

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

Please list all team members who participated in this Program Review:

Name	Department	Position
Micaela Agyare	Library	Instruction Librarian
Kay Jones	Library	Technical Services Librarian
Pawel Szponar	Library	Systems and Technology Librarian
Mary Thomas	Library	Collection Development Librarian

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

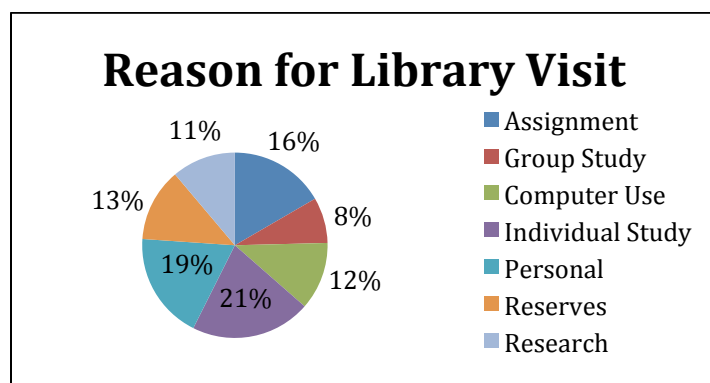
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Periodicals & Interlibrary Loan
Senior Library Technician, Cataloging
Senior Library Technician, Acquisitions

**SECTION 1: PROGRAM REFLECTION**

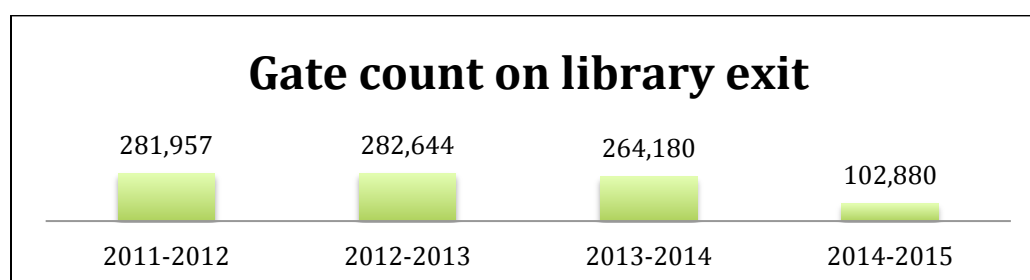
**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The library has a variety of mechanisms for tracking the use of our resources, services, and facility: Our security gate counter tracks the number of visits; our automated catalog system provides statistics for loans of materials from our course reserve and other collections; the companies that host our online databases and e-book collections also provide detailed usage statistics; and we have tracking software at the reference desk that enables us to capture statistics for reference assistance and library instruction activities as well as the use of our self-service instructional LibGuides on the web.

Students visit the library for a variety of purposes: They come to borrow books and course reserve materials required for their classes; to consult with the librarians to learn how to find authoritative resources for their research papers; and for a place to study, either individually or in groups, to cite just a few examples. Last year, while the library was being renovated, we were located in a much smaller swing space with half the number of computers and a tenth the number of seats, and as expected, our gate count shows that students visited in much lower numbers.

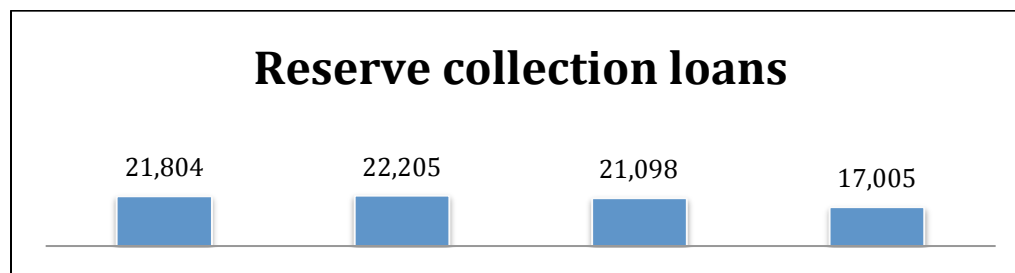


Library Survey, Spring 2015



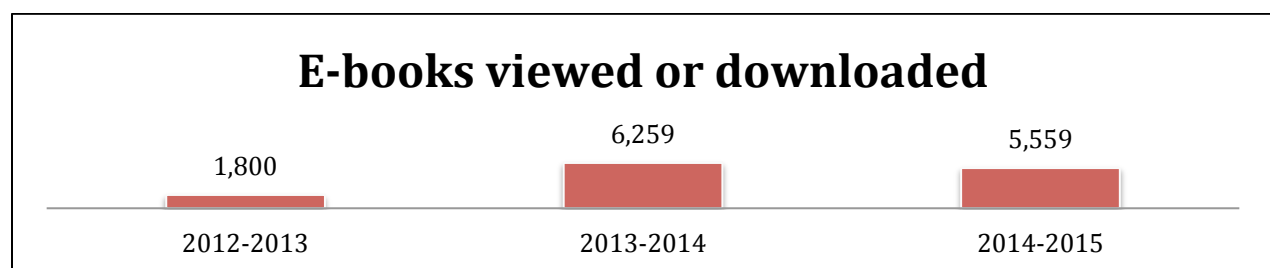
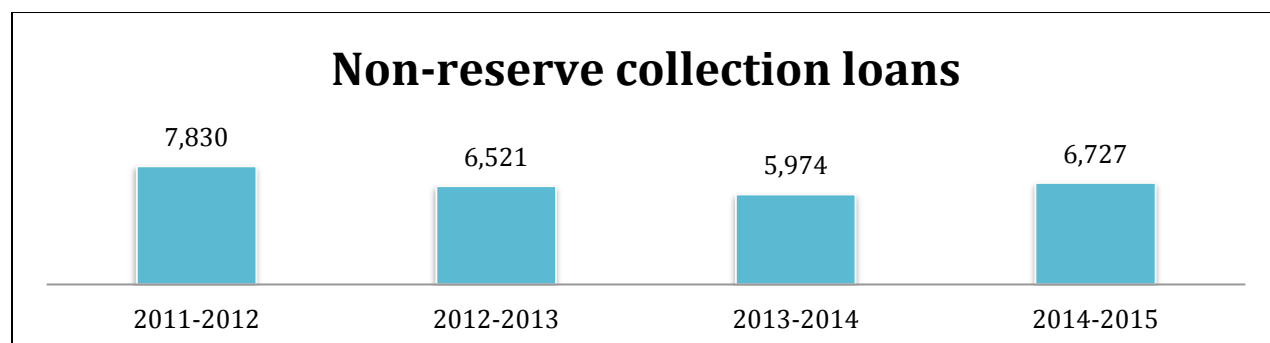
Although students continued to make substantial use of the library's resources and services in 2014-2015, there was a noticeable decline in usage in most areas. We attribute this decrease to the reduced foot traffic in our temporary space and expect the trend to reverse when we move into our renovated facility in January 2016.

That said, the library's course reserve collection remains one of our most popular service offerings. Students borrowed materials ranging from textbooks to graphing calculators, for a total of 17,005 loan transactions in 2014-2015. However, this number is down 19% from the prior year. In addition to our reduced foot traffic, other factors in this decrease may be the change in borrowing period for many reserve items from 2-hour loans to 24-hour loans, the growth of weekend lending, and the increase in online course enrollment.

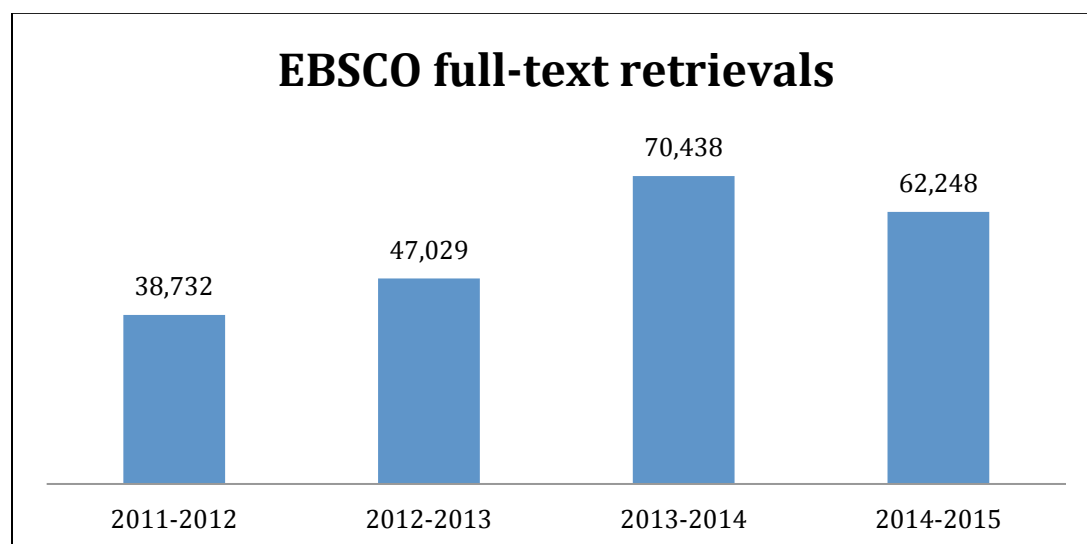


In contrast, loan statistics for our non-reserve collections (books, periodicals) increased 11% after a gradual decline over the past several years. We attribute this boost to the "Big Weed" in 2013-2014 when the librarians conducted a rigorous review of the collection and trimmed it by thirty percent,

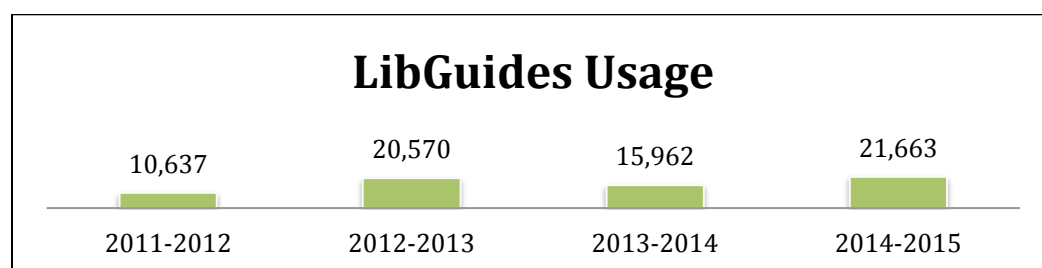
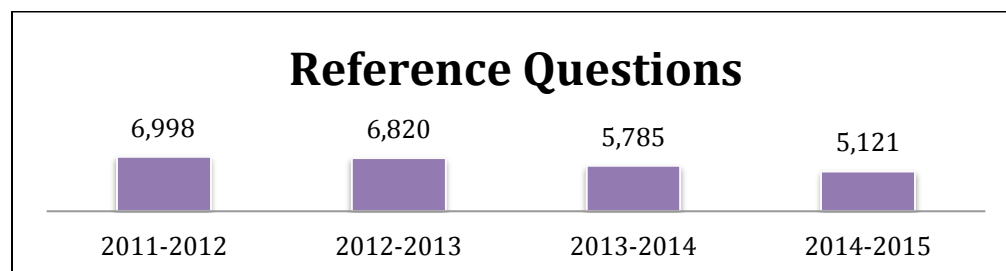
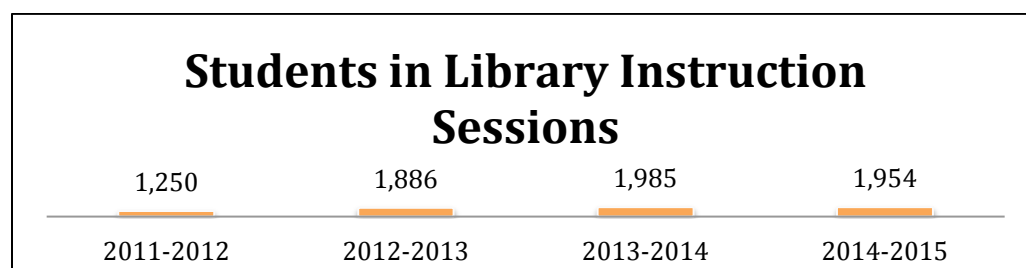
discarding books that were outdated, worn, no longer supported the curriculum, or hadn't been used in many years. The remaining collection is current, attractive, easily browsable, and evidently more popular. We also continue to provide access to a large, high-quality academic e-book collection, but last year saw a decrease of 11% in our e-book usage. This shift may be attributable to our decreased foot traffic, but may also indicate that we have reached roughly the right balance between print and e-books, and we will continue to monitor this trend.



Our online database usage also declined. Looking just at the statistics for our primary database provider (EBSCO), there were 62,248 full-text articles retrieved during 2014-2015, which is almost a 12% decrease from the previous year.



We believe that one of the keys to student use of our information resources is our library instruction program, where our instruction librarian partners with faculty assigning research papers to teach students how to find relevant and reliable information. Library instruction statistics held about steady, with 1,954 students reached in these sessions. Instruction also takes place intensively one-on-one at the library reference desk. The number of interactions there has declined in recent years, and again, we speculate that this is due in part to the decreased foot traffic in the library and in part to fewer students physically on campus due to increasing online course enrollment. To help address the need for research assistance among students who are primarily off-site, we have developed several dozen LibGuides (web-based research guides) on a variety of topics; these received 21,663 views in 2014-2015, a 26% increase over the previous year.



The outgoing Systems Librarian completed two projects of note before she retired. In preparation for the migration and upgrade to a new cloud-based Integrated Library System (ILS), she conducted a thorough inventory of the book collection. By combining the results with data from the 2008 inventory, she identified more than 2700 titles that were listed in the catalog, but missing from the shelf. Removing these titles from the catalog will improve the accuracy of the catalog and reduce student frustration when looking for books. Then, during the summer, she migrated and upgraded the ILS to the SirsiDynix cloud-based system. SirsiDynix Cloud allows us to provide our users with all the advantages from the latest technology features and functionality, but frees our Systems and Technology Librarian of the time- and skill-intensive implementation and management tasks involved in hosting our own server.

Despite being located in a small swing space with half the number of computers and a tenth the number of seats, the library continued to support the college mission of educational excellence by providing (1) a balanced collection of print and non-print information resources that directly support the curriculum; and (2) opportunities to develop information competency to all students across the core missions of basic skills, transfer, workforce, and equity.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

During the past four years library faculty and staff have worked with college administration, architects and students to design a facility that meets our goal of providing "a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study," and we're excited to open the renovated library on the first day of winter quarter, 2016. To quote our dean, Paul Starer, "our library is being transformed into more than just a clean, well-lighted space for books." When students enter the building, they will find an information commons, multiple group study rooms, a quiet study area, and increased electrical outlets. Services in the new library will include computers, copiers, scanners, and a printer.

In anticipation of the opening of the new LRC, library faculty and staff are developing and revising policies to serve students and support daily operations of the new facility. These include policies for self-service online study room booking, library signage, and student privacy. We are also considering the feasibility of extending the hours of the new library by adjusting the opening time to 7:45 a.m. In addition, we plan to revisit our annual student satisfaction survey, create a library emergency plan, and establish department-specific standards for online learning.

The library continues to develop a well-balanced, up-to-date collection of information resources in various formats to help students meet their information needs and to support college programs and curriculum. Along with the development of a general collection, the library also provides support to specific programs and departments. This year the library wants to license "Safari Tech Books Online," an extensive collection of Ebooks that will support computer science and math students at both Foothill and the new Sunnyvale Educational Center. The library also provides support to accredited programs in allied health. This fall, in anticipation of the Radiologic Technology program accreditation site visit, the library liaison to the BHS division worked with the program coordinator to review the library's radiography resources and coordinated the ordering, processing and reclassification of textbooks for the library's reserves and stacks collections. She also conducted a library tour for the accreditation site visit. A review of library resources in veterinary science is currently underway to prepare for the 2016 accreditation of the Veterinary Technology program.

To increase students' access to both library resources and research support, the new Systems & Technology librarian is incorporating new technologies to update our Ask-a-Librarian service, establish "chat" reference, and offer online booking for our new group study rooms. For internal use, the library plans to migrate to Office 365 and Microsoft OneDrive.

The library continues to explore ways to expand its outreach to students. To reach underserved and at-risk student populations, library faculty are participating in the college's First Year Experience pilot: each student in the program is matched with a "personal librarian" and will take Library Science 10, Research Paper Search Strategies. Foothill library also plans to support the new Sunnyvale Educational

Center. The small library there will provide information resources and services to enhance and supplement the courses offered at the center. In addition, the Instruction Librarian is involved in the creation of a research methods course for the new Dental Hygiene baccalaureate degree.

In last year's program review, the library's dean, Paul Starer, expressed concern about staffing in the library. Although the library has not made up for the reduction in staffing that began during the economic crisis, we were able to replace two retirees with new staff members this year, Lakshmi Auroprem, Senior Library Technician, Circulation/Reserves Department, and Pawel Szponar, the library's new Systems and Technology Librarian. They are helping us maintain our services and have been an asset in the transition to the new library facility.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

In general, the library does not engage in any systematic tracking that would enable us to assess the success rates of the students we serve. This is consistent with one of the core values of the American Library Association, which is to protect user privacy and confidentiality. To measure our success, we assess the usage data described in 1A and survey students about their satisfaction with our resources and services.

The library conducted our annual survey in June 2015. A link to an online version of the survey was available on the library home page, and Marketing emailed a link to the online version to all Foothill students taking 10 or more units in spring quarter. A total of 154 people responded, a much lower response rate than the last time we conducted this survey in June 2013. In general, most students were satisfied or very satisfied with our resources (books, journals, reserves) and services (research help and orientations). We are especially proud of the high level of satisfaction with the helpfulness of our staff (89% satisfied or very satisfied). On the other hand, in the spaces for comments, many respondents (38) complained about the temporary facility, and a smaller number (13) requested longer hours.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As mentioned in section 1C, the library does not engage in any systematic tracking that would enable us to assess the demographics of the students we serve. However, in light of the college's commitment to student equity, for the second year in a row, we collected data on one component of our services – student use of our physical collections – for which student IDs could be captured. While reserve and general collection use reflects only part of the services the library provides students, it is the only area where the library can capture student IDs. It is unclear, however, whether we will be able to continue to capture this data going forward due to the migration of the Integrated Library System to a cloud-based system.

In 2013-14, we started tracking both unique users (regardless how many times they checked out materials) as well as overall loan transactions (i.e., each student may have borrowed multiple items) to see how the demographics compare to those college wide. This data will be used to create a baseline for

comparison in future years and to improve resources and services for the Student Equity Plan targeted groups

While the ethnicity analysis was fairly reflective of the college's distribution overall, there were several points worth noting. Reserve collection usage among African American, Latino, and Filipino/Pacific Islander students was a close match with the college's headcount percentages for these groups: 5.5% vs. 5.4% for African Americans; 21.1% vs. 21.5% for Latinos; and 5.8% vs. 5.6% for Filipino/Pacific Islanders. Usage of our non-reserve collections (books, periodicals, etc.) showed these groups slightly underrepresented compared to the overall campus population: 4.5% vs. 5.4% for African Americans; 20.0% vs. 21.5% for Latinos; and 4.4% vs. 5.6% for Filipino/Pacific Islanders.

Analysis of 2014-15 data submitted to the Office of Instruction and Institutional Research was still pending as of the writing of this program review. However, based on the data from 2013-14, the library engaged in the following activities to improve access to our resources and services to the groups that were underrepresented in our demographic analysis:

- In March 2015, the Library's Circulation Staff submitted an Equity Funding Proposal to purchase 80 new graphing calculators in an effort to provide access to these calculators for disproportionately impacted students. Usage statistics from calculator check outs showed that usage by the disproportionately impacted students was 28%. Another proposal was submitted for more calculators in 2015-14, and the Student Equity Workgroup is currently evaluating the proposal. Efforts are also underway with the Math Department and the STEM Center to find ways in which to increase the usage percentage by the targeted groups. Ideas include increasing the number of calculators that are loaned for 2-hr loan, setting calculators aside for instructors to borrow, and partnering with EOPS.
- To expand our instructional services to the populations targeted in the Student Equity Plan, library faculty are participating in the college's First Year Experience pilot: each student in the program is matched with a "personal librarian" and will take Library Science 10, Research Paper Search Strategies.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective		Implementation Timeline	Progress Measures
No.	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1	Develop and revise policies to support the daily operations of the new Library and Learning Resource Center.	Winter and Spring 2016 Term	<ul style="list-style-type: none"> <li>• Develop signage policy</li> <li>• Revise privacy policy</li> <li>• Implement study room booking policy</li> <li>• Develop emergency plan</li> </ul>
2	Support the college's efforts to improve student success rates of	Ongoing	<ul style="list-style-type: none"> <li>• Continue to monitor circulation trends of library resources.</li> </ul>

## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

	the targeted groups in the Student Equity Plan through continuous evaluation of Library usage, user satisfaction, and student learning outcomes.		<ul style="list-style-type: none"> <li>• Revise student satisfaction survey</li> <li>• Evaluate personal librarian service for FYE pilot students</li> <li>• Assess SLOs for students enrolled in LIBR 10 for FYE pilot</li> <li>• Hire Equity Programs Librarian</li> </ul>
3	Provide an organized collection of print and online resources to enhance and supplement classroom instruction at the Sunnyvale Center.	Winter and Spring 2016 Term	<ul style="list-style-type: none"> <li>• Conduct needs assessment</li> <li>• Order and process materials</li> <li>• Subscribe to Safari Tech Books Online</li> </ul>
4	Provide adequate staff and instructional services to assist students at the Sunnyvale Center ("The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. A library, like a classroom, should not be in use unless library faculty are available to provide service and facilitate student learning." ASCCC Standards of Practice for California Community College Library Faculty and Programs. The Academic Senate for California Community Colleges Adopted Fall 2010).	Fall 2016 Term	<ul style="list-style-type: none"> <li>• Hire Senior Library Technician</li> <li>• Hire adjunct librarian(s)</li> </ul>
5	Support college, division, and department accreditation efforts	2016 and 2017	<ul style="list-style-type: none"> <li>• Reestablish Library liaison programs</li> <li>• Review print and online collections for departments undergoing accreditation</li> <li>• Provide necessary information for the upcoming college-wide self-study</li> </ul>
6	Support library faculty teaching online courses	February 2016	<ul style="list-style-type: none"> <li>• Develop department specific guidelines informed by the OEI Rubric</li> </ul>
7	Improve access to the library's resources and services via new technologies	Winter and Spring 2016 Term	<ul style="list-style-type: none"> <li>• Redesign Library website</li> <li>• Implement LibGuides Suite</li> <li>• Expand online reference services</li> </ul>
8	Provide printing/scanning resources and support to foster student success	Winter 2016 Term	<ul style="list-style-type: none"> <li>• Install print system in library</li> <li>• Install scanner(s)</li> <li>• Provide technical support for printers/scanners</li> </ul>
9	Improve communication, transparency, and accessibility to library information among library	Winter and Spring 2016 Term	<ul style="list-style-type: none"> <li>• Migration to Microsoft365 for internal and external communication</li> </ul>



	staff.		
10	Extend library hours	Winter 2016 Term	• Hire additional Library Technician, Circulation/Reserves

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Senior Library Technician for Sunnyvale Educational Center		Objective #4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjunct librarian hours for Sunnyvale Educational Center		Objective #4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student workers to assist patrons in use of ePRINTit		Objective #8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safari Tech Books Online	\$7023	Objective #3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Scanners	\$200	Objective #8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity Programs Librarian, 11 months		Requested last year, Objectives #2, #5 and #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Technician, Circulation/Reserves		Requested in previous years, Objective #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Coordinator, Learning Resource Center		Requested last year, Objectives #1, 2, 5, 6, 9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

NA

### SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

TracDat report for LIBR 10, Winter 2015 is available

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

At a meeting on May 28, 2015, the librarians, Kimberlee Messina, and Paul Starer met to discuss the librarians' wish to change our SA-SLO assessment/reflection cycle. We will continue to collect data (usage statistics, user survey) every year, but it was agreed that we will try a three-year cycle with the SA-SLO assessment/reflection to occur in the year before our comprehensive program review (i.e. next year).

### SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The library and LRC continue to be an integral part of the campus, serving the vast needs of our students, faculty, and staff. The LRC faculty and staff remain committed to the college's equity agenda and to tracking and enhancing services for disproportionately impacted students. I'm especially pleased with the unite work effort that has gone into the preparation for and implementation of our immense remodeling project. The faculty and staff worked collectively to ensure that the library was open for business on the first day of winter quarter 2016.

**4B. Areas of concern, if any:**

I remain concerned about the staffing arrangements in the library, and I'm particularly concerned about the ability of the library to provide comparable services to the students at our soon to be opened Sunnyvale Center without the hiring of new faculty and staff. I am also concerned about the Media Center's mission as part of the LRC given the decline in student use of the center and its materials which began even before its move to the temporary swing space in lot 5.

**4C. Recommendations for improvement:**

We will continue to need the assistance of part-time librarians both on the main campus at the Sunnyvale Center, and we will need a senior library technician to staff the Sunnyvale center as well. It is worth exploring bringing the Media Center's non-print collection into the library proper.

**4D. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule  
☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Assessment Report - Four Column

## Foothill College SA - Library

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Library - Information Resources - Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs.</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Measure the number of information resources the library has in various formats.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Current information</p>	<p>12/05/2014 - Through careful and collaborative materials selection by librarians, faculty and students, the library provides access to a well-balanced, up-to date collection of information resources in various formats.</p> <p>In anticipation of the library renovation, the library undertook a major weeding project in 2013/14 with two goals: (1) complete a review of the print book collection, removing titles that no longer meet the criteria established in the library's "Collection Development Policy" and (2) reduce the collection by 20% in order to decrease shelving and increase study space in the remodeled facility. This was the first comprehensive library collection review undertaken since the college opened in 1961. After a rigorous review process, we exceeded our target and reduced the book collection by over 30%, improving its currency, browsability, and appearance. In addition, we canceled six subscriptions to print periodicals. In the newly renovated library space, the library plans to maintain a "steady state" collection of print books, continue gradual weeding, and add new book titles to the book collection in both print and e-book formats. With students' increased usage of databases and other online resources, the library's digital collection will continue to expand, replacing or supplementing traditional print resources.</p> <p>The library continues to build a well-balanced and up-to-date collection in various formats that meets the information needs of students across all three college core missions: Basic Skills, Transfer, and Workforce. To support "Basic Skills" the library maintains a special collection of ESL books that supports the colleges' Basic Skills/ESL Initiative,</p>	<p>12/05/2014 - Continue library collection development and assessment to satisfy the information needs of students.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>and licenses databases geared to students at a basic reading level. To support "Transfer" the library collection supports all academic departments, including transfer-level classes, with a carefully selected book collection and access to thousands of scholarly journals in print and online. In addition, the library offers a variety of sources to assist in the transfer process: college directories, guides on how to write a transfer essay, and CollegeSource, a digital collection of college catalogs. To support "Workforce" the library develops subject-specific book and journal collections for certificated programs including Paramedic, Veterinary Technician, and Dental Hygiene, as well as current career guides for a variety of fields.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Continued allocation from Instructional Equipment Funding <b>Related Documents:</b> <a href="#">Library Holdings June 2014</a></p>	
		<p>12/06/2013 - As of June 30, 2013, the library's print collection includes 92,254 books and 235 print periodical subscriptions. Non-print/online resources include 1,603 videos (DVD/VHS), 714 audiobooks, 12,014 online videos, 12,222 audiobooks, 26,316 e-journals, and 40 databases. Special collections include 1,263 ESL books and 68 guides in the college/career collection.</p> <p>Through careful and collaborative materials selection by librarians, faculty and students, the library provides access to a well-balanced, up-to date collection of information resources in various formats.</p>	<p>12/06/2013 - Continue library collection development, weeding and assessment to satisfy the information needs of students.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>The size of the library's print collection, books and periodicals has remained steady, as have online resources (with the exception of an increase in streaming videos available through the library's "Films on Demand" online subscription). The table lists 794 books discarded from the print book collection. The majority of these titles were removed from the print collection through a weeding project that began in Spring Quarter 2013 in anticipation of the library renovation scheduled to begin in 2014 (the weeding project continues in the 2013-14 academic year). The goals of the weeding project are: (1) complete a review of the print book collection, removing titles that no longer meet the criteria established in the library's "Collection Development Policy" and (2) reduce the collection by 20%. In the newly renovated library space, the library plans to maintain a "steady state" collection of print books, continue gradual weeding, and add new book titles to the book collection in both print and e-book formats. With students' increased usage of databases and other online resources, the library's digital collection will continue to expand, replacing or supplementing traditional print resources.</p> <p>The library continues to build a well-balanced and up-to-date collection in various formats that meets the information needs of students across all three college core missions: Basic Skills, Transfer, and Workforce. To support "Basic Skills" the library maintains a special collection of ESL books that supports the colleges' Basic Skills/ESL Initiative, and licenses databases geared to students at a basic reading level. To support "Transfer" the library collection supports all academic departments, including transfer-level classes, with a carefully selected book collection and access to thousands of scholarly journals in print and online. In addition, the library offers a variety of sources to assist in the transfer process: college directories,</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>guides on how to write a transfer essay, and CollegeSource, a digital collection of college catalogs. To support "Workforce" the library develops subject-specific book and journal collections for certificated programs including Paramedic, Veterinary Technician, and Dental Hygiene, as well as current career guides for a variety of fields.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Related Documents:</b> <a href="#">Library Resources 2012/13</a></p>	
		<p>09/27/2012 - The library's current print collection includes 92,145 books and 238 print periodical subscriptions. Non-print/online resources include 3597 videos (DVD and VHS), 337 audiobooks, 3597 online videos, 12,222 e-books, 26,316 e-journals and 40 databases. Special collections include 1245 ESL books and 70 guides in the college/career collection.</p> <p>With a healthy budget over several years, the library built a collection of resources in a variety of formats that meet the information needs of students across all three college core missions: basic skills, transfer, and career education and training. The library collection supports all academic departments and includes a special collection of ESL books that supports the college's Basic Skills/ESL Initiative, and subject-specific collections that support certificated programs such as Paramedic, Veterinary Assistant and Dental Hygiene. The library's reserve book collections helps students in every academic department have access to textbooks.</p> <p>The increasing availability of resources in digital format has resulted in a significant portion of the</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>print collection being replaced or supplemented by online resources. Over 3000 e-journals were added in 2012 to the existing 26,000 e-journal titles and 4000 online videos have been added to the collection through a new streaming video product, Films on Demand. Due to vendor issues no additional e-books were added to the collection (currently at 12,222) in 2012. However, a more extensive e-book collection is planned when a viable source for this product is found. Reflecting the current budget crisis and the transition to digital information, fewer books (1160) were added to the collection than in previous years, and only one print periodical subscription was added, while 15 were canceled. We keep the collection vibrant by discarding materials that no longer meet student needs (202 books and 58 VHS videos).</p> <p>The library's Annual Student Services Program Review for 2011-2012 reflects on the library collection's expanding digital resources: "Providing more resources online, whether e-books, reference materials, or magazines and journals, means students have ready access to a far larger collection than we could house physically, and they can use them any time of the day without having to come to the library." Digital resources also provide greater access for distance learning students to library resources.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Related Documents:</b> <a href="#">Statistics on library resources</a></p>	
	<p><b>Assessment Method:</b> Annual survey of students asks about their satisfaction with books, journal/periodical availability, online resources, and sufficient materials to complete class assignments.</p>	<p>12/05/2014 - In March 2014, the librarians learned that the Chancellor's Office wanted our cooperation in conducting a California Community Colleges (CCC) 2013-14 Student Technology Engagement Survey at Foothill and would allow us</p>	<p>12/05/2014 - Conduct a user satisfaction survey in 2014/15.</p>



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>Survey will be conducted Spring Quarter; it will be distributed in print in the library, and there will be a link to the survey on the library home page.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 80% of students who respond to these questions will be satisfied or very satisfied with the library's books, journal/periodical availability, online resources, and sufficient materials to complete class assignments.</p>	<p>to include a set of customized questions. Concerned about survey fatigue on campus, we selected the questions from the library's annual user survey that pertained to our SA-SLO reflections and program review and worked with the college researcher to plan distribution of the survey. It is not clear whether the Chancellor's Office conducted the Student Technology Engagement Survey, but in any case, we have not received the results and so do not have findings or reflections for this assessment method.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <hr/> <p>12/06/2013 - The library conducted our annual survey in June 2013. A link to an online version of the survey was available on the library home page, and print surveys were available at the reference and circulation desks in the library. To encourage participation, we emailed a link to the online version to all Foothill students taking 10 or more units in spring quarter. A total of 374 people responded, our best response rate ever. Based on an FTES of 12,838 (Data Mart annual FTES 2012-13), our margin of error was 4.99%.</p> <p>The survey asked students to rate their satisfaction with the library's books, journal/periodical availability, online resources, and sufficient materials to complete class assignments. We exceeded our target of 80% satisfaction, but satisfaction declined from last year, particularly with the book collection and the all-important "sufficient materials to complete class assignments." Given our margin of error, the decrease may not be significant, but we did consider possible causes. Spending on books has declined, which might explain the lower satisfaction with that format; however, spending on high-demand online resources has increased, so it</p>	<p>12/06/2013 - Monitor this trend.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>is hard to understand why fewer students would feel they had sufficient materials to complete class assignments. We wonder if dissatisfaction with library hours affected students' overall perception of the library. (After a cut in hours in Winter Quarter, satisfaction with library hours sank to 58%, an all-time low.)</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Related Documents:</b> <a href="#">Information Resources User Satisfaction</a></p>	
		<p>09/27/2012 - The library conducted our annual survey between May 7 and May 18, 2012. A link to an online version of the survey was available on the library home page, and print surveys were available at the reference and circulation desks in the library. To encourage participation, we emailed the link to the online version to all Foothill students taking 10 or more units in spring quarter (4479 students) and distributed the print version to 17 students in a research strategy session. A total of 309 people responded, 282 online and 27 in print, our best response rate ever.</p> <p>The survey asked students to rate their satisfaction with the library's books, journal/periodical availability, online resources, and sufficient materials to complete class assignments. More than 90% of the respondents for whom this question was applicable indicated that they were satisfied or very satisfied. We far exceeded our target of 80% satisfaction.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p><b>Assessment Method:</b> Statistics on circulation and in-house use of books and periodicals and on database usage</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Number of print collection and e-book uses will be 80% of FTES. Average number of full-text articles retrieved from online databases per FTES will increase 10% over the prior year.</p>	<p><b>Related Documents:</b> <a href="#">Library survey results</a></p> <p>12/05/2014 - There were 5,874 checkouts of the library's books and periodicals during 2013-2014. In addition, there were 6,259 full-text views of the library's e-book collection, for a total of 12,133 recorded uses of the book, e-book, and periodical collections. This number is 91.9% of Foothill's credit/non-credit FTES for 2013-2014 (using the FTES figure provided in the summary report on the Chancellor's Office Data Mart website), well above our target of 80% and an increase of 44% over last year. Breaking this down, use of print books has gradually decreased over the last five years, while use of e-books increased dramatically in 2013-2014.</p> <p>The shift from print to digital is a common trend in academic libraries and is in line with the growth of the college's online course offerings. It is also reflected in our planning: we are reducing our print collections and spending more on electronic resources, less on print. The 248% increase in e-book usage last year can largely be attributed to a subscription, effective July 2013, to EBSCOhost eBook Academic Collection, which gives students 24x7 access to over 130,000 e-books.</p> <p>Nevertheless, given the percentage increase of enrollment comprised of distance education FTES over the last several years, the continued use of our print collections is a validation of the ongoing value of these physical resources in an increasingly online educational environment. It's worth noting that during the last several years of budget uncertainty, the librarians slowed their usual rate of new book acquisition in an effort to conserve the dwindling Instructional Equipment &amp; Library Materials funding, so the use of the print collection speaks to the quality and relevance of the new books selected.</p>	<p>12/05/2014 - The library should continue to acquire new print materials, if at a slower pace, even during the upcoming location disruption caused by the building remodel. Continuous addition of relevant current titles is essential to maintaining the collection's vitality and appeal. We should also maintain our subscription to EBSCOhost eBook Academic Collection, to which new titles are continually added. Follow up should include promoting awareness of this collection and providing self-service support materials such as a LibGuide available to students via the library website.</p> <p>The work of our instruction librarian, supplemented by all the librarians providing one-on-one instruction, will continue to promote student awareness and proficiency with our online article databases, and depending on enrollment trends, we hope to see this reflected in increased usage. Many more instructors and students could be reached with the addition of another full-time librarian with responsibility for providing librarian-led research strategy sessions.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>We measured database usage in terms of the number of full-text articles retrieved. Looking just at the statistics for our primary database provider (EBSCOhost), there were 47,702 full-text articles retrieved during 2013-2014, or an average of 3.61 full-text articles per FTES. This reflects a 1.4% decrease compared to the average of 3.66 full-text articles per FTES retrieved during 2012-2013. This number had increased 28% in 2012-2013, a jump we attributed to the great increase in the number of librarian-led research strategy sessions, with our new instruction librarian on board. We now realize that our goal of increasing that number by another 10% this year was probably unrealistic, especially given the decline in enrollment in English (8%) and ESL (15.3%) in 2013-2014. (English and ESL classes are much more research-intensive than areas like math, where enrollment increased.)</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Instruction Librarian</p>	
		<p>12/06/2013 - There were 7,978 checkouts of the library's books and periodicals during 2012-2013. In addition, there were 1,800 full-text views of the library's e-book collection, for a total of 9,778 recorded uses of the book, e-book, and periodical collections. The library staff does not currently track in-house usage. This number is 77.7% of Foothill's credit/non-credit FTES for 2012-2013 (using the FTES figure provided in the summary report on the Chancellor's Office Data Mart website), or just under our target of 80%. This result is very similar to our finding in last year's assessment, where our number of uses was 78.6% of FTES.</p>	<p>12/06/2013 - The library should continue to acquire new print materials, if at a slower pace, even during the upcoming location disruption caused by the building remodel. Continuous addition of relevant current titles is essential to maintaining the collection's vitality and appeal.</p> <p>Updating our e-book offerings has become a high priority, both for our online students and because so much of our print collection will be</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>We measured database usage in terms of the number of full-text articles received. Looking just at the statistics for our primary database provider (EBSCOhost), there were 47,029 full-text articles retrieved during 2012-2013, or an average of 3.66 full-text articles per FTES. This reflects a 28.4% increase compared to the average of 2.85 full-text articles per FTES retrieved during 2011-2012.</p> <p>This combined result – holding relatively steady in the area of print and e-book collection usage and increased usage of our online resources – is in line with the growth of the college's online course offerings. In fact, given the percentage increase of enrollment comprised of distance education FTES over the last several years, the continued use of our print collections is a validation of the ongoing value of these physical resources in an increasingly online educational environment.</p> <p>While close to meeting our target objective of usage of 80% of FTES, the actual number of checkouts did decrease about 4.8% over the previous year – this is roughly parallel to the decrease in college enrollment shown on the Data Mart website. It's worth noting that during the last several years of budget uncertainty, the librarians slowed their usual rate of new book acquisition in an effort to conserve the dwindling Instructional Equipment &amp; Library Materials funding, so the relatively stable use of the print collection over time speaks to the quality and relevance of the new books selected.</p> <p>Use of our e-book collection showed a sharper decline of 11.7% over the previous year. This is a relatively small collection that has not been updated since 2010, and the lack of updating is no doubt the primary reason for the decline in use.</p>	<p>unavailable during the remodel. Effective July 2013 we subscribed to the EBSCOhost eBook Academic Collection, which gives students 24x7 access to over 120,000 e-books. Follow up should include promoting awareness of this collection and providing self-service support materials such as a LibGuide.</p> <p>The work of our instruction librarian, supplemented by all the librarians providing one-on-one instruction, will continue to promote student awareness and proficiency with our online article databases, and we hope to see this reflected in increased usage. Many more instructors and students could be reached with the addition of another full-time librarian with responsibility for providing librarian-led research strategy sessions.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>As for our online database usage, the 28.4% increase in the number of full-text articles retrieved per FTES can be partly attributed to the increase in 2012-2013 in the number of librarian-led research strategy sessions, with our new instruction librarian on board. With that vacancy filled, the library was able to provide 72% more sessions than in 2011-2012. During these research strategy sessions, students and faculty are first made aware of the array of online resources the library makes available, and then taught the rudiments needed to use them successfully.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> 11-month Reference/Instruction Librarian</p>	
		<p>09/27/2012 - There were 8,378 checkouts of the library's books and periodicals during 2011-2012. In addition, there were 2,039 full-text views of the library's e-book collection, for a total of 10,417 recorded uses of the book, e-book, and periodical collections. The library staff does not currently track in-house usage. This number is 78.6% of Foothill's credit/non-credit FTES for 2011-2012, using the FTES figure provided in the summary report on the Chancellor's Office Data Mart website.</p> <p>We measured database usage in terms of the number of full-text articles received. Looking just at the statistics for our primary database provider (EBSCO), there were 38,732 full-text articles retrieved during 2011-2012, which is 292% of our FTES.</p> <p>While the usage target has very nearly been met in the case of our book, e-book, and periodical</p>	<p>09/27/2012 - In 2012-2013, our full-time librarian staffing increases from three to four, with the addition of a new instruction librarian. Her work will be key to reestablishing a coordinated approach to informing instructors and students about the library's resources and providing instruction in their use.</p> <p>Our follow up on this assessment should include a discussion and possible revision of the target ("number of uses will be 80% of FTES") to ensure that we have a measure that can be applied sensibly to both print and online information resources.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>collections, and met almost three times over in terms of our online resources, when we compare these statistics to those in 2010-2011, we see a decrease of about 16% in the number of checkouts and a 15% decrease in full-text articles retrieved from EBSCO. This is roughly parallel to the 14% decrease in FTES from 2010-2011 to 2011-2012, according to the FTES figures provided on the Chancellor's Office Data Mart website.</p> <p>Apart from the decline in enrollment, there are other factors that may account for a decline in usage of the print collections. There has been a general shift away from print periodicals and books as students rely more heavily on online resources and a higher percentage of classes are offered online. The demand for books as seen anecdotally at the reference desk is still substantial, however, and in fact a number of instructors require students to locate books as part of their assignments.</p> <p>The most significant factor affecting online usage (apart from enrollment) is probably our reduced number of librarians, which reached its all-time low in 2011-2012. With only three librarians, and no full-time instruction librarian, we were far less able to be proactive about working with faculty and students to promote awareness of the resources available and instruct students in their use. This was only partially countered by the implementation of more self-service instructional options on our website, which still require promotion of their availability.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Library - Library Orientations - Students who receive a librarian-led research strategy session (library orientation) in a class are able to find relevant resources that meet their information needs.</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Number of sessions and students served.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> All instructors who request a session will receive one.</p>	<p>12/05/2014 - All requests by instructors in 2013-14 were accommodated. There was a 6% increase in both the number of sessions offered and number of students served in 2013-14. For 2013-2014, 1777 students in 72 classes received a librarian led research strategy session, and 12 tours were given to a total of 208 students.</p> <p>The number of students served continues to represent a small percentage of the courses for which information competency is an Institutional/General Education SLO. Although this represents a growth opportunity for the library's instruction program, under the current curriculum model, and with current library staffing levels, it is unlikely that the program will move beyond the status quo.</p> <p>Under the current curriculum model at Foothill, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. Many colleges prefer this model because they do not want to add another unit of work required of students. Under this system, library orientations are requested by instructors on an ad hoc basis. There are several drawbacks to this method including that 1) it is difficult to check whether the information competency outcome is being assessed, 2) it is completely reliant on faculty support, and 3) it becomes unmanageable for the instruction librarian because the library does not generate WSCH for the sections it teaches - the number of teaching library faculty does not grow in proportion to the student population and increasing instructional demands.</p> <p>The Instruction Librarian began to explore other information competency curricular models by surveying the California Community College listserv and by serving on the statewide Council of</p>	<p>12/05/2014 - Continue to explore other information competency curricular models through participation on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee.</p> <hr/>



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Chief Librarians (CCL) Information Literacy Advisory Committee. The committee is tasked with recommending content for a statewide open-access course that teaches information literacy. The committee developed and disseminated a survey to all California Community College libraries, and the committee is now analyzing the results and discussing next steps.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Instruction Librarian</p>	
		<p>12/11/2013 - Due to the hiring of a full-time instruction librarian in 2012, there was an increase in the total number of instruction sessions of 72% from the previous academic year when the position was vacant, and all requests by instructors in 2012-2013 were accommodated. This increase represents a return to levels more in line with years when the library did have a full-time instruction librarian on-board. For 2012-2013, 1569 students in 67 classes received a librarian led research strategy session, and 12 tours were given to a total of 317 students.</p> <p>Nevertheless, the number of students served still represents a small percentage of the courses for which information competency is an Institutional/General Education SLO. This represents a growth opportunity for the library's instruction program. However, under the current curriculum model, and with current library staffing levels, the program will unlikely move beyond the status quo.</p> <p>Under the current curriculum model at Foothill, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines.</p>	<p>12/11/2013 - Explore other information competency curricular models including a required stand-alone information competency course required for graduation, co-requisite courses (paired, for example, with ENGL 1A), and online information competency tutorials.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Many colleges prefer this model because they do not want to add another unit of work required for graduation. Under this system, library orientations are requested by instructors on an ad hoc basis. There are several drawbacks to this method including 1) that it is difficult to check whether the information competency outcome is being assessed, 2) it is completely reliant on faculty support, and 3) it becomes unmanageable for the instruction librarian because the library does not generate WSCH for the sections it teaches - the number of teaching library faculty does not grow in proportion to the student population and increasing instructional demands.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> 11-month Reference/Instruction Librarian</p>	
		<p>06/29/2012 - 1250 students in 46 classes received a librarian-led research strategy session in 2011-2012. In addition, 133 students in 3 evening classes received a library tour. 7 requests for presentations were turned down due to inadequate staffing.</p> <p>Turning down requests for presentations is almost unprecedented, but when our instruction librarian retired last spring, she was not replaced, and we were faced with the prospect of not providing any research strategy sessions at all this year. However, these sessions, in which a librarian delivers a one- or two-hour workshop on library research to students in a class that requires some kind of research assignment, is a fundamental and effective way to develop information competency in our students. As a result, the librarians agreed with the support of our dean that we would offer a more limited instruction program with the collection</p>	<p>06/29/2012 - We expect a dramatic improvement next year when we have a new instruction librarian.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>development librarian offering two presentations a week in lieu of teaching LIBR 10.</p> <p>With this limit in place, it is not surprising that we did not meet our goal that every instructor who requests a session would receive one. We also served substantially fewer students than normal (1250 compared to an average of 2450). However, given our reduced staffing, it is laudable that we reached as many students as we did.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	
	<p><b>Assessment Method:</b> Survey select instructors who received an orientation for their class.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 90% of instructors will be satisfied with the quality of resources students found to complete their assignment.</p>	<p>12/05/2014 - : A survey was sent to all 41 instructors who requested course-related instruction. 17 surveys were completed for a response rate of 41%. 94% of respondents agreed or strongly agreed that "in-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources."</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This outcome is also known as information competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them.</p> <p>Although feedback from this survey is valuable in helping us improve our library orientations, unfortunately, it is only</p>	<p>12/05/2014 - Continue to research information competency assessments that can be applied at the program and/or college level through participation in the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>reaching a small percentage of faculty who have information competency as an Institutional/General Education SLO in their courses, and it is not a comprehensive assessment of the information competency skills of Foothill students in the general education pathway. The Instruction Librarian is serving on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee, which will be researching information literacy assessments to make recommendations on a statewide information literacy assessment exam.</p>	
		<p>12/11/2013 - In Fall 2012 the survey developed with assistance from the college researcher was distributed in paper form to 11 instructors. None were returned. Because of the low response rate, the survey was converted to SurveyMonkey, and in Spring 2013 the URL to the survey was sent to 14 instructors. 10 surveys were completed. All 10 agreed or strongly agreed that "in-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources."</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This outcome is also known as information competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them.</p> <p>Although feedback from this survey is</p>	<p>12/11/2013 - Research information competency assessments that can be applied at the program and/or college level.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>valuable in helping us improve our library orientations, unfortunately, it is only reaching a small percentage of faculty who have information competency as an Institutional/General Education SLO in their courses, and it is not a comprehensive assessment of the information competency skills of Foothill students in the general education pathway.</p> <hr/> <p>06/29/2012 - In Winter 2012 a survey was designed with assistance from the college researcher and distributed to eleven instructors whose classes had received a library orientation that quarter; eight surveys were returned. All eight agreed or strongly agreed that "In-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources." In Spring 2012 the survey was distributed to nine instructors, and none were returned.</p> <p>Instructors for classes that received a librarian-led research strategy session all agreed that their students were able to find relevant resources, but how can we tell what difference the research sessions made? At the beginning of a session, I ask students what they do when they need to find something out, and the usual response is "check Google." In the absence of library instruction, one may assume that they would mostly cite websites in their assignments, but instructors reported that these students were just as likely to cite an article from a library database as a website; some used peer-reviewed journal articles and even books.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> This outcome is also known as information</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them.</p> <p><b>Related Documents:</b>  <a href="#">Faculty survey</a></p>	
	<p><b>Assessment Method:</b>  Annual survey of students asks about their satisfaction with library orientations. Survey will be conducted in Spring Quarter; it will be distributed in print in the library, and there will be a link to the survey on the library home page.</p> <p><b>Assessment Method Type:</b>  Survey</p> <p><b>Target:</b>  80% of students who respond to this question will be satisfied or very satisfied with their library orientation.</p>	<p>12/05/2014 - In March 2014, the librarians learned that the Chancellor's Office wanted our cooperation in conducting a California Community Colleges (CCC) 2013-14 Student Technology Engagement Survey at Foothill and would allow us to include a set of customized questions. Concerned about survey fatigue on campus, we selected the questions from the library's annual user survey that pertained to our SA-SLO reflections and program review and worked with the college researcher to plan distribution of the survey. It is not clear whether the Chancellor's Office conducted the Student Technology Engagement Survey, but in any case, we have not received the results and so do not have findings or reflections for this assessment method.</p> <p><b>Result:</b>  Target Not Met</p> <p><b>Year This Assessment Occurred:</b>  2013-2014</p>	<p>12/05/2014 - Conduct a user satisfaction survey in 2014/15.</p> <hr/>
		<p>12/11/2013 - The library conducted its annual survey in June 2013. A link to an online version of the survey was available on the library home page, and print surveys were available at the reference and circulation desks in the library. To encourage participation, we emailed the link to the online version to all Foothill students taking 10 or more units in spring quarter (5652 students). A total of 374 people responded, our best response rate ever in the 8 years it has been administered in</p>	<p>12/11/2013 - Continue to monitor this trend.</p> <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>its current incarnation.  One of the questions on the survey asked respondents to rate their satisfaction with "in-class presentation[s] on using library resources." 89.6% of the respondents for whom this question was applicable indicated that they were satisfied or very satisfied. Although we are gratified to exceed our target of 80% satisfaction, we did note satisfaction declined from 95% last year. We wonder if slight changes in the administration of the survey could account for some of this slight decline. First, in the academic year 2011-2012, some surveys were distributed directly to students who had participated in an "in-class presentation" which may have had a somewhat inflationary effect on the results; this year this was not done. Second, in the previous academic year the survey was conducted in May, whereas for 2012-2013, the survey was conducted in June.</p> <p>The survey also revealed that there is a potential opportunity to expand the instruction program. Of the 368 people who answered this question, 35% indicated that the question was "not applicable." We assume that this is because these particular respondents did not receive an "in-class presentation." Although we are well supported by faculty who do request "in-class presentation[s] on using library resources," under the current curriculum model, and with the current staffing levels, it is unlikely that we will be able to offer sessions to a considerably larger number of students.</p> <p><b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2012-2013</p>	
		06/29/2012 - The library conducted our annual survey between May 7th and May 18th. A link to an online version of the survey was available on the library home page, and print surveys were	06/29/2012 - A new instruction librarian has been hired to begin work in Fall 2012, and we expect to revitalize the library instruction

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		<p>available at the reference and circulation desks in the library. To encourage participation, we emailed the link to the online version to all Foothill students taking 10 or more units in spring quarter (4479 students) and distributed the print version to 17 students in a research strategy session. A total of 309 people responded, 282 online and 27 in print, our best response rate ever.</p> <p>One of the questions on the survey asked students to rate their satisfaction with "in-class library workshops." 95% of the respondents for whom this question was applicable indicated that they were satisfied or very satisfied. We far exceeded our target of 80% satisfaction.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Related Documents:</b> <a href="#">Student Survey</a></p>	<p>program under her leadership.</p> <hr/>