

Annual Program Review for 2013

Program Name: Library

Completed By: Diana Tedone, Valeria Estrada, and Heather Ott

Library Mission

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.

1) Curricular Offerings & Enrollment Data (including credit courses, library orientations, facility use, traffic on library website & online research guides)

LIBR 100

The Library offers a 1-credit course, LIBR 100. The course outline of record was updated in 2013. It is currently offered in two sections in “Academic Scholarship and Success,” a learning community linked with ESL 400 and offered in one section in the College of Working Adults, a learning community linked with SOC 100. In total, we offered 5 sections of LIBR 100 in 2013. These learning communities have worked well; the Library would like to offer a similar LIBR 100 course linked with READ 836 in the future.

When LIBR 100 was linked to ESL 400 our course enrollments went up from 39 in 2009/10 to a high of 118 in 2011/12. Enrollment in the 2012/13 academic year was 90, with a success rate of 82%, 12% above the College Success Rate Goal and 10% above the success rate in the 2009/10 academic year. The table below, Annual Success and Retention, reflects Fall 2012 and Spring 2013.

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Success Rate Goal	Success Rate Diff	Retention Count	Retention Rate	Retention Rate Goal
2009/10	39	28	72%	70%	2%	32	82%	84%
2010/11	96	73	76%	70%	6%	83	86%	84%
2011/12	118	95	81%	70%	11%	105	89%	84%
2012/13	90	74	82%	70%	12%	75	83%	84%
Fall 2013	53	42	79%	70%	9%	46	87%	84%
Change from 2011/12 to f 13	-37	-32	-3%	0	-3%	-29	3%	0
							86%	84%

LIBR 100 has seen a drop in Hispanic students from 72% in 2011/12 to 64% in 2012/13. There has also been a rise in White students, possibly due to the addition of Summer 2013 student statics and an increase in international students in the Fall and Spring.

The table below, Unique Headcount by Ethnicity, reflects Fall 2012, Spring 2013, and Summer 2013.

Unique Headcount by Ethnicity

	2009/10		2010/11		2011/12		2012/13	
African American	3	6%	1	1%	1	1%	2	2%
Asian	2	6%	7	8%	9	9%	9	8%
Filipino			1	1%				
Hispanic	23	57%	72	68%	87	72%	74	64%
White	8	23%	9	10%	8	8%	21	15%
Other	1	0%						
Unknown	4	7%	9	11%	13	10%	13	11%
Column Total	41	100%	99	100%	118	100%	119	100%

Students enrolled in LIBR 100 have different goals: while most students identify transfer (51%) as their goal, many also identify improving basic skills (16%) and updating job skills (11%).

The table below, Unique Headcount by Educational Goal, reflects Fall 2012, Spring 2013, and Summer 2013.

Unique Headcount by Educational Goal

	2009/10		2010/11		2011/12		2012/13	
Transfer	24	60%	39	42%	46	41%	61	51%
AA/AS w/o Transfer	1	3%	9	9%	12	10%	10	7%
Certificate w/o Transfer	1	2%	1	1%	8	6%	5	2%
Acquire/Update Job Skills			5	5%	13	11%	13	11%
Complete HS Credits			2	2%				
Educational Development	1	3%	9	8%	6	4%	4	4%
Formulate Career Plans/Goals	1	0%	2	2%	2	2%		
Improve Basic Skills	4	12%	15	16%	19	18%	16	16%
Maintain Certificate/License	1	1%			2	2%		
Undecided/Unreported	8	19%	17	15%	10	7%	10	9%
Column Total	41	100%	99	100%	118	100%	119	100%

Students of all ages are enrolled in LIBR 100. The 40-49 year olds have steadily risen (from 3% in 2009/10 to 19% in 2012/13), while the numbers of 18-20 year olds have shrunk (from 48% in 2009/10 to 20% in 2012/13). However, we have seen a slight increase in 23-28 year olds in the last three academic years (from 17% in 2010/11 to 24% in 2012/13). The majority of LIBR 100 students (32%)

are in the 29-39 age range. The change in demographics is probably due to linking LIBR 100 to ESL 400 and SOC 100.

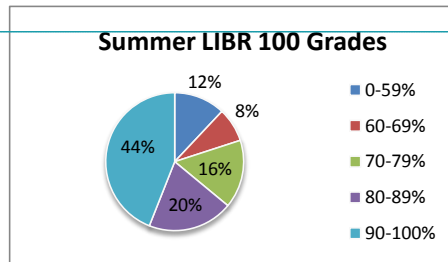
Unqiue Headcount by Age

	2009/10		2010/11		2011/12		2012/13	
Under 18	1	2%	3	4%	4	4%		
Age 18-22	17	48%	24	30%	21	22%	18	20%
Age 23-28	10	27%	16	17%	24	22%	25	24%
Age 29-39	9	16%	41	38%	40	32%	38	32%
Age 40-49	2	4%	11	8%	16	11%	28	19%
Age 50-59	2	3%	2	2%	9	8%	8	4%
Age 60+			2	2%	4	2%	2	1%
Column Total	41	100%	99	100%	118	100%	119	100%

Summer 2013

One section of LIBR 100 was offered for the second time this summer. Overall 80% of students who remained in LIBR 100 passed successfully with a grade of C or better.

Grade	Number of Students
0-59%	3
60-69%	2
70-79%	4
80-89%	5
90-100%	11



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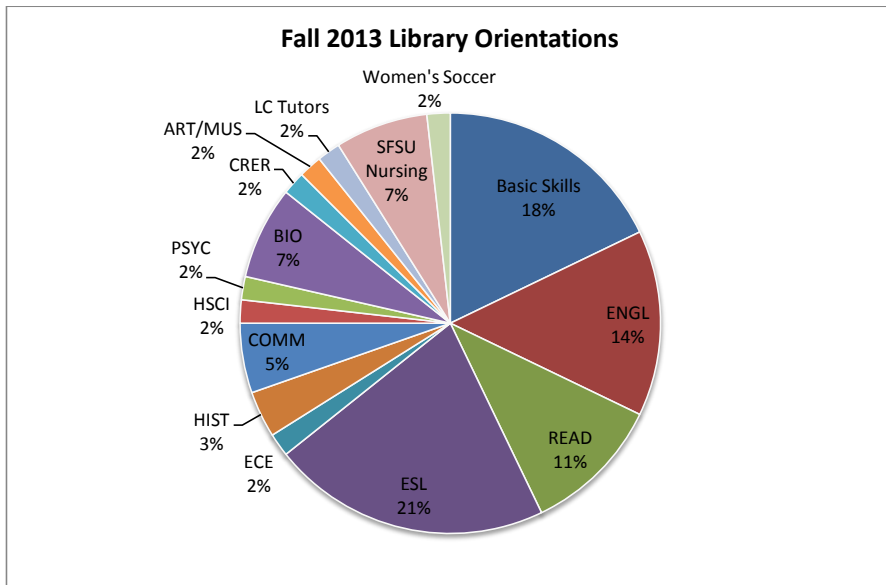
However, retention was very low. The retention rate for Summer 2013 was 63%, down from a rate of 97% in Summer 2012. 7 students dropped the class after the first week, while the other 8 dropped by the July 17th deadline. Reasons for the low retention rate may be that the class offered as a part of the College for Working Adults, many of these students have jobs and families and they were perhaps not prepared for the fast pace of a summer course. Another difference between 2012 and 2013 is the amount of students registered. There were 31 students registered in 2012, but 41 in 2013. With the large amount of initial students in 2013, perhaps those that were struggling did not get the attention they needed. In the future we will work with the CWA office to limit the number of students who can register to under 35, identify struggling students earlier in the semester, and be sure that incoming students understand the amount of work required for a summer class.

Ethnicity - LIBR 100	<i>n</i>	Retention		Success	
Summer 2012	31	30	97%	26	84%
Black - Non-Hispanic	1	1		1	100%
Hispanic	11	11		10	91%
Multi Races	3	3		3	100%
Pacific Islander	2	2		1	50%
White Non-Hispanic	14	13		11	79%
Summer 2013	41	26	63%	21	51%
Asian	3	2		2	67%
Black - Non-Hispanic	2	0		0	0%
Hispanic	16	12		9	56%
Multi Races	10	8		6	60%
Pacific Islander	5	0		0	0%
White Non-Hispanic	5	4		4	80%

Library Orientations (Course-Integrated Instruction)

For the Fall 2013 semester we had 62 orientations and were able to reach about 1,659 students through those orientations. By far our most orientations were at the beginning of the semester in September. We also had 58 scheduled orientations for Spring 2013 and 8 orientations during Summer 2013. This is a total of 128 orientations, about the same as the number of orientations (130) we did in 2012. We also started taking more detailed statistics on orientations (including instructor, number of students, course number, etc.) in Fall 2013 to better assess our outreach.

Month	Sessions	Students
Sept.	40	1108
Oct.	17	436
Nov.	5	115
Total	62	1659



During Spring 2013 the Library started a new practice of pre-arranging library orientations for Basic Skills and ESL classes. Many of these students can benefit from an early introduction to the library resources. As a result 50% of our library orientations were for ESL, READ, or Basic Skills English classes.

SLOs and PLOs

Student Learning Outcome for LIBR 100, Spring, 2013

Information Literacy: *Competently use the electronic databases, the internet and other information technology tools*

Evaluating Annotated Bibliographies from the morning section of LIBR 100, Spring 2013. Librarian David Patterson used a rubric to compare the annotated bibliographies of three students – an advanced student, an average student, and a student whose understanding of information literacy was still emerging. In all three cases the students chose good sources of information, but they differed dramatically in the way they analyzed their sources. The advanced student seemed to have better control of the English language and was able to use it to express his ideas more forcefully. The student with emerging skills actually did somewhat better at the assignments than the “average” student, whose paraphrasing was still very similar to the original sources. All three students seemed to respond well to the highly structured instructions he provided. In the future, we might structure the class to work with each student one on one to get more practice linking the sources to the essay topic.

Student Learning Outcome for LIBR 100, Fall, 2013

For the Fall 2013 semester students took a MLA quiz towards the end of LIBR 100. This quiz tested students on students on their ability to effectively integrate and cite sources using MLA. They are asked about formatting, in-text citations, works cited lists, and MLA citation style for websites, journal articles, books, and eBooks. 18 students completed the quiz for the evening LIBR 100 class.

Of the 18 students, 88% of students passed the MLA Quiz with a C or higher. This is a 3% higher success rate than in Spring 2011 when the MLA Quiz was last assessed. The majority of students successfully passed the MLA Quiz, demonstrating their knowledge MLA citation by correctly identifying MLA style in a variety of situations.

The majority of students did have issues with one of the questions about identifying proper in-text citations. While the majority (72%) were able to get the question partially correct, they could not identify all the ways to properly create in-text citations.

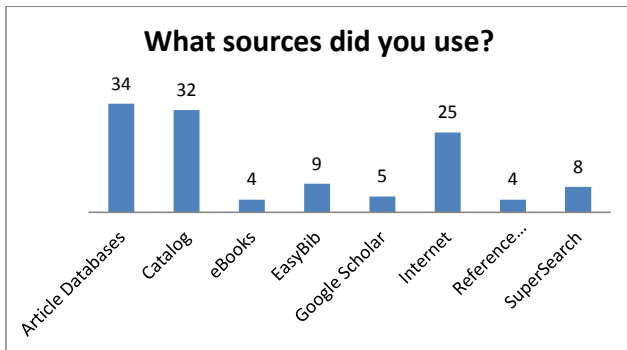
Program Learning Outcome: Spring 2013

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.*

Librarians completed a [survey](#) after each reference inquiry for fifteen days, April 30-May 20, near the end of the Spring 2013 semester. Librarians developed the survey 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.

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. It was usually helpful. 9 out of 11 responses (82%) were positive

The three most frequently used sources were databases (28%), catalog (26%) and Internet (21%).



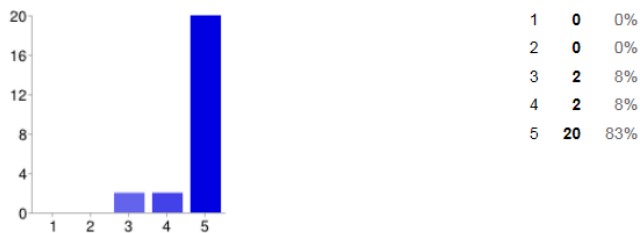
Program Learning Outcome: Fall, 2013

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

Our student survey was conducted over a 2 week period, from Oct. 7th to Oct. 19th and received 28 responses. In order to encourage responses, we offered students a chance to enter a drawing to win a \$50.00 gift card to the campus bookstore for filling out a survey.

Students perceive the group study rooms as very important to their academic success. On a scale of 1 to 5, 83% of students rated the group study rooms as 5 (very important), 8% rated the rooms as 4 (important), and the remaining 8% rated them as 3 (medium importance). Students use the rooms to study for a variety of subjects, especially for STEM classes. The rooms are in heavy use, with an average of 3 out of 5 rooms being used per hour and almost half of our students studying with 3-5 other people.

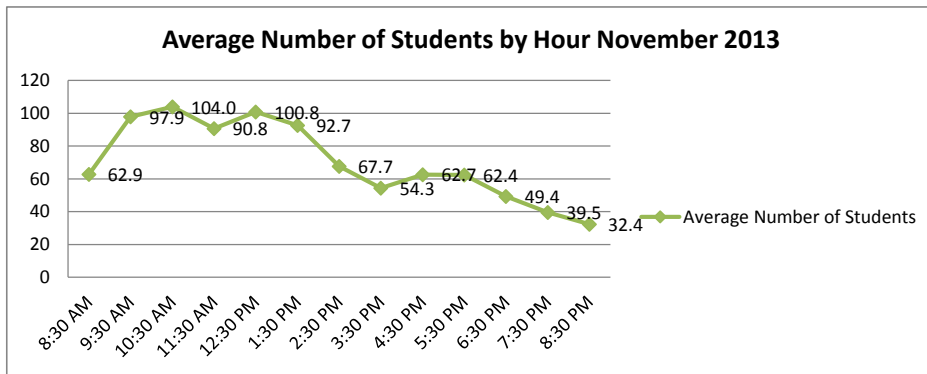
On a scale of 1 (not at all) to 5 (very), how important are the group study rooms to your academic success?



Facility Use

In 2013 our gate count total was 119,728.

In November 2013 the Library Staff took an hourly headcount of library use. We had an average of 82 students per day using the Library during November 2013. We found that students tended to use the library the most during the 9:30am-1:30pm time period. This matches our November reference transactions which were high during the 11:00am-1:00pm time period.

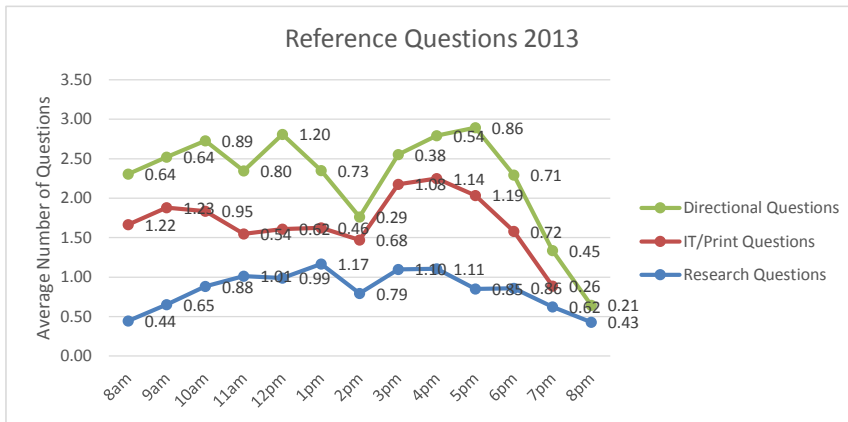


Reference

Starting November 2013 the librarians started taking reference statistics for research questions, IT/Print questions, and Direction, etc. questions. We had an average of 9.7 Research questions, 9.3 IT/Print questions, and 7.6 Directional questions.

Research	IT/Print	Directions, etc.
9.7	9.3	7.6

Looking at the combined averages for December and November, our peak time for reference questions was during the 3pm-5pm time period.



In October of 2013 we created an online form for students to sign up for reference appointments. Without any marketing we had 17 requests for reference appointments. The form allows students to ask for help with less anxiety and gives the librarian a better idea of what they need and more time to prepare for their research question. In the future we will market this reference form more.

Saturdays

During Saturdays, we had an average gate count of 134.4 people in the Spring and 89.9 in the Fall. We also had a total average of 2.7 Research questions, 2.0 IT/Print questions, and 3.6 Directions, etc. questions in 2013. Interestingly, while we saw a decline in gate count from Spring to Fall, there was an increase in reference questions.

2013	Gate count	Research questions	IT/Print questions	Directions, etc.
Spring Average	134.4	2.3	1.3	1.6
Fall Average	89.9	3.1	2.7	5.6

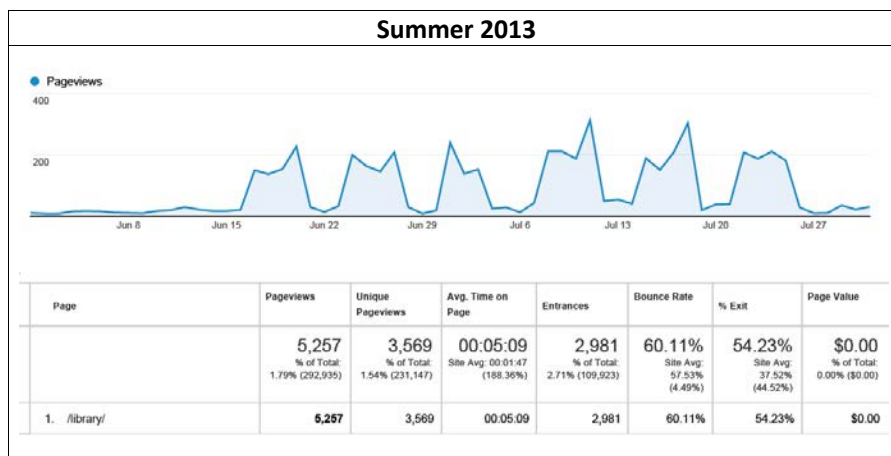
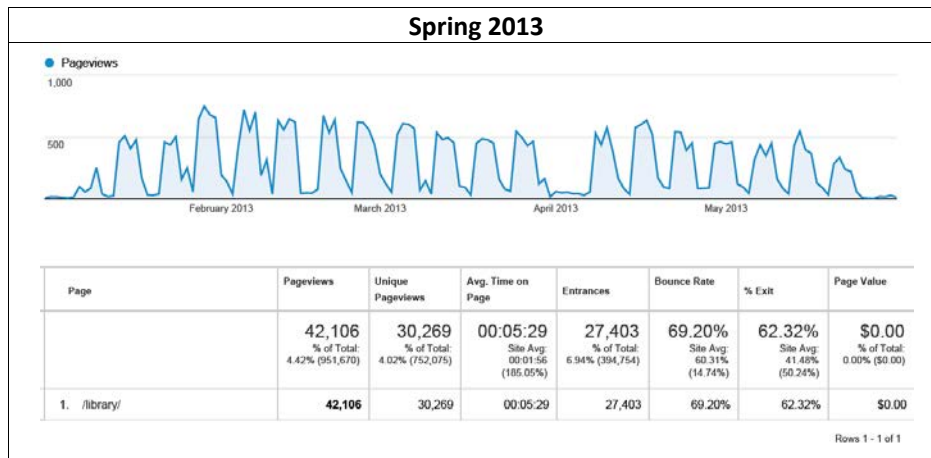
Extended Evening Hours

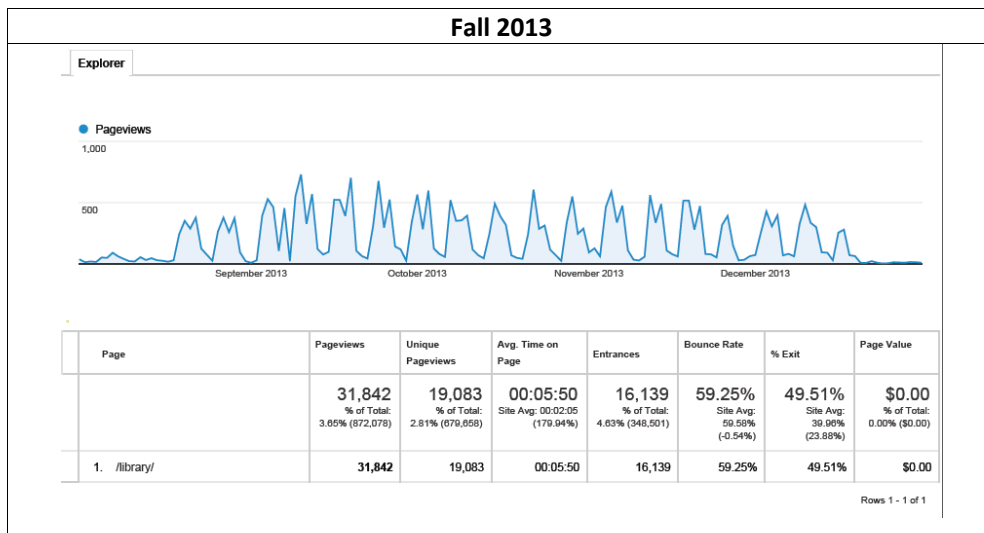
According to our November 2013 headcount statistics, we had an average of 32.4 students use the library during the 8:00pm-9:00pm extended hours. In Fall 2013 the Librarians answered an average of 0.36 research questions, 0.43 IT/Print questions, and 0.21 directional, etc. questions. During Fall 2013, we had 6 Library Orientations scheduled during the extended hour.

2013	Research questions	IT/Print questions	Directions, etc.
Fall Average for 8:00pm-9:00pm	0.36	0.43	0.21

Website

The redesigned Library website continues to be well used with 50,545 page views (42,206 in Spring, 5,257 in Summer, and 31,342 in Fall) in 2013. However, this is less page views than in 2012 when we had 57,053 in Spring and 42,896 in Fall. Reasons for this are unclear, but future website usability testing may provide answers.





Online Research Guides

Online Research Guides (LibGuides) are tailored to particular departments, classes, and assignments. They provide access to library resources to complete assignments on and off campus. Total hits to online research guides were 31,373, with the highest programs being:

ENGL/READ	11,540	LIBR 100/ESL 400	4,051	BIOL	2,396
COMM	2,320	ESL	2,049	HIST	1,224

2) Circulation of Print and Electronic Resources

Print Materials

The Library has a print collection of about 30,000 books, 2,651 reserve items and 93 on-going periodical print subscriptions.

The Library circulated 10,437 books and textbooks in 2013. Over three fifths of these were reserves (6,861). We also fulfilled 1,621 inter-library loan requests and 2,369 renewals.

Total Library Checkouts: 10,437

- General Collection: 3,576
- Reserves: 6,861

Renewals: 2,396

Inter-Library Loan: 1,621

Electronic Resource Materials

Through our subscription to EBSCO's Academic eBook Collection, and our partnership with the Peninsula Public Library System (Overdrive, Safari Tech Books, and EBSCO's Public eBook Collection), we offer full-text access to around 230,000 eBooks.

EBSCO Academic eBook Collection Stats: 2013

	Sessions	Searches	eBook Full Text	eBook Offline/Download
Spring 2013	5996	15470	551	41
Summer 2013	1391	3829	193	23
Fall 2013	6711	20117	893	38
YEAR TOTALS	14098	39416	1637	102

Our eBook collection is very well used. We had 14,098 sessions and 39,416 searches in 2013. We are looking into expanding our eBook collection in 2014 through a patron-driven purchasing model in Gale Virtual Reference Library.

Top Databases	Sessions	Searches
Academic Search Premier	11413	38034
Psychology and Behavior Sciences	7451	22149
JSTOR	7099	15619
ERIC	7096	20870
America: History and Life	6976	20054
MasterFILE Premier	6788	18435
Health Source: Consumer Ed.	6775	18968
Newspaper Source Plus	6764	18822
Health Source: Nursing Ed.	6714	18708
MEDLINE	6713	18818
GreenFile	6665	18818
Business Source Elite	6618	18248
Funk & Wagnalls New World Ency.	6586	18149
Religion and Philosophy Collection	6555	18286
Professional Development Center	6537	18035
Regional Business News	6510	17981
ARTstor	5617	6055
Book Index with Reviews	5241	15079

By far our most popular database is Academic Search Premier, use of which rose by 2,201 sessions from last year (9,212 searches in 2012). Overall all database use rose this year, with the notable exception of ARTstor which saw a decline in use of 48% use. We had only one Art orientation in Fall 2013 and the decline in library orientations may have contributed to the decline in ARTstor use.

iPads (see appendix)

During the spring 2013 semester Library re-launched the iPad Loan Program by creating new advertising and purchasing a display stand to exhibit an iPad in the library. The new iPad advertising was shown in Admissions, the Grove and on the computer screen savers in the library. Additionally, the bulletin board in the library was designed to look like an iPad and highlight the available apps and their uses.

After researching other library's policies, it was also decided to change the checkout policy from two hour in library use to three days.

These actions have proven successful based on usage statistics. In the Spring and Fall of 2012 combined, there were 123 checkouts for the iPads. While in Spring of 2013, the iPads had been checked out a total of 198 times, more than doubling the previous usage statistics in one semester.

An iPad usage survey was also created that was made available to students, staff and faculty in May. We had 19 responses, which were overall very positive.

- Seventeen people stated that they would use the iPad again (two did not respond to this question).
- 72% of respondents stated that the loan period was too short, while 28% stated it was just right.
- Most of the respondents used the iPad to browse the internet, watch videos, access Websmart and check email.

3) Acquisitions

With the addition of a temporary part-time Library Support Specialist we were able 647 books to our general collection in Fall 2013 alone. This is twice as many as was added in all of 2012. We also added 185 textbooks to our popular reserve collection; 106 were purchases and 79 were donations.

4) Partnerships, Displays and Events, Clubs

Partnerships: The Library continues its partnership with the San Mateo County Genealogical Society. The Library continues to look for ways to leverage its membership in the Peninsula Library System, Pacific Library Partnership, the Consortium of Community College Libraries, The Council of Chief Librarians, and Califa, a statewide library consortium.

Displays (see Appendix):

Liberating the Soul event (January and February 2013), Black History Month (February 2013), Gay Male Identity (February 2013), National Poetry Month (April 2013), Immigration Issues Display (April 2013), Pad display (Spring and September 2013), eBooks (Fall 2013), Halloween (October 2013), Dia de los Muertos (October-November 2013), JFK Assassination Memorial Display (November 2013), Healthcare Act (November-December 2013), Nelson Mandela (December 2013).

Events (see Appendix): Library Services for Basic Skills and ESL Students Conference (March 15, 2013) at Cañada College

In collaboration with Diablo Valley College, this Unconference allowed participants to create the topics discussed in the program. In result, many Librarians from a multitude of libraries had the opportunity to hear about projects at other colleges, share ideas in a supportive and collegial atmosphere, and to leave with practical & actionable information that would benefit their Basic Skills and ESL students.

5) Three-Year Action Plan

In Spring 2013 our two full-time librarians left for other positions. Two interim librarians were hired for Fall 2013. Due to this turnover, many of the items on last year's Action Plan were not completed.

The following items from our 2013 Action Plan were completed

Action Item	Action Plan	Timeline
Organize a conference on Library Services for Basic Skills & ESL Students	Work with Diablo Valley College Librarians to organize conference	2013
Student training: library research	Offer a workshop on library research for tutors, mentors, and library student assistants	2013
iPads Program	Review iPad policies and develop a marketing campaign to increase use	2013
Instruction: Expand instruction for READ 836 & 826	Coordinate with English department to preschedule library orientations for READ 836 & 826 at the beginning of the semester	2013
Instruction: Expand library support for University Center students	Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference	2013-2017
Staff training: ebooks	Offer a workshop to library staff on ebooks	2013
Instruction: Coordination with Distance courses	Saturday librarian works with DE coordinator to assess DE course needs and connect with instructors, particularly for Saturday courses	2013-2014

The following items from our 2013 Action Plan were not completed

Action Item	Action Plan	Timeline
Increase assistance with administrative duties, planning, outreach, and partnerships	Hire an additional full-time, tenure track librarian. 50% of this position will be a library chair that will rotate in a two year cycle among the three full-time librarians. 50% will focus on electronic resources.	2013-2014: work with the VPI to garner support for position Ongoing
Collection Development: College Reserves	Work with college to identify a stable funding source for College Reserves	2013-2014 While we receive lottery funding in 2014 we do not have stable funding
Collection Development: Streaming Video	Trial streaming video collections and collect faculty feedback	Postponed to 2014-2015
Assess student library and technology needs	Work with the Instructional Designer and Institutional Researcher to administer Council of Chief Librarian's new survey on students' library and technology engagement.	Changed to assessing information competency skills of incoming students
Instruction: Expand LIBR 100 sections	Pilot LIBR 100 in a learning community with READ 836	Postponed to 2016-2017
Instruction: Expanded Assessment of library instruction	Assess library instruction for Communication Studies students	On hold
Instruction: Collaboration with Honors Program.	Work with Political Science faculty to develop an honors component for PLSC 150; work with Sociology faculty to develop an honors component for SOC 100	On hold
Instruction: Develop online tutorials	Develop three online library research tutorials	Postponed to 2014-2015
iPad Self-Guided Library Tour using QR codes	Develop a tour of the Library using QR codes that students can do using mobile devices or iPads (the Library's or student's)	Abandoned
Instruction: Family and Local History, using Census data	Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses. Look into SMCGS offering a Census data workshop.	Postponed to 2014-2015

2014-2017 Action Plan

Action Item	Action Plan	Timeline
Increase electronic resources, outreach, instructional support, and partnerships	Hire an additional full-time, tenure track librarian. 40% of this position will manage our electronic resources, 40% will focus on outreach, and 20% will be reference and instruction	2014-2015: work with the VPI and Dean of ALL to garner support for position
Student training: library research	Offer a workshop on library research for tutors, mentors, and library student assistants	2014
Collection Development: College Reserves	Work with college to identify a stable funding source for College Reserves	2014-2015
Collection Development: Streaming Video	Trial streaming video collections and collect faculty feedback	2014-2015
Assess incoming students information competency skills	Work with the Instructional Designer and Institutional Researcher to assess incoming students information competency skills	2014-2015
Instruction: Expand LIBR 100 sections	Pilot LIBR 100 in a learning community with READ 836	2016-2017
Instruction: Expanded Assessment of library instruction	Assess library instruction for Basic Skills students	2015-2016
Instruction: Expand library support for University Center students	Work with A2B grant program to connect with faculty & librarians at partner institutions; assess needs; expand collaboration, instruction, and reference	2013-2017
Instruction: Develop online video tutorials	Develop three online library research video tutorials	2014-2015
Instruction: Family and Local History, using Census data	Assist with San Mateo County Genealogical Society outreach efforts to work with faculty to incorporate research on family and local history into appropriate courses.	2014-2015
Assess library website	Partnering with the Instructional Designer, a librarian and a library support specialist will conduct usability testing on the library website	2015-2016
Increase public library partnership	Redwood City Public Library	2014-2015
Increase Reference Appointments	Market online reference appointment form through print and online outlets.	2014-2015

6) Faculty and Staff Hiring Requests (see Appendix for justifications)

- Full-time Tenure-Track Emerging Technologies & Outreach Librarian (0.4 Emerging Technologies, 0.4 Outreach, 0.2 Reference and Instruction)

This position will make our Electronic Resources (currently 0.65 and Measure G funded) permanent and emphasize the integral role of technology and online resources in a modern library. Currently our temporary Electronic Resources Librarian manages our databases, iPads, markets electronic resources and iPads and assess their use. Without a full-time librarian we will not be able to provide the same amount of attention to these critical resources and we will not be able to expand on this role to include online videos and tutorials, services to online classes, marketing through social media, and keeping up with new technologies that can enhance library services to Cañada.

The 0.4 Outreach portion would answer the administrative need to have outreach representation within and outside our community. This position would also be able to represent the library at Academic Senate Committee meetings and Planning and Budgeting Committee meetings where we currently do not have a voting librarian representative. The current absence of library outreach representation limits our ability to market library services and resources and create close ties with our students, staff, faculty and the public.

With the loss of measure G in Fall 2014 and the end of the A2B grant in Fall 2017 **we will lose 65% of our adjunct hours in Fall 2014 and lose an additional 24% in Fall 2017 for a total loss of 89% of our adjunct hours within the next three years.** In light of these losses, we will have to cut back on orientations within the next three years. The 0.2 Reference and Instruction portion would allow the Library provide more orientation and reference hours, and potentially increase our LIBR 100 offerings.

Note on Temporary Hires: Our permanent classified library staff is 3. Our permanent faculty library staff is 2. Fall 2012 the Library made three temporary hires: 0.65 Electronic Resources Librarian (Measure G), 0.50 Transfer Librarian (A2B HSI Grant, dedicated to grant projects), and a 0.60 Library Support Staff (Measure G). At the end of February 2014 we lost our 0.60 Library Support Staff (Measure G) and her position was not approved to be filled for the remaining grant period. These temporary hires bring our total current staff to 5.95 FTE:

Position	Funding Source
2 Full-time Librarians	General Fund
3 Library Support Specialists	General Fund
0.65 Electronic Resources Librarian	Measure G (funded yearly through June 2014)
0.5 Transfer Librarian A2B grant	HSI Grant (funded 10/1/2012-10/1/2017)
0.6 Library Support Specialist	Measure G (funded yearly through June 2014)

7) Service, Professional Development Activities and Needs

Diana Tedone attended the Internet Librarian conference in November of 2013. She brought back resources on eBook marketing, usability testing, and social media outreach. Along with librarians Valeria Estrada and Heather Ott she conducted a flex-day workshop in integrating information literacy using e-portfolios for faculty. She also served on the Curriculum Committee.

Valeria Estrada serves on the Instructional Planning Council, the Basic Skills Committee, and the DREAMers Taskforce. She also served on the Pacific Library Partnership Cataloging Standards Taskforce. Along with librarians Diana Tedone and Heather Ott she assisted in a flex-day workshop integrating information literacy using e-portfolios for faculty.

Heather Ott served on the Academic Senate and worked on updating the Institutional Learning Outcomes. Electronic Library Resources conference, one workshop on eBooks. Along with librarians Diana Tedone and Valeria Estrada she assisted in a flex-day workshop integrating information literacy using e-portfolios for faculty.

Mike Ferrari serves on the Information Technology Committee and attended MacWorld expo to learn about new technologies and meet Library vendors such as EBSCO.

Paul Gaskins serves on Committee for Student Equity. He is in his fourth semester of Spanish language study.

8) Equipment Requests: (Item description, Number of Items, Total Cost)

In order of Priority

• 8X4 wall hanging white boards (2 X \$300.00)	\$600.00
• Samsung Tablets (5 X \$350)	\$1,750
• Cables and power adapters iPads (10 X \$38)	\$318
• Flat Screen TVs (2 X \$500)	\$1,000
• TV mounts (2 X \$70)	\$140
• Blue-ray Players (2 X \$60)	\$120

Total: \$2,178

9) Facilities Request

None.

10) Reflections on comments made to previous reviews

As reviewers noted in 2013, we are not planning any new courses. We would like to expand instruction for LIBR 100 (to, for example, READ 836) but this is contingent on increased staffing.

We have included data for the LIBR 100 summer course and information about action plan items that were not completed.

Appendix: Tenure Track Librarian

(0.4 Emerging Technologies, 0.4 Outreach, 0.2 Reference and Instruction)

Spring 2014

This position will make our Electronic Resources (currently 0.65 and Measure G funded) permanent and increase outreach to Cañada and reference and instructional offerings at the Library.

Justification

An Emerging Technologies Librarian is needed to manage the selection and distribution of electronic resources and to build a 21st century library collection that meets the needs of our faculty and students. Duties include:

1. Working with a team of librarians to select, develop, and implement online resources and services (including databases, eBooks, streaming video, online guides, online tutorials and reference tools);
2. Providing online reference and instruction
3. Assisting College faculty in integrating electronic resources throughout the curriculum
4. Identify, monitor, and assess emerging technologies; recommending implementation and keeping library staff and the Cañada community up-to-date on current technology trends
5. Staying abreast of copyright and fair use principles as they relate to electronic resources and online learning
6. Working with consortia partners such as the Peninsula Library System and the Community College Library Consortium to expand access to electronic resources
7. Collaborating with Open Educational Research initiatives such as the Community College Consortium for Open Educational Resources
8. Market library services and resources through social media and other outlets
9. Collaborate with Distance Education Coordinator and other library/college units to create online active learning instructional modules and provide off-campus student support for research and library services
10. Assess quality and impact of online library services and resources to off-campus and on-campus users
11. Serving as liaison between Library and IT for technology planning, integration, and maintenance

An Outreach Librarian is needed to market library services and resources and create close ties with the Cañada community and the public.

1. Market Library services and resources to Cañada faculty, students, administrators and staff.
2. Outreach to instructional programs and student services to integrate library services into planning efforts

3. Coordinating and increase Library representation on campus and district committees
4. Coordinating work with consortia partners, including the Peninsula Library System & Pacific Library Partnership, Community College Library Consortium, and the Council of Chief Librarians (CA community college library directors' organization)
5. Outreach to faculty to increase faculty input on the Library's print and electronic collections
6. Establish collaborative partnerships with key stakeholders across the college to extend online outreach activities
7. Conduct surveys, focus group sessions, and market research among the library's various user populations to assess the quality and use of collections and services. Track trends in library use to design awareness initiatives, upgrade services, and implement positive changes in the library's instruction program
8. Act as the library's primary liaison with student organizations and services, paying close attention to student diversity organizations and special populations, such as students with learning differences, BTO, VROC, TRIO, distance education students, international students, and college for working adults. Work with librarians to plan new methods, including emerging technologies, for bringing library services to these groups of students

Reference and Instruction

1. Provide library orientations and tours
2. Provide in-person and online reference services
3. Teach a one unit LIBR 100 course

1. This position supports the mission and strategic goals of the college by providing a resource-rich learning environment and supporting instruction. An Outreach Librarian will help increase retention by providing outreach to student populations with diverse learning needs such as: first generation students, veterans, and international students; helping those students integrate more into the college and increase their information competency. An Electronic Resources Librarian will assist the library in expanding its electronic resources, managing ongoing technical issues, and integrating electronic resources into instruction. The Library directly supports the following aspects of Cañada's Institutional Learning Outcomes:

- Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.
- Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

- Access to resources that support students understanding and interpretation of various points of view that emerge from a diverse world of peoples and/or cultures.
2. This position will strengthen the Library program by improving and expanding outreach to the Cañada community and online services and resources. Management of online resources are completed efficiently by someone with the knowledge and authority to complete those tasks; and representation of the Cañada College Library at planning committees, student groups, and councils at the district and state level; freeing up reference and instruction librarians to spend more time working with faculty and students. It will also help the library build a robust online collection that is aligned with the instructional goals of the college and make better use of current and future online resources and services.

If this position is not filled The Library will continue to belong to consortia partnerships but not participate. The Library will continue to work with our current electronic resources but will not be able to assess or market them beyond the bare minimum. Students, Faculty, Staff, and Administrators will continue to be unaware of many the resources and services offered by the Cañada Library. With the loss of measure G in Fall 2014 and the end of the A2B grant in Fall 2017 **we will lose 65% of our adjunct hours in Fall 2014 and lose an additional 24% in Fall 2017 for a total loss of 89% of our adjunct hours within the next three years.** In light of these losses, we will have to cut back on orientations within the next three years. The Library will have to cut back on orientations, especially for Basic Skills and ESL classes which currently make up 50% of our orientations.

Appendix: *Library Services for Basic Skills and ESL Students* Conference (March 15, 2013) at Cañada College



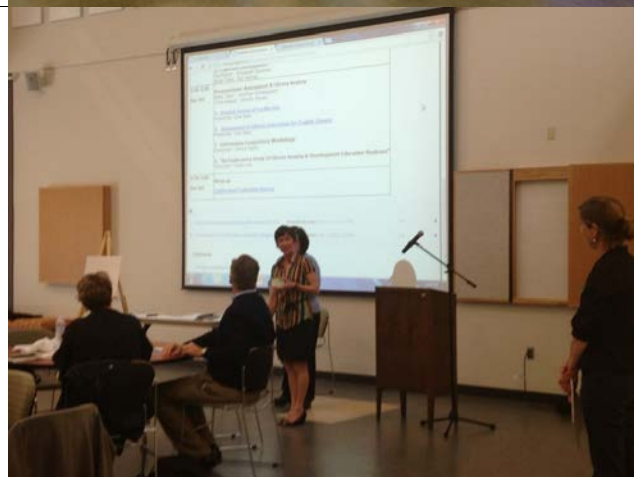
**Stephanie Alexander, a
College of San Mateo
Librarian has participants
take a poll on changes in
their library on their cell
phones**



**Maria Kramer, Library
Manager at The Redwood
City Public Library engages
the crowd on how their
library can help students
succeed**






David Patterson discusses his experience and the benefits of Learning Communities



Diablo Valley College librarians inform participants on topics that will be discussed

Appendix: Displays 2013

	<p>Display to promote: “Liberating the Soul”: Pre- Concert Lecture held at the Cañada Main Theatre, January and February 2013</p>
	<p>Black History Display, February 2013</p>
	<p>Literature about Gay Male Identity, February 2013</p>



**National Poetry Month,
April 2013**



**Immigration Issues Display
at the Undocumented
Student Forum held at the
Cañada Theater 4/29/13**



**iPad display, Spring and
September 2013**



eBooks, Fall 2013



Halloween, October 2013



Dia de los Muertos, October-November 2013



JFK Assassination Memorial Display, November 2013



Healthcare Act, November-December 2013



Nelson Mandela, December 2013

Appendix: iPad Semester Review: Spring 2013

Due to low circulation, this semester the library re-launched the iPad Loan Program by creating new advertising and purchasing a display stand to exhibit an iPad in the library. The new iPad advertising was shown in Admissions, the Grove and on the computer screen savers in the library. Additionally, the bulletin board in the library was designed to look like an iPad and highlight the available apps and their uses. After researching other library's policies, it was also decided to change the checkout policy from two hour in library use to three days. These actions have proven successful based on usage statistics. In the Spring and Fall of 2012 combined, there were 123 checkouts for the iPads. While in Spring of 2013, the iPads had been checked out a total of 198 times, more than doubling the previous usage statistics in one semester. An iPad usage survey was also created that was made available to students, staff and faculty in May. We had 19 responses, which were overall very positive. Seventeen people stated that they would use the iPad again (two did not respond to this question) . 72% of respondents stated that the loan period was too short, while 28% stated it was just right. The survey showed that most of the respondents used the iPad to browse the internet, watch videos, access Websmart and check email. The few complaints concerned the inability to use Flash.

While usage statistics and positive survey results highlighted the usefulness of the iPad Loan Program, the semester was not without its issues. One iPad was checked out and subsequently overdue by over a month. It was finally reported by the student as stolen near the end of the semester. In response to this, during the fall 2013 semester we created policies and procedure for missing and lost iPads.

It is important to note that the iPads take considerable time to manage and maintain. Three times a semester, Mike Ferrari spends approximately 2 hours updating the iPads and additional time is spent adding apps and other miscellaneous needs throughout the semester. If more tablets are purchased, the maintenance time will increase. Mike continues to look for new ways to manage and deploy updates to make the process more efficient. A new feature that allows multiple logins may be announced at the keynote of Apple's Worldwide Developers Conference in June, which could help improve this process.

Needs to address include:

- streamlining the process for downloading eBooks to the iPads
- creating a Libguide for technology that is linked to the Information menu on the library's homepage.
This could include tabs on iPads, computers, scanning, and headphones targeted to students
- shelf tags for eBooks that promote iPads
- FAQ Libguide for iPads targeted to staff

Future possible purchases include:

- Cases for iPad, keyboard and cord

- Second set of chargers
- Docking cart
- 10 more tablets (possibly Windows Tablets?)

