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: Library

Division Name: Learning Resource Center

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

Name	Department	Position
Micaela Agyare	Library	Instruction Librarian
Lakshmi Auroprem	Library	Senior Library Technician
Susanne Hinds	Library	Senior Library Technician
Kay Jones	Library	Technical Services Librarian
Karen Smith	Library	Senior Library Technician
Pawel Szponar	Library	Systems & Technology Librarian
Mary Thomas	Library	Collection Development Librarian

Number of Full Time Faculty: 4   **Number of Part Time Faculty:** 5 (1.5 FTE)

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
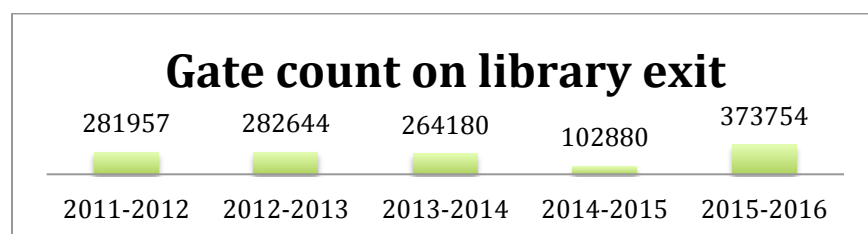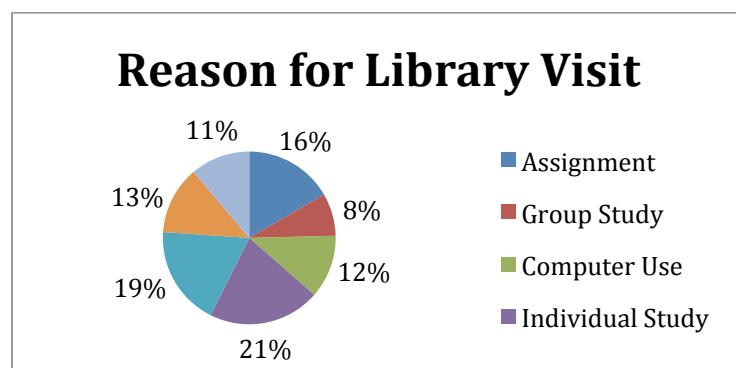Senior Library Technician, Acquisitions

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.
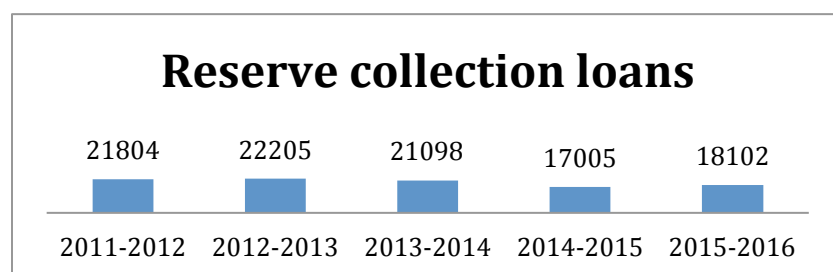
The library has a variety of mechanisms for tracking the use of our resources, services, and facility. Our security gate counter tracks the number of visits; our automated catalog system provides statistics for loans of materials from our course reserve and other collections; the companies that host our online databases and e-book collections 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, taking advantage of the study rooms and break-out areas available in the new library. In the previous year,

during the renovation, the library was located in a smaller swing space with a limited number of computers and study areas. As expected, our gate count demonstrated that students visited in much lower numbers. During this past year, in the new facility, the gate count showed a significant increase from 102,880 to over 373,754 visitors. This increase can be attributed mostly to the new facility with its many learning support services, including new study rooms, group break-out areas, and self-service printing.

Reason for Library Visit

- 16% Assignment
- 8% Group Study
- 12% Computer Use
- 21% Individual Study
- 19%
- 13%
- 11%

Gate count on library exit

| 281957	282644	264180	102880	373754
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

The library's course reserve collection remains one of our most popular service offerings. ASFC funds extra copies of textbooks in addition to those provided by instructors, and ASFC and SEW fund the purchase of calculators. Borrowing periods for these items range from one hour to the entire quarter. Reserve loan transactions totaled 18,102 in 2015-2016. This represented a slight increase over the total in 2014-2015, but reserve loan transactions have not reached the higher numbers of years past. We believe this decrease to be the result of the change in borrowing periods for many reserve items from 2-hour loans to 24-hour loans, the growth of weekend lending, and the increase in online course enrollment which limits off-campus student access to onsite library resources. Circulation staff email instructors when their textbooks are placed on reserve and ask them to let students know about our service, and they comply with fair use regulations.

Reserve collection loans

| 21804	22205	21098	17005	18102
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

There has been a gradual decline over the past few years in the use of our non-reserve collection (books, periodicals) with an unexpected spike of 11% in 2014-2015. This was attributed 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. Despite the improved condition of the print collection, the number of non-reserve loans again experienced a slight decrease of 5% in 2015-2016 compared to 2014-2015. The library feels this decline in usage of print materials reflects the shift from print to digital information, a common trend in academic libraries.

Non-reserve collection loans

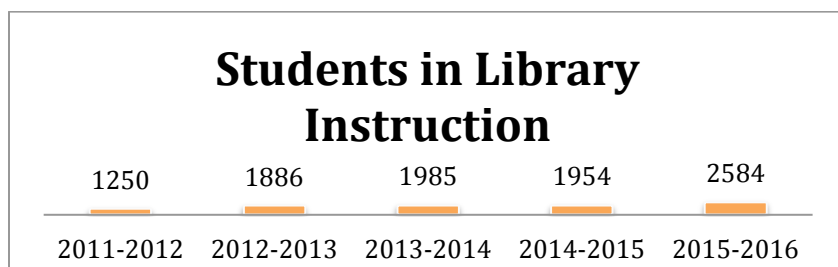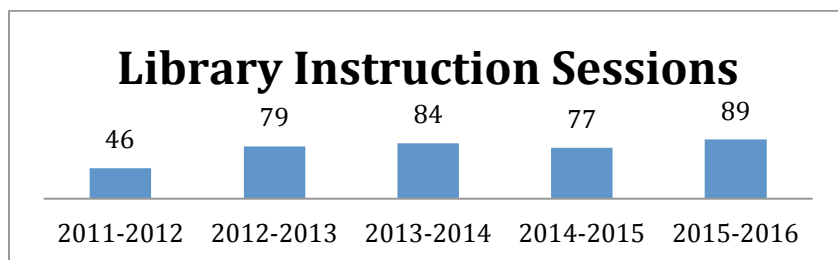| 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7830	6521	5974	6727	6374
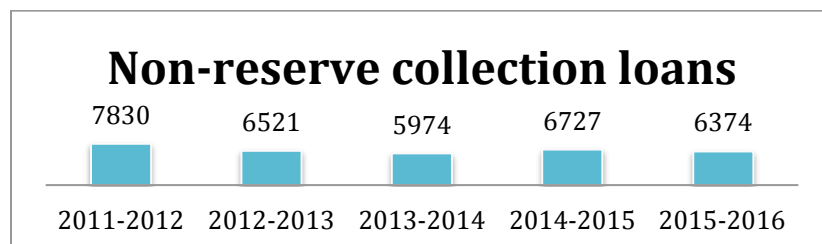
In response to this shift, the library continues to provide access to a high-quality academic e-book collection, which was enhanced in Fall 2016 by Safari Tech Books Online, an extensive collection of e-books supporting computer science, math and business students at both Foothill and the Sunnyvale Education Center. In comparison to the decrease in non-reserve collection loans during 2015-2016, there was a 19% increase in e-book usage in the same time period. The library continues to monitor trends as it adapts to changes in information technology and education, gradually shifting the collection from primarily print to primarily digital.

E-books viewed or downloaded

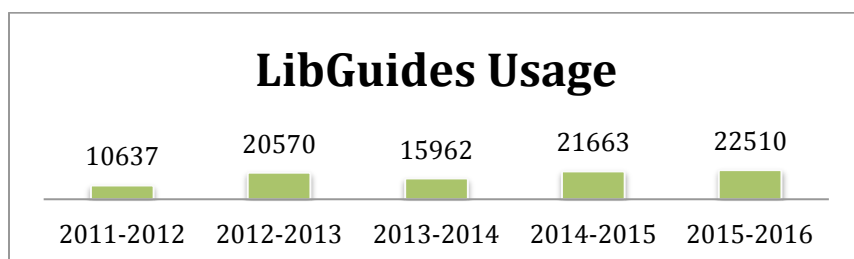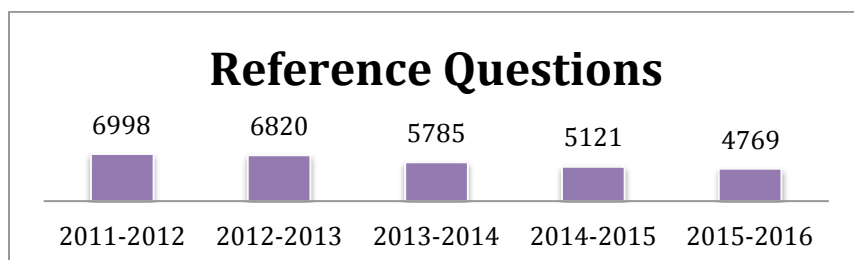| 2012-2013	2013-2014	2014-2015	2015-2016
1800	6259	5559	6833
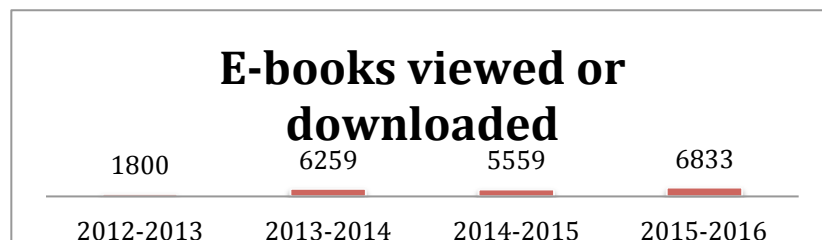
Statistics from our primary database provider (EBSCO) showed a decrease in database usage from 2014-2015 to 2015-2016. Users retrieved 57,287 full text articles in 2015-2016, compared to 62,248 in 2014-2015, a 12% decrease. In order to promote the use of digital resources, they will continue to be highlighted on the library's website under 'Featured Resources.' In addition, the library is working with Online Learning to create a link in each Canvas course to the library, allowing quick access by students to digital resources, including databases, directly from their individual Canvas course pages.

		2013-2014	2014-2015	2015-2016
EBSCO	Full-text retrievals	70438	62248	57287
	Searches	2382259	1496555	1839972

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 increased in 2015-2016 in both number of sessions and in student attendance.

Library Instruction Sessions

46	79	84	77	89
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Students in Library Instruction

1250	1886	1985	1954	2584
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Instruction also takes place one-on-one at the library reference desk and through alternative channels, including chat, email, text, and phone. Given both the increase in library foot traffic and the library's focus on providing a variety of ways for both online and on-campus students to receive reference support, the librarians were surprised to see a 6% decrease in reference inquires from 2014-2015 to 2015-2016. Reference/information support is also provided through the 53 web-based research guides on a variety of topics available through the library website. In contrast to the decrease in reference questions, usage of LibGuides has risen by a significant 26%.

Reference Questions

6998	6820	5785	5121	4769
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

LibGuides Usage

10637	20570	15962	21663	22510
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Last year our proudest achievement was our newly renovated library, which transformed a book-centered facility into a learner-centered space. During the previous four years, library faculty and staff 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. The new facility includes:

- An information commons with 45 networked computers;
- A multimedia classroom with 50 Mac computers and 2 projector screens;
- Improved individual and group study areas;
- 10 group study rooms equipped with a large screen High Definition Display that students can use to project their personal devices onto using HDMI, VGA or Mini DisplayPort cables. In addition, easily-accessible power outlets are provided for students, as well as a wall-sized whiteboard for group work. Rooms are bookable online via the library website;
- 6 break-out study areas surrounded by wall-sized whiteboards;
- Self-serve pay-for-print kiosk and 2 black & white photocopiers;
- Electrical outlets near every seating area and desk in the library.

Library faculty and staff developed new policies to support daily operations of the new facility, created and posted signage in the library, and developed a room booking system that was so effective it has also been implemented in the new Teaching & Learning Center. Library staff also worked with Facilities and the DRC to improve library accessibility, including establishing priority seating in study areas and increasing the time delay on the library's automatic doors to accommodate disabled students. The library responded to a frequent request by students for longer hours by opening the library at the earlier time of 7:45 a.m., allowing students access to library resources and printing services before classes begin.

The library also rolled out a redesigned library website in Summer 2016, created a new student survey in Spring 2016, implemented the LibGuides Suite, began using Microsoft 365 for internal communication, and established department-specific standards for online learning. In her role as liaison to the Biological & Health Sciences Division, the Instruction Librarian supported the accreditation of the Radiology Technology and Veterinary Technician programs.

A new "branch" library was established in the Sunnyvale Education Center, which opened in Fall 2016. A half-time librarian was hired to oversee the Sunnyvale Library, working collaboratively with Foothill librarians to provide reference/research support, outreach, instruction, and collection development and with senior library technicians to provide textbook reserve services to students, faculty and staff at the center. In addition to a basic on-site print collection of reference resources and reserve textbooks, Sunnyvale students have access to the main library's extensive online resources, including e-books, streaming video, reference materials, and article databases.

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.

A major goal this year is to better serve online students. To establish a library presence in Canvas, the Systems & Technology Librarian is working with the Dean of Online Learning to provide a link to library resources in each Canvas course, and as a project for her Professional Development Leave, the Collection Development Librarian plans to develop general and subject-specific library instruction modules that instructors can import into their courses. Remote access to all the library's online resources is vital to students regardless of whether they take classes online or on campus and is made possible by EZProxy. In order to maintain consistent access, authenticate users more securely, and improve the usability of our databases, it is necessary to upgrade EZProxy, but this installation can only be done when the library is closed; to give the Systems & Technology Librarian the opportunity to

complete this and other projects, we hope to extend his contract this summer. In the last year, we have received several requests from faculty to license individual streaming videos and electronic periodicals not available in our databases, but we did not have the funding to meet this demand or a structure in place to administer the individual contracts and access issues.

To promote information competency, the Instruction Librarian accepted an overload assignment and helped teach IDS 300, a research methods course in the dental hygiene baccalaureate program. She would also like to follow up on the accreditation self-study and assess how faculty in GE courses are teaching information competency.

To provide outreach and focused support for the delivery of library instruction, services, and resources to diverse populations as identified in the Foothill College Student Equity Plan, the college approved the hiring of an Equity Programs Librarian, and the hiring committee has begun to meet.

Circulation/Reserve staff plan to increase use in the coming year by creating more awareness of the reserve collection, acquiring 300 scientific calculators in Winter 2017, and working with other departments to facilitate quarter-long textbook loans, as has been done for math classes. With full staffing (i.e. four 12-month senior library technicians), they could pay more attention to such duties as stacks maintenance and weeding and could provide coverage for governance and PGA opportunities.

When the library opened in the renovated facility in January 2016, there was a long list of items that needed to be completed, added, or fixed. Most of those issues have been resolved, and we would like to acknowledge the persistence and hard work of our dean, Paul Starer, and the Director of Facilities & Special Projects, Brenda Davis Visas. However, library faculty and staff are concerned that we cannot ensure the security of the library. The doors to the classroom, 3504, and to the conference room, 3533, can be opened with an F40 key, and from these rooms there is easy access to and from the library. Unfortunately, the faculty and staff from across campus who use the rooms are not consistent about locking the doors afterwards; on several occasions the building has been left unlocked all night. In addition, the library staff fobs for the entrances to the building do not work, and 3529 still has the construction lock and key.

We achieved most of our objectives for 2015/2016, but not all. This year we plan to revise the library's privacy policy, complete a signage policy, create an emergency plan, and assess needs at the Sunnyvale Center. Following up on Dean Paul Starer's feedback from last year's program review, part-time librarians assist at the main campus and the Sunnyvale Center, but the college chose not to hire a senior library technician for the Sunnyvale Center. At the dean's direction, the Media Center collection of approximately 400 DVDs was relocated to the Circulation/Reserves area of the library during the summer; the resulting absorption of what little space had been gained in that area through the renovation now makes weeding the reserve collection a constant necessity.

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 we survey students about their use of the library.

In April 2016, the librarians worked with the college researcher to revise the student survey. Instead of asking students to rate their satisfaction with various resources and services, the survey asked students about specific outcomes (e.g. whether they were able to find different types of resources and available study space, whether staff promptly addressed questions or concerns, would they recommend the library). A link to the survey was emailed to students enrolled in 10+ units and was also posted on the library home page; the survey was open from the beginning of June till the end of spring quarter. 158 students responded (four more than last year).

Most survey respondents would recommend using the Library and its resources and services for completing class assignments to another Foothill student. We are especially proud of the high level of satisfaction with the responsiveness of our staff; among the students for whom this question was applicable, 90% indicated that Library staff promptly addressed any questions or concerns they had while visiting or using the Library and its resources.

We were disappointed, however, that the percentage of students who were able to find a resource in the library to meet their information needs fell below our target of 80%. It is not clear whether students failed to find what they needed because the library didn't have it, because the library's finding tools were inadequate, or because the students did not possess sufficient information competency to locate existing resources, but we hope that the enhanced search interface in the library's redesigned website (debuted Summer 2016) will bring us closer to our target next year.

Thirteen of the respondents had not used the library in the last year, and it's interesting to know why not; for seven of those students, library resources were not required in any of their classes, and five of them searched for resources independently online. While this sample is very small, the numbers may indicate the need for better marketing to both faculty and students, and we hope that the new Equity Programs Librarian will be instrumental in this outreach.

For many years students have requested longer hours. Although staffing levels (reduced during the recession) have not permitted a substantial change, we began opening at 7:45 a.m. instead of 8 a.m. when the library re-opened in the renovated facility in January 2016. This gives students a chance to print materials or borrow textbooks before their 8 a.m. classes, and only five survey respondents requested longer hours this year as opposed to thirteen last year.

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. 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 we survey students about their use of the library. However, in light of the college's commitment to student equity, in April 2016, the librarians worked with the college researcher to revise the annual student survey to attempt to capture demographic information of the students the library serves. A link to the survey was emailed to students enrolled in

10+ units and was also posted on the library home page; the survey was open from the beginning of June till the end of spring quarter. 158 students responded (four more than last year).

Of the students who responded to the survey, Whites, Latinos/as, and African American/Blacks were underrepresented compared to the overall campus population. Although the revised survey does allow for cross-tab analysis, we thought the sample size (for example only 2 respondents identified as African American) was too small to draw any conclusions on use of particular library resources at this time.

Ethnicity/Race	# of submissions	Library Annual Student Survey: % of Overall Submissions	% of College Enrollment Based on 2014-15 Academic Year
Filipino/Pacific Islander	10	6.62%	4.1%
White	44	**29.14%**	34%
Latino /a	23	**15.23%**	22.3%
Asian	56	37.09%	24.5%
- Other –	15	9.93%	6.6%
African American/Black	2	**1.32%**	3.4%
Native American	1	0.66%	.2%

Based on the data the library collects from the annual student survey, and data collected in the last comprehensive program review, the library is engaged in the following activities to improve access to our resources and services to the groups that are underrepresented in our demographic analysis and identified in the Student Equity Plan:

• The college approved of the hiring of an Equity Programs Librarian. This position will be responsible for providing focused support for the delivery of library instruction, services, and resources to diverse populations as identified in the Foothill College Student Equity Plan.
• Continue to participate in the college's First Year Experience program: each student in the program is matched with a "personal librarian" and will take Library Science 10, Research Paper Search Strategies. Despite only 7% of FYE students following up with a personal librarian email, results of a survey to FYE students in Winter 2016 showed that students were somewhat satisfied with the personal librarian service. In particular survey results showed:

1. 52% of respondents rated having a personal librarian is helpful to their academic progress.
2. 44% of respondents found information on emails is helpful in their academic achievement.
3. 63% of respondents would like to receive e-mails from librarian in the future.

4. As for communication methods, 96% of respondents would preferred e-mail while 4% of them preferred text.

• An additional Equity Funding Proposal to purchase 100 new graphing calculators was approved by the Student Equity Workgroup in December 2015. Circulation/Reserve staff plan to work with the college researcher to track usage of calculators to determine if they are being borrowed by the students targeted in the Student Equity Plan.

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
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1. Continue the duties of the Technical Services Librarian	Fall 2017	Position approved and filled
2. Provide reference and instruction during summer session (in the absence of the 11-month Technical Services Librarian, who will retire June 2016)	Summer 2017	Reference and instruction statistics
3. Upgrade EZ Proxy	Summer 2017	Installation completed
4. Establish link to library resources in Canvas courses (general and subject-specific pages)	Fall 2016 and Winter 2017	Link is present
5. Develop general and subject-specific library instruction modules in Canvas	Winter 2017	Modules are made available to online instructors
6. Assess information competency in GE classes	Winter - Summer 2017	Report to Curriculum Committee?
7. Promote alternative reference services (e.g. chat, research appointments)	Winter - Summer 2017	Increased use of these services
8. Provide library service at Sunnyvale.	Ongoing	Library hours, usage statistics
#9. Jump-start reserve acquisitions for fall quarter, weed reserves, inventory collection, shift stacks shelves	Ongoing, every summer	
#10. Fill Sr. Library Technician (Circulation/Reserves) position eliminated in 2010, provide coverage for shared governance participation and professional development		
#11. Continue to acquire relevant resources that support the college's strategic, teaching and learning initiatives, coping with inflation as well as faculty requests for individual	2016-2017	

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

streaming videos and electronic periodicals.		
#12. Ensure the security of the library through proper locks and an alarm system.		

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> 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
Technical Services Librarian		#1. (To replace retiring librarian)	☒	☐	☐	☐
Adjunct hours at Sunnyvale		#8	☐	☐	☒	☐
Temporary contract extension for Instruction Librarian		#2	☐	☒	☐	☐
Temporary contract extension for Systems & Technology Librarian		#3	☐	☒	☐	☐
Extend contracts for three Sr. Library Technicians at Circulation/Reserves to 12 months		#9	☐	☐	☐	☐
Sr. Library Technician, Circulation/Reserves		#10	☒	☐	☐	☐
3% increase to library's instructional equipment budget (inflation) plus $1000 to meet faculty		#11	☐	☐	X	☐

requests for individual streaming videos and electronic periodicals			☐☐☐	☐☐☐	☐☐☐	☐☐☐

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

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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.

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 continues to be a hub of activity for the campus. The faculty and staff in the library have done much to make the building inviting and accessible to students and as the program review notes the space is now learner centered and not just a nice place to house books.

I am particularly impressed with how well the faculty and staff have adjusted to the new space and how tech savvy our services have become. The support of online classes with the link in Canvas modules and the application that allows students to reserve the group study rooms on the phones or online are two noteworthy points of progress.

I am also pleased to see the number of instruction librarian orientations increasing. These are a sure way to raise awareness of the library and its services.

The work of the library is a collaborative effort and I commend the faculty and staff for working together to serve our students.

4B. Areas of concern, if any:

I am concerned by the retirement of the Tech Services Librarian and I'm hopeful we will be authorized to replace this position. I'm also concerned that technology may be changing faster than the library can adapt. I think the library would do well to develop a future forecast document that looks at changes in the field and presents plans for how the library might anticipate those changes and prepare for them.

4C. Recommendations for improvement:

> I'm wondering how the library might improve its support of basic skills students. How could we do better outreach to those students and partner more with faculty who teach basic skills classes. Could we partner with Owl Scholars in some way. Could we approach the basic skills workgroup. I suspect that great inroads with the basic skills community on campus could improve the library's equity efforts as well.

4D. Recommended Next Steps:
X☐ 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.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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. **SA-SLO Status:** Active	**Assessment Method:** Measure the number of information resources the library has in various formats. **Assessment Method Type:** Data **Target:** Current information	12/09/2016 - At a meeting on May 28, 2015, the librarians received approval from the administration to change our SA-SLO assessment/reflection to a three-cycle. Although we continue to collect data on an annual basis, the assessment/reflection now occurs only in the year before our comprehensive review. We are now in the year prior to our comprehensive review, so this is an assessment/reflection on the past two years of data. 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. In order to serve students taking classes online and at the Sunnyvale Center and to meet general student demand, the library's digital collection continues to expand, replacing or supplementing traditional print resources. With the growth of EBSCOhost's eBook Academic Collection and the addition this fall of Safari Tech Books, the library now offers students 295,012 e-books. Through individual licenses and databases, the library also provides access to 37,180 e-journals and 25,443 streaming educational videos. Online resources are available 24/7 to students, faculty, and staff with a CWID. We also continue to invest in print resources, with 235 print periodical subscriptions and 2,260 titles in the stacks published in the last five years. The popular reserve book collection, which depends on faculty donations and a grant from the ASFC, is driven by student demand. The library strives to meet the information needs of students across the core missions of Basic	12/09/2016 - The Equity Programs Librarian (expected to begin work in Fall 2017) will collaborate with the Collection Development Librarian to review, assess, and develop the library's collections to provide the resources and formats necessary to support the needs of students identified in the Student Equity Plan. 12/09/2016 - Continue library collection development and assessment to satisfy the information needs of students.

Skills, Transfer, Workforce, and Equity. To serve basic skills students, the library offers a well-used collection of ESL books, databases that can be geared to students at a basic reading level, and the online Learning Express Library with targeted skill-building interactive courses in math, reading, and writing. To serve transfer students, 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 serve workforce students, the library develops subject-specific book and journal collections for certificated programs including Paramedic, Veterinary Technician, Pharmacy Technician, and Dental Hygiene, as well as current career guides for a variety of fields. To improve access to our resources and services to the groups that are identified in the Student Equity Plan, the librarians are participating in the First Year Experience pilot, and the college approved the hiring of an Equity Programs Librarian.

In the last year, we have received several requests from faculty to license individual streaming videos and electronic periodicals not available in our databases, but we did not have the funding to meet this demand or a structure in place to administer the individual contracts and access issues.

Few books have been discarded since the "Big Weed" in 2013-2014, but after the collection development librarian completes her third quarter of PDL in Winter 2018, we plan to resume gradual weeding in order to maintain a "steady state" collection of print books.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** 3% increase in library instructional equipment budget to cope with inflation plus plus $1000 to meet faculty requests for individual streaming videos and electronic periodicals **Related Documents:** Library Holdings	
		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. 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	12/05/2014 - Continue library collection development and assessment to satisfy the information needs of students.

| | | digital collection will continue to expand, replacing or supplementing traditional print resources.

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, 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.

Result:
Target Met
Year This Assessment Occurred:
2013-2014
Resource Request:
Continued allocation from Instructional Equipment Funding
Related Documents:
Library Holdings June 2014 | |
| | | 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 | 12/06/2013 - Continue library collection development, weeding and assessment to satisfy the information needs of students. |

audiobooks, 26,316 e-journals, and 40 databases. Special collections include 1,263 ESL books and 68 guides in the college/career collection.

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.

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.

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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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, 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Related Documents:** Library Resources 2012/13	
		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. 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	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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. The increasing availability of resources in digital format has resulted in a significant portion of the 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). 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. **Result:**	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012 **Related Documents:** Statistics on library resources	
	Assessment Method: Annual survey of students asks students whether they were able to find certain types of resources in the library to meet their information needs and whether certain library finding tools helped them locate the information they needed. **Assessment Method Type:** Survey **Target:** 80% of students who use these resources are able to find information to meet their needs all or most of time.	12/09/2016 - In April 2016, the librarians worked with the college researcher, Elaine Kuo, to revise the student survey to more accurately assess this outcome. Instead of asking students to rate their satisfaction with various sources, the new survey asks, "Please tell us whether you were able to find the following resources in the library to meet your information needs …" and "Please tell us whether the library resource helped you locate the information you needed …" A link to the survey was emailed to students enrolled in 10+ units and was also posted on the library home page; the survey was open from the beginning of June till the end of spring quarter. 158 students responded. For each information format (books, e-books, course reserves/textbooks, online journals/periodicals, streaming videos), the percentage of students who were able to find a resource in the library to meet their information needs fell below our target of 80%. Students had the least success finding e-books and streaming videos (although these were also the two resources that saw the greatest increases in usage). On the other hand, when they rated the library's finding tools, the results were better. Although only 77% of students who used the library catalog were able to find resources to meet their needs most or all of the time, 82% had success with library databases and 85% with the library website. From this data, however, it is unclear whether students failed to find what they needed because the library didn't have it, because the library's finding tools were inadequate, or	12/09/2016 - To improve our response rate, we plan to leave the survey open for a longer period of time, and we hope that the enhanced search interface in our new website (which debuted Summer 2016) will help increase students' ability to find the information they need in the library.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		because the students did not possess sufficient information competency to locate existing resources. We acknowledge the contrast to the survey results of 2012, when more than 90% of respondents for whom this question was applicable indicated that they were satisfied or very satisfied with the library's books, journal/periodical availability, and online resources. The difference is likely due to the change in the survey question rather than to decreased satisfaction, and we are encouraged that 93% of the survey respondents indicated they would recommend the library to their peers, showing a high rate of overall satisfaction with the library. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Related Documents:** Student Survey Results	
		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. **Result:** Target Not Met	12/05/2014 - Conduct a user satisfaction survey in 2014/15.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Year This Assessment Occurred: 2013-2014	
		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%. 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 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.) **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Related Documents:**	12/06/2013 - Monitor this trend. _____

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Information Resources User Satisfaction	
		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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Related Documents:** Library survey results	
	Assessment Method: Statistics on circulation of books and periodicals and on database usage **Assessment Method Type:** Data **Target:** 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	12/09/2016 - There were 6,374 non-reserve loans of the library's books and periodicals during 2015-2016. In addition, there were 6,833 full-text views of the library's e-book collection, for a total of 13,207 recorded uses of the print book, e-book, and periodical collections. This number is 96% of Foothill's credit/non-credit FTES for 2015-2016 (using the FTES figure provided in the summary report on the -Chancellor's Office Data Mart website), compared to 91.2% the previous year	12/09/2016 - The library should continue to acquire new print materials and develop its digital collection. Continuous addition of relevant and current print titles is essential to maintaining the collection's vitality and appeal. We should maintain our subscription to EBSCOhost eBook Academic Collection to which new titles are

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	year.	and well above our target of 80%. Breaking this down, use of print books has fluctuated over the last five years with a bump in 2014-2015, the year the library was in a small swing space during the renovation. This increase may be due to the "Big Weed" of 2013-2014, which resulted in a collection that was more current, attractive, and easily browsable, but could also be attributed to the nature of the swing space, which was occupied almost entirely by book stacks. When students visited the library, books were front, center, and everywhere and an obvious resource; in addition, the small facility afforded little study space, so students may have been inclined to check books out that they would otherwise have used in house. Conversely, after a dip in 2014-2015, the use of e-books reached a high in 2015-2016. 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. This shift is reflected in our collection planning as we reduce our print collections, spending more on electronic resources and less on print. As an example, in Fall 2016, the library purchased an additional e-book collection, Safari Tech Books, increasing the number of e-books available to students to 295,012. Nevertheless, given the increase in distance learning 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.

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 57,287 full-text articles retrieved during 2015-2016, an average of 4.17 full-text articles per FTES. This reflects a 9.5% decrease compared to the average of 4.62 full-text articles per FTES retrieved during 2014-2015 and | continually added, as well track usage and interest in the Safari Tech Books collection and consider the appropriateness of adding additional users to the two concurrent users the current license allows.

The library should also continue to promote awareness of all our resources, particularly databases, through instruction, reference sessions with students, self-service support materials such as LibGuides, and highlighting specific resources on the library website under "Featured Resources." In addition, the Systems Librarian is working with the Dean of Online Learning to create a link in each Canvas course to the library, providing quick access for students to various digital resources related to their specific classes. The new Equity/Outreach Librarian, who will join the library staff in Fall 2017 with responsibility for outreach and instruction to students targeted in the Student Equity Plan, is also expected to promote awareness.

To better measure use of the library's online periodicals, we will begin collecting data from all our periodical databases that provide COUNTER-compliant statistics. (COUNTER provides the Code of Practice that enables publishers and vendors to report usage of their electronic resources in a consistent way.) |

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		a 21.6% decrease compared to 2013-2014. We are perplexed by this decline and wonder if it can be explained by the popularity of other high-quality periodical databases, such as our collections from Gale, Elsevier, JSTOR, and ProQuest. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Related Documents:** Library Usage Statistics	
		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. 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. Nevertheless, given the percentage increase of enrollment comprised of distance education FTES over the last several years, the continued use of	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. 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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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 & Library Materials funding, so the use of the print collection speaks to the quality and relevance of the new books selected. 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.) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Instruction Librarian	reached with the addition of another full-time librarian with responsibility for providing librarian-led research strategy sessions.
		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	12/06/2013 - The library should continue to acquire new print materials, if at a slower pace, even during the upcoming location

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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.

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.

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.

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 & Library Materials funding, so the | disruption caused by the building remodel. Continuous addition of relevant current titles is essential to maintaining the collection's vitality and appeal.

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 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.

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.

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		relatively stable use of the print collection over time speaks to the quality and relevance of the new books selected. 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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 11-month Reference/Instruction Librarian	
		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.	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. Our follow up on this assessment

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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. While the usage target has very nearly been met in the case of our book, e-book, and periodical 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. 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. 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	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.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		was only partially countered by the implementation of more self-service instructional options on our website, which still require promotion of their availability. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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. **Start Date:** 09/26/2011 **End Date:** 06/29/2012 **SA-SLO Status:** Active	**Assessment Method:** Number of sessions and students served. **Assessment Method Type:** Data **Target:** All instructors who request a session will receive one.	12/09/2016 - At a meeting on May 28, 2015, the librarians received approval from the administration to change our SA-SLO assessment/reflection to a three-cycle. Although we continue to collect data on an annual basis, the assessment/reflection now occurs only in the year before our comprehensive review. We are now in the year prior to our comprehensive review, so this is an assessment/reflection on the past two years of data. All requests by instructors and for tours in 2014-15 and 2015-16 were accommodated. There has been a slight decrease in research strategy sessions and students served since 2013-14. Some of this may be attributed to the relocation of the library during the renovation to a small swing space from Summer 2014 to Fall 2015. In addition, beginning in 2014-15, some sessions were reclassified to general tours if they were not discipline specific. For example, general library orientation/tours for Counseling 5 were no longer classified as "research strategy sessions." Since the opening of the renovated library, the number of tours has increased. Most of this increase was due to providing approximately 15 tours to around 900 students during Middle School Day. The number of students served continues to represent a small percentage of the courses for	12/09/2016 - Continue to explore other information competency curricular models. Explore ways to assess information competency in GE courses at Foothill.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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, the program will unlikely move beyond the status quo. 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 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. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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. 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	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.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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. 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. 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 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Resource Request: Instruction Librarian	
		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. 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. 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 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	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.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		increasing instructional demands. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 11-month Reference/Instruction Librarian	
		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. 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 development librarian offering two presentations a week in lieu of teaching LIBR 10. 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. **Result:** Target Not Met **Year This Assessment Occurred:**	06/29/2012 - We expect a dramatic improvement next year when we have a new instruction librarian.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		2011-2012	
	Assessment Method: Survey select instructors who received an orientation for their class. **Assessment Method Type:** Survey **Target:** 90% of instructors will be satisfied with the quality of resources students found to complete their assignment.	12/09/2016 - At a meeting on May 28, 2015, the librarians received approval from the administration to change our SA-SLO assessment/reflection to a three-cycle. Although we continue to collect data on an annual basis, the assessment/reflection now occurs only in the year before our comprehensive review. We are now in the year prior to our comprehensive review, so this is an assessment/reflection on the past two years of data. For the academic year 2014-15 a survey was sent to 32 instructors who requested course-related instruction. 20 surveys were completed for a response rate of about 63%. 95% 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." For Fall 2015 and Winter 2016, a survey was sent to 27 instructors who requested course-related instruction. 16 surveys were completed for a response rate of about 60%. 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." In Spring 2016, the instruction librarian worked with Institutional Research to revise the faculty survey to assess whether the library orientation contributed to the students citing relevant resources. The revised survey was sent to 11 instructors who requested course-related instruction. 8 surveys were completed for a response rate of about 73%. In the revised survey, the question, "In-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources."	12/09/2016 - Continue to monitor this trend and reassess survey questions.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Was replaced with the following two questions: "In general, students cited required and relevant resources in their classroom assignment as a result of the material covered by the library orientation" "Overall, the library orientation was helpful to your students in finding the required and relevant resources for your class assignment." For, "In general, students cited required and relevant resources in their classroom assignment as a result of the material covered by the library orientation," only 75% of respondents agreed or strongly agreed. For "Overall, the library orientation was helpful to your students in finding the required and relevant resources for your class assignment," 100% of respondents agreed of strongly agreed. For the first time since assessing this SA-SLO, the target was not met in Spring 2016. This may be attributed to the new survey questions, and we will re-evaluate the survey instrument. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** 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. Although feedback from this survey is 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. | |
| | | 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."
Result:
Target Met
Year This Assessment Occurred:
2013-2014
GE/IL-SLO Reflection:
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.

Although feedback from this survey is 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. The Instruction Librarian is serving on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee, which will be | 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. |

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		researching information literacy assessments to make recommendations on a statewide information literacy assessment exam.	
		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." **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** 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. Although feedback from this survey is 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.	12/11/2013 - Research information competency assessments that can be applied at the program and/or college level.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** 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. **Related Documents:** Faculty survey	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	Assessment Method: Annual survey of students asks, "If you participated in an in-class Library Orientation, did the presentation help you complete your assignment by identifying resources that you may not have considered or found otherwise?" **Assessment Method Type:** Survey **Target:** 80% of students who participate in an in-class library orientation indicate that the presentation helped them complete thier assignment by identifying resources that they may not have considered or found otherwise.	12/09/2016 - In 2015-16 the librarians revised the annual student survey. The previous survey asked about student satisfaction with the in-class library orientation. The new survey asked more specifically, "If you participated in an in-class Library Orientation, did the presentation help you complete your assignment by identifying resources that you may not have considered or found otherwise?" 158 students completed the annual student survey. Out of the 51 students who replied they did receive an in-class library orientation, 82% responded that the in-class library orientation did help them complete their assignment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	12/09/2016 - Continue to monitor this trend.
		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. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	12/05/2014 - Conduct a user satisfaction survey in 2014/15.
		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	12/11/2013 - Continue to monitor this trend.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		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 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. 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. **Result:**	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
		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 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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Related Documents:** Student Survey	06/29/2012 - A new instruction librarian has been hired to begin work in Fall 2012, and we expect to revitalize the library instruction program under her leadership.