Cañada College
Program Review for
the Library

Submitted on April 21, 2009

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Program Review Team Members and Approvals

Program Review Team Chairs:

Dave Patterson and Michelle Morton

Program Review Team Members:

Valeria Estrada

Mike Ferrari

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Approvals:

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Division Dean

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Vice President of Student Services

Program Review Checklist

_____   Form Program Review Team

_____   Gather Documents (Org Chart/Staffing Profile)

_____   Solicit input from faculty and students

_____   Determine additional research needed

_____   Contact College Research Analyst if necessary

_____   Write Program Review Report

_____   Submit report to Dean or VP for approval

_____   Submit report to Office of Student Services for approval

_____   Present report to Curriculum Committee (if appropriate)

_____   Submit report to Planning & Budget Committee

_____   Present report to College Council

_____   Submit report to SMCCD Board of Trustees

Section I: Executive Summary

The Library's beautiful new facilities, the bond money we received in 2007 to update the book collection, the new .80 support specialist position, and the recent hiring of a second full-time librarian are all positive signs of the College's commitment to student success in the Library. We have also experienced a dramatic rise in students working in the library—up 100%–and library instruction sessions–up 123%. This encouraging trend also puts pressure on Library faculty and staff, as our total library personnel has only increased by 0.17 since 2000. The Library needs Library Coordination, more Librarians and more Library Support Specialists simply to maintain current levels of service. Specifically, we need:

- 1.0 FTE Adjunct Librarians
- 0.20 Library Coordinator
- 1.0 full-time Library Support Specialist

Program review has helped us to identify a number of goals for improving services to students:

- Increase services for Basic Skills and English Language Learning students
- Develop of more subject-specific and online research guides
- Increase collaboration with high school and public libraries
- Improve budget and acquisitions process for collection development

All of the goals of the Library's present program and future plans are predicated on our overarching mission, which is to work collaboratively with the campus and community in order to strengthen our students' interactions with information. This involves carefully designed instruction and robust collections of information resources.

Section II:　　　Program Overview

The Library has provided crucial services to the campus throughout the college's forty year history, but now the Library is working overtime to serve significantly larger numbers of students impacted by the national financial crisis. During hard economic times, students turn to libraries more than ever for a number of reasons: computer, internet, and textbook access; assistance with coursework and free resources to explore new careers; and assistance with job searches and resumes, While some libraries are cutting services—we recently lost funding for student workers—we feel that the library's resources need to be improved to meet the needs of our students. The American Library Association has recommended that money from the various stimulus packages be allocated to libraries, calling America's libraries "a lifeline for citizens in need across the country…ensuring Internet access, career workshops, business seminars and other economic support services are vital links in the nation's financial recovery. This is no time to cut much-needed support, reduce hours or close library doors."[1]

A. The Library's Mission

During a Student Services retreat in 2005, a revised mission statement was adopted by the library's faculty and staff. It was meant to emphasize three aspects of our Library that we find essential: collaboration across the campus, instruction in information literacy, and learning that is integrated and meaningful.

"Cañada College Library, in concert with students, faculty, staff and the community, cultivates powerful habits of seeking, evaluating and using information. Through the provision of diverse materials, extensive assistance and instruction, the Library encourages a love of inquiry in a supportive atmosphere that emphasizes thoughtful scholarship, intellectual freedom and individual responsibility." Mission Statement, 2005[2]

See Appendix A for a more detailed description of how the Library's Mission aligns with the Mission of Student Services and the College.

B. Historical Background and Significant Changes Since Last Program Review

Two major changes have occurred since our last Program Review in 2003/2004:

- Switch from Dynix Integrated Library System to Millenium in 2005. This entailed meetings with our colleagues in the Peninsula Library System, staff training, a great deal of transitional cataloging work, and significant effort to learn the new system. The Library benefits from being part of the Peninsula Library System consortium and in turn is expected to support libraries throughout San Mateo County. Our staffing shortcomings place a burden on librarians and staff at other libraries in the Peninsula Library System.
- Move to current home in the center of campus summer 2007. This move dramatically increased the library's usage, from roughly 60,000 visits per year in 2005 to over 100,000

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[1] ala.org/ala/newspresscenter/news/pressreleases2008/october2008/WOstimulus.cfm

[2] **http://www.canadacollege.net/library/web/mission.html**.

visits in 2008. Though we hired a 80% Library Support Specialist in 2007 and a second full time librarian in 2009, Cañada College Library remains one of the most leanly staffed libraries in the state's community college system, even when compared with libraries of similar size (see p. 14).

C. Progress since the Last Program Review

In the Library's 2003/2004 Program Review goals were set in five areas: staffing, instruction, collection development, professional development for library staff, and planning the current Library/Learning Center facility.

Staffing:

Although we are delighted to have hired a second full-time librarian in January of 2009, we have actually **lost ground since 2000** in terms of librarians, **from 2.53 down to 2.0.** In overall staffing, we have seen an increase of only **0.17 FTE** employees, despite an increase in library usage of 100%:

Position	Actual Staffing 2000-2001*	Goal by '03-'04*	Actual Staffing 2008-2009
Librarian Director	1	1	0
Full-time Librarians	1	3	2
Adjunct Librarians	.53	1.09	0
Total Librarians	*2.53*	*4.09*	*2*
Full-time 12 Month Support Specialists	1	3	1
Full-time 11 Month Support Specialists	1	0	0.9
Part-time 11 Month Support Specialists	0	1	0.8
Total Library Staff	**4.53**	**9.09**	**4.7**

Instruction:

Goals for expanding and improving the Library's course offerings and Flex Day activities for faculty and staff have not been met. We are currently discussing the possibility of revising LIBR 100 and reviving a revised version of LIBR 120 (see p. 17-19). The number of library orientations has increased 123%, from 65 sessions in 2004 to 141 sessions in 2008.

Collection Development:

Since the last Program Review, the Library requested $700,000 in bond money for collection development and received $250,000. (Note that prior to this generous allocation, few monies had been allocated for collection development, leaving us with a collection in which 2/3 of the items

pre-dated 1975.) This has enabled the Library to purchase DVDs, periodicals, and circulating and reference books. The Library has made progress towards the goal of updating the collection and increasing its "cultural and linguistic diversity" (2003/2004 Program Review), but we have been limited by staffing resources. Remaining goals include:

- Creating a collection development policy
- Weeding to remove out-of-date books
- A full overhaul of our periodicals collection
- A more efficient system for processing materials

Flexible Scheduling for Profession Development of staff:

The goal of providing flexible scheduling for staff professional development has not been met. Because of understaffing, participating in professional development activities almost always means leaving the reference desk unstaffed. [3] This means students do not receive the services they require and support staff are asked to perform work outside their job descriptions that take them away from the daily tasks of operating and maintaining the library (such as paying bills, book keeping, processing books, and maintaining Course Reserves).

Planning for the New Library:

These goals were all met.

D. Current Strengths, Opportunities, Challenges

When Cañada received a letter of warning from the ACCJC, staffing in the Library was specifically mentioned: "To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services."[4] In a follow-up report, the College responded: "After an in-depth assessment of student needs through Program Review of the Learning Center and the Library, as well as consultation with Admissions and Records and Counseling, **key personnel and system needs were identified** to improve and increase the services provided to afternoon and evening, off-site and ESL students"[5] Because we have lost ground in professional personnel since 2003 and have gained only 0.17 FTE in overall staffing during a time of dramatic increases in student use, The Library is concerned about staffing levels and Cañada's future accreditation status.

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[3]Library professional development activities Spring 2009 included an Academic Senate for California Community Colleges' Counseling/Library Science Faculty Development Institute, a Title V/Hispanic Serving Institutions Best Practices Conference, and a California Academic and Research Libraries Basic Skills Initiative workshop.
[4] http://www.canadacollege.edu/inside/accred-oversight/Warning%20Letter.PDF
[5] (See "Final Follow-Up Report" http://www.canadacollege.edu/inside/accred-oversight/links.html).

Section III: Review Report

A. Programs and Services

What are the Library's primary service offerings?

Instruction:

The Library's primary service is instruction. We offer two one credit courses: *Library 100: Introduction to Research* and *Library 120: Introduction to Applied Research.*
We also teach classes on how to find, evaluate and use information in courses from a wide variety of disciplines such as Reading, Biology, Sociology, Political Science and Psychology (see table p. 13). Each class is tailored to the course curriculum and assignments through research and collaboration with the instructor. The library offered 141 classes in calendar year 2008. The table below shows that the Library's instructional services have increase dramatically since 2003.

Academic Year	Total Library Instructional Sessions Given by Librarians
'98-'99	17
'99-'00	No data
'00-'01	No data
'01-'02	65
'02-'03	63
'03-'04	64
'04-'05	74
'05-'06	97
'06-'07	97
'07-'08	101

The Library also offers workshops on topics such as "Starting the Research Process" "Citing Sources" and "Using *Wikipedia.*"

Reference:

The Library assists students one-on-one with every step of the writing/research process at the Reference Desk. Often students need help in finding information on a topic for a research project. Some examples include: Madison's role in creating the U.S. Constitution, case studies of subcutaneous emphysema involving radiology, the history of organ making in the United States, ethnographic studies of a specific group of people in the Punjab region of India. During these reference encounters librarians not only help students gather information, they also teach students *how* to gather information so that students gain knowledge for future research. This involves helping students to find, evaluate, integrate, and cite print and electronic information resources.

Print and Electronic Resources:

In order to complete coursework, students need access to print and electronic information resources. The Library maintains a circulating book collection, an extensive reference collection, and over 100 popular and scholarly periodicals. The Library also maintains and extensive electronic collection which includes e-books, reference books, and tens of thousands of articles through our subscription databases (see Appendix F for a complete list of library databases). To expand print and electronic resources for students the Library participates in the Peninsula Library System--which expands our print collection to include more than 800,000 items from 35 libraries across San Mateo County—and the Community College Library Consortium – which enables us to subscribe to databases at a reduced rate. Librarians and staff spend a great deal of time selecting, purchasing, cataloging, processing and weeding print resources. Electronic resources require selection, set up, learning new systems, and maintenance.

Course Reserves:

The most popular items in the Library are the Course Reserves which provide students with free access to textbooks. Comprised of textbooks, review material, films, and workbooks, the Library's Course Reserves collection is perhaps the most visible contribution the Library makes to Cañada's students' educational equity. Run by the library support staff, Course Reserves requires are expensive and labor intensive (each book must be purchased, cataloged, processed, and checked out). The Library works in conjunction with the Learning Center to provide students with as many texts as possible while avoiding unnecessary duplication.

Computers and Technology:

The Library has 78 computers for students to use and provides access to printing and copying. All computers are connected to the Internet and have Microsoft Office Suite and other standard software, and the Library also has WiFi and 7 laptop computers for check out. In addition, the Library has plenty of headphones, a scanner, and two televisions with video and DVD players, and one computer is set up with adaptive technology, including Kurzweil, JAWS and Zoomtext for students with disabilities. We are pleased to provide students with ready access to all the resources they require for writing and research – including computers – but this requires that we also provide services students would expect in a computer lab environment, such as IT support. Library faculty and staff spend a lot of time helping students with technical issues involved in downloading, opening, printing, and copying documents.

Group and Individual Study Space:

Supported work space is a vital service we offer Cañada students, faculty, and staff. The Library provides ready computers, printing and copying, print and electronic resources, audio/visual, and reference assistance vital to the success of our student population. Many students use the Library and its 6 group study rooms to study, write papers, and create group projects. Working in the library also helps to integrate students – and particularly first generation college students – into an academic environment and into our campus community. While students rely on the Library for instruction and support services, faculty rely on the Library to provide resources for

instruction and a space to meet with students and collaborate with colleagues. Faculty often reserve study rooms for group projects, send students to the library for Hours by Arrangement, or hold office hours in the library. The Library also provides meeting space for administration, staff, and student organizations. Rather than simply a place to check out books the 21st century academic library "is increasingly seen as an extension of the classroom, offering the tools and the space to support collaborative learning" (CLIR Reports, 2005)[6]. For all of these reasons – as well as the fact that it is standard practice for both public and academic libraries – we view our gate count as a significant measure of our library's success. Our gate count has grown enormously since moving into our new building, with a daily average of 588 for 2007-2008.

Year	Annual Gate Count	Notes
2005	61,826	Old library
2006	63,707	Old library
2007	83,418	½ of year in new building
2008	107,482	1st full year in new building

Academic Year	Average Daily Gate Count
'98-'99	199
'99-'00	214
'00-'01	197
'01-'02	238
'02-'03	246
'03-'04	271
'04-'05	310
'05-'06	345
'06-'07	346
'07-'08	544

How does the Library meet the needs of Cañada's diverse community?

The Library's diverse print and electronic resources is aligned with the College's course offerings and with the needs of our student population. We have identified a number of goals for improvement in this area:

- Expanding our budget for Course Reserves and funding a student assistant to help Mike Ferrari process instructor and student requests.
- Continuing and expanding assistance to faculty and student organizations, such as the former Museum of Tolerance Book Club, the Political Action Club, the former Business Club, and the Gay Straight Alliance.
- Expanding instruction and collaboration with faculty to infuse information literacy into their curriculum and align library instruction with their course objectives.

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[6] See the Council for Library and Information Resources' 2005 report *Library as Place: Rethinking Roles, Rethinking Space* available at http://www.clir.org/pubs/execsum/sum129.html.

- We are currently working with Anniqua Rana, Salumeh Eslamieh, and Lisa Palmer to expand instruction and support services for Basic Skills students.
- We will be participating in the fall orientation for the Community Based English Tutoring program.
- We would like to develop strategic and sustained collaborations with our librarian colleagues at the Redwood City and East Palo Alto Public Libraries and High Schools.
- Librarian Michelle Morton and Support Staff Valeria Estrada provide instruction, assistance, and resources to students in both Spanish and English. Many of our student workers are also bilingual.
- Michelle and Valeria would like to take advantage of the *ALA Free Pass* program[7]Fall 2009 to attend the Fería Internacional del Libro (FIL), the largest Spanish Language book fair in the world. Attending the FIL would enable us to expand our Spanish language collection, particularly for ECE, CBOT, ECE, HMSV, and HSCI programs that offer instruction in Spanish.
- We are developing a more active and systematic mentor program for our student workers that will help them to develop their research skills and explore library science, teaching, and information technology as career paths.

We see exciting opportunities for serving Cañada's diverse population, but all of these projects require more staffing.

How does the Library coordinate with others across campus?

The Library interacts with students and faculty from across the campus, as seen in the tables below. Library orientations are custom-tailored to the assignments of specific instructors:

2008 Library Orientations by Department (Total = 141)

ANTH	5	CBET	6	ENGL	21	HMSV	1	PLSC	14
ART	3	CHEM	3	ESL	14	HSCI	2	PSYC	15
ASTR	1	CRER	8	FASH	1	HUM	1	READ	14
BIOL	10	DRAM	2	FILM	1	MATH	2	SOCI	3
BUS	3	ECE	4	HIST	3	NURS	1	SPCH	3

Comparing Library Use Across Departments

High Use (5 or more)	Some Use (1-4)	No Use
ANTH, BIOL, CBET, CRER, ENGL, ESL, PLSC, PSYC, READ	ART, ASTR, BUS, CHEM, DRAM, FASH, HIST, HMSV, HSCI, HUM, MATH, NURS, SOCI, SPCH, RADT	ANTG, ARCH, CBOT, CIS, CIT, COOP, DSKL, ENGR, GEOG, GEOL, INTD, MGMT, MEDA, MART, MUS, OCEN, LEGL, PHIL,

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[7] *ALA Free Pass* program pays for registration, hotel, and $100 towards airfare to attend the Fería Internacional del Libro (FIL), the International Book Fair in Guadalajara, Mexico: http://www.fil.com.mx/.

		Physical Education (various), PHYS, Real Estate, SPAN

Programs that use our facility to hold events – the Information Literacy Center, the Silent Study Rooms, and the Staff Lounge – include the EOPS, ASTR, CHEM, CRER, ENGL, MATH, MESA, RADT, READ, the CSU East Bay Health Sciences Program, the Center for Teaching Efficacy, the Learning Center, Middle College, and Upward Bound, as well as various administrative departments.

Adjunct Librarian Margie Whitnah has donated many hours and collaborated with faculty across campus to create beautiful displays to publicize events for different units on campus (including English, Art and Art History, Music, and student organizations).

During the Program Review process Learning Center and the Library met to discuss a number of ways in which we might deepen our relationship in the future, including in-service cross training for Learning Center tutors and librarians and coordinated workshops for Basic Skills students.

The Library has coordinates between the college and the community for city and countywide reading initiatives, such as One Book One Community (See Appendix G).

Since the addition of Librarian Michelle Morton in January, the Library has become more involved in Basic Skills Initiative, Community Based English Tutoring, learning communities, integrating library instruction and course curriculum, and collaborating with counselors.

What methods are used for evaluation?

- Comparison with peer institutions. According to the American Library Associations' guidelines for assessment, the best way to evaluate an academic library is to compare it to peer-institutions.[8]
- We have collected information through our SLOAC activities
- An online student survey
- A student focus group
- Staff input

We plan to work with the College Researcher to implement a plan for evaluating the impact of library use and instruction on students by tracking G Numbers.

Evaluation of Library's Strengths and Weaknesses

1. **Comparison with peer institutions**

The table below includes data collected from phone interviews with librarians at College of Alameda, Gavilan College, College of Marin, and Merritt College. These libraries were chosen because they have approximately the same number of FTEs as Cañada, they are close geographically, and they have demographics that allow for interesting comparisons:

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[8] See *Standards for Libraries in Higher Education* available at
http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm

	Alameda	**Cañada**	**Gavilan**	**Marin**	**Merritt**
FTE students (Spring 08)	1448	1822	1832	1967	2290
FTE librarians	3.6	2.0	2.45	3 (1 vacant)	3.5 (1 vacant)
Support Staff	5.1	2.6	4	4	3.5
Librarian on desk at all times?	Yes	No	Yes	Yes	Yes
Instruction: 2008 orientations	60 (estimate)	141	140 (includes online orientations)	80	20

2. SLOAC

See pages 17 and 18.

3. Online Student Survey[9]

85 people participated in our online survey, 96% of whom were students (2 were faculty and 1 unidentified). Most participants first came to the library with an instructor, and they gave the following reasons for continuing to come to the Library:

82 % Computers	68% Books	33% Course Reserves
78% Study	58% Web Resources	27% Watch Movies
77% Search for articles	45% Group Study Rooms	24% Read Magazines and Newspapers

Participants identified books (74%) and articles (69%) as the resources most used for their classes. Other items identified included computers, Internet, multimedia, film, and lecture notes printed. Most (96%) described the library staff as "very helpful" or "extremely helpful), and a majority (67%) found library instruction sessions helpful, particularly for using electronic databases.

Students mentioned the friendly staff, positive atmosphere, space to work, computers, books, and quiet as the things they liked most about the library, and they complained about limited hours, student use of the computers for non-academic purposes, the quality of the books, and the cost of printing. One student wrote, "The staff are not present at the front desk quite often."   When asked what they thought the Library needed more of participants suggested newer books, more staff, a quieter work environment, a better printing system, more study space, and more Course Reserves.

3. Focus Group

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[9] Survey Monkey Results available at http://www.surveymonkey.com/Default.aspx. Login and Password are CanadaCollegeLibrary. Results are also found in Appendix I.

The Library convened a focus group comprised of two student workers and 5 students who are regular library users. Below is a summary of their comments:

- The library is a comfortable place with a friendly and helpful staff and an environment conducive to studying. One student said, "I see more people concentrating [on studying], so it makes me want to do it."
- While students complained about talking and phones in the Library, they also commented that the Library was a quiet , peaceful place on campus where they came to work rather than socialize.
- There was a lot of technology related discussion: could the Library offer workshops and tutorials (e.g. Microsoft Vista); could the printing be cheaper?
- There was concern by the student workers that policies were enforced inconsistently. For example, sometimes items were formally checked out and other times we only asked for collateral (this has since changed).
- Could the Library offer brief "how to" workshops on a regular basis, such as "How to put a book on hold" and "How to use the self check-out machine."
- Library orientations are helpful but too big.
- Students felt that more Course Reserves were needed.

4.   Library Staff Assessment

Staff identified our strengths as creating a welcoming facility and atmosphere, good customer service: Spacious, well-lit, attractive with high quality furnishings, going the extra mile to connect students with the information they seek, the Course Reserve Collection, and good access to computers. Weaknesses they cited included noise, hours, low staffing, outdated collections, book processing rate due to low staffing, communication among staff to be consistent about policies. Staff also suggested evaluating "Special Collections" (such as children's and Spanish language books) to determine how well they are serving students.

Advisory Board

Although the Learning Center and Library do not have an advisory board, we have taken preliminary steps to form one together.

How has SLOAC helped improve the Library's program and services?

In spring of 2008, the entire library staff discussed at a SLOAC retreat what aspects of its program it wished to analyze. We wanted to know how well students understood the Library catalog. We developed a survey and encouraged students in the library over a three-week period to complete it.   There were problems with the survey in terms of assessing student learning because it was self-reporting, but we did learn something about how students use the library catalog and what they do and do not understand. We are considering new ways of assessing use of the catalog – such as pre- and post-tests offered to a library instruction session – and we are developing ideas for using the SARS/GRID log-in system to track the impact of library use and instruction on student success and retention. SLOAC has also informed both the Library's main class, Library 100: Introduction to Library Resources (see p. 18)

What programs and services recommendations might be needed to make the Library more effective?

More student workers would help us to improve in all areas. Currently, highly trained library staff spend much of their day checking out books, shelving books, and processing "hold" requests. Some of the jobs that consequently get neglected include cataloging our backlog of books, expanding and improving the Course Reserve collection, tracking statistics, cleaning up old catalog records, identifying and replacing lost books, monitoring the budget, and maintaining the library's website. In addition, we feel student workers make the library feel more accessible and help library faculty and staff understand students' needs better. We are interested in recruiting EOPS students and developing a mentor program for student employees.

We recommend hiring adjuncts equal to 1 FTE librarian. This would improve the Library's program in significant ways: students would have better access to reference assistance; librarians could collaborate more effectively within the library, across the campus, and in the community; and more time could be devoted to improving our collection and our collection development policies.

We recommend 0.20 FTE release time be allotted for a library director or coordinator. This position would be used for long-term planning, day-to-day operational decisions, overseeing our participation in the Peninsula Library System and Community College Library Consortium, closer oversight of the budget, coordination of collection development, and participation in annual state and federal surveys. Both Skyline and CSM have library directors. Three of the four peer institutions we surveyed had a director or dean.

A. 1. Curriculum

How do Library courses meet the needs of the students and the relevant disciplines.

LIBR 100 is a one-unit course designed to introduce students to research in an academic library. Over 6 self-directed lessons, students develop a research question, find and evaluate information, and create a bibliography. While students who complete this course report that they have learned a great deal about how to do research in a library, enrollment and persistence are low.

LIBR 120 is designed to be taken concurrently with a course in a discipline such as History, Political Science or Reading. LIBR 120 has not been offered for at least 5 years, but we feel that it has potential for rich learning. We are exploring two models for concurrent courses with LIBR 120. The first is through a National Endowment for the Humanities grant we applied for in 2009 to create a learning community linking MART 314: Introduction to Computer Graphics and a basic skills English course, ENGL 826: Basic Reading/Composition. In this model the LIBR 120 component would focus on basic library skills, exercises designed to support MART 314 and ENGL 826 assignments, legal and ethical use of image and audio resources, and issues related to privacy and new media (e.g., Facebook). Another approach we are exploring is concurrent enrollment with LIBR 120 and Political Science courses taught by Lezlee Ware. While we are

planning to apply for professional development funds with Professor Ware to develop curriculum, teaching LIBR 120 classes would require more staffing.

Staying Current in Library and Information Science.

Having just finished her Master's degree in Library and Information Science, Michelle Morton is knowledgeable about the current state of the discipline. Michelle is also enthusiastic about new ways to deliver library services that involve collaboration, learning communities and supporting students' technologically. She and adjunct librarian Margie Whitnah recently attended a State Academic Senate conference on collaboration between librarians and counselors. Michelle has also recently attended a conference with Dean Jeanne Gross on Hispanic Serving Institutions. Dave Patterson is working toward a doctoral degree in education. He is exploring current developments in the conceptual foundations of information literacy and the role that social capital plays in community college support services. Last year he attended a conference for librarians on SLOAC. Mike Ferrari, a support specialist, has extensive knowledge of technological issues, so he is able to help with, for example, setting up a YouTube page for the library.[10] He has also been able to help with the library's website, which received a complete overhaul a year ago by Adjunct Librarian Lia Thomas. Valeria Estrada and Paul Gaskins have kept abreast of changes in technology. They attended numerous Peninsula Library System in-services and meetings when PLS changed its ILS (Integrated Library System) from Dynix to Millennium in 2005.

Course Outlines

The Library submitted a course outline for LIBR 100 to the Curriculum Committee. The LIBR 120 outline will be revised later this spring.

How has SLOAC helped improve the Library's courses?

Librarians worked together during a SLOAC in-service day to develop two Student Learning Outcomes for LIBR 100 and LIBR 120. This was helpful in that it was the first time in 5 years that the three librarians were together at once and had uninterrupted time to devote to analyzing our pedagogy. The two SLOs were:

- Students will be able to formulate an appropriate college-level research question.
- Students will be able to create an annotated bibliography of at least seven resources relevant to their research topic (two books, two websites, two articles and one other), cite them in correct citation style.

The outcomes are assessed by evaluating students' final projects. We developed rubrics to evaluate these SLOs (see Appendix I). These rubrics have been somewhat useful in both evaluating work and thinking about how to teach most effectively.

What recommendations might be needed for future curricular development and/or program modification.

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[10]Cañada College Library's YouTube page is available at http://www.youtube.com/user/CanadaCollegeLibrary

LIBR 100 needs a radical overhaul. Enrollment and retention are low, and the course is time consuming and labor intensive for faculty. In addition we feel Information Literacy instruction needs to be connected to real problems and assignments. For all of these reasons, we are exploring new ways infuse Information Literacy into the curriculum by collaborating with instructors across campus to develop information literacy SLOs and course-specific library instruction. This approach has many benefits but it also requires staff time for outreach and collaboration.

B. Staffing and Organizational Structure

Currently the Library is administered by the Dean of University Center and Academic Support Services. However, restructuring plans are underway and in the future the Library may report directly to the Vice President of Instruction. The Library's classified staff consists of 2.6 FTE Library Support Specialists, including one 12 month position (Valeria Estrada), one 11 month position (Paul Gaskins), and one 80% 12 month position (Mike Ferrari). The faculty staffing consists of 2.0 librarians. Within the Library, we have a non-hierarchical structure that depends on consultation and consensus.

Valeria Estrada is in charge of ordering, processing, and cataloging books and films. She is also in charge of keeping statistics on new acquisitions and publishing lists of them. She communicates with faculty, staff, and students concerning items that they request. Valeria also orders supplies for the Library. In addition, Valeria opens the library in the morning with Mike Ferrari, and assists at the circulation desk.

Paul Gaskins is in charge of running the circulation desk from noon until 8:00 pm. This involves helping students with circulation issues, assisting students in finding books, and working on Peninsula Library System circulation tasks (such as coordinating book requests). In addition, he is charged with overseeing the budget, paying bills, with vendors, transferring money communicating with campus and district financial personnel, and making reports.

Mike Ferrari is in charge of the circulation desk from 8:00 am until noon. In addition, he oversees the Course Reserves collection, the most frequently requested items in the Library. Checking out Course Reserves is particularly time consuming because it involves many questions and complicated issues. This job also involves communicating with instructors, ordering, processing and cataloging reserve collection books and films, coordinating with the Learning Center, and soliciting funds. Mike also assists with maintaining the Library's website, reserving study rooms, publicizing events, and IT support for students, faculty, and staff.

Michelle Morton and Dave Patterson, the two full-time librarians, share all librarian responsibilities, including instruction, reference, outreach, program development, collection development, and fulfilling obligations with the Peninsula Library System. These areas of the Library's mission are described in Section II.

How does this staffing structure affect the Library's ability to fulfill its mission and goals.

The current staffing structure makes inefficient use of staff and faculty. The staffing structure is too lean, making it difficult for staff and faculty to focus on working in the areas for which they were hired and in which they have expertise. This problem was specifically identified as a finding in the Accreditation Evaluation Report:

> "[T]he library is **struggling** with an inadequate professional staff given its responsibilities to select materials, advocate and teach information competency skills and to create student learning outcomes for classes and its service units. The professional staff has **difficulty participating** in governance and policy committees such as the basic skills and curriculum committees while staffing the reference desk. This issue results in clerical staff attempting to fulfill the professional duties when the librarians are out of the library."[11]

How does the Library address the need for staff to continually improve their effectiveness in serving the diverse student population?

Communication with student workers is one way the library learns about our student population. By working more closely with student workers, the staff not only assists these students with academic and career issues, but we also gain insight how we might serve the diverse needs of our student body. This approach has numerous advantages: it is grounded in the specific realities of our students; it is sustained over time; it embraces the complexity of students' needs; and, in building relationships with our student workers, it encourages more meaningful feedback from them about the Library's effectiveness for all students. The Library is exploring ways to increase its commitment to mentoring student workers through a more systematic mentor program.

What steps could be taken to improve the Library's organizational efficiency within its current budget?

More work/study students would significantly aid the Library in improving its organizational efficiency.

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[11] See p. 31 of the Accreditation Evaluation Report available at
http://www.canadacollege.edu/inside/accreditation/accreditation-evaluation-report.pdf

What Staffing and organizational recommendations might be needed to make the Library more effective?

The Library needs .20 release time for a Library Director or a Library Coordinator. This would allow for better oversight, better coordination with the Divisions, the District and the PLS, providing better service for our students. Currently the two full time librarians must choose between working on detailed and complex issues while also assisting students at the desk, or leaving the reference desk unstaffed.

The Library needs adjunct librarians, particularly to expand outreach and instruction efforts. All four of the peer institutions had at least two full librarians plus adjunct librarian hours. Library Support Specialists also need additional time to complete their obligations.

We would benefit greatly from more work/study students. Work/study students are an economical way to make better use of faculty and staff time.

C. Leadership and Governance

Staffing levels make it difficult for the library to participate in Leadership and Governance. When librarians attend committee meetings there is no one on the desk to assist students (see "A Busy Week at the Library," Appendix H). According to Cañada College Academic Senate By-laws, a full time librarian is required to be on the Curriculum Committee. Michelle Morton began attending this committee as soon as she was hired in January 2009, and she also attends Basic Skills Committee meetings. Dave Patterson served on the Curriculum Committee from 2003-2007, Margie Whitnah served 2007-2008. It is **highly unusual** for adjunct librarians to serve on committees. Margie has also **donated** hours to the library through her work at home (even though adjunct librarians are paid at a special lower rate to reflect the fact that they are *not* expected to work outside their scheduled hours) and attended professional development activities related to the library on her own time. Dave Patterson also serves on the Academic Senate Governing Board as treasurer and he has served on the college's Academic Integrity Committee and the Peninsula Library System's Reference Committee. Our staff has served on hiring committees, attended Student Services Retreats, and participated in SLOAC activities. Increased staffing would enable them to participate more fully in College and District committees, as well as the Peninsula Library System.

Library faculty and staff participation in the governance processes of the College/District?

.20 release time for a Library Director or Coordinator would help us participate more fully in the governance processes of the College and District. Jeanne Gross and Dave Patterson meet periodically with Frank Vaskelis, head of the District IT department, and Library Directors from Skyline and CSM.

What recommendations might be needed to enhance/improve leadership skills?

We recommend hiring more support staff and/or student workers to free up Library Support Specialists to participate more fully at College and District level and in the Peninsula Library System.

We recommend .20 release time and/or 1.0 FTE adjunct librarians to free up Library Faculty to become more involved at the College and District level, and in the Peninsula Library System.

D. Facilities, Technical Infrastructure, and Resources

The Library's physical space

The physical space of our new facility is excellent. Our Silent Study Room, our five group study rooms, and our Information Literacy Center, are highly sought after as meeting and lab space by administrators and instructors across the campus. In response to complaints about noise, we are considering some rearranging to create more quiet work space in the library.

Consistent, quality custodial services are an economical way to maintain library facilities and materials, and our custodial services have been excellent. They help to preserve our resources for the long term and prevent potential disasters such as pests and leaks. The custodian assigned to the library was recently transferred, custodial staffing is stretched thin, and we are concerned about future upkeep.

The Library's Information Technology

We are fortunate to have 78 public computers for our students (39 PCs and 39 Macs). Because many students use the library as a workspace, we also provide the kind of technical support you would expect in a computer lab setting (questions related to formatting, accessing documents, using WebSmart and WebAccess, scanning, editing images, printing, and general trouble shooting). Michael Ferrari's expertise in this area is crucial to making the library computers a functional resource for students.

We are currently unable to provide printing from our Information Literacy Center because our print vendor, Pinnacle, does not offer Mac Compatible software. Many students use this lab to work when there are no library orientations scheduled, and we would like to them to be able to print their work. Students would benefit from a print system that allowed printing from both Mac and PC computers and provided more reliable copiers.

Off-campus access to our library homepage, online book catalog, and article databases makes Library resources available to students working from different locations and in hybrid and online environments. We would like to expand these services by developing online guides for specific departments and courses. We recently purchased a program, LibGuides[12], to develop such online guides and met with the Center for Teaching and Learning to discuss making Library

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[12] For examples of Community College Libraries using LibGuides see: Austin Community College, http://researchguides.austincc.edu/; and Palm Beach Community College, http://pbcc.libguides.com/ .

resources available through WebAccess. We have not had the staffing to follow through on this project.

Because the library is a key feature of the College, we believe there should be a link to the Library on the College's homepage. 3 of the 4 peer-institutions we reviewed had direct links to the Library on the College homepage.

The Library's Financial Resources

The Library requested $700,000 in bond money and received $250,000 in 2007. This money was used to update the book collection which was neglected and included many texts from the mid-Twentieth Century. We have used the bond money to update many areas of the collection. To keep our collection current we need dedicated funds for collection maintenance. We are concerned about the library losing ground in this area and requiring an additional major collection update down the road. Maintaining the collection also requires adequate staffing to select, order, catalog, process and shelve books. The table below shows the history of our budget.

Cañada College Library's Budget, 2004-2009

Regular Funds	04/05	05/06	06/07	07/08	08/09
Reference	3,200	3,200	3,200	0	0
Supplies	1,000	1,000	2,000	0	0
Subscriptions	11,000	11,000	2,000	0	0
Books/DVDs	*4,450	4,450	0	0	0

*21,336 was later added from the College's Prop 20 account

Prop 20	04/05	05/06	06/07	07/08	08/09
Reference	0	0	0	3,200	3,200
Supplies	0	0	*2,514	2,750	2,750
Subscriptions	0	0	0	17,000	17,000
Books/DVDs	15,000	24,304	**7,187	0	5,000

* Plus 200 for Instructional Equipment
** Plus 15,000 added later

Total	04/05	05/06	06/07	07/08	08/09
Reference	3,200	3,200	3,200	3,200	3,200
Supplies	1,000	1,000	4,714	2,750	2,750
Subscriptions	11,000	11,000	2,000	17,000	17,000
Books/DVDs	40,786	28,754	22,187	0	5,000
Grand Totals	**55,986**	**43,954**	**30,101**	**22,950**	**27,950**

| **Bond** | 0 | 0 | 250,000 | 0 | 0 |

We would like to work with the administration to establish a collection development budget formula based on $/per FTE student.

Additionally, we have worked hard to procure donations for Course Reserves, a crucial service for low income students, including generous donations from a Woodside philanthropist and his associates. We need more resources to maintain relationships with these funders (meeting with vendors, following guidelines, and making reports). Because Course Reserves are central to the Library's mission of providing equitable access to resources, they need dedicated funds and additional staffing for maintenance.

Electronic resources are a vital part of our collection. Telecommunication and Technology Infrastructure (TTIP) money pays for the Library's subscriptions to 30 databases (see Appendix F). Every community college in California received $36,000 in TTIP money for 2008/2009. This money is managed by Frank Vaskelis at the District Office and is shared by the three campus libraries. We subscribe with Skyline and CSM to some databases through deals brokered by the Peninsula Library System. (Example: *Opposing Viewpoints Resource Center*). We subscribe to other databases with Skyline and CSM through deals brokered by the Community College Library Consortium (CCLC) (Example: *Lexis Nexis Academic Universe*). The Library subscribes to additional databases on its own through the CCLC (Example: *International Encyclopedia of the Social Sciences*).

What recommendations in facilities, technology, or other resources might be needed to make the Library more effective?

We would like to establish guidelines with the administration about the use of the Library for activities, such as meetings and classes in the Silent Study Room and the Information Literacy Center.

We would like Pinnacle to supply us with better printing and copy services (Mac compatible, more affordable for students, faster response to problems). We are open to considering a different print management system vendor.

We would like to work with the administration to establish a collection development budget formula based on $/per FTE student and assure adequate staffing to process books.

We want to establish regular funding for Course Reserves in the range of $10,000-25,000. Of this annual cost, $3,000-5,000 would be used to hire a student assistant.

In conclusion, after reviewing the Library's program, comparing ourselves to peer institutions, and assessing our strengths and weaknesses, we feel that the Library has made substantial gains, although there is still a need for a dramatic shift in the College's commitment to the Library in terms of budget and staffing.
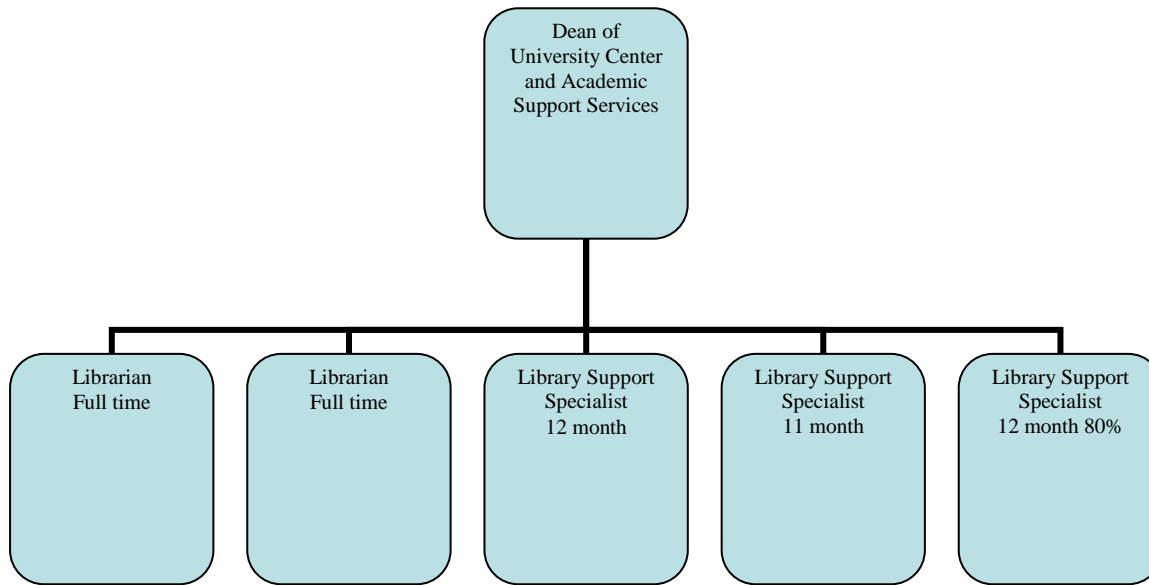
Section IV: Appendices

A. Library, Student Services, and College Mission

College's Mission[13]	Student Services' Mission	Library's Mission
Ensures that students from diverse backgrounds achieve their educational goals	Provides programs and services to support student learning in the classroom Creates an environment that encourages critical thinking Fosters an atmosphere of cultural pluralism and human diversity	Cañada's diverse student population is served by an emphasis on instruction, extensive assistance, supportive atmosphere, and diverse materials. Emphasis on cultivating habits also supports this.
Provides quality instruction in transfer and general education courses	Provides programs and services to support student learning in the classroom Creates an environment that encourages critical thinking	Quality instruction, intellectual freedom, thoughtful scholarship and extensive assistance are emphasized.
Provides quality instruction in professional/technical programs	Provides programs and services to support student learning in the classroom Creates an environment that encourages critical thinking	Diverse materials and extensive assistance are especially important in supporting professional and technical programs.
Provides quality instruction in basic skills	Provides programs and services to support student learning in the classroom Creates an environment that encourages critical thinking	Cultivating powerful habits of information interaction are essential for Basic Skills students, as is a supportive atmosphere and extensive assistance.
Provides activities that foster students' personal development and academic success	Promotes the development of life skills Empowers students to take responsibility for their lives	Individual responsibility while engaging in research, love of inquiry, diverse materials foster these.
serving the community's diverse needs for lifelong enrichment	Extends student learning beyond the classroom	Love of inquiry and provision of diverse materials supports this.
highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment	Extends student learning beyond the classroom	Supportive atmosphere, collaboration across campus and extensive assistance support this.

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[13] Cañada College Mission Statement. Retrieved 3/20/09 from www.canadacollege.edu/about/mission.html

B. Program/Department Organizational Chart

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                    ┌─────────────────────┐
                    │      Dean of        │
                    │  University Center  │
                    │    and Academic     │
                    │  Support Services   │
                    └──────────┬──────────┘
         ┌───────────┬─────────┼─────────┬───────────┐
   ┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐
   │Librarian│ │Librarian│ │ Library │ │ Library │ │ Library │
   │Full time│ │Full time│ │ Support │ │ Support │ │ Support │
   │         │ │         │ │Specialist│ │Specialist│ │Specialist│
   │         │ │         │ │12 month │ │11 month │ │12 month │
   │         │ │         │ │         │ │         │ │  80%    │
   └─────────┘ └─────────┘ └─────────┘ └─────────┘ └─────────┘
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C. Five-Year Program Staffing Profile

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Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005	**2006**	**2007**	**2008**	**2009**	
Administration	1.0	1.0	1.0	1.0	0.0	-100
Classified Staff	1.8	1.8	1.8	2.6	2.6	+44
Student Workers	6	6	6	5	4	-33
Faculty FTE	1.5	1.5	1.7	1.8	2.0	+33*

*It is important to note that in 2000, when there were far fewer students using the library, faculty FTE was 2.53. Using this figure, Faculty FTE has changed -21%.

D. Program/Department Goals and Objectives

Goal One: Improve Library services for Basic Skills students
>Objective: Increase collaboration with Basic Skills instructors
>Objective: Identify ways to support Basic Skills students in the Library
>Objective: Gather ideas from other libraries to inform our plans
>Objective: Find funding to pay for staff to carry out plans
>Objective: Design and offer services, such as workshops, to support Basic Skills
>Objective: Collaborate with librarians in community to improve collection

Objective: Design and implement assessment to gauge effectiveness of services
Objective: Continuously revise services to improve effectiveness

Goal Two: Improve services to English Language Learners
Objective: Identify needs of ELL students and their instructors
Objective: Create and deliver services for ELL students
Objective: Improve ELL collection and Spanish language collection
Objective: Collaborate with PLS to acquire appropriate items
Objective: Send bilingual librarian and Library Support Specialist to FIL

Goal Three: Create subject specific or course specific Library guides
Objective: Find funding for LibGuide creation (See p.28)
Objective: Consult with course instructors to learn specific assignments and needs
Objective: Create LibGuides for subjects or specific courses
Objective: Link LibGuides to instructors' WebAccess page
Objective: Solicit student and instructor feedback to improve LibGuides

Goal Four: Create a coherent, long-term Collection Development Procedure
Objective: Develop a Collection Development Policy
Objective: Design a process for systematically reviewing the collection
Objective: Implement this process with short-term emphasis on weeding
Objective: Establish a budget formula for Collection Development based on FTE
students
Objective: Design and implement a system for tracking acquisitions process

Goal Five: Optimize variety of learning environments in the Library
Objective: Discuss among Library staff policies concerning noise in the Library
Objective: Experiment with re-configurations of furniture, such as moving study
carrels
Objective: Solicit on-going advice from students concerning environment
Objective: Revamp policies involving Silent Study Room

Goal Six: Increase Library staffing
Objective: Hire a Library Coordinator who has 0.20 FTE release time
Objective: Hire 1.0 FTE adjunct librarians, 0.20 to fill release time and 0.80 to
improve service
Objective: Hire 1.0 full-time Library Support Specialist to assist students,
and to improve acquisitions, collection processing, and collection
maintenance procedures
Objective: Increase number of work/study students in the Library to 40
hours per week

E. Program Review Summary of Needs for the Library

	Needs	**Justification**
Personnel	**1. Library Coordinator, 0.20 FTE**	**All three of these requests would improve efficiency and service to our students and instructors. Currently Personnel are interrupted constantly, and are working outside of their job**
	2. 1.0 FTE Adjunct Librarians	
	3. 1.0 Library Support Specialist	

		descriptions. The reference desk is frequently unstaffed, a practice that is unusual and that hinders our students' ability to succeed.
Equipment	**1. Establish a budget formula based on FTE students for collection development** **2. Regular funding for course reserve textbooks** **3. New photocopiers** **4. A better printing system** **5. Library hyperlink on the College's homepage.** **6. Program in Classroom to display instructor's screen on students' computers**	**1. The Library needs a budget to maintain the collection for students, faculty, and staff.** **2. Course reserve textbooks are extremely important to our students' ability to succeed, but they are not part of the library's budget** **3. Copiers frequently malfunction.** **4. Printing system is expensive for students and generates a great deal of work for staff.** **5. A link to the Library on the College's homepage would make finding our resources much easier.** **6. Would improve student learning by making it easier for students to follow what instructor is doing in a large classroom.**
Facilities	**1. Ensure adequate custodial care to keep Library clean.** **2. Move study carrels to the back of the Library (tentative request)** **3. Establish guidelines for use of the Information Literacy Center, group study rooms, and the Silent Study Room**	**1. Keeping our new facilities clean makes economic sense and contributes to a positive learning atmosphere.** **2. Moving study carrels to back might offer more areas for quiet study.** **3. These rooms are popular places for meetings. We need a commitment from the College that they will be used in ways that best contributes to student success.**

F. Cañada College Library's Subscription Databases (PLS, SMCCD or Canada College subscriptions)

1. Access Science Encyclopedia
2. Associations Unlimited
3. Biography Resource Center (Gale)
4. Business and Company Resource Center (Gale)
5. College Source Online
6. CountryWatch

7. CQ Researcher
8. eLibrary
9. Encyclopedia of Sex & Gender
10. Ethnic NewsWatch (Proquest)
11. Expanded Academic ASAP (Gale)
12. Full-text Newspapers (Gale)
13. General OneFile (Gale)
14. Health Reference Center Academic (Gale)
15. Health and Wellness Resource Center (Gale)
16. History Cooperative
17. History Resource Center: World (Gale)
18. Informe (Gale)
19. International Encyclopedia of Social Sciences
20. JSTOR
21. Kid's Edition K12 (Gale)
22. Lexis Nexis Academic Universe
23. Literature Resource Center (Gale)
24. Opposing Viewpoints Resource Center (Gale)
25. Oxford English Dictionary
26. Proquest Biology Journals (Proquest)
27. SIRS Knowledge Source
28. Student Resource Center Gold (Gale)
29. What Do I Read Next (Gale)

G. Cañada College Library Events, 2003-2009

The Library seeks to promote cross-curricular learning and a sense of community through dynamic programs involving history, documentary, and the arts. In addition to these library-initiated events, the Library has supported many other events sponsored by other units across campus.

- *Word for Word*: "The Killing Blanket" by Rilla Askew (100 attendees)
- *Voices for Justice: Japanese Americans in Redwood City during WWII* (400 attendees)
- Museum of Tolerance Book Club (monthly) (small group)
- Harp Concert & Lecture by Anna Maria Mendieta: "*Concierto Serenata*" (75 attendees)
- Constitution Day: The Library has annually volunteered to coordinate and host events and displays every fall since the observation of Constitution Day on September 17th was federally mandated 5 years ago
- *Word for Word*: "How to Breathe Underwater" by Julie Orringer (100 attendees)

- *The Big Read:* Redwood City Reads *Fahrenheit 451*: The National Endowment for the Arts, Montalvo Arts Center, Redwood City Library and Cañada College Library
  The Camden Ten with filmmaker Anthony Giacchino (small group)
  Censorship in Contemporary Times: A Panel Discussion (350 attendees)
  Shut Up and Sing – The Dixie Chicks and Bush (small group)
- *One Book/One Community*: San Mateo County Reads Allende's *Daughter of Fortune*
  James D. Houston - *Where Hawaiians Met the Donner Party*: Early
  Immigration into California (300 attendees)
  Death on a Friendly Border with filmmaker Rachel Antell (450 attendees)
  Brown Bag Discussion of *Daughter of Fortune* (small group)

H. Calendar: A Busy Week in the Library
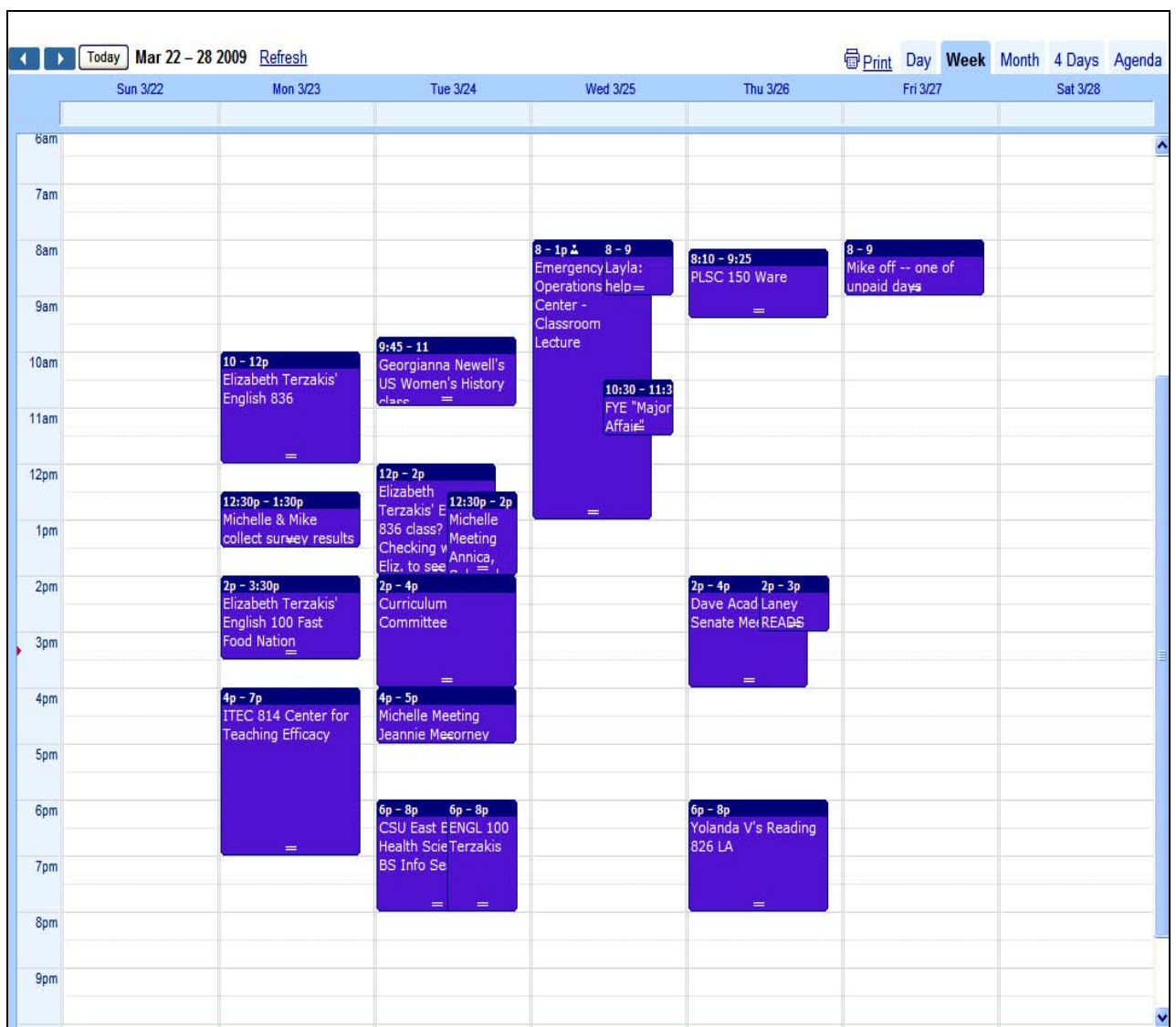
I. Supporting Data

Our comparison with peer institutions, library faculty and staff input, and a summary of feedback from or student focus group and the student online survey are embedded in the document.

SLOAC Data

Below are SLOs and rubrics used to assess Library 100 students' progress, to improve teaching in LIBR and to assess ourselves as a student service area.

Library 100 SLOs

Student Learning Outcomes

1. Students will be able to formulate an appropriate college-level research question.

2. Students will be able to create an annotated bibliography of at least seven resources relevant to their research topic (two books, two websites, two articles and one other), cite them in correct citation style.

Assessment Instruments:

1. Students will write a research question that will be measured by its degree of conciseness, clarity, and feasibility.

2. Students will complete a final project in which they will be required to compile an annotated bibliography with at least seven resources relevant to their research topic (two books, two websites, two articles and one other), citing them correctly. The project will be assessed on the basis of its completeness, the students' ability to evaluate sources, and accuracy of citation style.

Rubric for SLO Assessment 1—Research Question

4 - Accomplished	The question is extremely well scaled, showing both intellectual curiosity and academic practicality.	The question is profoundly stated and shows insight.	There is abundant information available on the topic.
3 - Competent	The student has an adequately demarcated research question.	The student's research question is stately clearly.	There is adequate information on the topic.
2 - Developing	The student has a somewhat targeted question, but needs help in refining it.	The student's research question is somewhat unclear.	There is limited information on the topic.
1 - Beginning	The question's scope	It is impossible to	There is no research

	is too broad to adequately address in a typical college research paper.	understand what the student wishes to research.	available on the topic.

Rubric for SLO Assessment 2—Bibliography

	Completeness	Evaluation	Citations
4 - Accomplished	In addition to meeting the requirements, the student has included further resources.	The student's bibliography is exemplary, showing discernment in selection and eloquence in analysis.	Citations are perfect!
3 - Competent	The student has included all seven of the required items.	The resources are both appropriate and adequately annotated.	Citations are generally correctly formatted.
2 - Developing	The bibliography has five or six of the required items.	The resources are inappropriate and/or poorly annotated.	The citation style is highly flawed with frequent errors.
1 - Beginning	Of the seven required resources, the student included four or fewer.	The student's bibliography is not annotated.	No recognizable citation style is used.

Here are results of this assessment for one semester:

SLO 1 Rubric: Results Fall 08

					No
Score on Rubric	4	3	2	1	data
Number of students in each category	1	3	3	0	2

SLO 2 Rubric: Results Fall 08

					No
Score on Rubric	4	3	2	1	data
Number of students in each category	1	5	3	0	0

In addition, the library assessed itself as a Student Service area using this survey:

Library Survey

To help Student Services understand how well we are assisting our students, we would appreciate your completing the information below. COMPLETE **ONLY ONE** SURVEY IN EACH AREA.

Gender: _____ M _____ F

My current educational goal is: AA/AS ☐   4 yr. Transfer ☐   Certificate ☐   Other ☐

I am enrolled in: 1-6 units ☐   7-12 units ☐   More than 12 units ☐

Ethnic Background: _____

B = African American, Non-Hispanic   **AC** = Chinese   **AJ** = Japanese
N = American Indian, Alaskan Native   **AM** = Cambodian   **HR** = Central American
F = Filipino   **PG** = Guamanian   **PH** = Hawaiian
AI = Asian Indian   **AK** = Korean   **AL** = Laotian
HM = Mexican   **PS** = Samoan   **HS** = South American
AV = Vietnamese   **AX** = Other Asian   **HX** = Other Hispanic
W = White, Non-Hispanic   **O** = Other Non White   **P** = Pacific Islander
PX = Other Pacific Islander

I am the first in my family to attend college. _____ yes _____ no

I work _____ full time _____ part time _____ don't work.

I attend school in the _____ day _____ evening _____ both.

For the following, please fill in the bubble below the statement that you think best describes you.

I don't know how to find books in this Library.	I know what the library catalog is, but I don't really understand how to use it.	I know how to use the Library catalog to find books, but I'm not aware of advanced features to narrow or broaden searches.	I know how to use the Library catalog to limit my search by location and know how to search for items by title, author, etc.
⬭	⬭	⬭	⬭

I know how to use the Library catalog to place holds on books from other libraries.

_____ yes _____ no

Here are the results of the above survey:

191 Completed Surveys
        99.5%   English

0.5%   Spanish

Gender
          36.6%   Male
          73.4%   Female

My current educational goal is:
          14.7%   AA/AS
          38.2%   Transfer to a 4 year
          26.2%   AA/AS and Transfer to a 4 year
          7.9%   Certificate
          12.1%   Other

I am enrolled in
          14.1%   1-6 units
          48.7%   7-12 units
          33.5%   More than 12 units

Ethnic Background:
          18.8%   Asian
          5.8%   Black
          39.3%   Hispanic
          1.4%   Native American
          2.1%   Other
          33.0%   White

How many of your parents have completed a 4 year university degree in the US?
          68.1%   None (First Generation)
          16.8%   One
          15.2%   Two

My first language is:
          57.1%   English
          42.9%   Other

I work:
          22.5%   Full time
          45.0%   Part time
          31.9%   Don't work

I attend school in the:
          63.4%   Day
          5.2%   Evening
          30.4%   Both

Student Learning Outcome(s):

11.0% I don't know how to find books in this Library.

18.3% I know what the Library catalog is, but I don't really understand how to use it.

27.2% I know how to use the Library catalog to find books, but I'm not aware of advanced features to narrow or broaden searches.

42.9% I know how to use the Library catalog to limit my search by location and know how to search for items by title, author, etc.

55.5% I know how to use the Library catalog to place holds on books from other libraries.

44.5% I do **not** know how to use the Library catalog to place holds on books from other libraries.

Student Survey Data

Canada College Library Student Survey Spring 2009[14]

1. Choose what best describes you.
 answered question 84
 skipped question 1

- Student 97.6% 82
- Faculty 2.4% 2
- Staff   0.0% 0

2. What do you do in the Library? Select all that apply.
 answered question 83
 skipped question 2

- Use computers 81.9% 68
- Study 78.3% 65
- Use group study rooms 44.6% 37
- Watch movies 26.5% 22
- Check out Reserve Course Books 32.5% 27
- Check out books 67.5% 56
- Search for articles 77.1% 64
- Search for web resources 57.8% 48
- Read magazines and newspapers 24.1% 20
- Other (please specify) 9
    1. take servey Thu, 3/19/09 1:54 PM
    2. sleep Wed, 3/18/09 12:19 PM
    3. Read books nonrelated to course work. Tue, 3/17/09 11:13 AM
    4. get tours of Library + Lrng Ctr; get info for Ss Mon, 3/16/09 6:44 PM

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[14] You can see results at http://www.surveymonkey.com/Default.aspx. Login and Password are CanadaCollegeLibrary.

5. research workshops for students Mon, 3/16/09 1:40 PM
6. I'am in need of computer support/and the long hair girl is always rude and feeling so madd when I'am asking for help. Mon, 3/2/09 7:56 PM
7. I'am in need of computer support/and the long hair girl is always rude and feeling so madd when I'am asking for help. Mon, 3/2/09 7:56 PM
8. short orientation: connecting from off campus, general use, finding books Mon, 2/23/09 2:07 PM
9. check out documentaries Mon, 2/23/09 1:27 PM

3. What kinds of library resources do you use most for your classes?
   answered question 80
   skipped question 5

- Books 73.8% 59
- Articles 68.8% 55
- Other (please specify) 13
    1. A lot of JSTOR Thu, 3/19/09 1:57 PM
    2. computer Thu, 3/19/09 1:38 PM
    3. journal articles and electronic sources Thu, 3/19/09 10:32 AM
    4. multi media Wed, 3/18/09 12:19 PM
    5. computers Tue, 3/17/09 1:43 PM
    6. Internet Tue, 3/17/09 11:13 AM
    7. films Mon, 3/16/09 6:44 PM
    8. write essays Thu, 3/5/09 3:28 PM
    9. printing my lectures for my hw. Mon, 3/2/09 7:56 PM
    10. printing my lectures for my hw. Mon, 3/2/09 7:56 PM
    11. computer, audio/video room, everything! Mon, 2/23/09 2:07 PM
    12. computers Mon, 2/23/09 1:27 PM
    13. documentary, current events Mon, 2/23/09 1:08 PM

4. How did you first hear about the library?
   answered question 77
   skipped question 8

- Instructor 70.1% 54
- Counselor 14.3% 11
- Library Orientation 40.3% 31
- Friend 19.5% 15
- Other (please specify) 9
    1. I park next to it Sun, 3/22/09 1:18 PM
    2. I walked into it: it's in a big building Thu, 3/19/09 1:57 PM
    3. common sense Thu, 3/19/09 1:38 PM
    4. own curiousity, since the library is new, people will go in and explore for themselves Thu, 3/19/09 1:37 PM

5. myself Wed, 3/18/09 12:19 PM

6. Found on own; expected there to be one on campus Tue, 3/17/09 12:27 PM

7. I Found It Tue, 3/17/09 11:12 AM

8. How could I NOT hear about the library? Mon, 3/16/09 1:40 PM

9. My parents raised me to love librarys Thu, 3/5/09 3:28 PM

5. Have you attended a library orientation? If so, how helpful was it?
answered question 76
skipped question 9

- Very helpful 67.1% 51
- Helpful 30.3% 23
- Somewhat helpful 3.9% 3
- Unhelpful 1.3% 1
- Comments 13

  1. when i walk in someone always greet you to make you feel welcome and know they there to help you. Thu, 3/26/09 10:10 AM

  2. I really felt comfortable asking the librarian for help after the orientation. Sun, 3/22/09 1:18 PM

  3. no Thu, 3/19/09 1:38 PM

  4. Great orientation! Wed, 3/18/09 3:29 PM

  5. not attended one Tue, 3/17/09 1:40 PM

  6. the person presenting was teaching from their opinions and limited experience using the computer systems Tue, 3/17/09 1:30 PM

  7. I've experience using libraries. Tue, 3/17/09 12:27 PM

  8. A basic orientation is good to get a feel of the library, but Ive found that the instruction on how to use the e-databases much more benificial. Tue, 3/17/09 11:13 AM

  9. I have not Tue, 3/17/09 11:12 AM

  10. extremely helpful. Thank you! Fri, 3/13/09 9:56 AM

  11. not being there Fri, 3/13/09 9:42 AM

  12. Helpful but I still had a lot of questions Mon, 2/23/09 2:07 PM

  13. I enjoyed the orientation, it was very helpful. I now know where things are located Mon, 2/23/09 1:10 PM

6. When do you come to the library? Choose all that apply.
answered question 84
skipped question 1

- Morning 61.9% 52
- Afternoon 76.2% 64
- Evening 34.5% 29

7. Is the library staff helpful?
answered question 81
skipped question 4

1. yes Thu, 3/26/09 10:10 AM

2. yes Tue, 3/24/09 12:18 PM

3. Yes. They are very knowledgeable and willing to help. Tue, 3/24/09 11:13 AM

4. Yes, very. Tue, 3/24/09 11:03 AM

5. yes Mon, 3/23/09 3:57 PM

6. VERY MUCH SO Sun, 3/22/09 1:18 PM

7. Yes. Sat, 3/21/09 1:33 PM

8. Yes, they are very helpful and have a great deal of knowledge and experience Fri, 3/20/09 12:25 PM

9. Yes, they are very helpful and I feel very comfortable asking for help on anything I may have a question on. Fri, 3/20/09 9:27 AM

10. EXTREMELY Fri, 3/20/09 9:13 AM

11. yes! Fri, 3/20/09 9:13 AM

12. Yes, very helpful! Fri, 3/20/09 8:38 AM

13. Yes Thu, 3/19/09 6:07 PM

14. yes it is Thu, 3/19/09 4:51 PM

15. Yes Thu, 3/19/09 4:36 PM

16. Yes, especilly the guy with glasses and a beard, very helpfull. Thu, 3/19/09 3:18 PM

17. Very helpful Thu, 3/19/09 2:57 PM

18. YES VERY HELPFUL! :) Thu, 3/19/09 2:56 PM

19. Amazingly helpful. They even help me find books at other universities, or online, or just give me feedback on my work. Thu, 3/19/09 1:57 PM

20. yes Thu, 3/19/09 1:54 PM

21. yes Thu, 3/19/09 1:38 PM

22. very helpful, they help with finding articles, books and how to navigate through the website Thu, 3/19/09 1:37 PM

23. yes Thu, 3/19/09 1:36 PM

24. the are extremely helpful Thu, 3/19/09 1:31 PM

25. yes when they arnt telling you to be quiet. Thu, 3/19/09 1:31 PM

26. yes, they are knowledgable Thu, 3/19/09 1:31 PM

27. yeah Thu, 3/19/09 1:30 PM

28. yes Thu, 3/19/09 11:04 AM

29. Yes they help me out with everything that I need even if its something really simple Thu, 3/19/09 11:01 AM

30. Ver Very Very Helpful!! They are all so very nice!!! Thu, 3/19/09 10:33 AM

31. the library staff is always extremely kind and helpful Thu, 3/19/09 10:32 AM

32. yes, very helpful Thu, 3/19/09 10:30 AM

33. Yes Very Thu, 3/19/09 10:30 AM

34. Yes, and they were also friendly. Thu, 3/19/09 10:27 AM

35. Yes Thu, 3/19/09 10:25 AM

36. yes Thu, 3/19/09 10:24 AM

37. Yes Thu, 3/19/09 10:23 AM

38. yes Thu, 3/19/09 10:23 AM

39. yes Thu, 3/19/09 10:21 AM

40. Yes, they are. They do an exelent job! Wed, 3/18/09 3:29 PM

41. Yes, always willing to go above and beyond Wed, 3/18/09 12:19 PM

42. Especially Mike! Wed, 3/18/09 10:54 AM

43. the staff is really helpful, they know where is the best way to find researchs. Wed, 3/18/09 9:45 AM

44. yes, it is Tue, 3/17/09 6:37 PM

45. Yes Tue, 3/17/09 2:13 PM

46. Yes. Very Helpful Tue, 3/17/09 1:43 PM

47. ery friendly and helpfull, very patient. Tue, 3/17/09 1:42 PM

48. Very helpful! Tue, 3/17/09 1:40 PM

49. yes Tue, 3/17/09 1:31 PM

50. yes Tue, 3/17/09 1:31 PM

51. the desk staff is Tue, 3/17/09 1:30 PM

52. yes, very nice and knowledgable Tue, 3/17/09 12:41 PM

53. Yes Tue, 3/17/09 12:27 PM

54. yes always. Tue, 3/17/09 11:15 AM

55. They are all very willing and helpfull. Tue, 3/17/09 11:13 AM

56. Very helpful Tue, 3/17/09 11:12 AM

57. Yes. They are more than willing to help you with anything, even more than teachers. Tue, 3/17/09 11:12 AM

58. very helpful. dave patterson is a rare gem. like a pink diamond. Tue, 3/17/09 11:11 AM

59. extremely helpful Tue, 3/17/09 11:10 AM

60. extremely helpful Tue, 3/17/09 11:10 AM

61. They are absolutely the best; helpful and knowledgeable. Mon, 3/16/09 6:44 PM

62. Super helpful. Mon, 3/16/09 1:40 PM

63. yes, it is Fri, 3/13/09 9:56 AM

64. They are extremely helpful, and see, to genuinely care. I appreciate all the resources made available to me. Fri, 3/13/09 9:45 AM

65. yes Fri, 3/13/09 9:42 AM

66. yes Fri, 3/13/09 9:40 AM

67. yes Fri, 3/13/09 9:38 AM

68. yeah Fri, 3/13/09 9:38 AM

69. Yes! Very welcoming too. Fri, 3/6/09 1:15 PM

70. yes they are...they are very nice people.. Thu, 3/5/09 3:43 PM

71. Yes, extremely helpful an knowledgeable. Thu, 3/5/09 3:28 PM

72. yes. and they are very kind Tue, 3/3/09 5:20 PM

73. they are so goog people so friendly and human being exept what I have mentioned above. Mon, 3/2/09 7:56 PM

74. they are so goog people so friendly and human being exept what I have mentioned above. Mon, 3/2/09 7:56 PM

75. yes Fri, 2/27/09 10:56 AM

76. yes Tue, 2/24/09 9:19 AM

77. They are very helpful any time, especially to those of us who don,t know much about the library and the computers. They help any tiggme. Mon, 2/23/09 2:07 PM

78. Yes! They are all awesome people! Mon, 2/23/09 1:31 PM

79. yes, they are very helpful Mon, 2/23/09 1:27 PM

80. they are very helpful. they usually have the book that i need to finish a homework, and they help me clear any questions that i have. Mon, 2/23/09 1:12 PM

81. The library staff are very helpful. They really try to help in what ever ways you need help with. They do a very good job answering questions and helping me on how to use the computers. They also show websites that will be useful in my research. They are always willing to give a helping hand. They are very cheerful too. Dave is one of my favourite librarian. He is the most cheerful and helpful person that always greeting you when you enter the library, he is very helpful. Mon, 2/23/09 1:10 PM
82. Yes. Mon, 2/23/09 1:08 PM

8. What do you like most about the library?
answered question 81
skipped question 4

1. i can go there and relxed and get your mind together also study. Thu, 3/26/09 10:10 AM
2. books Tue, 3/24/09 12:18 PM
3. I like that it's open until 8pm during the week. Also I like that it's usually always quite. It's a great place to get caught up on homework. Tue, 3/24/09 11:13 AM
4. I like the helpful, positive atmosphere. It suits me better than the Learning Center. Tue, 3/24/09 11:03 AM
5. studying and do my homework. Mon, 3/23/09 3:57 PM
6. the staff Sun, 3/22/09 1:18 PM
7. The computers, books, and tables available. Sat, 3/21/09 1:33 PM
8. The staff is friendly, and go out of their way to help me out Fri, 3/20/09 12:25 PM
9. The thing that I like most about the library is that I can come here and get everything done that I need to get done. Fri, 3/20/09 9:27 AM
10. QUIET Fri, 3/20/09 9:13 AM
11. it's quiet Fri, 3/20/09 9:13 AM
12. Its convienent. Fri, 3/20/09 8:38 AM
13. All the resources and help, and the fact it is so quiet. Thu, 3/19/09 6:07 PM
14. the enviroment, how quiet it is, that helps you to study! Thu, 3/19/09 4:51 PM
15. I like the amount of help and support available Thu, 3/19/09 4:36 PM
16. It is nice, quiet and a good place to do research stuff Thu, 3/19/09 3:18 PM
17. The friendly staff, and the computer access Thu, 3/19/09 2:57 PM
18. It is clean and quite and very friendly, i can get my work done here. Thu, 3/19/09 2:56 PM
19. That staff are familiar with our professors' assignments and projects so they can help us better. Also, the GSA section at the back of the library, the Anniversary bulletin, the windows,the piano, all the displays, and the books (bilingual especially). Thu, 3/19/09 1:57 PM
20. staff is always taking the time to help you. Thu, 3/19/09 1:54 PM
21. a place to study and gather information Thu, 3/19/09 1:38 PM
22. quiet, alot of books and information, very good overall ambiance, helpful staff Thu, 3/19/09 1:37 PM
23. that is silent Thu, 3/19/09 1:36 PM
24. They have a large range of resource that i need when I am clarifying for my creative writing Thu, 3/19/09 1:31 PM
25. its new and huge. Thu, 3/19/09 1:31 PM
26. i like all the computers that are easy to access, have pcs and macs available Thu, 3/19/09 1:31 PM

27. its very quiet Thu, 3/19/09 1:30 PM
28. the staff Thu, 3/19/09 11:04 AM
29. How easy it is to find information Thu, 3/19/09 11:01 AM
30. it's a really nice library, and very easy to access things you need! And most of all the libraians! Thu, 3/19/09 10
31. the helpful staff! Thu, 3/19/09 10:32 AM
32. everyone here is very willing to help in every way possible Thu, 3/19/09 10:30 AM
33. Very well organized, great group study rooms Thu, 3/19/09 10:30 AM
34. It's well organized and clean. Thu, 3/19/09 10:27 AM
35. It is very quite and the staff does the best they can to help me as much as possible Thu, 3/19/09 10:25 AM
36. facebook & myspace. Thu, 3/19/09 10:24 AM
37. It's quiet and has a lot of books Thu, 3/19/09 10:23 AM
38. staff Thu, 3/19/09 10:23 AM
39. Study rooms, research guides Thu, 3/19/09 10:21 AM
40. The library is a good place to stady becasu it has a lot of resources. Wed, 3/18/09 3:29 PM
41. Resources allocated in one area, high speed internet and quiet environment Wed, 3/18/09 12:19 PM
42. Mike! Wed, 3/18/09 10:54 AM
43. The library provides tutoring any time and we can use the computer too. Wed, 3/18/09 9:45 AM
44. the huge collection of books Tue, 3/17/09 6:37 PM
45. People are willing to help. Tue, 3/17/09 2:13 PM
46. I enjoyed all the resources it provides for us as students, and how convenient it is for everyone. Tue, 3/17/09 1:43 PM
47. Other than the views, it has a large selection of needed research and reading enjoyment material. Tue, 3/17/09 1:42 PM
48. The environment. The different sections and how clean it is. Tue, 3/17/09 1:40 PM
49. That it's more condusive to studying than the learning center. Tue, 3/17/09 1:31 PM
50. everything is great Tue, 3/17/09 1:31 PM
51. books Tue, 3/17/09 1:30 PM
52. has alot of places to study Tue, 3/17/09 12:41 PM
53. It has books and is fairly quiet. Tue, 3/17/09 12:27 PM
54. how helpuful the people are that work in the labrary. all so the web page and how easy it is to look up book and internent soces Tue, 3/17/09 11:15 AM
55. I like the library because its quite and comfortable. Tue, 3/17/09 11:13 AM
56. I like the Mac computers because you can print for free and the librarians are sooooo helpful Tue, 3/17/09 11:12 AM
57. It gives students access to endless information that makes doing research much easier. Tue, 3/17/09 11:12 AM
58. its not loud like the learning center. librarians are really helpful. Tue, 3/17/09 11:11 AM
59. It is neat, orderly and has fabulous staff Tue, 3/17/09 11:10 AM
60. It is neat, orderly and has fabulous staff Tue, 3/17/09 11:10 AM
61. the accessibility of the staff Mon, 3/16/09 6:44 PM
62. The staff. Mon, 3/16/09 1:40 PM
63. Its very easy to find info, the stuff is friendly and helpful Fri, 3/13/09 9:56 AM

64. The internet access Fri, 3/13/09 9:45 AM

65. the books and the muvies Fri, 3/13/09 9:42 AM

66. the help that is offered Fri, 3/13/09 9:40 AM

67. the tour Fri, 3/13/09 9:38 AM

68. the silence Fri, 3/13/09 9:38 AM

69. the computers Fri, 3/13/09 9:38 AM

70. Easy coputer and material access. Fri, 3/6/09 1:15 PM

71. everything I like the staff, student and the silence too. it helps me study Thu, 3/5/09 3:43 PM

72. This is the only quiet place to study on the campus. The desks and chairs are very comfortable. Thu, 3/5/09 3:28 PM

73. computers Tue, 3/3/09 5:20 PM

74. The interes and her efford ,that the nice lady toke to help myself thanks a lot. Mon, 3/2/09 7:56 PM

75. The interes and her efford ,that the nice lady toke to help myself thanks a lot. Mon, 3/2/09 7:56 PM

76. up to date environment, technology and great setting Fri, 2/27/09 10:56 AM

77. Quiet Studies, doing homework, using the computer. Mon, 2/23/09 2:07 PM

78. Silence. Variety of resources. Mon, 2/23/09 1:31 PM

79. I like the peaceful environment Mon, 2/23/09 1:27 PM

80. computers and internet. recently i had a biology midterm and the internet resources were very helpful. over all i think i did very good on my test and i am very confident that my score is going to be one of the highest if not the highest.

81. I love everything about it. The librarians are very helpful. The quite study room, evern the video rooms. The view is beautiful. Books are easy to find, and i like that there is alot of computers. Mon, 2/23/09 1:10 PM

82. The view and the staff goes the extra mile each time they help. Mon, 2/23/09 1:08 PM

9. What do you like least about the library?
  answered question 75
  skipped question 10

1. you can get help in whatever subject you are studing in. Thu, 3/26/09 10:10 AM

2. nothing Tue, 3/24/09 12:18 PM

3. Maybe open on Sundays. Tue, 3/24/09 11:13 AM

4. I can't think of anything other than there doesn't seem to be enough rooms to watch videos, especially with the load Mr. Stanford gives. Tue, 3/24/09 11:03 AM

5. hard to find books. Mon, 3/23/09 3:57 PM

6. That it is on the third floor Sun, 3/22/09 1:18 PM

7. Not enough study rooms. Sat, 3/21/09 1:33 PM

8. all of the students that use the computer for games, myspace, and facebook. Fri, 3/20/09 12:25 PM

9. Sometimes it gets very loud in here and I can't concentrate. Fri, 3/20/09 9:27 AM

10. MYSPACE Fri, 3/20/09 9:13 AM

11. Some people talk too much and its distracting. Fri, 3/20/09 8:38 AM

12. Nothing Thu, 3/19/09 6:07 PM

13. you need more and new books! Thu, 3/19/09 4:51 PM
14. the lack of books for check out on classes where that book is requiered Thu, 3/19/09 3:18 PM
15. I'ts not always easy to find the books because of the letters: RC-ZA, for example Thu, 3/19/09 2:57 PM
16. nothing Thu, 3/19/09 2:56 PM
17. I can't think of anything. Thu, 3/19/09 1:57 PM
18. nothing Thu, 3/19/09 1:54 PM
19. hours on friday Thu, 3/19/09 1:38 PM
20. no complaints
21. nothing Thu, 3/19/09 1:36 PM
22. nothing it is a good enviorment Thu, 3/19/09 1:31 PM
23. its on the third floor and takes a long time to get to. Thu, 3/19/09 1:31 PM
24. sometimes over crouded Thu, 3/19/09 1:30 PM
25. Headphones, but I understand that they are necessary. If I could rent ear plugs for the semester or if they sold cheap ear buds at the book store it would be nice. Thu, 3/19/09 11:04 AM
26. Some of the computers don't have internet Thu, 3/19/09 11:01 AM
27. searching for books Thu, 3/19/09 10:33 AM
28. research is a long and painstaking process Thu, 3/19/09 10:32 AM
29. Missing books Thu, 3/19/09 10:30 AM
30. That it's on the third floor. Haha. Thu, 3/19/09 10:27 AM
31. On occasions the library might be full of people Thu, 3/19/09 10:25 AM
32. the books (they're boring) Thu, 3/19/09 10:24 AM
33. Mike Ferrari (just kidding. He is very helpful ;) Thu, 3/19/09 10:23 AM
34. pay to print Thu, 3/19/09 10:23 AM
35. Some thimes there are some students that are just looking at myspace, adn they make a lot of noise. Wed, 3/18/09 3:29 PM
36. Sometimes limited resources depending on certain types of literature Wed, 3/18/09 12:19 PM
37. Anyone other than Mike. Wed, 3/18/09 10:54 AM
38. I don't have any complient. Wed, 3/18/09 9:45 AM
39. that closes at 8:00 Tue, 3/17/09 6:37 PM
40. Sometimes people talk loud and use their cell phones in the library. Tue, 3/17/09 2:13 PM
41. The cost for printing Tue, 3/17/09 1:43 PM
42. ?? No good weekend hours. Tue, 3/17/09 1:42 PM
43. N/A Tue, 3/17/09 1:40 PM
44. There doesn't seem to be as many older books available. Tue, 3/17/09 1:31 PM
45. not enough tables Tue, 3/17/09 1:31 PM
46. books Tue, 3/17/09 1:30 PM
47. needs to be open through out the week and longer hours Tue, 3/17/09 12:41 PM
48. The staff are not present at the front desk quite often. Tue, 3/17/09 12:27 PM
49. we need newer book Tue, 3/17/09 11:15 AM
50. People whom don't take the quite rules seriously. Tue, 3/17/09 11:13 AM
51. Nothing its great! Tue, 3/17/09 11:12 AM
52. Nothing. I love it so much I take naps here. Tue, 3/17/09 11:12 AM

53. the kids that come in and talk a lot. Tue, 3/17/09 11:11 AM

54. n/a Tue, 3/17/09 11:10 AM

55. n/a Tue, 3/17/09 11:10 AM

56. the hours - not open late for our hardworking night students Mon, 3/16/09 6:44 PM

57. Needs more and newer books. Mon, 3/16/09 1:40 PM

58. no comments Fri, 3/13/09 9:56 AM

59. Perhaps the lack of student interaction, but i guess it is not meant for social interactions. Fri, 3/13/09 9:45 AM

60. i dont now Fri, 3/13/09 9:42 AM

61. nothing Fri, 3/13/09 9:38 AM

62. nothing Fri, 3/13/09 9:38 AM

63. i don't like that u dont have free printing in the MacLab. sometimes i dont have money and that's the only place i could print some of my documents. this happened to some of my friends too. Thu, 3/12/09 1:15 PM

64. Student's talking and laughting in the computer section. Fri, 3/6/09 1:15 PM

65. the printing system Thu, 3/5/09 3:43 PM

66. Limited hours. Need it open later at night and on weekends. Perhaps late Sunday so that serious people can begin their school week a day earlier. Friday nite and Saturday are more social time. Sunday morning is church time therefore Sunday afternoon would be good. Thu, 3/5/09 3:28 PM

67. noisy people Tue, 3/3/09 5:20 PM

68. the girl with her wrong actitud. Mon, 3/2/09 7:56 PM

69. the girl with her wrong actitud. Mon, 3/2/09 7:56 PM

70. earlier closing hour Fri, 2/27/09 10:56 AM

71. IT closes early on Fridays and some days. Mon, 2/23/09 2:07 PM

72. Few books Mon, 2/23/09 1:31 PM

73. sometimes there are people who don't feel like studying. Mon, 2/23/09 1:27 PM

74. printing. the printer is only black and white. not colors. Mon, 2/23/09 1:12 PM

75. none Mon, 2/23/09 1:10 PM

76. Some of the students are loud and disrespect the library theme. Mon, 2/23/09 1:08 PM

10. What do you think the library needs more of?
answered question 75
skipped question 10

1. nothing for now. Thu, 3/26/09 10:10 AM

2. snacks Tue, 3/24/09 12:18 PM

3. Macs. Tue, 3/24/09 11:13 AM

4. More space for watching videos. Tue, 3/24/09 11:03 AM

5. more staff help. Mon, 3/23/09 3:57 PM

6. Maybe some more current magazines Sun, 3/22/09 1:18 PM

7. Group study rooms. Sat, 3/21/09 1:33 PM

8. they need to rove the facility, and make sure that students who are on any of those social networking website to get off the computer Fri, 3/20/09 12:25 PM

9. It needs a lot more anthropology books. Fri, 3/20/09 9:27 AM

10. SERIOUS STUDENTS Fri, 3/20/09 9:13 AM

11. nothing Fri, 3/20/09 9:13 AM
12. Nothing, its fine the way it is! Fri, 3/20/09 8:38 AM
13. Books Thu, 3/19/09 6:07 PM
14. new books, updated books too, and a dvd and cd section! Thu, 3/19/09 4:51 PM
15. More Steven King Books Thu, 3/19/09 4:36 PM
16. More required books for class avaliable to rent. Nobody wants to buy books that coast over a hundrered dollars. What if the libary rented those required books for a small fee(the bookstore doesnt have alot of rental books either). MORE AFFORTABLE EDUCATION= CHEEPER BOOKS OR AT LEAST BOOKS TO RENT FOR A SMALL FEE. Thu, 3/19/09 3:18 PM
17. African American history books Thu, 3/19/09 2:57 PM
18. clear letters on book spines Thu, 3/19/09 2:56 PM
19. Maybe different kinds of displays every now and then - announcing when it will change them and if there's space for student projects/heritage/art? Thu, 3/19/09 1:57 PM
20. n/a Thu, 3/19/09 1:54 PM
21. more of the comfortable chairs that we already have for reading. Thu, 3/19/09 1:38 PM
22. its really good as it is. Thu, 3/19/09 1:37 PM
23. nothing Thu, 3/19/09 1:36 PM
24. maybe a larger selection of books Thu, 3/19/09 1:31 PM
25. books. Thu, 3/19/09 1:31 PM
26. needs more staff around Thu, 3/19/09 1:31 PM
27. nothing its pretty well equipted Thu, 3/19/09 1:30 PM
28. Resturants Thu, 3/19/09 11:04 AM
29. I think its good the way it is Thu, 3/19/09 11:01 AM
30. nothing! Thu, 3/19/09 10:33 AM
31. i think the library is great Thu, 3/19/09 10:32 AM
32. more research tools such as jstor Thu, 3/19/09 10:30 AM
33. I can't think of anything else the library neeeds. Thu, 3/19/09 10:27 AM
34. no comment Thu, 3/19/09 10:25 AM
35. free food Thu, 3/19/09 10:24 AM
36. I would say it would be somewhat more convenient if the library had more copies of the movies required to watch for classes. Thu, 3/19/09 10:23 AM
37. desks Thu, 3/19/09 10:23 AM
38. Probable more restrictions, like cellphones off, no myspace please!!!!! Wed, 3/18/09 3:29 PM
39. More multi media titles and older works of literature Wed, 3/18/09 12:19 PM
40. People like Mike. :D Wed, 3/18/09 10:54 AM
41. Open on weekends. Wed, 3/18/09 9:45 AM
42. More book used in class rooms that can be checked out for a day or two, instead of using it in the library for 2 hours. Tue, 3/17/09 2:13 PM
43. Nothing its pretty perfect the way things are. Tue, 3/17/09 1:43 PM
44. comfortable seating areas Tue, 3/17/09 1:42 PM
45. I think it's fine just the way it is. Tue, 3/17/09 1:40 PM
46. tables Tue, 3/17/09 1:31 PM
47. books Tue, 3/17/09 1:30 PM
48. 24 hr study rooms Tue, 3/17/09 12:41 PM
49. More personnel. Tue, 3/17/09 12:27 PM

50. more space Tue, 3/17/09 11:15 AM

51. The printer has mooved it might be a good idea to have one at each location. Tue, 3/17/09 11:13 AM

52. nothing much! Tue, 3/17/09 11:12 AM

53. Whatever the librarians need more of. They are the ones who keep people comming back. Tue, 3/17/09 11:12 AM

54. awesome librarians. Tue, 3/17/09 11:11 AM

55. more printers Tue, 3/17/09 11:10 AM

56. more printers Tue, 3/17/09 11:10 AM

57. more hours and therefore more staff Mon, 3/16/09 6:44 PM

58. Books and staff. Mon, 3/16/09 1:40 PM

59. budget to keep it in such a perfect condition Fri, 3/13/09 9:56 AM

60. Perhaps a subscription to men's health mag, if u guys don't already. Fri, 3/13/09 9:45 AM

61. Perhaps a subscription to men's health mag, if u guys don't already. Fri, 3/13/09 9:45 AM

62. muvies selection Fri, 3/13/09 9:42 AM

63. the library already has everything i need Fri, 3/13/09 9:40 AM

64. magazines Fri, 3/13/09 9:38 AM

65. movies Fri, 3/13/09 9:38 AM

66. tvs Fri, 3/13/09 9:38 AM

67. DVD uptdating and privacy rooms. Fri, 3/6/09 1:15 PM

68. I think it needs to make the printing easier because it can get confusing. Thu, 3/5/09 3:43 PM

69. Maybe some more reading chairs with high backs. Arrange some more reading "nooks". A good example is the cozy area in the front of the library with the two chairs and the chess board, yet right in the doorway is way to distracting and busy. thanks Thu, 3/5/09 3:28 PM

70. funds Tue, 3/3/09 5:20 PM

71. To said to the emploement that here is a multicultural place, no label, no discrimination. Mon, 3/2/09 7:56 PM

72. To said to the emploement that here is a multicultural place, no label, no discrimination. Mon, 3/2/09 7:56 PM

73. books, someone to play the piano Mon, 2/23/09 1:31 PM

74. maybe some signs for silence areas Mon, 2/23/09 1:27 PM

75. laptops for rental and be able to take them home. Mon, 2/23/09 1:12 PM

76. I am very satisfied with everything the library has to offer. I cannot complain because my experience here have been nothing but enjoyable and helpful. Mon, 2/23/09 1:10 PM

77. text books Mon, 2/23/09 1:08 PM

CAÑADA COLLEGE
EVALUATION OF THE
COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete this evaluation.

Program Name:

1. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

   Yes, I think it was clear, understandable and easy to use.

2. Were the questions relevant? If not, please explain and offer specific suggestions.

   Yes, questions were relevant. I might suggest moving the question about how the unit stays current out of the instructional area. Staying current, at least in the library, is important to discuss in all areas, not just instruction.

3. What value did you find in the Program Review process?

   Gave us a chance to look at the big picture, confer with colleagues at other institutions, and think about the future.

4. What improvements would you make concerning the process of performing Comprehensive Program Review?

   We need release time. I took off 3 days to finalize the project. During this time, students did not receive the help they needed.

5. Was the data you requested the appropriate data? Was the data you received complete and presented in a clear format? What additional data would you like to use?

   Looking forward to Greg's campuswide survey.

6. How can this process be more effectively integrated into the College's planning cycle?
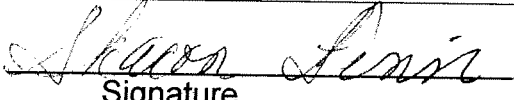
   Perhaps if we include in the process interviews with the VPI, VPSS and the president to gain their perspective and input. Also, could there be some sort of Memo of Understanding mechanism attached to the Program Review process? For example, could there be specific responses from the president and vice presidents concerning the recommendations?

CAÑADA COLLEGE

PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **Library**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean
_____ Signature
Comments:

#2. Curriculum Committee Chair Sharon Finn
Sharon Finn Signature
Comments:

#3. College Vice President Peter Barbatis
[signature] Signature
Comments: