

Program Report of Direct Assessments LIBRARY


San Mateo CCCD CAN INSTR - Library

SLOs	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN INSTR - Library - Library Space - The library will provide a comfortable, safe, quiet and versatile space to enable student learning.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Focus Group of 6 Students (2 students library employees)</p> <p>Assessment Method Category: Focus Groups</p> <p>Related Documents: PLO Spring 2009 Student Focus Group.docx</p>	<p>05/15/2013 - Students come to the library to work because...</p> <ul style="list-style-type: none"> • The environment is conducive to studying. "I see more people concentrating [on studying], so it makes me want to do it." Students contrasted library as a quiet place to study to the learning center, a social place. • Librarians and Library staff are helpful • It's a peaceful, quiet, relaxing space <p>Students come to the Library to use...</p> <ul style="list-style-type: none"> • Databases (e.g. Gale Virtual Reference Library, Expanded Academic, Health Reference Center) • Textbooks • Quiet study space • Computers • Watch videos on computers <p>Students wish the Library had...</p> <ul style="list-style-type: none"> • More textbooks • More one-on-one help during library orientations for classes • More quiet spaces to work • A color printer • Consistent policies when students are working • IT support for students working on computers (e.g. for Word and PowerPoint) • Tutorials on typing • Tutors to help with essays • Brief orientations on: how to access databases from off-campus, how to find/order/renew books, Library of Congress classification, specific databases, researching different subjects. <p>Reflection Students value the Library as a quiet study space.</p>	<p>05/15/2009 - Designate quiet spaces in the Library (e.g. back of the Library, classroom when there are no orientations scheduled). Coordinate with the Learning Center to provide appropriate resources, such as books (textbooks), equipment (color printer), and instructional support (IT support, tutors, orientations to library resources, etc).</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Follow-Up: 05/15/2014 - conduct another focus group in 2013-2014</p>

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		<p>They need more resources, including books (textbooks), equipment (color printer), and instructional support (IT support, tutors, orientations to library resources, etc).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>Assessment Method: Student survey conducted Fall 2010 in English and Spanish. Forty-six total respondents.</p> <p>Assessment Method Category: Survey</p> <p>Related Documents: PLO Fall 2010 Student Survey.docx</p>	<p>12/15/2010 - The most frequent responses: 1) "study in a quiet place" (28 responses) 2) "use WebSmart, WebAccess, or email" (20 responses) 3) "surf the Internet and "use a computer" (17 responses each).</p> <p>Reflection</p> <ul style="list-style-type: none"> *Students come to the Library for many different reasons. *Students value having a quiet study space. *Students value having a "one stop shop" with different resources they need on hand. *Students appreciate having a place to go where they can get help. *Students depend on access to free textbooks in the Library. This may bring students into the Library who may not have visited otherwise. *Students come to use the databases and but also to check out books. <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>05/15/2014 - Clearly identify and maintain quiet and silent study spaces. Coordinate with the learning center to equip library and learning center with resources and staff students need for a "one stop shop" destination on campus. Keep this need in mind during annual and comprehensive program planning.</p> <hr/>
<p>CAN INSTR - Library - Reference & Instruction - The library will provide a friendly face in a welcoming environment to guide students to the information they need for their course assignments.</p>	<p>Assessment Method: Survey of students in Learning Community (History 245 + English 836 + Reading 836 + Career Course). Survey completed upon turning in their paper. Sixteen students</p>	<p>12/15/2011 - See charts in associated document.</p> <p>Databases Used: JSTOR 10 Gale Power Search 7</p>	<p>05/15/2015 - * Consider requiring students to visit to the reference desk</p> <p>* Consider using JSTOR for other basic skills courses</p>

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<p>SLO Status: Active</p>	<p>completed the survey. Assessment Method Category: Survey</p> <p>Related Documents: PLO Fall 2011 Reference and Instruction Learning Community.docx</p>	<p>Gale Virtual Reference 2 Don't Know 2</p> <p>Student Comments</p> <p>Dave [the librarian] was very helpful in showing me different resoruces for my research project and I had an appointment with him. Great! Also, the staff behind the desk are wonderful, helpful, and courteous.</p> <p>Reflection * 75% of students attended the library orientation, but 100% of students worked with a librarian. Students really valued working with a librarian on their research projects. Many students who worked with a librarian continued to work in the library after the project was completed. * All students used articles from the Library databases. Many used JSTOR, a challenging database with tough scholarly articles for basic skills students. * Many students checked out books, and many used interlibrary loan to request books from other Peninsula Library System libraries. This is an important resource, particularly for history students, but it requires them to start their research early.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>* Encourage students to request books through PLS early in process to improve use of books * Correlate these results with essay and class grades, using G-numbers.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/>
	<p>Assessment Method: Librarians completed survey after each reference inquiry for fifteen days, April 30-May 20, near the end of the Spring 2013 semester. Librarians developed the survey</p>	<p>05/24/2013 - This PLO will focus on results of two questions: 1) Did you use Super Search? and 2) What sources did you use?</p>	<p>05/24/2013 - Continue to conduct reference survey using same form to gather longitudinal data. Consider collaborating with libraries to collect data that could be compared among</p>

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	<p>in order to understand types of inquiries, courses involved, departments involved, time of inquiry, length of inquiry, type of assignment involved, kinds of strategies and library resources that were used, such as specific databases, the library catalog, Google, Super Search, and other strategies and resources. See related document for survey, which can also be found here:</p> <p>https://docs.google.com/forms/d/1PQcLAR8jO_-44rDbHSrEEzXZ2fTph7doalyM_fpvpnE/viewform</p> <p>Assessment Method Category: Survey</p>	<p>1) Did you use Super Search?</p> <p>Response Number Percentage No 38 62 Yes 11 18 N/A 12 20 Total 61 100</p> <p>Why?</p> <p>Most responses involved advanced search techniques and/or difficult questions. Super Search was used twice to search for ebooks and books simultaneously, twice to help the librarian discover most useful databases, twice for difficult topics, twice to identify keywords and subject headings. Twice librarians reported that it was not helpful. One librarian used it to discover which databases indexed JAMA and New England Journal of Medicine.</p> <p>Was it helpful?</p> <p>It was usually helpful. 9 out of 11 responses (82%) were positive.</p> <p>2) What sources did you use?</p> <p>The three most frequently used sources were databases (28%), catalog (26%) and Internet (21%).</p> <table border="0"> <thead> <tr> <th>Source</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Article Databases</td> <td>34</td> <td>28</td> </tr> <tr> <td>Catalog</td> <td>32</td> <td>26</td> </tr> <tr> <td>Internet</td> <td>25</td> <td>21</td> </tr> <tr> <td>EasyBib</td> <td>9</td> <td>7</td> </tr> <tr> <td>Super</td> <td>8</td> <td>7</td> </tr> </tbody> </table>	Source	Number	Percentage	Article Databases	34	28	Catalog	32	26	Internet	25	21	EasyBib	9	7	Super	8	7	<p>campuses (Possibilities: CSM, Skyline, Glendale, Cabrillo, and College of Marin). Also, consider reviewing literature on reference desk statistics to refine assessment tool.</p> <p>Action Plan Category: Develop new evaluation methods</p> <hr/>
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		<p>G Scholar 5 4 eBooks 4 3 Databases 4 3 Total 121 99</p> <p>Result Type: Inconclusive Reporting Cycle: 2012 - 2013 Related Documents: PLO Spring 2013 Reference Inquiry Survey.docx Reference Survey Spring 2013 Summary of Responses for .xlsx</p> 	
<p>CAN INSTR - Library - Equity of Access - The Library will contribute to student success by providing course materials to students (textbooks, databases, DVDs, etc.) to ensure equity of access to required materials.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Textbook Survey was conducted the second through the fourth week of the Spring 2012 semester. Approximately 75 students filled out the survey.</p> <p>Assessment Method Category: Survey</p> <p>Related Documents: PLO Textbook Survey Spring 2012.docx</p>	<p>05/15/2012 - • 41% of textbooks checked out cost between \$101-\$150, 22% cost \$151-\$200, and 8% cost more than \$200. In other words, 71% of the textbooks checked out cost \$100 or more.</p> <ul style="list-style-type: none"> • 68% of students responded that they would not be able to take the course without free textbooks available in the Library • 60% of students didn't buy the textbook because they couldn't afford it; 33% couldn't afford it now but planned to buy the textbook later in the semester. • Students from departments across campus use textbooks in the Library, including basic skills, transfer courses, career and technical, and University Center courses. The highest number of check outs came from GE courses such as English, History, Spanish, Math, Anthropology, Biology, Chemistry, and Psychology. • Students heard about textbook reserves from instructors (39%), library tours or orientations (28%), and friends and classmates (18%). 	<p>05/15/2015 - The Library will approach Associated Students of Cañada College and our donor about providing annual matching grant of \$5,000 each (\$10,000 total) to enable the Library to maintain a current Textbook Reserve Collection to equal access and student success.</p> <p>Action Plan Category: Plan purchase of new equipment or supplies</p>

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		<p>There is a great demand for this service. Students would like more copies and longer check out times. The Textbook Reserve Collection does not currently have a stable funding source. It is funded periodically by a generous donor.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
<p>CAN INSTR - Library - Support of Instruction - The Library will support instruction and critical & creative thinking, helping students select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.</p> <p>SLO Status: Active</p>	<p>Assessment Method: The librarians worked with an anthropology instructor to correlate performance on essays and in the class to participation in a library orientation and completion of a library extra credit project.</p> <p>Assessment Method Category: Participation Rate</p> <p>Related Documents: PLO Spring 2011 ANTH.docx</p>	<p>05/15/2011 - ANTH 125: Physical Anthropology</p> <p>ANTH 125 GRADE (38 students registered, 2 ended with 0 points, so only 36 were counted)</p> <p>Of the top scores (over 900) – 7 out of 36 students – 100% did library extra credit Of the high scores (over 800) – 9 out of 36 students – 55% did library extra credit Of the mid scores (over 700) – 9 out of 36 students – 33% did library extra credit Of the low scores (500-700) – 5 out of 36 students – 60% did library extra credit Of the bottom scores (under 500) – 6 out of 36 students – 50% did library extra credit</p> <p>ANTH 110: Cultural Anthropology</p> <p>ANTH 110 GRADE (44 students registered, 1 ended with 0 points, so only 43 were counted)</p> <p>Of the top scores (over 500) – 18 out of 43 students – 83% did library extra credit Of the mid scores (over 400) – 13 out of 43 students – 69% did library extra credit Of the low scores (over 300) – 7 out of 43 students – 71% did library extra credit Of the bottom scores (under 300) – 5 out of 43 students – 40% did library extra credit</p>	<p>05/15/2014 - Align Library worksheet more explicitly to the instructor's grading rubric by clearly incorporating the following sections into Library worksheet: 1) references listed at the end of the paper in a format, 2) references listed throughout the paper in a format, 3) one book in ANTH section of the library (GN) is referenced (.5), textbook referenced (.5), 4) 3 articles from ANTH journals are sourced (JSTOR or eWiley), 5) backed up observations with scholarly information. Align the structure and vocabulary of the library worksheet with the class assignment to improve the integration of library/information literacy instruction into these anthropology courses. Apply this strategy to other classes as well.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

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		<p>ANTH 110 ESSAYS (34 essays turned in; total points = 200) 9 out of 34 students(26%) scored 190 points or more. Of these, 6 (66%) did library extra credit Of the mid scores (170-190) – 13 out of 34 students – 92% did library extra credit Of the lower scores (below 170) – 12 out of 34 students – 50% did library extra credit</p> <p>Patterns: A general trend that we see is that students who come to library orientations tend to do better. This is particularly in ANTH 125: Physical Anthropology where 100% of the students with the top scores attended the library orientation. This suggests that while coming to a library orientation does not guarantee a higher grade (about 55% of students who did poorly attended library orientations), all of the student who did well did in the course attend the library orientation. Those who came had an extra credit assignment, so that alone boosted their scores. The obvious exception to this pattern is in the essays, where only 66% of the top scoring students attended the library orientation. However, in actual numbers this means 6 of the 9 top students did the library extra credit assignment. In addition, 92% of students who scored well (170 or higher) but not in the top percent attended the library orientation.</p> <p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	
	<p>Assessment Method: Analysis of essays by librarian and English Department instructor Assessment Method Category: Other</p>	<p>12/15/2010 - 1. Students are not incorporating outside sources very successfully. 2. Elizabeth is doing a good deal of information literacy instruction outside of the library. 3. Students are probably overwhelmed by the</p>	

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	<p>Related Documents: PLO_PaperAnalysis_Terzakis_Fall 2010.docx</p>	<p>many balls they are trying to juggle when writing an essay. 4. One student found an article that is high quality through other sources with the help of Elizabeth.</p> <p>Further Results:</p> <ol style="list-style-type: none"> 1. Many students did not turn in papers on time. Only 16 out of 28 papers were turned in on time, 2 were turned in later that day, and 5 students requested extensions 2. One strong ELL student found a source from Opposing Viewpoints. The instructor posted a notice about it on WebAccess, alerting other students to it. 3. All three of the students whose work was analyzed came to office hours 4. Collaboration between the librarian and English instructor made the evaluation of the essays more enjoyable and more insightful <p>Result Type: Criterion not met Reporting Cycle: 2009 - 2010</p>	
	<p>Assessment Method: Faculty members from different programs were asked to evaluate the library collection in terms of:</p> <ol style="list-style-type: none"> 1. Whether the selection of print and electronic resources is connected to student learning needs 2. The quantity, quality, depth, and variety of print and electronic resources in their field <p>Assessment Method Category: Survey</p> <p>Related Documents: PLO Spring 2012 Faculty Evaluation of Collection DRAFT.docx</p>	<p>05/20/2013 - Results: 1. Six faculty members responded. They were generally positive in evaluation of the library's resources, especially the electronic resources and the reserve collection. Some focused more on the orientations and reference assistance than on the collection. A number of respondents commended the library's quick response to requests. One music instructor lauded the library's ability to anticipate his needs by having materials that he and his students needed. An English instructor suggested the print collection could be updated if the budget allowed. A history instructor mentioned the San Mateo Genealogical Society's willingness to work with students. 2. A number of respondents used the</p>	<p>05/15/2015 - Action: Discuss long-term collection development strategy in terms of print formatted resources. Consider increasing budget for print or focusing more on e-resources. Pilot a streaming video service. Consider creating a print pleasure reading collection.</p> <p>Action Plan Category: Plan purchase of new equipment or supplies</p>

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		<p>term "improving" to describe the library's resources. Two instructors would like to see more print journals in their disciplines (communications and history), a basic skills instructor would like more pleasure reading. There were some requests for more resources and more current resources in print and video format</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>Assessment Method: Six semesters of LIBR 100 students (n=150) were surveyed on first and last day of course to gauge growth in ability to use a database to find resources and to cite sources in MLA format.</p> <p>Assessment Method Category: Survey</p>	<p>12/15/2012 - Students reported significant increases in knowing how to use a database and cite sources.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>05/15/2015 - Continue linking LIBR 100 with ESL 400. Consider linking LIBR 100 to other courses, such as READ 836.</p> <p>Action Plan Category: Other</p>
	<p>Related Documents: PLO Fall 2012 Cumulative Data LIBR 100.docx</p>		