250

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Objective: Help close the technology gap and provide students with resources needed to complete their course work.

Help close the technology gap and provide students with resources needed to complete their course work.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2020-2021 - Provide access to laptops to students for 1 week check-outs. (Active)

CAN Program Review (Instructional) - Library (Odd Year)

Who's Responsible for Completing this Action Plan?: Staff and Librarians

Related Documents & Links:

[Classified Hiring Justification Increase.docx](#)

Resource Requests

Increase current Library Support Specialist position from 11 months to 12 months - This is not an entirely new position; instead we are requesting an extension of our current LSS position (Technology and College Reserves LSS) to be 12 months instead of 11 months.

The position requires extensive contact with students, staff, faculty, and the general public in which information is exchanged regarding county wide and college library services, resources, policies, and procedures. Due to the nature of this work the required 22 days of unpaid time off can only be taken during the times when classes are not in session: winter break, spring break, and hiatuses between the end of a semester and the beginning of a new semester. With the extension of the position from 11 months to 12 months employee will be able to more effectively assist with and complete:

- a. Migration to a state-wide college library services platform (Alma/Primo) that will launch in January 2020. Logistics such as data migration, new circulation procedures, inter-library loan (ILL), and student assistant and staff training need to be developed, reviewed, and implemented.
- b. Thorough inventory and maintenance of library material (college reserve items and technology items)
- c. Planning and conducting training sessions for new student assistants and refresher training sessions of current student assistants.

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 0

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

20 Dell Laptops - In 2016 we purchased 15 Dell laptops using Equity funds to serve ESL, Basic Skills, and STEM students. They have seen strong use, checking out 393 times in 2018 (up from 336 in 2017). Though, because of this heavy use they experience quite a bit of wear and tear and due to damage and loss our collection of Dell laptops has shrunk. By purchasing a collection of Dell laptops using regular funds we can completely open this resource to students who are not ESL, Basic Skills, and STEM. It also ensures that this valuable resource stays up to date for students.

This supports the College Goal of Student Completion/Success by minimizing logistical barriers to success, as many of our students do not have access to a desktop or laptop at home. They also align with the College Equity Plan by contributing to student's ability to remain in classes and complete their courses. According to a fall 2017 survey we sent to students who participated in our TLC program (which gave them access to laptops as well as textbooks and graphing calculators) 94.7% of students rated the resources from the TLC program as very important to their academic success and 47.4% of students reported that they would not be able to take their class without access to these resources. About 57% of these respondents had checked out a laptop or Chromebook.

These laptops support student learning outcomes by allowing students to access Canvas, student email, and research for their assignments.

20 needed at about \$1,300 each; \$26,000 total

Status: New Request - Active

Type of Resource: Equipment (Items Over \$5000)

Cost: 26000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Objective: Help bridge the income equity gap and provide students

CAN Program Review (Instructional) - Library (Odd Year)

with resources needed to complete their course work.

Help bridge the income equity gap and provide students with resources needed to complete their course work.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Provide access to graphing calculators to students for overnight checkout (Active)

Who's Responsible for Completing this Action Plan?: Staff and Librarians

Related Documents & Links:

[Classified Hiring Justification Increase.docx](#)

Resource Requests

Increase current Library Support Specialist position from 11 months to 12 months _copy - This is not an entirely new position; instead we are requesting an extension of our current LSS position (Technology and College Reserves LSS) to be 12 months instead of 11 months.

The position requires extensive contact with students, staff, faculty, and the general public in which information is exchanged regarding county wide and college library services, resources, policies, and procedures. Due to the nature of this work the required 22 days of unpaid time off can only be taken during the times when classes are not in session: winter break, spring break, and hiatuses between the end of a semester and the beginning of a new semester. With the extension of the position from 11 months to 12 months employee will be able to more effectively assist with and complete:

- a. Migration to a state-wide college library services platform (Alma/Primo) that will launch in January 2020. Logistics such as data migration, new circulation procedures, inter-library loan (ILL), and student assistant and staff training need to be developed, reviewed, and implemented.
- b. Thorough inventory and maintenance of library material (college reserve items and technology items)
- c. Planning and conducting training sessions for new student assistants and refresher training sessions of current student assistants.

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 0

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Graphing Calculators (30) - In the past these have been purchased using a combination of regular funds (specifically from our textbook reserve funds) and equity funds. Graphing calculators have been very popular with student, they were checked out 662 times in 2018.

With the implementation of AB 705, students are self-placing into higher/transfer level course such as MATH 200 (Statistics) and this has led to an increase in student need for calculators in order to be successful in their classes. The TI-84 is the standard calculator which supports many different levels of math including most if not all transfer level math courses. Although the library has a fair amount of TI-84 calculators due in part to the equity funded TLC program as well as smaller collection of short term checkout, demand has been overwhelming and it is not uncommon for all TLC calculators as well as short term reserve calculators

CAN Program Review (Instructional) - Library (Odd Year)

to be checked out. Unfortunately, this leaves many students without support and since the calculators aren't always affordable for students, purchasing one can create an additional financial barrier that can impact student success. Since this will be an ongoing issue, additional calculators will help the library support students by providing access to technology which is vital to student success and learning.

This aligns with College Goal Student Completion/Success as access to graphing calculators minimize logistical and financial barriers to student success. They also align with the College Equity Plan by contributing to student's ability to remain in classes and complete their courses. According to a fall 2017 survey we sent to students who participated in our TLC program (which gave them access to graphing calculators as well as textbooks and laptops) 94.7% of students rated the resources from the TLC program as very important to their academic success and 47.4% of students reported that they would not be able to take their class without access to these resources. About 23% of those surveyed had used graphing calculators from the library's collection.

30 needed at \$136.99 each

Status: New Request - Active

Type of Resource: Supplies (Items less than \$5000)

Cost: 4109.7

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Objective: Faculty wide survey on library instruction, services, and resources.

Faculty wide survey on library instruction, services, and resources.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Work with PRIE and Office of Instruction to develop and send out survey. (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Objective: Assess reference stats and survey on student satisfaction

Assess reference stats and survey on student satisfaction

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Assess reference stats and create and implement a survey on student satisfaction of reference services. Adequate

CAN Program Review (Instructional) - Library (Odd Year)

adjunct staffing, read articles and attend workshops on creating surveys will be needed. (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Objective: Assess learning related to workshop or library instructional sessions

Assess learning related to workshop or library instructional sessions

Objective Status: 1 - New (PR)

Objective Year: 2021-2022

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2021-2022 - Assess learning related to workshop or library instructional sessions by creating a short assignment for students. We will specifically look at student's ability to use the Library databases to find college-level resources. Adequate adjunct staffing, read articles and attend workshops on assessing information competency needed. (Active)

Who's Responsible for Completing this Action Plan?: Librarians

Objective: Assess students needs related to Library space

Assess students needs related to Library space

Objective Status: 1 - New (PR)

Objective Year: 2021-2022

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2021-2022 - Assess students needs related to Library space through an equity walk through. We will partner with Student Life and ACES to do an equity walk through of our space to assess how students perceive the accessibility of the Library. (Active)

Who's Responsible for Completing this Action Plan?: Librarians