Library

Program Review - Comprehensive Review

2023 - 2024

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission.   For example, what other academic programs and student/academic services does your program engage with?   Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)?   If your program has a mission statement, you may include it here.

The Library supports the College Mission by engaging with almost all campus programs. For example:

The two full-time and three to six part-time Librarians teach information literacy both in a classroom/group setting and one-on-one. Librarians collaborate with faculty to provide course-integrated library instructional sessions on how to search library databases, evaluate resources, ethically use resources, and more.

We also provide workshops on a variety of information literacy and technology topics such as citation, searching databases, and using Google Slides. We work with faculty to ensure that our workshop offerings support their students and to schedule these workshops during optimal times and dates.

Librarians work one-on-one with students through reference interactions. We provide reference instruction in-person, via Zoom, through web chat, and through text chat.

Librarians also create instructional materials include print guides, videos, Canvas modules, and online guides. We will often collaborate with faculty and programs to tailor these instructional materials to their needs.

Librarians provide access to a variety of online resources including three streaming film databases, about 80 research databases, eBooks, audiobooks, individual licenses for streaming films, and more.

The three Library Support Specialists provide access to necessary physical material including textbooks, circulating books, a very popular graphic novel collection, laptops, Chromebooks, WiFi hotspots, graphing calculators, phone chargers, DRC tablets with assistive technology, headphones with built in microphones, and San Mateo County Park passes. Besides ordering, cataloging, and processing reserves for the Library, our Library Support Specialists also catalog and process reserves for the Learning Center.

Library Support Specialists also train and supervise our student workers, who help students sign up for study room, print, and check out material.

The Library space is used by students to study individually, take Zoom classes, collaborate in groups, or as a place to relax either with their friends or decompress by themselves. We strive to make the Library inviting and welcoming by providing study spaces with comfortable furniture, meeting students technology needs (for example, providing enough safe power outlets), engaging displays, relevant physical materials including a very popular graphic novel collection.

The Library has specifically supported Puente through our course integrated information literacy sessions and through our participation in outreach events such as Noche de Familia. Starting Fall 2023 the Library is working with Umoja to provide information literacy instruction for Umoja classes.

SparkPoint provides snacks in the Library, a very popular service for students that we have received positive feedback on both verbally and through our suggestion board.

We collaborated with Phi Theta Kappa, the Human Behavior and Culture Interest Area, the Art, Design and Performance Interest Area, and the Canada College Mural Committee to put on a very successful showing of the documentary Town Destroyer with a Q&A by the filmmakers. Over 30 people, including students, faculty, administrators, staff, and members of the public showed up to watch the documentary about the controversy over WPA era murals at George washington High School.

We also collaborated with the Peninsula Public Libraries as part of their Comic Art Fest in March 2023. We did a "draw your own comics" passive program that drew dozens of students over the month we had it out.

In Spring 2023 one of the Librarians worked with the Silicon Valley Intensive English Program to provide 10 library workshops for new international students.

Each semester we work with the Peninsula Humane Society and SPCA's Pet Assisted Therapy teams to bring therapy dogs (and usually a therapy peacock) to the Library as a stress reliever activity for finals. This is an extremely popular event with over 70 students attending each semester.

Library Support Specialists manage technology loans for several programs including Interior Design, EOPS/CARE, and DRC. This is an essential service that we want to continue, though it does put a strain on our limited staffing. We are continuing to add and grow to these separate technology collections.

We also support ACCEL by providing technology and multilingual tech support. We support our off-campus ESL students by participating in Super Saturdays and providing technology.

We provide evening and Saturday hours to support our underserved student population. In fact, Cañada Library has the most open hours of any library in the district even though we have the smallest staff.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

No known changes

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

No known changes

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the

rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Introduction

In the last three years significant changes in the Library program has occurred in these five areas:

1. LIBR 100

2. Providing instruction in multi-modalities

3. Moving the ExLibris library systems platform

4. Increased Technology Loan Program

5. San Mateo County Genealogical Society moving out of the Library

1. LIBR 100

We moved to asynchronous, online only, LIBR 100 sections starting spring 2020. Offering online only sections allows more scheduling flexibility for students, and we have been able to grow our Honors section enrollment while maintaining our regular enrollment. We also changed LIBR 100 to be a late start class so we have more time to recruit students taking courses where they will be required to complete a research project.

Course Enrollment between 2018/19 - 2022-23

Headcount by Course	FACE TO FACE	ONLINE
LIBR-100	227	281

Headcount % by Course	FACE TO FACE	ONLINE
LIBR-100	45.1%	55.9%

| Success Rate by Course	FACE TO FACE	ONLINE
LIBR-100	75%	81%

2. Other Instruction

Due to Covid-19 we have added Zoom and multimodal options for our course integrated library instructional sessions. From Fall 2020 to Fall 2021 we could only offer library instruction (this includes course integrated library instructional sessions, workshops, and short 10–15-minute tours of the library space or website) through Zoom. By Fall 2022 we taught in more modalities, and by Spring 2023 most of our instruction was in-person, though we still were able to offer the flexibility of online and multi-modal instruction.

Library Instruction by Modality

Semester and Year	Online	In-person	Multi-Modal
Fall 2020	38	0	0
Spring 2021	26	0	0
Fall 2021	36	0	0
Spring 2022	20	10	2
Fall 2022	13	23	10
Spring 2023	4	30	2
TOTALS	**153**	**85**	**14**
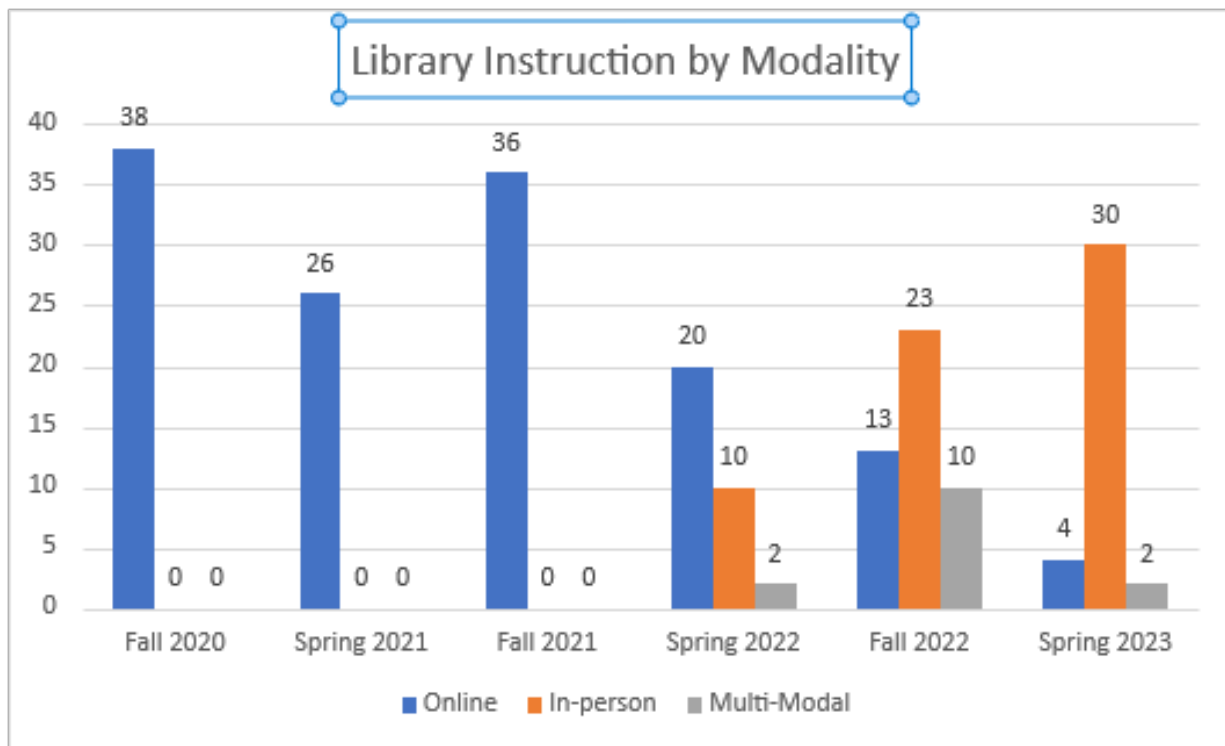
We also added Zoom, web chat, and text chat options for reference appointments. From Fall 2020 to Fall 2021 the majority, if not all, of our librarian interactions (these include reference, tech help, and basic information help) were virtual. Since opening more in-person, we've seen

our in-person interactions increase. The virtual options are still popular with students and give them more flexibility in meeting with librarians.
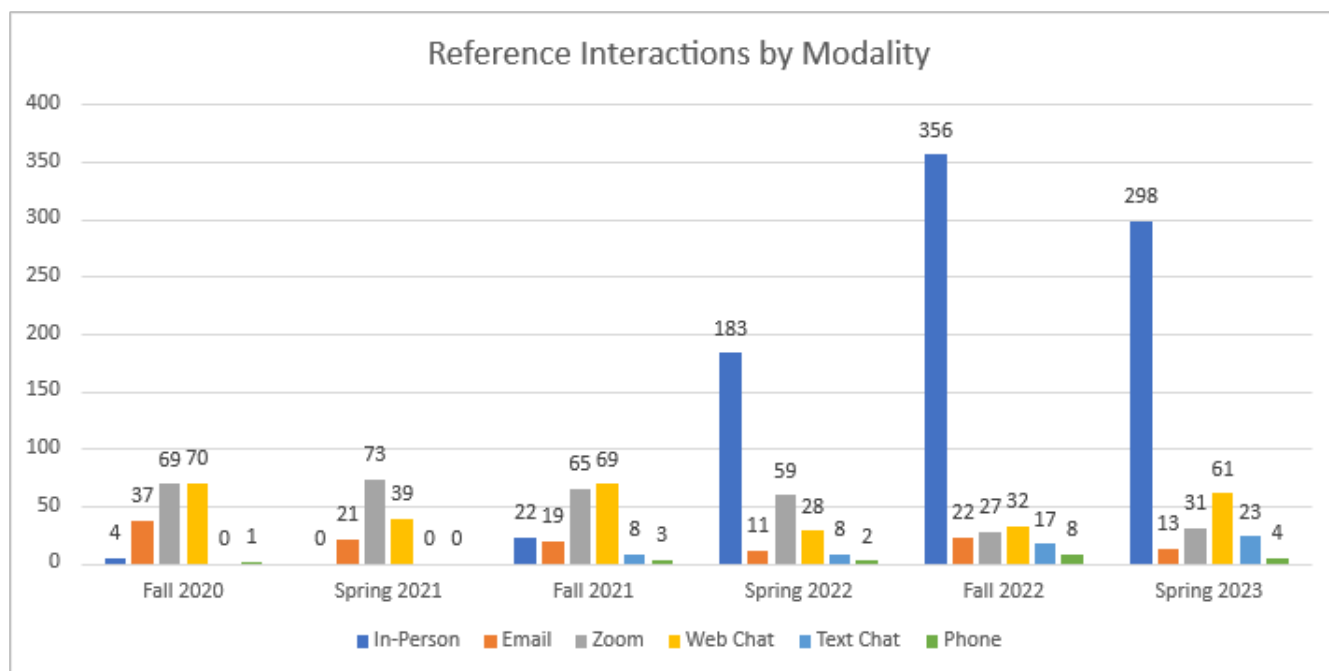
3. ExLibris

In January 2020, we moved from a shared integrated library services platform (a physical resource management system) with the Peninsula Library System (PLS) to ExLibris. ExLibris is a physical and electronic resources management system used by the California State University System as well as many other colleges and universities. This was a year's long effort by the Council of Chief Librarians (part of the California Community College Chancellor's Office) to create a standardized library services platform among the 113 California Community Colleges.

There are a number of advantages to this change. The first is a more integrated search. The old system (shared with PLS) only included physical materials. ExLibris includes both physical and electronic resource management.

The second is financial savings. We had to purchase a separate license with EBSCO for their database aggregator, about $10,000 a year. Since ExLibris includes both physical and electronic resource management we were able to cancel this subscription. It has saved SMCCD money, as now the library services platform costs for all three colleges are paid for by the State instead of from each college budget.

The third is that by providing a similar search experience as most four-year universities, we better prepare our students for success at these institutions.

There are some challenges with this transition to ExLibris. Our electronic resources management has the potential to be more robust and accessible, but without an Electronic

Resources Librarian we are not able to take advantage of what ExLibris offers. Also, we don't have an easy way to share physical resources with PLS anymore and fulfilling interlibrary loan requests puts a strain on our limited staffing.

4. Increased Technology Loan Program

Due to Covid-19 we added 1,036 new Chromebooks, laptops, and Wi-Fi hotspots over three years. We've also had to surplus many old devices due to operability. This added technology includes adding technology loans for other departments, getting replacements for broken, obsolete, or recalled technology, as well as new purchases.

Year	Technology Added
Aug 2020 - Jul 2021	333
Aug 2021 - Jul 2022	273
Aug 2022 - Jul 2023	430

The management of our technology loan program puts a strain on staff time and their ability to complete regular library projects including making reserves available in a timely manner, adding new books into the collection, managing statistics for required statewide and nationwide annual reports, training and supervising student assistants, etc. With the management of the student technology loan program for the College we've also had to provide more training and troubleshooting for students on the use of this technology.

Circulation for Technology

Year	Chromebooks/Dells	WiFi Hot Spots
Aug 2020 - Jul 2021	507	761
Aug 2021 - Jul 2022	549	1010
Aug 2022 - Jul 2023	1073	1805

Students' need for technology loans has not abated after we came back in person. In Fall 2023 we received 291 requests for Chromebooks/PC Laptop, 151 requests for Mobile Wi-Fi Hotspots, and 77 requests for graphing calculators.

The Library's WiFi hotspots were in higher demand than ever during the Fall 2023 semester. While in previous semesters we had some of our hotspots leftover, all 150 were checked out in the first few weeks of fall. We started a waitlist that quickly filled with 63 students. Even one month into the semester there are still students asking for hotspots and as of mid-October 34

students on the waitlist did not receive their hotspot. The Library's hotspots are especially helpful to students taking online or hybrid classes, of which there are more and more offered every semester.
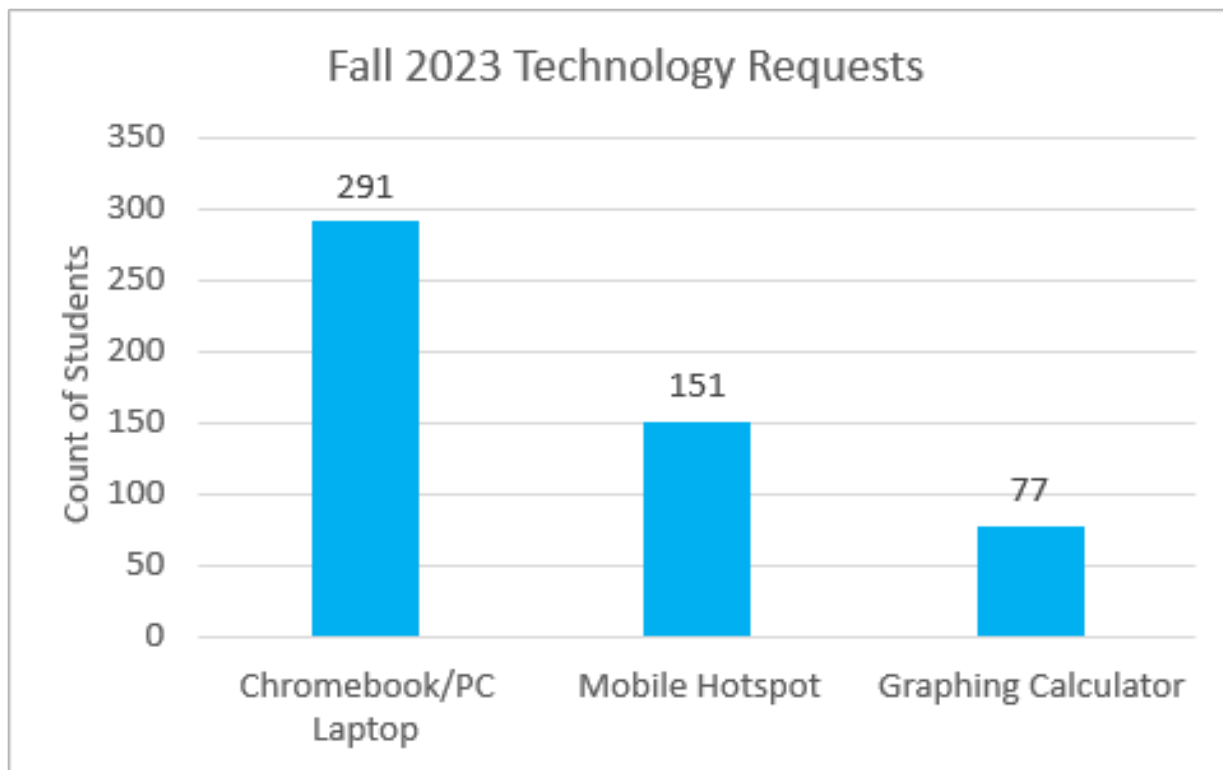
These resources are crucial for bridging the equity gap. For more details, see section 5B, under the Goal *Help bridge the income equity gap and provide students with resources needed to complete their course work*.

San Mateo County Genealogical Society Moves Out of Library

In July 2023 the San Mateo County Genealogical Society (SMCGS) moved out of the Cañada Library and into the San Mateo Public Library. This has freed up a significant amount of space both on the open library floor and in the back processing work area. We plan on using this opportunity to add more student-centered spaces in the library including group study areas, single student areas, and areas for students to relax and lounge in between classes. The data being used to make these decisions is being driven by student feedback through a survey. Details are expanded on in our resource requests and section 12 of this document under the goal "Create a welcoming and comfortable library space that supports student learning and increases student on-campus engagement."

We received $4,000 per year from SMCGS, which we used to help pay for additional student workers. However, for the last three years we have waived this donation as we were not open to the public or had very limited hours due to the Covid-19 shutdowns. We are requesting additional funding for student workers to make up for this gap.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

We found the IPC feedback confusing. The comment on including media literacy in our mission is outside the scope of library instruction, which focuses on Information Literacy/Competency. According to the National Association for Media Literacy Education:

> Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyze and produce mediated messages.

> Media education is the study of media, including 'hands-on' experiences and media production. Media literacy education is the educational field dedicated to teaching the skills associated with media literacy.

Teaching students how to create media is outside the scope of library instruction. Though we do offer Google Sites workshops due to a demand and need, it is on top of our librarian duties.

Library instruction focuses on teaching the Information Literacy Framework Concepts. Which are defined by the Association for College and Research Libraries as:

- Authority Is Constructed and Contextual

- Information Creation as a Process

- Information Has Value

- Research as Inquiry

- Scholarship as Conversation

- Searching as Strategic Exploration

In short, media literacy is about interpreting and creating media and information literacy is about information and inquiry.

We feel that student success was addressed in other parts of our previous program review, such as sections 8 (Access & Completion and Completion - Success Online), 10 (PLO Assessment) and 11B (Resource & Facility Use).

Regarding "a broader scope of purpose", we eliminated our mission statement in Fall 2022 and plan on creating a new one in 2024.

We are unclear what the "community access" comment refers to.

The overall recommendation was "Where applicable, particularly in areas 4 and 5, use quantifiable data to support program improvement and planning. Be sure to include the reference desk, resource/textbook and technology check-out, orientations, site sessions, printing/KIC scanner, and instructional writing support. Also, include where applicable include additional impact on students."

However, we included extensive quantifiable data in sections 10, 11A, and 11B on reference desk interactions, use of technology checkouts, circulation of our reserves collection, library instruction sessions, and more. It's unclear where this data would fit into the narrative around curricular changes in LIBR 100 or our report on action plan progress. We also included more robust narration (for example we reported on the results of a student survey on our mocktail event) related to our action plans in our PLO reports.

We are unsure if the reviewers were referring to our library instruction sessions as orientations or site sessions. Instructional writing support falls under the Learning Center and the Writing Center. The Library provides research support.

Regarding impact on students, we provided statistics on the number of students reached in library instructional sessions and workshops, reference interactions, technology check-outs, textbook circulations, use of library databases, and study room reserves. We also analyzed success and retention rates for students who checked out technology and textbooks through the TLC program.

Finally, we included statistics on the use of our new book scanner in this program review.
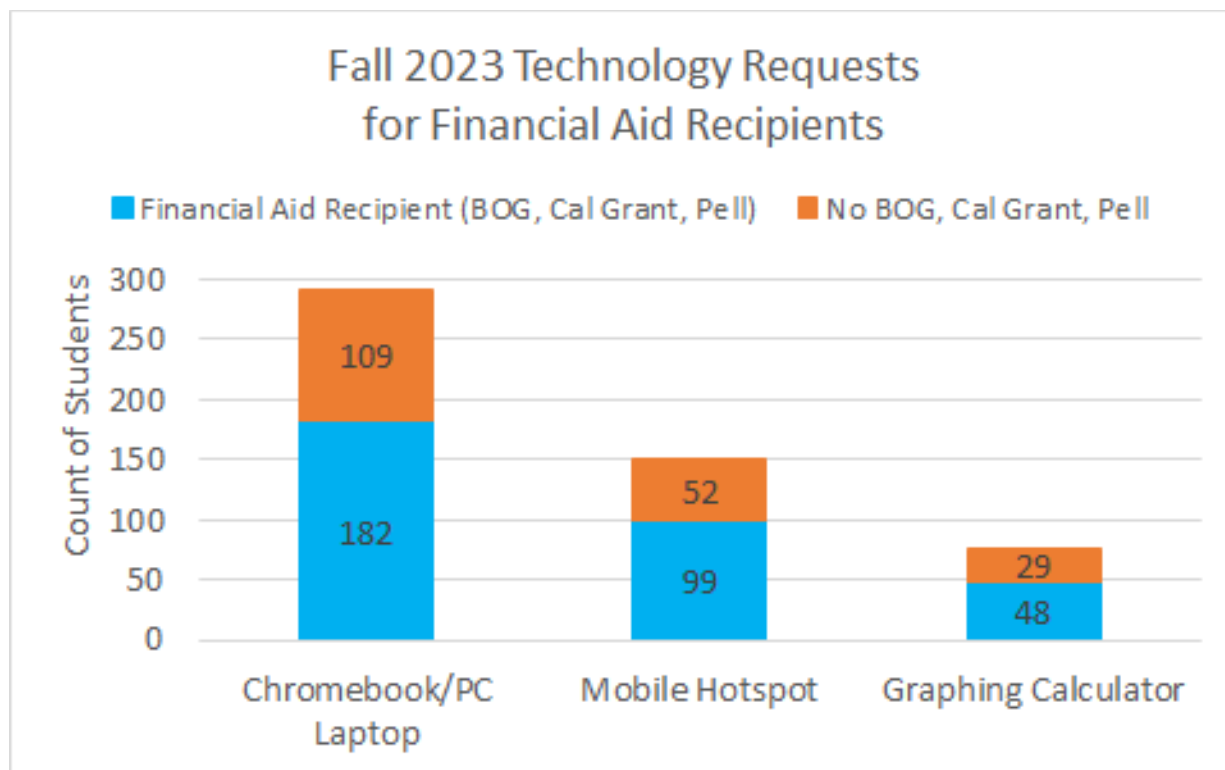
5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.
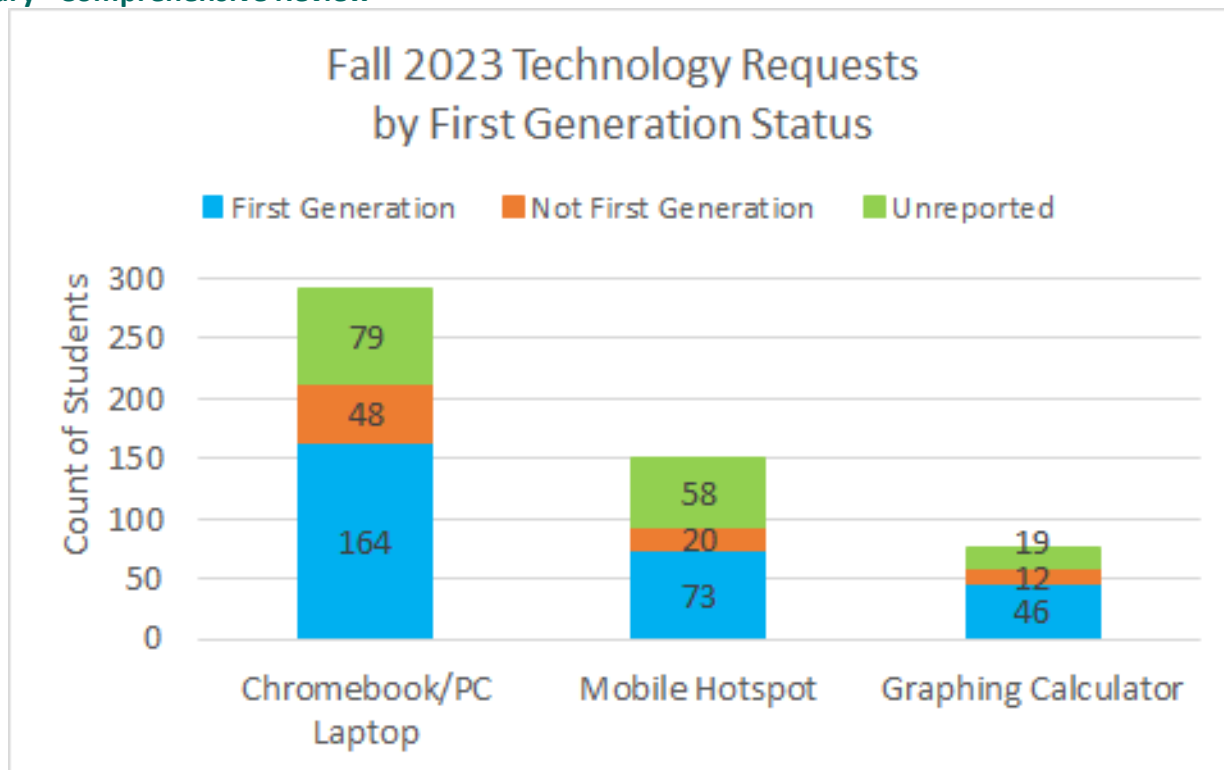
Goal: Help bridge the income equity gap and provide students with resources needed to complete their course work.

In Spring 2023, we were able to add 120 new Chromebooks to our collection. We ran out of Chromebooks in the first two or three weeks of the semester and these new ones helped us fulfill students' technology needs. In Fall 2023, we had enough Chromebooks, but we ran out of Wi-Fi hotspots within the first three weeks of classes. We maintain a running waitlist and are asking for more Wi-Fi hotspots to meet student needs in this year's resource request. As of October 11th, 34 students on the waitlist have not received Wi-Fi hotspots due to unavailability. Additional staffing would help us process these added technology requests.

The Library technology loan program is crucial for closing the equity gap. The majority of students who filled out a technology request form in Fall 2023 were financial aid recipients. About half were first generation students.

Fall 2023 Technology Requests for Financial Aid Recipients

Fall 2023 Technology Requests by First Generation Status

Legend: First Generation, Not First Generation, Unreported

Chromebook/PC Laptop: First Generation 164, Not First Generation 48, Unreported 79

Mobile Hotspot: First Generation 73, Not First Generation 20, Unreported 58

Graphing Calculator: First Generation 46, Not First Generation 12, Unreported 19

We continue to have trouble with unreturned or damaged technology loans. In Spring 2023, we had 26 Chromebooks, 31 Dell laptops, 27 Wi-Fi hotspots, and 57 TI-84 Calculators either not be returned or returned too damaged to check out again. Additional staffing, such as a part-time Library Support Specialist, would allow us to increase outreach to students in order to get items returned. Damaged and obsolete technology is expected, and being able to periodically and regularly update our technology collection will allow us to continue to serve students' needs.

Technology	Damaged or Lost	Percentage of Total Lost
Chromebooks (162 total)	26	16%
Dell (59 total)	31	53%
Hotspot (213 total)	27	18%
Calculator (213 total)	57	27%

Furthermore, management and maintenance of the Library's technology loan program is a major project that takes up considerable staff time. Preparing equipment, keeping equipment maintained, and troubleshooting issues takes at least two months of dedicated work. While the Technology Help in the Learning Center has alleviated some of the burden of helping students navigate technology, Library Support Specialists still need to work with students to troubleshoot any issues they have with the technology they check out from the Library. Increasing our Library Support Specialists and having an Electronic Resources Librarian (to help with navigating our systems analytics) will allow the Library to continue to support this goal.

Goal: More efficient use of limited library space to increase student on-campus engagement and improve equitable.

We did not receive any of our resource requests (new display table, student workstations, and wall-mounted monitors) related to this goal, so we were not able to make progress on this goal.

Goal: Alleviate textbook costs for students by supporting the College's ZTC efforts.

The purchase of 120 new Chromebooks helped us support students use ZTC resources.

We were also able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings through the CCCCO ZTC Implementation Grant. For academic year 23/24 and 24/25 we will continue to receive $10,000 a year to purchase eBooks and audiobooks. While this has allowed us to purchase more eBooks, this need is growing as more courses make use of library eBooks and audiobooks. Due to licensing we often need to purchase multiple copies of the same title to meet student needs. We are asking to augment our eBook budget, so no students are denied access to an eBook. In 2022/23 we had 84 turnaways for our eBooks.

Last academic year (22/23) we saw heavy use of eBooks and audiobooks. Their use continues to grow, from July 2023 to Sept. 20th, 2023, eBooks in EBSCO were used 719 times and audiobooks checked out 27 times.

Audiobook and eBooks use 2022-2023

Database Name	Searches	Full Text Requests/Views
AudioBook Collection	823	187
EBSCO eBooks	2348	2695

One of the full-time librarians works 5-10 hours a week with the OER/ZTC Faculty Coordinator to support faculty in the ZTC Faculty Adopter program. This includes meeting with faculty multiple times a semester through the required check-in meetings for the program, answering questions, additional consultation meetings finding library and ZTC resources, updating the OER by Subject LibGuide, creating a fair use training module in Canvas, teaching 2-3 faculty workshops a semester, and actively attending Textbook Affordability Subcommittee meetings.
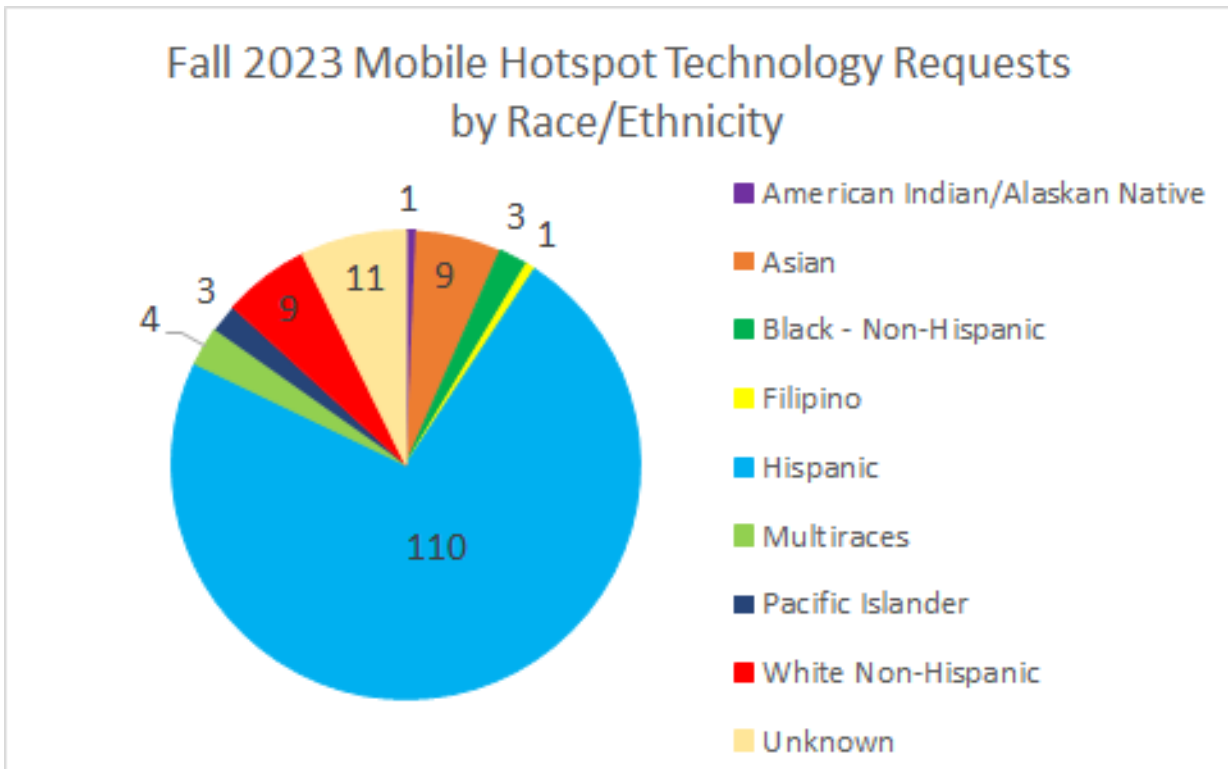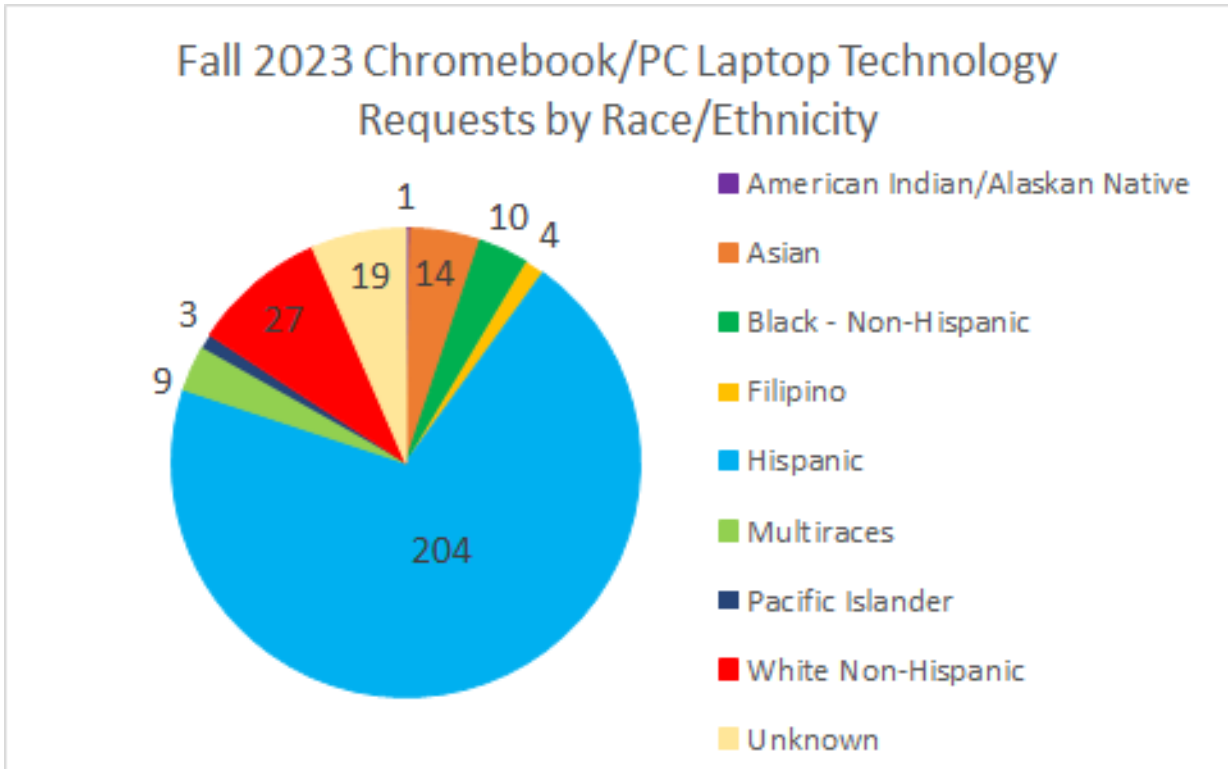
While these are all needed and fulfilling, it puts a strain on staffing and our ability to provide other librarian services. Furthermore, a dedicated Electronic Resources Librarian would bring the expertise and capacity to increase our ability to support faculty and better integrate library resources to save students textbook costs.

Goal: Equity in internet access. Increase student equity by providing portable Wi-Fi hotspots and Chromebooks/laptops for student use.

We were able to purchase 120 Chromebooks. Ongoing funding to replace lost and broken Chromebooks and other technology loans remains a problem. The Library is also in need of more staffing to effectively maintain our technology loan program. See *Goal: Help bridge the income equity gap and provide students with resources needed to complete their course work* above for more details.

The Library technology loan program is crucial for closing the equity gap. The majority of students who requested technology in Fall 2023 identified as Hispanic.

Fall 2023 Chromebook/PC Laptop Technology Requests by Race/Ethnicity

- American Indian/Alaskan Native
- Asian
- Black - Non-Hispanic
- Filipino
- Hispanic
- Multiraces
- Pacific Islander
- White Non-Hispanic
- Unknown

Values shown: 1, 10, 4, 14, 19, 3, 27, 9, 204

Fall 2023 Mobile Hotspot Technology Requests by Race/Ethnicity

- American Indian/Alaskan Native
- Asian
- Black - Non-Hispanic
- Filipino
- Hispanic
- Multiraces
- Pacific Islander
- White Non-Hispanic
- Unknown

Values shown: 1, 3, 1, 9, 11, 9, 3, 4, 110

Fall 2023 Graphing Calculator Technology Requests by Race/Ethnicity

Legend:
- American Indian/Alaskan Native
- Asian
- Black - Non-Hispanic
- Filipino
- Hispanic
- Multiraces
- Pacific Islander
- White Non-Hispanic
- Unknown

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Since the Library has submitted Annual Updates every year since our last Comprehensive Program Review, we will be writing about the impact of resource requests from last year. Last year almost none of our resource requests were approved.

48% Part-time Library Support Specialist

This position was not approved last year. The management of our technology loan program puts a strain on staff time and their ability to complete regular library projects (such as making the reserves collection available for classes in a timely manner). In Spring 2023 and Fall 2023 we ran out of Chromebooks, Wi-Fi Hotspots, and Dell laptops early in the semester and had to start a waitlist. Also, without adequate staffing we are limited in our ability to track unreturned technology loans. Besides that, when any of our current Library Support Specialists are out ill, we must close the Library, limiting our ability to support students. We are also out of compliance with Title 5. According to Title 5, for a college with FTES between 1,001 and 3,000 we should have 4.5 Support Staff. We currently have about 2.9 Support Staff.

Increase current Library Support Specialist position from 11 months to 12 months

This increase from 11 months to 12 months for a current Library Support Specialist position was not approved. However, we were able to fund it through the OER/ZTC Implementation State

grant, which is ending in Spring 2024. The extra month has allowed our Library Support Specialist to help prepare technology loans, reach out to faculty to purchase reserves, and manage the reserve collection. We need to make this augmentation permanent to continue to adequately provide these resources and services for our students and faculty.

Additional Student Assistant Hours

Though we requested $5,000 for additional student assistant hours, it appears that this request did not make it to administration as it wasn't included in the Resource Request Update presented at PBC therefore it was neither approved nor disapproved.
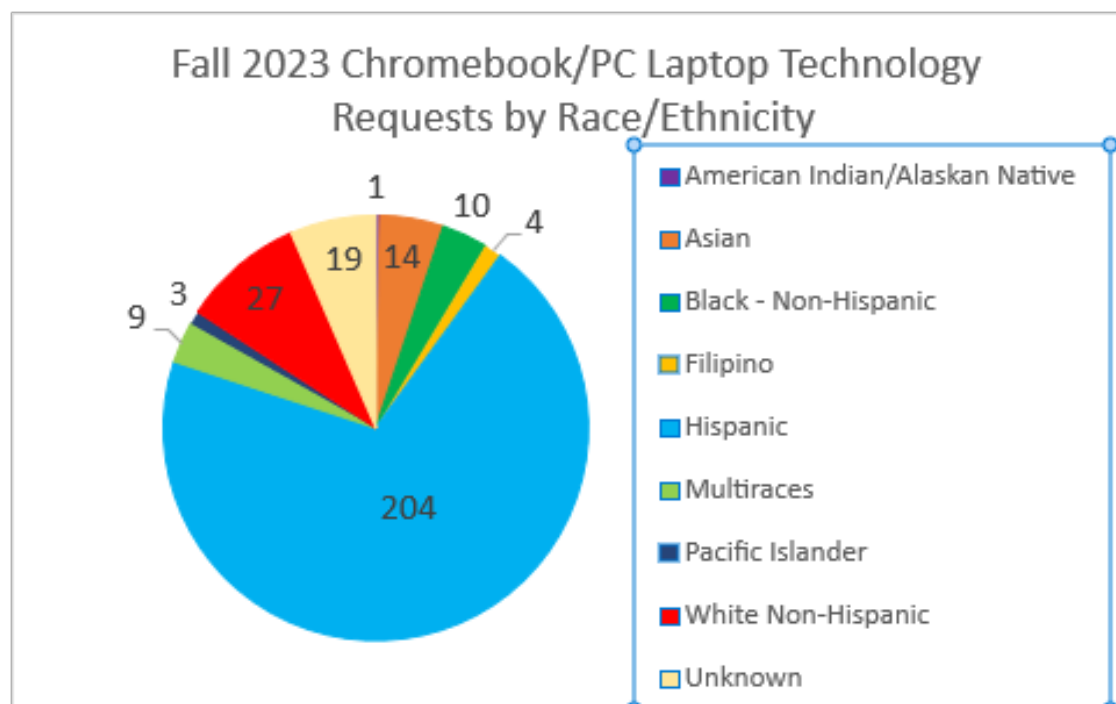
120 Chromebooks with bags and chargers, and admin console software and 35 Replacement Dell Laptop chargers and Chromebook chargers
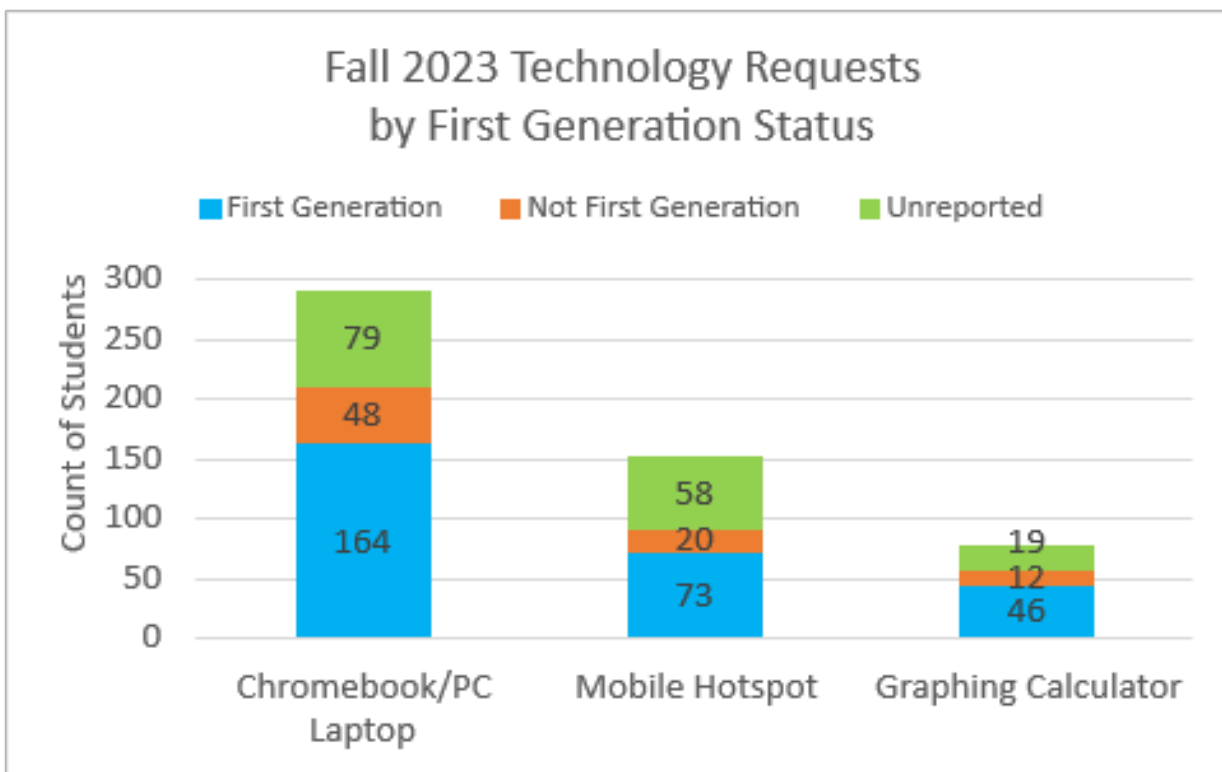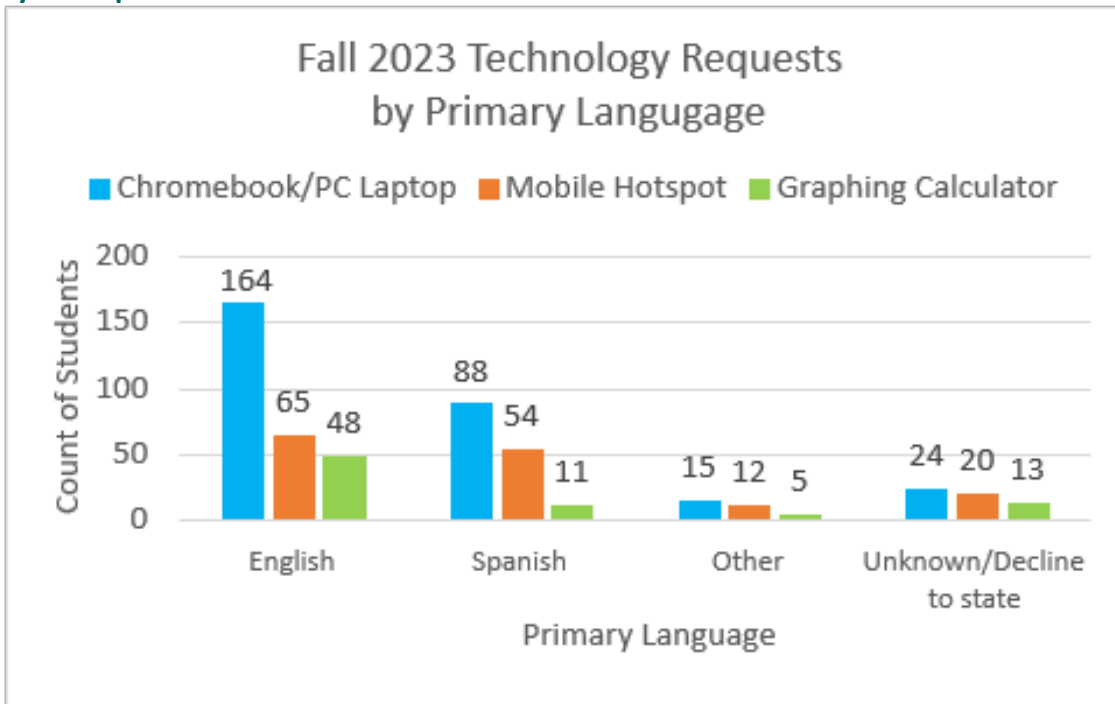
These were approved because we ran out of Chromebooks within the first two weeks of Spring 2023. We were able to purchase 120 more Chromebooks by March 2023 to meet student needs.

Number of Chromebook and Laptop Checkouts

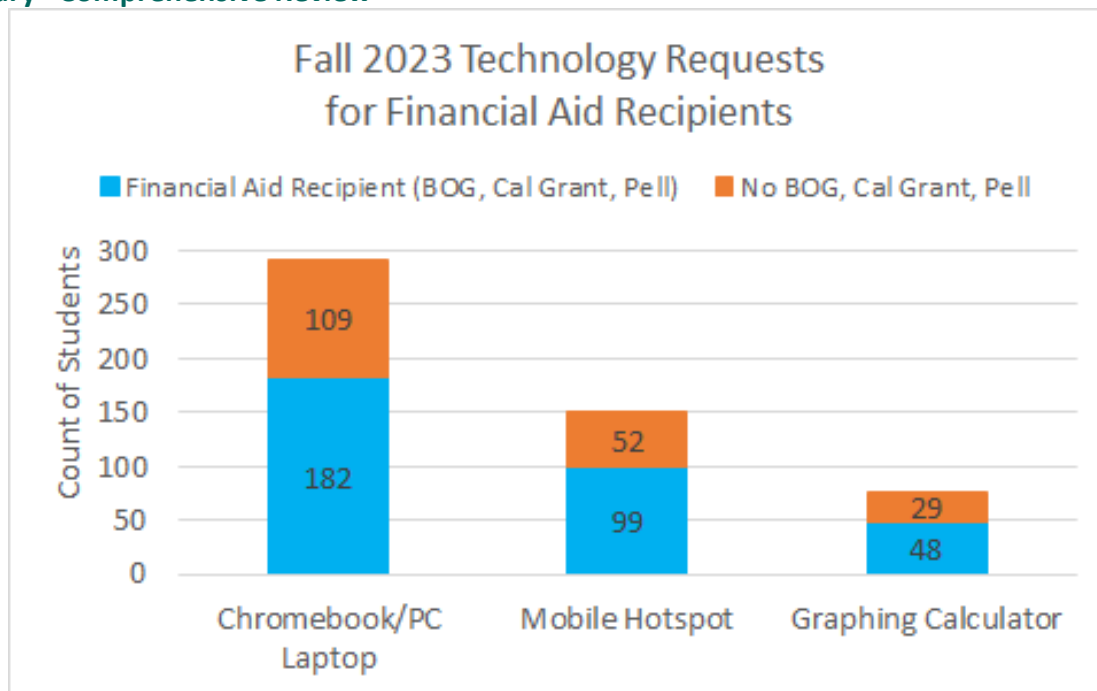| Year	Chromebooks/Dells
Aug 2020 - Jul 2021	507
Aug 2021 - Jul 2022	549
Aug 2022 - Jul 2023	1073

These Chromebooks have allowed the Library to support the College's equity goals. In Fall 2023, 70% of the 291 students who requested a Chromebook or laptop identified as Hispanic, about 56% were first generation students, and 35% spoke a language other than English as their primary language.

Fall 2023 Technology Requests by Primary Language

Legend: ■ Chromebook/PC Laptop ■ Mobile Hotspot ■ Graphing Calculator

Primary Language	Chromebook/PC Laptop	Mobile Hotspot	Graphing Calculator
English	164	65	48
Spanish	88	54	11
Other	15	12	5
Unknown/Decline to state	24	20	13

Count of Students (y-axis), Primary Language (x-axis)

Fall 2023 Technology Requests by First Generation Status

Legend: ■ First Generation ■ Not First Generation ■ Unreported

	First Generation	Not First Generation	Unreported
Chromebook/PC Laptop	164	48	79
Mobile Hotspot	73	20	58
Graphing Calculator	46	12	19

Count of Students (y-axis)

Fall 2023 Technology Requests for Financial Aid Recipients

Legend:
- ■ Financial Aid Recipient (BOG, Cal Grant, Pell)
- ■ No BOG, Cal Grant, Pell

Category	Financial Aid Recipient	No BOG, Cal Grant, Pell
Chromebook/PC Laptop	182	109
Mobile Hotspot	99	52
Graphing Calculator	48	29

Y-axis: Count of Students (0–300)

LibAnswers

This request was not approved. We continue to use LibraryH3lp but will be requesting this again. LibAnswers will support both reference and circulation and put us in line with CSM and Skyline. We haven't been able to provide robust reference help to students without this service. We also haven't been able to ingrate our reference chat services within our current online guides, reference appointments, and library workshops and instead must manage a separate platform.

Newspaper Archive

We were able to replace an old database, America's Historical Newspapers, with Newspaper Archive. Newspaper Archive has saved $1,094 per year while providing easier access to thousands of primary sources needed to complete assignments in Political Science and History courses.

Currently use is low. Without an Electronic Resources Librarian, it is difficult to market new databases and provide instruction to students and faculty on their use.

Database Name	Searches	Full Text Requests/Views
Newspaper Archives	140	80

3-tier Oval Feature Display Table

This item was not approved. We continue to use a table that could be used as a study table for displaying new books. Our new books display is visually unappealing and could impact our circulation numbers.

Waltzer Mobile Workstations (Study Carrels)

These items were not approved. Study space, especially semi-private space, continues to be in demand. We often find students attending Zoom classes in the open study area, disturbing other students around them, because there isn't enough space for them to work.

Based on our Fall 2023 survey results as of October 10th, 71 out of 81 students reported that they come to the library to study by themselves. 38 out of 79 students responded that they want more individual study carrels in the library. Many students also wrote in to request more study desks with outlets.

2 wall-mounted monitors

These items were not approved. This limits our ability to market library events, workshops, services, and resources. It also limits our ability to support other departments and programs because we don't have space to electronically market their events and programs.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

We were able to temporarily increase one 11th month Library Support Specialist position to 12 months thanks to the ZTC/OER Implementation Grant. See 6A "Increase current Library Support Specialist position from 11 months to 12 months" above for more details.

At the end of Spring 2022 Librarian Valeria Estrada transferred to CSM. We were able to hire a new full-time librarian, Adriana Lugo, to start in Spring 2023. Adriana has been able to provide services to our Spanish speaking community. Though she's only been here less than two semesters, Adriana is already providing workshops in Spanish and is very active in outreach to our Spanish speaking community. Adriana also is very active in collaborating with other departments including Umoja, Equity and Antiracism Planning Council, Puente, Student Services Planning Council, and more. She is also collaborating across colleges with San Jose State University by securing a BIPOC Librarian inter for Spring 2024. Lastly, she is heading a community outreach event in Spring 2024 with will support BIPOC and undocumented students.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

2018-2019 to 2022-2023

| Headcount by Course	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	Grand Unduplicated Total
LIBR-100	100	68	93	55	24	41	40	33	26	43	503
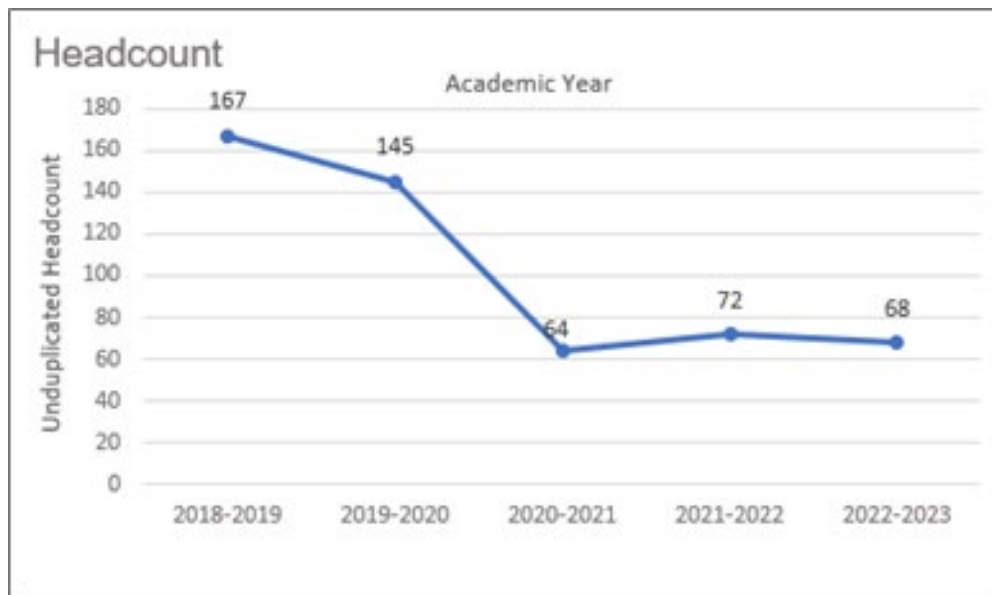
Headcount in LIBR 100 was down 59.3% in 2022-2023 (68 students) compared to 2018-2019 (167 students). Headcount declined steadily for two academic years then flattened out.

2018-2019 to 2022-2023

Sections Ran by Course	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	Total Number of Sections Ran
LIBR-100	4	2	4	2	1	2	2	2	1	1	21
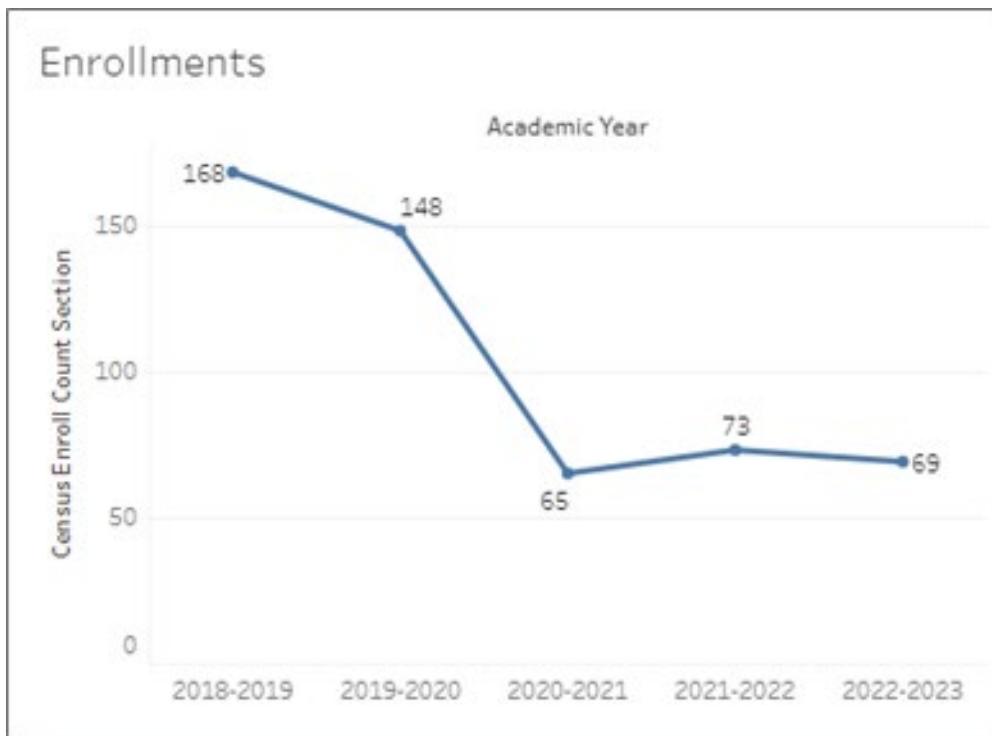
Enrollment in LIBR 100 was down 58.9% in 2022-2023 compared to five years ago in 2018-2019. Library Science enrollment was at a five-year high in 2018-2019 with 168 enrollments and a five-year low of 65 enrollments in 2020-2021.

Overall, the number of sections offered in LIBR 100 decreased over the last five academic years, going from six sections in 2018-2019 down to two sections in 2022-2023.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Since the 2019 uncoupling from ESL 400 and effective dismantling the ESL/Library Learning Community due to enrollment and registration concerns, LIBR 100's enrollment and number of sections has dropped. The Covid-19 pandemic in spring 2020 and that fact the one of the full-time librarians decided to accept reassignment to CSM in fall 2022 (causing us to cancel one section of LIBR 100) also negatively affected LIBR 100 enrollments.

The good news is that enrollment started to pick up in Spring 2023. We were able to run only one LIBR 100 section, but we had to turn students away as it filled (including waitlist students). We have also moved to all online, asynchronous, courses for LIBR 100 which we hope helps with enrollment. Finally, we made LIBR 100 a late start class. This gave the Librarians more time to market and recruit students to LIBR 100 through class visits, email outreach to other faculty, etc.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

We will continue to offer LIBR 100 in an asynchronous, online format. We are considering adding a summer Umoja and/or Puente section of LIBR 100, which we will work on in the spring. We anticipate added faculty training needed to create this section.

Librarians will be updating the COR for LIBR 100 in Spring 2024. We plan on better aligning it with the ACRL Information Literacy Framework. Furthermore, we would like to work with the Black Students Matter Academic Senate Subcommittee to incorporate anti-racism, equity, and culturally responsive practices into our LIBR 100 COR.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

2018-2019 to 2022-2023

Success Rate by Course	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23	Total Success Rate	Total Withdraw Rate
LIBR-100	73%	79%	72%	65%	79%	83%	93%	88%	77%	91%	78%	12%

Our success rate is 6% higher than the College average of 72.24%. We attribute this to the high degree of individualized interaction the Librarians are able to provide LIBR 100 students as well as the support of ESL faculty, English faculty, Counseling faculty, and Honors faculty.

Success and Withdraw Rate
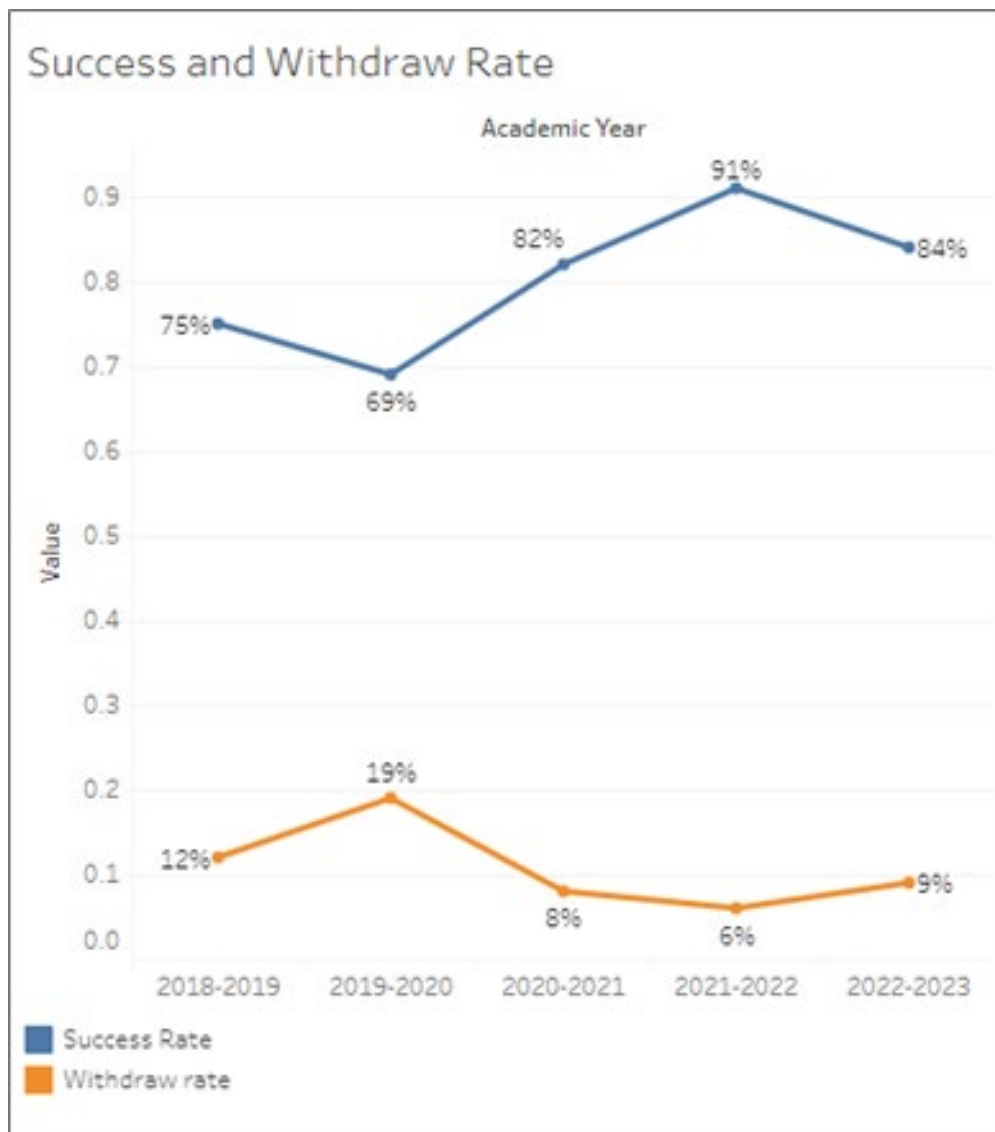
Academic Year

The overall success rate in LIBR 100 increased over the last five academic years, with the exception of one year. The success rate was 75% in 2018-2019, peaked at 91% in 2021-2022, and ended at 84% in the most recent academic year (2022-2023). Overall, withdraw rates have decreased over the last five years, with a maximum withdraw rate of 19% in 2019-2020 and a minimum withdraw rate in 2021-2022 of 6%.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Enrollment data revealed two student subgroups were underrepresented in LIBR 100 compared to the college-wide population (see Table 1). The proportion of students in LIBR 100 with a unit load considered 'less than part-time' (fewer than 6 units) was 36.7 percentage points lower than the proportion of 'less than part-time' students enrolled college-wide. The proportion of students who were not considered low income in LIBR 100 was 25.2 percentage points lower than the proportion of 'not low income' students enrolled college-wide. These findings lead to the conclusion there was a greater proportion of students enrolled in six or more units and a greater proportion of low-income students in Library Science classes compared to campus-wide.

Table 1.

Student Subgroup	Gap
Unit load - Less than part-time (less than 6 units)	-36.7
Not Low Income	-25.2

Based on courses with an grand total unduplicated headcount of 50 or more for the period between 2018-2019 and 2022-2023

Headcount by Course	Full Time (12+ Units)	Part Time (<12 Units)
LIBR-100	213	294

Headcount % by Course	Full Time (12+ Units)	Part Time (<12 Units)
LIBR-100	42.3%	58.4%

Success Rate by Course	Full Time (12+ Units)	Part Time (<12 Units)
LIBR-100	81%	76%

Since LIBR 100 isn't part of a transfer or degree pathway, it makes sense that students who can only take one class or so a semester would be less likely to be able to enroll in LIBR 100.

LIBR 100 teaches skills students need to be successful in their college journey. We are proud that we are able to serve many low-income students and help them be better prepared to succeed.

According to the data from PRIE, success is the rate at which different student subgroups pass courses and is based on enrollments. The success rate for different subgroups in LIBR 100 was compared to the overall success rate in Library Science. No disproportionate impact was found for success in LIBR 100.

Library - Comprehensive Review

Based on courses with an grand total unduplicated headcount of 50 or more for the period between 2018-2019 and 2022-2023

Headcount by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59	Age 60 +
LIBR-100	16	157	100	145	66	21	1

Headcount % by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59	Age 60 +
LIBR-100	3.2%	31.2%	19.9%	28.8%	13.1%	4.2%	<1%

Success Rate by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59	Age 60 +
LIBR-100	88%	82%	75%	71%	86%	91%	*

Overall our success rates are good. Students ages 29-39 do have the lowest success rate, 71%. This might be because this age group is more likely to have young kids and other work and family obligations which can make it hard to keep up with course work. Since we moved to an asynchronous online modality, it will be interesting to see if this success rate changes by the next comprehensive program review.

COURSE ENROLLMENT REPORT

Based on courses with an grand total unduplicated headcount of 50 or more for the period between 2018-2019 and 2022-2023

Headcount by Course	African American	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/ Ethnicity Unreported
LIBR-100	8	106	7	258	5	45	13	61

Headcount % by Course	African American	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/ Ethnicity Unreported
LIBR-100	1.6%	21.1%	1.4%	51.3%	<1%	8.9%	2.6%	12.1%

Success Rate by Course	African American	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/ Ethnicity Unreported
LIBR-100	88%	85%	43%	74%	80%	78%	92%	82%

The success rate for Filipino students was very low, 43%. The average success rate from the last five years for this ethnic group at Canada is 72%. While we only had 7 Filipino students in the last five years enrolled in LIBR 100, this is still a concerning success gap. Looking for professional development around Filipino students might help the Librarians address this gap. We are also increasing our resources related to Filipino students, in Spring 2023 we purchased an online encyclopedia, *The SAGE Encyclopedia of Filipina/x/o American Studies*, we also purchased a

handful physical books about Filipino Americans or written by Filipino Americans (though with an added book budget we could better support this student population). Finally, Fall 2023 is the first year we've included a display on Filipino American History Month.

Similarly, Hispanic identifying students had the second lowest success rate at 74%. This is higher than the College average success rate, 66.52%, for this population. We are interested in creating a Puente section of LIBR 100, potentially as early as Summer 2024. In the long term, we'd like to explore adding a Spanish language section of LIBR 100.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Our success rate for our online course is higher than for our in-person courses. According to PRIE:"LIBR 100 classes have been primarily offered online for the last five academic years. When face-to-face sections were offered, the success rate was slightly higher than online success. However, the most recent success rates in online Library Science sections surpassed the face-to-face success rates by five or more percentage points.

This could be because students don't miss classes in an asynchronous online course and are able to make up work from previous weeks.

Since we have moved to all online courses, we will continue to work with students and student support programs to ensure our students' success.

Success Rate by Course	FACE TO FACE	ONLINE
LIBR-100	75%	81%
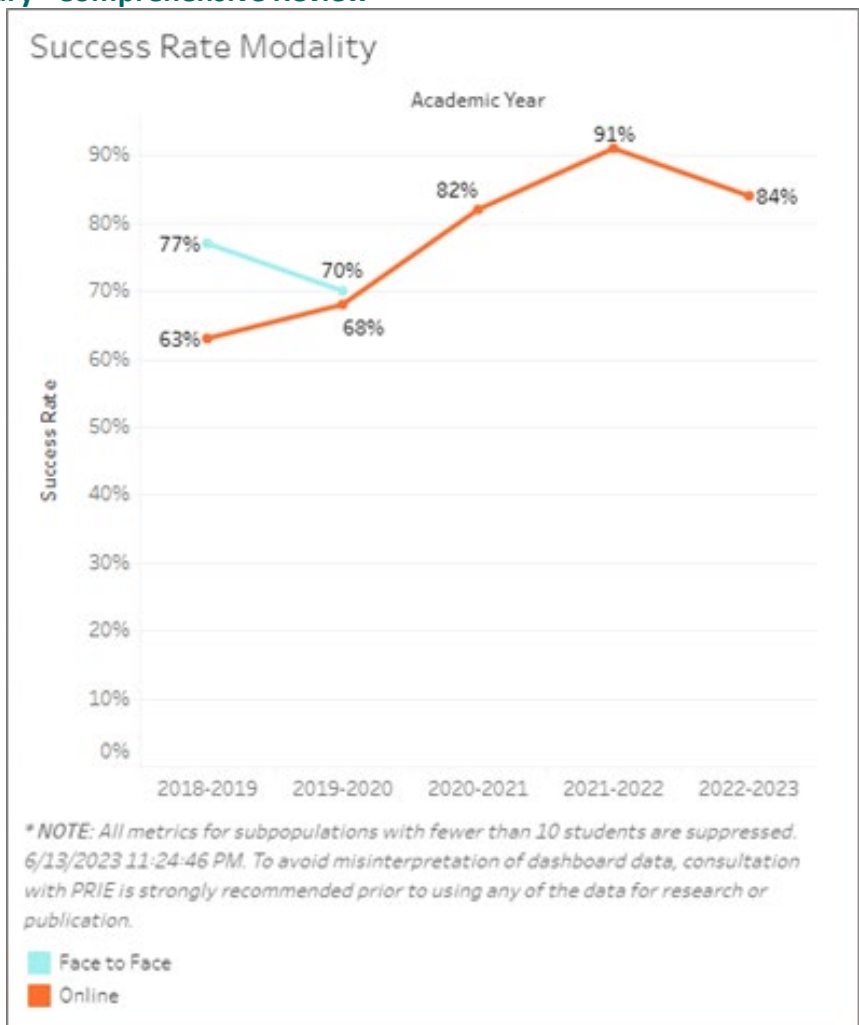
9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our program only has one for credit course, LIBR 100. There are usually 2 sections of the course taught each semester, though due to staffing only one section was taught in fall 2022 and one section taught in spring 2023. Each semester at least one section of LIBR 100 is assessed. We use the assessment plan to make sure that we rotate what SLO is being assessed.

	Access Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources.	**Evaluation** Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards.	**Citation** Upon completion of this course, students will be able to effectively integrate and cite sources.
Fall 2019-Spring 2020	Spring 2020 Assess resources in Annotated Bibliographies. pre- and post- assessment of library research confidence		Fall 2019 Analyze MLA Test ensure if measures the overall knowledge of the student learning outcomes.
Fall 2020-Spring 2021		Fall 2020 Analyze annotated bibliographies for student's ability to evaluate sources.	Spring 2021 Assess citations in Annotated Bibliographies. Also, pre- and post- assessment of library research confidence.
Fall 2021-Spring 2022	Fall 2021 Assess resources in Annotated Bibliographies. pre- and post- assessment of library research confidence.	Spring 2022 Analyze evaluations in Annotated Bibliographies. Also, pre- and post- assessment of library research confidence	
Fall 2022-Spring 2023		Spring 2023 Analyze evaluations in Annotated Bibliographies. Also, pre- and post- assessment of library research confidence.	Fall 2022 Assess citations in Annotated Bibliographies. Also, pre- and post- assessment of library research confidence

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Overall students met the outcomes for the SLOs. By the end of LIBR 100 all students expressed confidence and showed improvement in their ability to find, use, and evaluate resources for college research. Many students also wrote that they found LIBR 100 made their other classes easier and that they wished they had taken it earlier in their education. Students wrote:

- "LIBR 100 improved my research by helping me learn the proper steps to take when finding reliable and accurate sources. Also, now I know where to find adequate sources for my research projects than just Google which is a significant improvement on my research."

- "LIBR 100 helps me a lot in my research for my assignments in some courses because this is my first time studying in America. I know how to find reliable and trustworthy resources."

- "I do not have only one specific thing that I learned because I learned too much in this course. In the past, I didn't know about the all of resources that the library has for all of us. These resources are accessible to us, they are free, and it is easy to access them. This class was really helpful for me because I am taking another class that requires me to know about MLA citations and how to get reliable information, it was exactly what I learned"

Based off our assessment of SLO "Upon completion of this course, students will be able to locate and retrieve college-level print and digital resources" we included more practice on identifying peer-reviewed articles.

Based off our assessment of SLO "Upon completion of this course, students will be able to effectively integrate and cite sources" we added more practice with in-text citations in the weekly assignments and added a section on in-direct quoting in the quotation module. We also added an "anatomy of an MLA citation" practice assignment.

Based off our assessment of the SLO "Upon completion of this course, students will be able to evaluate information from a variety of resources using a defined set of standards" we found that students had trouble evaluating resources. Evaluation instruction changes as the nature of what we evaluate changes. Starting Fall 2023 we are moving away from CRAAP and moving towards the SIFT and PICK method. In Fall 2023 we will be using a research reflection for the final instead of the annotated bibliography.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Fall 2019 Student survey on mobile hotspots

The majority of respondents did not have reliable access to the internet. **Only 16.7% reported having access to the internet and 58.3% reported not having any access at all**. Students used the WiFi HotSpots because they did not have reliable access to the internet. Interestingly, 33.3% reported that they only get internet through their cell phone. Often students need a laptop or desktop computer to effectively complete their assignments. While it might be possible to write a paper on your phone, it will take longer and can lead to more errors.

Most students who responded said they had access to a laptop or desktop computer, however 5 out of 12 student reported that they only had access to a tablet or their phone for doing course work.

Unsurprisingly, 75% of students reported that access to the WiFi hotspots was very important to their academic success. Students wrote that purchasing their own hotspot was too expensive, that they needed the hotspot to complete their thesis, and that they don't have internet access at their home.

Spring 2020 review stats for online resources and services

In March 2020 Cañada shut down for in-person classes and services. The Library, like the rest of campus, had to shift to online resources and remote reference and instruction, though our Library Support Specialists still came into the Library to provide needed technology (laptops, Chromebooks, and Wi-Fi hotspots).

The most used eBooks in our collection were those that were assigned to a course, however a few non-course assigned books (*Deaths of Despair and the Future of Capitalism* and On *Being Gay: Essays for the Real World*) also had high usage.

We did see an increase in the use of our online guides, Libguides. These are findable via the open web and with the increase of students taking classes online, it's possible we've seen an increase in students finding our Libguides.

Among our databases, Kanopy was the most popular and we saw a rise in its use. This did cause a budget issue, as we at first didn't have the funds to cover the amount of demand for it.

Fall 2020 Assess stats on instruction and faculty survey on library sessions

In response to the suggestions for improving our online form we included a field for second choice days and times. We also gave more options for class length, including the option to have the librarian stay after the session to help students with research.

The librarians also have incorporated interactive aspects into our instruction, such as Padlet, Google docs, and group work.

Fall 2021 Assess learning related to workshops

In the future we can share the presentation materials with the students who sign up for our workshops beforehand.

For Fall 2021 our citation workshops were the most popular. We also started offering Google Sites and Google Slides workshops, which have been well received. We have also offered more citation workshops than other types of workshops. We always offer a few Saturday workshops and workshops during the 10am to 1pm timeframe. We should continue to monitor if these days and times are popular.

Many students requested recordings of workshops that they could not attend, and some asked for recordings of sessions they did attend so they could review them later. We have videos on MLA and MyBib, and we added an APA video in Fall 2022.

Spring 2022 Head count for in-person use to determine times of highest use.

We saw a peak number of people in the library at 10am, with our highest average of in-person headcount between 10am and 1pm. We will use this data to help us schedule in-person events and workshops in the Library. We also saw more people in February than any other month. Though that could partly be due to Spring break happening at the end of March, which gives us one week less of data. Still, February saw a higher number of people in the library than April, by about 200.

Though the campus was not fully in-person in Spring 2022, we did see a lot of use of the Library overall. It still felt slow, with an average of 6.8 people per hour in the library.

We should focus more of our staffing and events (workshops, outreach, etc.) between 9am and 2pm. In the future we will continue to do headcounts, one week at the beginning of the semester, one week at the end of the semester, and maybe one week in the middle of the semester, in order to have a more accurate idea of when the library is used the most.

Fall 2022 Library website focus groups

Students found reserving group study rooms easy and useful, and OneSearch was also considered fairly user-friendly. However, some students had difficulty locating the Librarian Chat feature and were confused about the "Library Account" tab. Some suggested making the OneSearch search bar more visible. In response, changes were made by the Web Program Analyst, Alessandro Riva, including adding an image of the OneSearch logo next to the input field, changing the placeholder text, modifying navigation links, and improving SEO to enhance the library's online presence.

Spring 2023 Faculty survey on library instruction

The instruction request form was updated based on feedback. Changes included adding a note about bookmarking, simplifying database options, adding an "other" option for topics, and dividing the form for faculty with multiple classes. Faculty appreciated the hands-on practice and librarian expertise during sessions, and students benefited from these sessions for research and citation. To improve instruction, we will include practice activities, offer session summaries, and consider separate workshops for citations. We are also working on getting an adjustable table for the classroom. To increase faculty awareness of resources, we will send follow-up emails after each session with recommended resources.

Program Learning Outcome Assessment Schedule

	Library Space: The library will provide a comfortable, safe, quiet and versatile space to enable student learning.	**Reference & 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.	**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.
Fall 2019 – Spring 2020			Fall 2019 Student survey on mobile hotspots Spring 2020 review stats for online resources and services
Fall 2020 – Spring 2021		Fall 2020 Assess stats on instruction and faculty survey on library sessions	
Fall 2021 – Spring 2022	Spring 2022 Head count for in-person use to determine times of highest use.	Fall 2021 Assess learning related to workshops	
Fall 2022 – Spring 2023	Fall 2022 Library website focus groups	Spring 2023 Faculty survey on library instruction	

11A. Other Instruction & Services

Describe the programs' other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of these offerings. What changes could be made to improve these instructional offerings and services and/or improve student utilization?

Library Instruction

Note: Library Instruction by modality is described in section 4.

Definitions:

Library Instructional Session- One to two hour information competency instruction. Librarians collaborate with faculty, who request these sessions, to provide course integrated library instruction.

Workshop- Thirty minute to one hour instruction on a single topic (such as citation). Created by the Librarians based on perceived student need.

Tour- A short overview of the Library physical space and Library services. Often requested by faculty or other campus programs.

Narrative

Over the last three years the Library has taught 140 Library Instruction Sessions, 59 workshops, and 15 tours; reaching 2,795 students total (though there is probably some duplication in that headcount).

Comparing Fall to Fall and Spring to Spring, the amount of Library instruction (Instructional Sessions, Workshops, and Tours) we've provided has gradually increased over the last three years. Most of our information competency Library Instructional Sessions is for English courses, followed by ESL courses, Then Physics, Communication, Biology, and Astronomy.

We would like to reach out to our Sociology, Psychology, ECE, Politics, and History faculty more. We see students come into the library for reference assistance for research assignments in these courses. Being able to provide a Library Instructional Session would mean that the students who need research help, but for various reasons don't visit the Library, will get the information literacy instruction they need to be successful.

Semester and Year	Instruction Sessions	Workshops	Tours
Fall 2020	34	4	0
Spring 2021	20	6	0
Fall 2021	22	14	0
Spring 2022	16	14	2
Fall 2022	29	8	9
Spring 2023	19	13	4
Total	**140**	**59**	**15**

Library - Comprehensive Review

Library Instruction
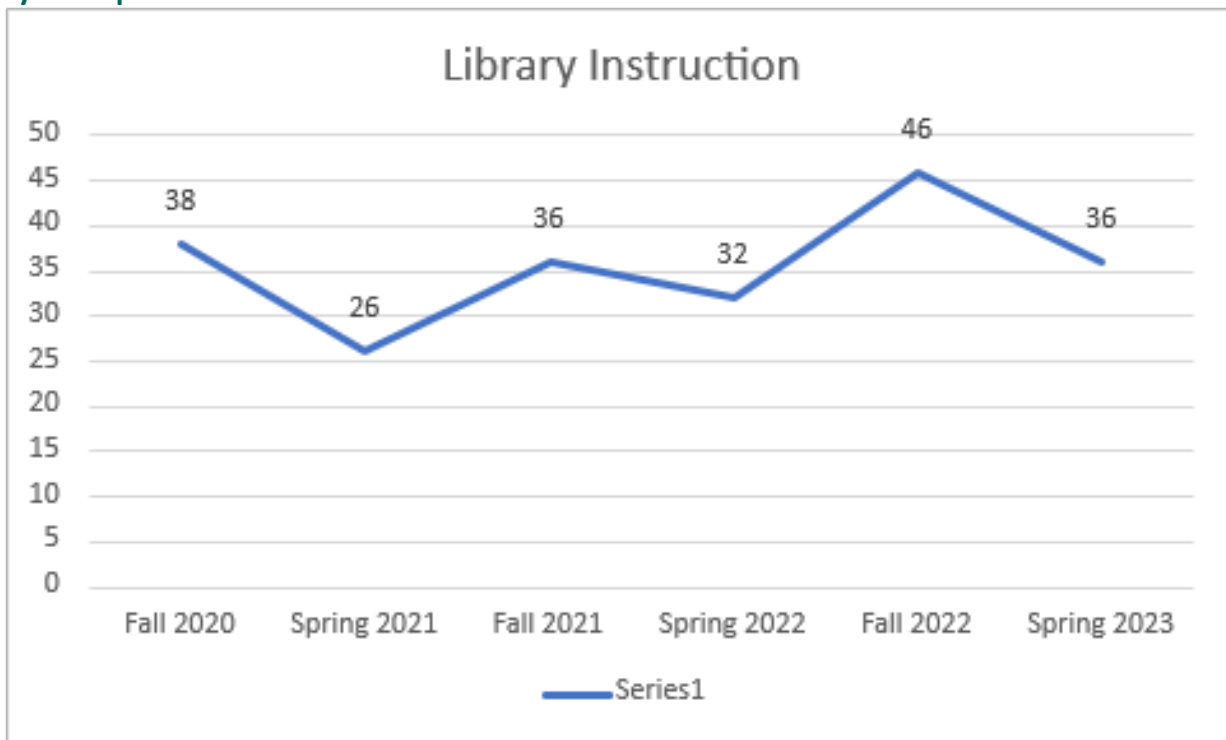
Library Instructional Sessions by Course Fall 2018-Spring 2023	
Course Name	**Number of Sessions**
ASTR	10
BIOL	13
BUS	1
COMM	17
ECE	6
ENGL	115
ESL	67
HSCI	1
IDST	4
INDT	2
MATH	1
Middle College	1
PHYS	17
PSYC/SCO	3
PSYCH	5
PTK Honors	2
Puente	1
SOC	2

Semester and Year	Students in Instruction	Students in Workshops	Students on Tours	Total Number of Students by Semester
Fall 2020	458	13	0	461
Spring 2021	322	14	0	336
Fall 2021	323	51	0	374
Spring 2022	242	31	92	365
Fall 2022	554	19	179	752
Spring 2023	291	55	113	459
Total Number of Students by type of Instruction	**2190**	**183**	**384**	**2795**

Reference

Definitions

Reference Question- Any research or citation help, including readers advisory

Circulation Question- Help with checking out material, explaining library policies, etc.

Technology Question- Help with printing, scanning, emailing, converting files, etc.?

Narrative

In Spring 2020 we closed for in-person services due to Covid-19. This was the first time we offered online reference help beyond email. Due to cost and the fact that CSM was currently using it, we chose LibryH3lp for web chat and text chat. This was meant as a stop-gap for the emergency transition to online only services. Over the last three years CSM has moved to LibAnswers. As our need for multi-modal instruction has increased, we need more robust online reference that is aligned with CSM and Skyline Libraries.

Number of Reference Transactions and Other Questions by Modality						
Semester	In-Person	Email	Zoom	Web Chat	Text Chat	Phone
Fall 2020	4	37	69	70	0	1
Spring 2021	0	21	73	39	0	0
Fall 2021	22	19	65	69	8	3
Spring 2022	183	11	59	28	8	2
Fall 2022	356	22	27	32	17	8
Spring 2023	298	13	31	61	23	4

Total Reference Questions
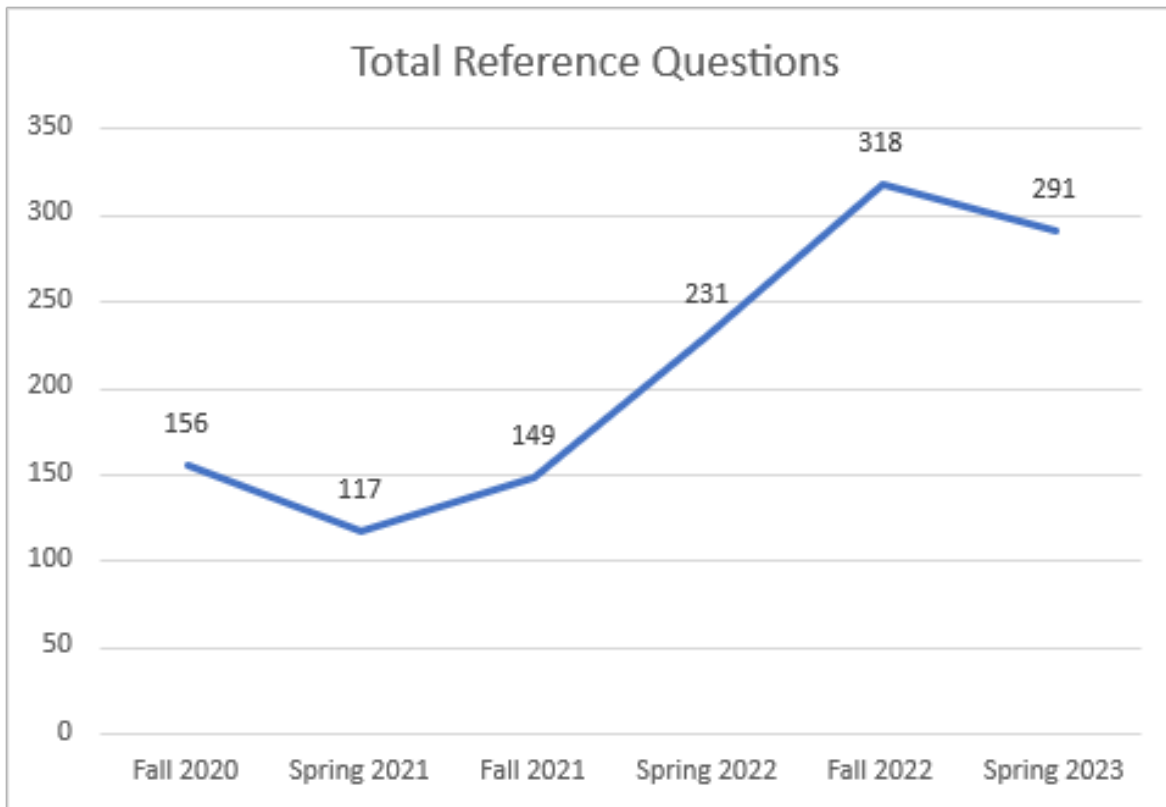
Semester	Reference Questions	Tech Questions	Circ Questions	Total Questions
Fall 2020	156	10	15	**181**
Spring 2021	117	6	10	**133**
Fall 2021	149	17	19	**185**
Spring 2022	231	26	32	**289**
Fall 2022	318	95	49	**462**
Spring 2023	291	51	43	**385**

11B. Resource & Facility Use

Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective?

Gate Count

Year	Total	Per Day Average*
Aug 2020 - Jul 2021	0	0
Aug 2021 - Jul 2022	19,182	129.6
Aug 2022 - Jul 2023	43,870	213

Foot traffic in the Library has increased as more students are taking in-person or hybrid courses. Starting Fall 2022, we also increased Library opening hours to 8am to 8pm (Monday to Thursday); 8am to 3pm (Friday); and 10am to 2pm (Saturday).

To estimate foot traffic we use a counter built into one of our security gates. However, since we also have middle and back entrances, it does not accurately count the number of people going into and out of the library. Furthermore, our security gates are not effective at stopping loss. We get many "false positives" and they disrupt the flow of work and make students feel uncomfortable when they accidently make the alarm go off. It's not uncommon that a book purchased at the bookstore, or a library book that wasn't desensitized correctly, will set off the alarm. Rather than make the Library safer, security gates can act as a visual clue that the space is unsafe (Lipinksi and Saunders). In this way they can increase anxiety in student patrons.

Security gates can make the Library seem unwelcoming, intimidating, and give the impression that students are being "policed" even before they enter the Library. Security gates give the impression that we don't trust our students. They are a sign of over-policing and surveillance. This hinders our ability to build trust and make connections within the college community, especially with our BIPOC students. Furthermore, the placement of our current gates makes it harder for people with mobility impairments to access the button that opens our front doors.

If we get rid of our security gates we can also save money by not needing to purchase or add "tattle tape" into our circulating and reserve material. This will save time with processing and save time when checking out the material as we won't have to deactivate the tattle strips.

For equity and accuracy reasons, we'd like to take out the security gates and move to discrete overhead counters that can be put at the front, middle, and back entrances. This option also sends foot traffic stats electronically, saving staff time as we now have to manually record the counter each morning.

Book Scanner Use (by pages scanned)

2022

Aug	41
Sept	163
Oct	34
Nov	30
Dec	22
Total	**290**

<u>2023</u>

|	
Jan	199
Feb	78
Mar	27
Apr	94
May	8
Jun	128
July	3
Aug	81
Sept	149
Total	**767**

Despite limited marketing, the Library's book scanner is well used. We see it used more at the beginning of the semester, when students are waiting to either get funds or receive their textbook. This scanner has allowed students to not fall behind at the beginning of the semester, setting them up for academic success.

LibGuides

LibGuides are online research guides designed for specific classes, subjects that cover a range of research topics, college events or initiatives, and more. We saw a big jump in use in 2020, then a decline. Though our latest usage statics are still higher than they were before Covid-19. These online research guides continue to be an effective way to supplement our instruction and market the Library and the College. Our most popular guides, Shakespeare and Primary Sources for African American History, are because they come up high in general search results for academic resources on those subjects.

LibGuide Usage Statistics	
YEAR	**Views**
2018-2019	37319
2019- 2020	41301
2020-2021	88009
2021-2022	72127
2022-2023	59615

Library - Comprehensive Review

Total Views of LibGuides
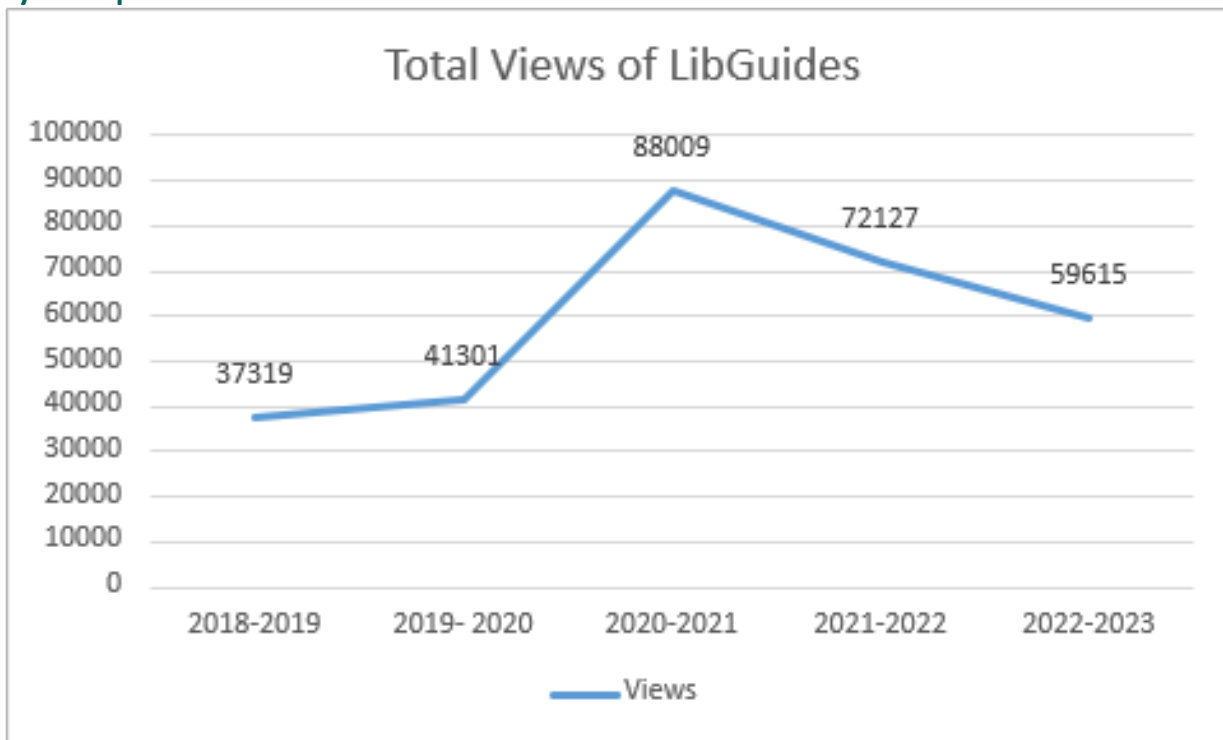
Top 15 Guides for 2022/2023	
Guide Name	Total views
Shakespeare	28244
Primary Sources for African American History	8153
News & Journalism	3062
Citation	1826
MLA 9th Edition	1089
Murals and Street Art	926
Physics	775
Astronomy	754
BIOL 230 Staples	641
Poetry	627
Early Childhood Education	617
ENGL 100 Terzakis	582
Career Information	486
Open Educational Resources (OER) by Subject	406
INDT 400 Torres	393

Website Traffic

| Year	Views
Aug 2020 - Jul 2021	**26,345**
Aug 2021 - Jul 2022	**28,846**
Aug 2022 - Jul 2023	**38,315**

Study Rooms

Study room use has grown since we were closed for in-person services in Spring 2020. According to a Fall 2023 student survey sent out by the Library, 17% of Canada students reported that they used the Library to study with a group and 10% to Zoom into classes. 42% reported that they used the Library to study by themselves. The Study Rooms are popular areas for all three of these activities.

25 out of 80 students reported that they would like to see more spaces to Zoom into their class. 39 out of 80 reported that they would like more individual study carrels. Many students also wrote in for the need for more study rooms or for more quiet areas in the Library. To quote one student, "I think a good addition would be a few 1-2 person rooms for students to take zoom classes. I see students taking classes throughout campus, sometimes in odd places. I know the study rooms in the library can get booked fast, and the addition of small rooms dedicated for just zoom classes could serve students well. These rooms could be kept simple with just a desk, couple chairs, whiteboard and enclosed to not disturb the rest of the library."

Study Room Bookings	
Year	Total Number of Confirmed Bookings
2019/20	626
2020/21	0
2021/22	979
2022/23	3946

Total Number of Confirmed Bookings

7 respondents (**30%**) answered **spaces** for this question.
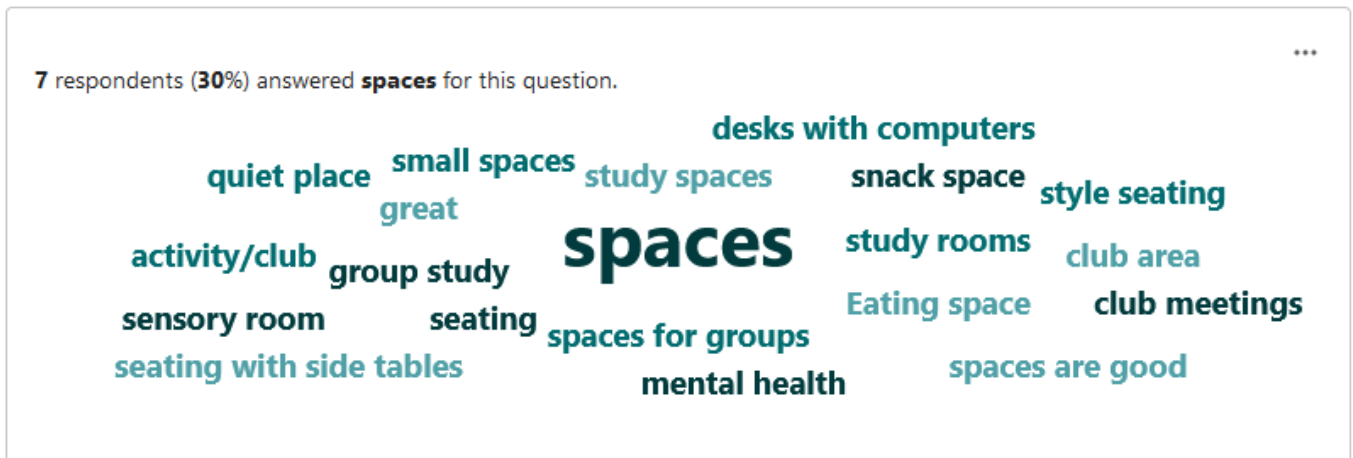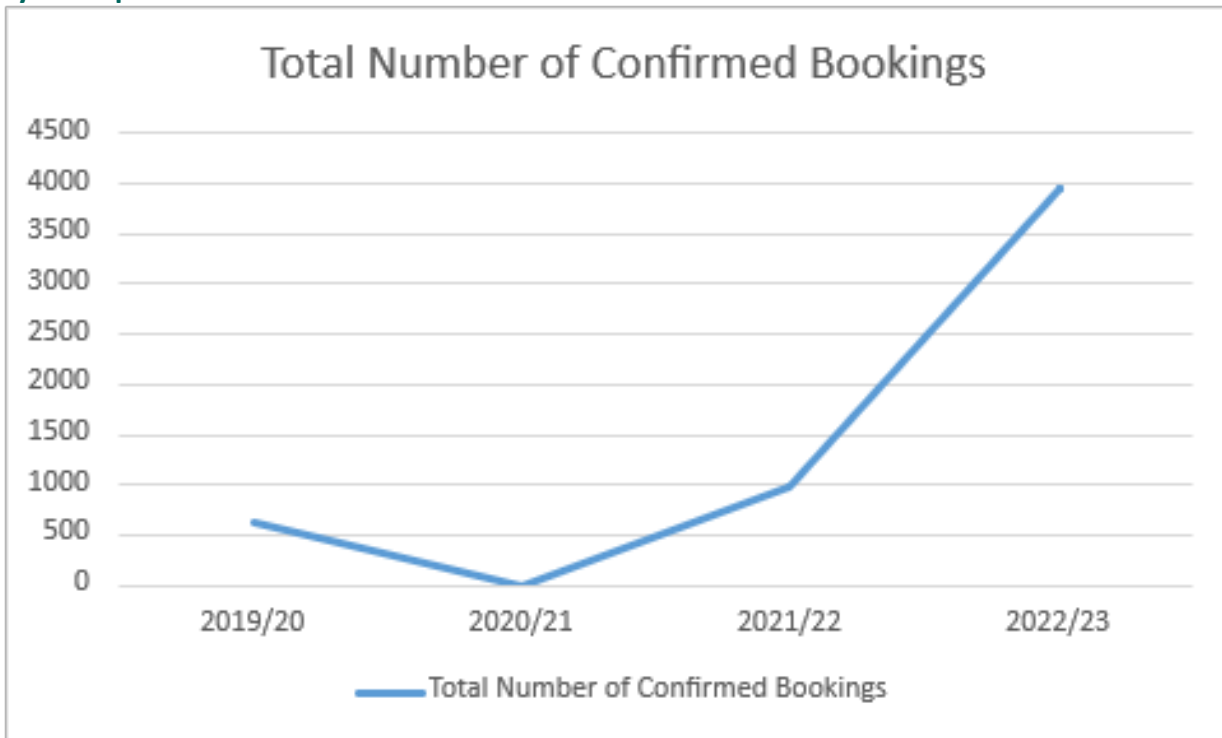
Technology Circulation

The technology loan program is thoroughly written about in other part of this program review. Please refer to sections 4: Curricular Changes under Increased Technology Loan Program; section 5B: Progress Report – Prior Program Goals under Goal: Help bridge the income equity gap and provide students with resources needed to complete their course work.; section 6A: Impact of Resource Applications under 120 Chromebooks with bags and chargers, and admin console software and 35 Replacement Dell Laptop chargers and Chromebook chargers.

As the chart below shows, student need for technology has not slowed down now that we are back in-person.
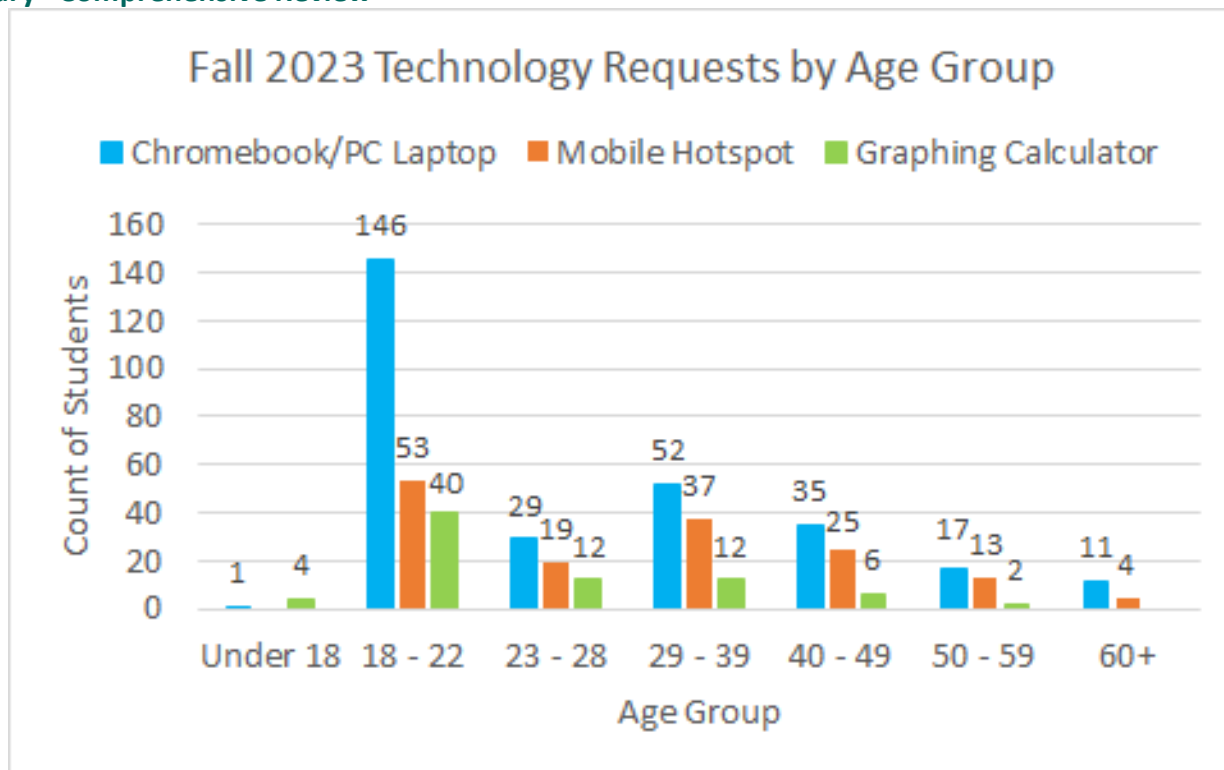
Technology Loans
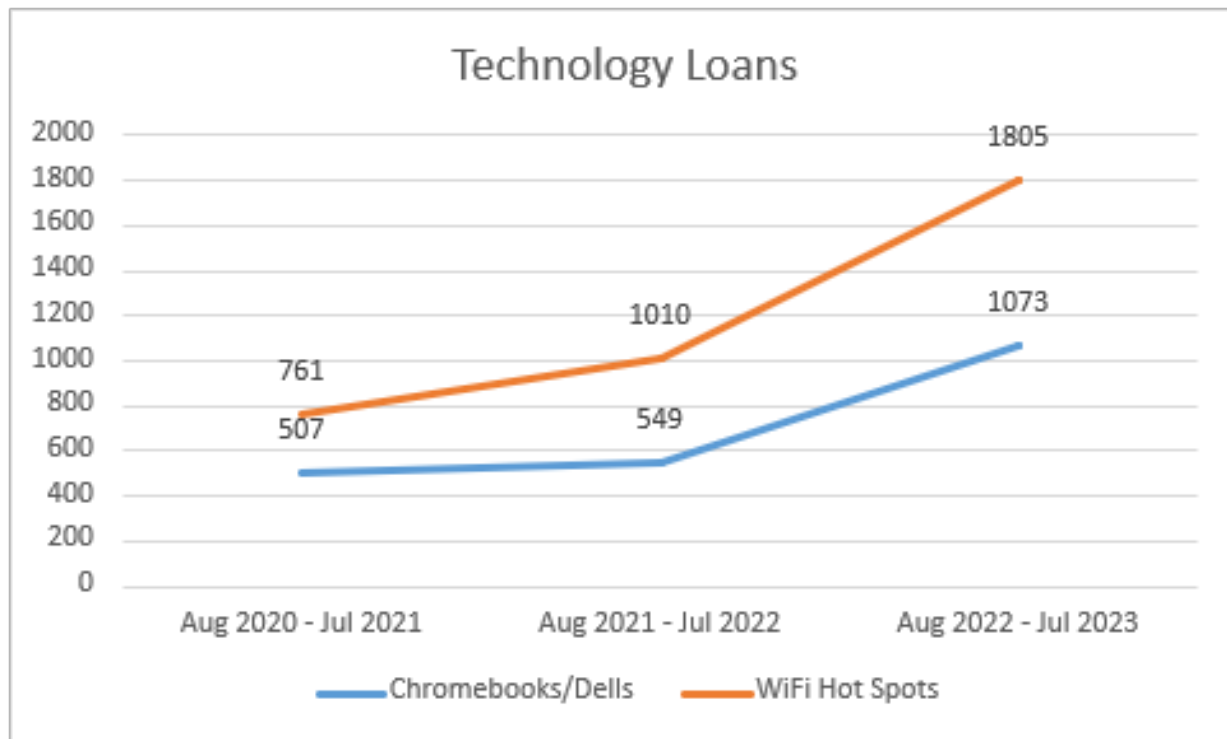
More Demographic Information on Fall 2023 Technology Requests

Fall 2023 Library Technology Requests by Gender

Fall 2023 Technology Requests by Age Group
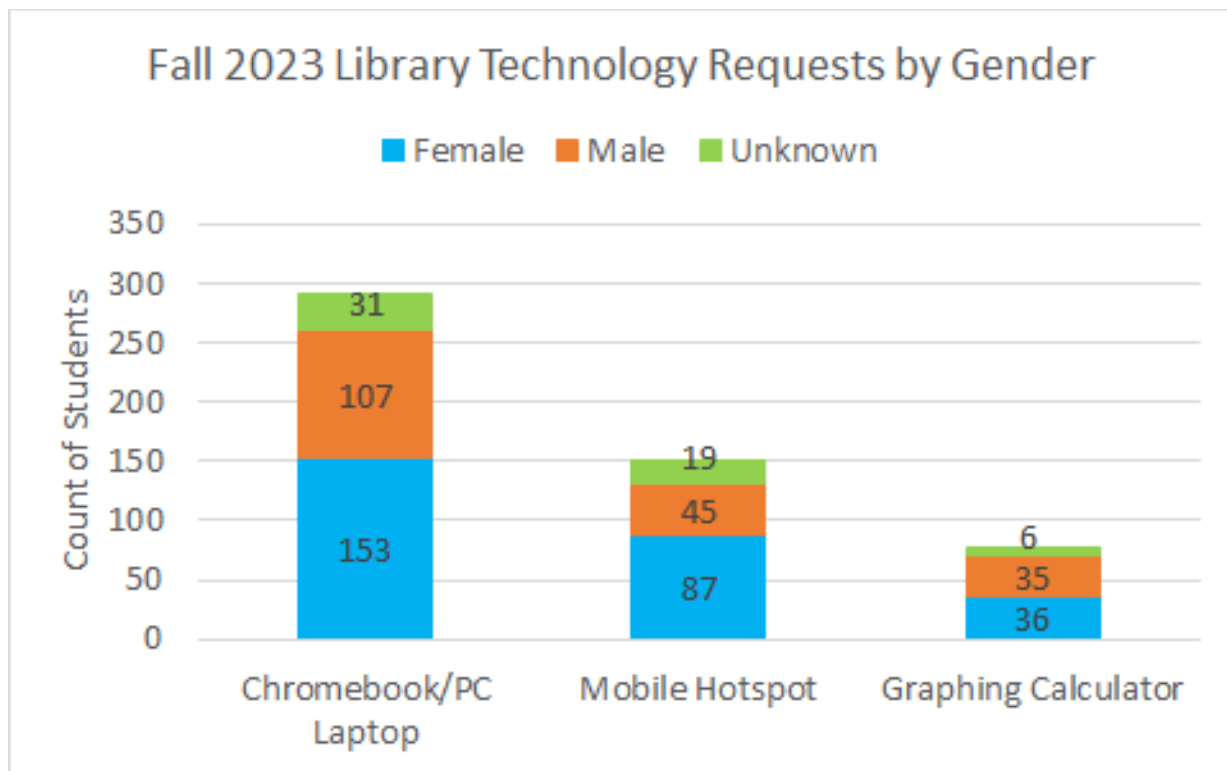
Electronic Databases

Year	Total Number of Searches	Full Text Requests
2019-2020	88,962	38,377
2020-2021	66,834	51,784
2021-2022	56,160	47,186
2022-2023	250,736	113,160

Use of library databases had a mix of increasing and decreasing use. During the 2020-21 academic year the number of searches of our resources decreased. However, the use of resources (articles, videos, eBooks, etc.) in the databases themselves increased. This is probably because during the Covid-19 shift to online services Cañada saw a decrease in enrollment but an increase in the need for online resources. We did see a dramatic increase in the use of library databases (especially the Gale databases) in the academic year 2022-23, when enrollment also increased, and we had more multi-modality courses and services.

An Electronic Resource Librarian will help us determine gaps in which groups we are serving. Apart from technology loans (students are required to fill out a loan agreement form) we do not collect G# on student use of library services and resources.

Library - Comprehensive Review

Top 10 Searches 2022-2023			
Database Name	Vendor	Searches	Full Text Requests/Views
Opposing Viewpoints	Gale	9367	4169
Kanopy	Kanopy	8096	2752
Academic Search Complete	EBSCO	7118	7031
JSTOR	ITHAKA	6764	8694
Academic OneFile (Gale)	Gale	6283	6196
Global Issues in Context (Gale)	Gale	5743	1193
Psychology (Gale OneFile)	Gale	5299	362
Educator's Reference (Gale OneFile)	Gale	5013	209
Health and Medicine (Gale OneFile)	Gale	4978	401
Contemporary Women's Issues (Gale OneFile)	Gale	4946	549

Top 10 Full Text Requests/Views 2022-2023				
Database Name	Vendor	Searches	Full Text Requests/Views	Users
Wall Street Journal	Wall Street Journal	N/A	28844	736 users
New York Times	New York Times*	N/A	21181	443 users
JSTOR	ITHAKA	6764	8694	
Academic Search Complete	EBSCO	7118	7031	
Films on Demand	InfoBase	1032	6651	
Academic OneFile (Gale)	Gale	6283	6196	
Opposing Viewpoints	Gale	9367	4169	
Kanopy	Kanopy	8096	2752	
EBSCO eBooks	EBSCO	2348	2695	
Statista	Statista	3919	2596	

Our news subscriptions (Wall Street Journal and New York Times) our general academic databases (JSTOR, Academic Search Complete, Academic OneFile), our streaming video databases (Films on Demand and Kanopy), and subject specific databases (Opposing Viewpoints, EBSCO eBooks, Statista, the various Gale OneFiles) are our most popular databases.

This reflects the variety of needs of our students. Reliable news sources for credible information on current events, streaming movies and documentaries to supplement instruction or replace in-person observations during Covid-19 (as was the case with some ECE courses), providing eBooks as an alternative to purchasing print assigned reading, or using peer-reviewed articles for research projects.

In 2020 we transitioned to a new electronic resource aggregator, Primo. We currently are not able to analyze the effect this has had on our library database use nor how students are using it as we do not have the staffing nor expertise for this task. We are requesting an Electronic Resources Librarian position to address this deficit.

New York Times and Wall Street Journal

Use of these resources is high and has been growing. Students, staff, and faculty are excited when they hear that they can get free access to the New York Times and Wall Street Journal.

Wall Street Journal 2021-22	320 users
Wall Street Journal 2022-23	736 users

New York Times 2021-22	242 users
New York Times 2022-23	443 users

In 2022-23 Wall Street Journal had 28,844 page views and New York Times had 21,181 articles read. Both these subscriptions support instruction and courses by providing credible and reliable news resources for students, faculty, and staff.

Saving the College Money Through District Subscriptions

Starting Fall 2023, the budgets for the New York Times subscription, JSTOR, and ARTstor are coming out of district funds, saving the college about $5,375 a year. Due to this and other cost savings, our database subscription budget was about $10,000 less in 23/24 than 22/23.

Communications and Mass Media Complete EBSCO Database

In 2021 the Library purchased a subscription to EBSCO's Communication and Mass Media Complete database. This was to replace a subscription to Oxford Journals Communications collection, as the EBSCO database:

1. Included the Oxford Communications Journals

1. Included hundreds more full-text communications journals

1. Was a familiar search look for our students

1. Integrated well into our aggregated search option, OneSearch

The use of this new database has been good, and it ranks in the middle of our databases in terms of use.

		Searches	Full Text Requests
Communication & Mass Media Complete	2021-22	527	204
Communication & Mass Media Complete	2022-23	718	300

One issue we found is that the Communications Department was unaware that we had made this change. We did not discover that our communication with the Communications faculty had this gap until we saw the results of the 2023 resource requests and that funds for purchasing Oxford Communications Journals were approved. The Communications Department was under the impression that we had canceled our subscription to the Oxford Communication Journals without replacing them. If we had an Electronic Resources Librarian we could have avoided this miscommunication, and the Communications Department and Business Office would have saved time by not requesting resources that are already provided. We also have been working on an instructional video on how to use EBSCO's Communication and Mass Media Complete, but without an Electronic Resources Librarian this project has been set back by at least three months.

Book and Reserves Circulation

Circulation		
Year	**Books**	**Reserves**
Aug 2020 - Jul 2021	326	102
Aug 2021 - Jul 2022	4173	465
Aug 2022 - Jul 2023	5689	919

Unsurprisingly, our circulation numbers went up when we opened back up with increased in-person hours. The need for up-to-date physical books is still high. We are requesting an augmentation of our physical book budget by $10,000 a year to a total of $20,000 per year. Our current budget of $10,000 hasn't changed in over 20 years despite rising costs, needs, and student enrollment.

A budget that better reflects our needs will also allow the Librarians to collaborate with faculty and students to grow our collection. We've seen an increased number of requests that we can't always fulfil due to budget from faculty and students since coming back onto campus. These include requests for diverse titles and augmentation of Spanish language materials.

Our collection is very out of date. 67% of our books were published before 2000, and only 10% of our books were published after 2010. An out-of-date collection does not meet the research needs of our students. It also does not adequately represent the students we serve. Students who prefer or have trouble accessing our electronic resources need access to up-to-date, accurate, and inclusive material. Furthermore, there are many books that are not available as eBook for institutional purchase.

Finally, we are well below the average book budget for a college our size. According to the Annual California Council of Chief Librarians survey, small community colleges (with an FTES under 5,000) in California spend on average $17,933.45 on books (not including eBooks) per year. This is an equity gap; our students do not have the same resources that other students do in similarly sized California Community Colleges.

By being able to continuously update our physical collection we can ensure that it reflects our Latinx and AANAPISI students. We can also provide access to up-to-date and accurate sources on Latinx, Asian American, and Pacific Islander topics.

Looking Ahead

12. Program Planning and Goals

Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc.

- Goal 1: Alleviate textbook costs for students by supporting the College's ZTC efforts.
  - Resources needed
    - eBooks
    - Alma-D
    - Wi-Fi Hotspots
    - Chromebooks
    - Dell Laptops
    - Movable shelves
    - Electronic Librarian
    - Increasing LSS
    - Part-Time LSS
  - Work needed
    - Collaborate with OER/ZTC Faculty Coordinator to support Faculty Adopter Program
    - Teach 2-3 workshops per semester on library resources, fair use, creative commons, and other ZTC/OER related topics. Increase technology reserve collection for students to meet needs
    - Cataloging, maintenance, and troubleshooting the technology reserve collection
    - Provide outreach to students and faculty on program procedures
    - Purchase eBooks based on required readings in courses, outreach to faculty and instruction materials on use for students and faculty
    - Create electronic reserves collection
    - Start Controlled Digital Lending program
- Goal 2: Create a welcoming and comfortable library space that supports student learning and increases student on-campus engagement.
  - Resources needed
    - Augmentation to physical book budget
    - 3-tier Oval Feature Display Table
    - Lounge furniture
    - 2 wall-mounted monitors
    - Mobile Workstations with power
    - Removing 8 bookshelves
    - Study Pods
    - White Board Paint
    - Sensource- people counter
  - Work Needed
    - Increase up-to-date physical book collection on topics of interest to students and that support the curriculum
    - Outreach to students on awareness of library resources

- ▪ Redesign library space with student input to create an optimal study environment
- ▪ Take out gates in the front and back of library to make the space more welcoming and less police-like
- Goal 3: Help bridge the equity gap by providing students with resources needed to complete their course work.
  - o Resources needed
    - ▪ Alma-D
    - ▪ Wi-Fi Hotspots
    - ▪ Chromebooks
    - ▪ Movable shelves
    - ▪ Electronic Librarian
    - ▪ Increasing LSS
    - ▪ Part-Time LSS
    - ▪ Movable shelves
    - ▪ Augmentation to eBook budget
    - ▪ Augmentation to physical book budget
    - ▪ Alma-D (Alma Digital)
    - ▪ Database to support Latinx/Caribbean/Central American studies
    - ▪ Study pods
    - ▪ Lounge furniture
    - ▪ Mobile workstations with power
  - o Work needed
    - ▪ Library workshops
    - ▪ Outreach to faculty
    - ▪ Partnerships with Student Services Programs
    - ▪ Cataloging, maintenance, troubleshooting technology reserves
    - ▪ Contacting students about missing technology/working with students to find solutions for missing items
    - ▪ Redesigning library space for student success (optimal study areas)
- Goal 4: Support curriculum and student learning through information competency instruction
  - o Resources needed
    - ▪ LibAnswers
    - ▪ Database to support Latinx/Caribbean/Central American studies
    - ▪ Alma-D (Alma Digital)
    - ▪ Augmentation to eBook budget
    - ▪ Augmentation to physical book budget
    - ▪ Adjustable standing desk for Library classroom
    - ▪ Electronic Resources Librarian
  - o Work needed
    - ▪ New A-Z database look
    - ▪ Umoja/Puente LIBR 100
    - ▪ Electronic Reserves Collection
    - ▪ Information competency workshops
    - ▪ Outreach to faculty to increase requests for library instructional sessions
- Goal 5: Provide resources and services to help build an anti-racist college.
  - o Resources needed
    - ▪ Database to support Latinx/Caribbean/Central American studies
    - ▪ Augmentation to eBook budget
    - ▪ Augmentation to physical book budget
    - ▪ Electronic Resources Librarian
    - ▪ Increasing LSS
    - ▪ Part-time LSS
  - o Work needed
    - ▪ Summer Umoja LIBR 100 online course
    - ▪ Work with Black Students Matter Academic Senate subcommittee
    - ▪ Integrate eBooks and new database into OneSearch to increase accessibility
    - ▪ Community Events
    - ▪ Partner with Equity and Antiracism Planning Council

- ▪ Partner with Dreamers Center
- ▪ Partner with Puente
- ▪ Partner with Umoja
- ▪ Library Instruction
- ▪ Library sessions for Puente classes
- ▪ Library sessions for Umoja classes

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Supporting Information

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Library

Item Requested

50 WiFi Hotspots

Item Description

The Library's WiFi hotspots were in higher demand than ever during the Fall 2023 semester. While in previous semesters we had some of our hotspots leftover, all 150 were checked out in the first few weeks of fall. We started a waitlist that quickly filled with 63 students. Even one month into the semester there are still students asking for hotspots. The Library's hotspots are especially helpful to students taking online or hybrid classes, of which there are more and more offered every semester.

Program Goals this Request Supports

Help bridge the equity gap and provide students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Status

New Request - Active

Type of Resource

Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

375

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

The high demand for hotspots Fall Semester proves once again that many students either have poor internet access at home, share their internet with too many people, or have no internet access at all. This puts these students at a severe disadvantage compared to students with fast, reliable internet. Poor internet access also limits the class choices for students not able to take online classes. Good internet access facilitates students' access to ZTC/OER materials for their classes. According to the PRIE analysis of technology requests for fall 2023, the majority of students who filled out a technology loan agreement form receive some form of financial aid.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Students from Cañada's Latinx and AANAPISI community's are big users of the Library's hotspot collection. In addition to helping them access their classes, the hotspots provide online access to campus clubs and activities that they may be interested in. According to the PRIE

analysis of technology requests for fall 2023, 73% of students who filled out a technology loan agreement form identified as Hispanic and 9% identified as Asian, Pacific Islander, or Filipino.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Improve the financial stability of students ,Support innovative teaching that creates more equitable and antiracist learning environments,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Help meet the basic needs of Cañada students and other community members,Provide adequate access to technology ,Manage resources effectively

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Library

Item Requested

3-tier Oval Feature Display Table

Item Description

This feature display space for books and media of all sizes. Shelves are 3/4" thick with 11" clearance between the top and middle shelves and 11-1/4" clearance between the middle and bottom shelves. Top oval shelf measures 24" x 36"; middle shelf is 40" x 55-1/8" and bottom shelf is 44-1/4" x 60". A combination of cam locks and screws secure the shelves and risers. Glides included. Measures 42"H x 60"W x 42"D overall.

Our current table limits the types of displays we can do and does not stand out.

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement. Provide resources and services to help build an anti-racist college. Help bridge the equity gap by providing students with resources needed to complete their course work.

Status

Continued Request - Active

Type of Resource

Facilities Requests

Cost

800

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Allows us to display new and current material that supports the curriculum and allows students more access to research material they need for assignments. Currently, our display is a regular table which is unappealing to students. This, in turn, does not encourage them to check out books and as a result we have low circulation numbers.

Critical Question: How does this resource request support Latinx and AANAPISI students?

We would use this display table to highlight library material for Dreamers, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, Lunar New Year, and other topics related to some of our Latinx and AANAPISI students. If purchased, we could feature books that feature Latinx and AANAPISI students allowing students to see themselves reflected in our collection, letting them understand that they matter and that we see them.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture,Accessible Infrastructure and Innovation,Community Connections,Student Access, Success, and Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Help meet the basic needs of Cañada students and other community members

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Requesting Unit

Library

Position Description

This position is integral to advancing our Open Educational Resources (OER) and Zero Textbook Cost (ZTC) initiatives, which are central to our commitment to promoting equitable access to education and eliminating financial barriers for our students. This entails fostering collaboration with faculty, staff, and administrators to ensure that our students have access to diverse voices and resources while also helping to bridge the income equity gap.

To further support ZTC/OER initiatives the Electronic Resources Librarian will also establish, maintain, and manage a Controlled Digital Lending program within our library. This program will not only make our collections more accessible but also enable us to adapt to the ever-

evolving landscape of academic resources, ensuring that our students have access to the most current and relevant materials.

The Electronic Resources Librarian will use emerging technologies to enhance the awareness of library services and collections. They will identify emerging technologies, such as AI, that impact information literacy instruction and provide leadership and guidance on their ethical use for students and faculty. The Electronic Resources Librarian will work closely with faculty to explore creative applications of library-related technology that support instruction and improve the learning and research experiences of students. This supports the College goal of providing "virtual spaces that promote continuous innovation and excellence in teaching and learning."

This position will manage the implementation, maintenance, and delivery of digital and electronic resources, including databases, eBooks, and streaming media. This includes making these resources easily discoverable and accessible to our diverse student population. They will enhance the digital resource access experience by customizing and integrating interfaces, managing subscriptions and licenses, and addressing any technical issues to ensure a seamless user experience. This involves collaboration with District teams and Library database providers.

The Electronic Resource Librarian will lead in integrating web-based library products into our website. This includes OneSearch (our aggregated search system), electronic resources, virtual reference tools, research guides, and more. This position will continually evaluate these resources and integrations through usability testing and the analyzing usage statistics and analytics. This supports the College goal of investing in equitable access to College resources and "continuously assesses processes and removes barriers to student access, success, and completion."

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

Alleviate textbook costs for students by supporting the College's ZTC efforts.

Help bridge the equity gap by providing students with resources needed to complete their course work.

Support curriculum and student learning through information competency

Provide resources and services to help build an anti-racist college.

Critical Question: How does this resource request support closing the equity gap?

Funding an Electronic Resource and Instruction Librarian would directly close the equity gap because this Librarian would be providing OER and free library resources to our students. Cañada has an institutional responsibility to provide resources which directly support closing the equity gap, "While deficit-minded individuals construe unequal outcomes as originating from students' characteristics, equity minded individuals will reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in the production of equitable educational outcomes" (Bensimon, 2006).

Providing funding for this librarian would support pillar two and three of Guided Pathways. Pillar two is Enter the Path. It is here where students start early career exploration. For many students, getting on this path is difficult if they cannot afford the true cost of college which includes textbooks. If our position request it granted, this librarian could help students Enter the Path because they would be encouraged to enroll in these courses knowing they have less cost associated with them.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Cañada College has been designated as an AANAPISI and a Hispanic Serving Institution (HSI) and as such receives federal funds to serve these students. According to the U.S. Department of Education "the funding for HSIs is meant to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations." Funding an Electronic Resource and Instruction Librarian would directly benefit Latinx and AANAPISI students by strengthening our Library programs and services, which HSIs are supposed to be prioritizing.

As Tamagami reports, Melissa Bardo, associate director of policy and government relations at Education Trust West states that to truly serve Latino students, "means that you anticipate and meet their needs, you affirm the many cultures and languages they bring to campus. Until Latinx students are thriving on your campus, you may be a HSI, but you're not a true Hispanic or Latinx serving institution."

A.   How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

Student Access, Success and Completion

This position contributes to the financial stability of students by leading the Library in OER/ZTC initiatives. The Electronic Resources Librarian will collaborate with the OER/ZTC Faculty Coordinator to provide support and guidance for faculty wanting to convert their courses to ZTC. Crucially, this position will also lead the Controlled Digital Lending and Electronic Reserves program at the Library. This position will lead the Library in providing innovative services that directly remove barriers for creating a more equitable institution.

Currently, we don't have anyone with this expertise and staffing is strained with our current support for OER/ZTC initiatives. For example, we have had to turn down faculty requests for embedded librarians (a way for online students to get the same level of librarian support as in-person students) due to capacity. In comparison, due to larger staffing at CSM, librarians are embedded into English classes providing equitable services for their students whereas that is not possible here at Cañada making our services inequitable.

Equity-Minded and Anti-racist College Culture

The Electronic Resources Librarian is a crucial part of providing access to the Library's online resources, such as library databases, eBooks, and streaming videos, needed for individualized learning experiences. This position will assess the impact of technology-based services on students including the Library website, research guides, online reference, etc. through outreach and the interpretation of usage statistics and analytics which will directly provide information that will lead to individualized learning experiences and ensure that our students have equitable access to resources. Crucial for an anti-racist library is providing collection

development so our online resources reflect our students' identities and fulfill their research needs.

Accessible Infrastructure and Innovation

The Electronic Resources Librarians will be the leader in managing the Library's virtual space and provide innovative methods for supporting students and faculty. For example, providing guidance on the ethical use of artificial intelligence in library research. By leading the Library's initiatives around emerging technologies, this position promotes continuous innovation and excellence in teaching and learning.

By identifying and implementing new methods, including emerging technologies, for increasing student, faculty, and staff awareness of library services and collections we can move towards supporting equitable educational outcomes across the diverse members of the community we serve.

Finally, this position also ensures that the Library budget is effectively spent on resources used and needed by students. It allows us to coordinate with our sister colleges and the district to find shared resources to better use Can?ada's investments in technological infrastructure. For example, moving to the district managing the Verizon account for the three college's Wi-Fi hotspots.

B.   How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Alleviate textbook costs for students by supporting the College's ZTC efforts.

This position will lead the Library in OER/ZTC initiatives and collaborate with the OER/ZTC Faculty Coordinator to provide support and guidance for faculty wanting to convert their courses to ZTC. The Electronic Resources Librarian will also lead the Controlled Digital Lending and Electronic Reserves program at the Library. According to SPARC, Controlled Digital Lending is "the digital equivalent of traditional physical library lending—a library can digitize a book it owns and lend out a secured digital version to one user at a time, in place of the physical item"

Help bridge the equity gap by providing students with resources needed to complete their course work.

This position will work with Cañada faculty to ensure student access to digital and electronic resources and to troubleshoot student access issues. They will also continually assess the Library's electronic collection to ensure that it meets the needs of students and the curriculum. Their duties will include discontinuing resources that no longer meet this need, identifying and securing funding for new resources and services that can better fulfill student need, and coordinating with faculty to ensure access and awareness of these resources.

With the passage of AB 705 we've seen more students who need guidance on how to find credible resources, formulate a topic, and use resources ethically. The Electronic Resource Librarian provides information literacy instruction for students and will collaborate with faculty to support their research assignments.

Support curriculum and student learning through information competency instruction

It's important that this is a Librarian position, as they will also need to teach information literacy both one-on-one through reference appointments, and in groups through workshops and course-integrated library instructional session. The Electronic Resources Librarian will engage with faculty to explore and implement creative uses of library related technology that enhance teaching, learning, and research.

The Electronic Resource Librarian will also identify emerging technologies, such as AI, that impact information literacy instruction and provide leadership and guidance on their use for students and faculty.

Provide resources and services to help build an anti-racist college.

An anti-racist college should be creating curriculum which is inclusive and reflective of their BIPOC students. This position directly addresses this goal by providing collection development so our online resources reflect our students' diverse identities. In providing leadership and technical expertise for the implementation, maintenance, and delivery of digital and electronic resources this position will promote discoverability and accessibility to diverse populations at Cañada College. Furthermore, it will actively support innovative teaching that creates more equitable and anti-racist learning environments.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.Number (headcount) of full-time non-instructional faculty in the program or department.

2

2.Percentage or ratio of hours staffed/services provided by full-time faculty (average from last three years).

Roughly 20%

3.Number of students and/or other relevant college community members (such as faculty) served by program in the last three years.

373,730

4.Is there a need for specific instructional areas or special service areas that exist and cannot be met by current faculty expertise?

The Library's electronic resources have evolved rapidly as we've moved to a new library systems managements system (ExLibris) and as new technology emerges that affects information literacy instruction. We are in need of a Librarian to lead in the management of electronic resources (currently we have almost 100 databases), integrating electronic resources into Primo (the Library's OneSearch feature), assessing electronic resources using quantitative (usage statistics) and qualitative (surveys, focus groups, etc.) measures, effectively support adoption of OER and ZTC resources and provide trouble shooting and access help to students promote and instruct faculty and students on how to navigate using AI

tools, and other emerging technologies, for library research, provide outreach and instruction to faculty, staff, and students on using electronic resources, and lead in electronic collection development reflective of BIPOC student population.

5.Qualitatively and quantitatively describe student/faculty demand, especially for those services that will be assigned to the proposed faculty member.

From Fall 2020 to Spring 2023:

205 students enrolled in LIBR 100

2,795 students taught information literacy concepts through instructional sessions, workshops, and tours.

5,232 reference one-on-one sessions with students

219,751 uses of our online research guides

373,730 searches in our databases

6.Are there any services that are not currently available due to an inadequate number of librarians or other non-instructional faculty?

We do not have the staffing nor the expertise to start or manage a Controlled Digital Lending program nor an organized Electronic Reserves Collection.

Having a third full-time Librarian will also allow us to have more LIBR 100 sections, including Umoja and Puente sections and potentially a Spanish language section. Furthermore, more one-shot library instructional sessions can be taught by full-timers, including additional Spanish sessions. If the two full-time Librarians don't have to split our time trying to catch up with managing electronic resources, we can also accommodate more library instruction requests during preferred/requested dates

This position will provide needed workshops for faculty and students on use of library resources. While the Librarian currently have three or four workshops on these topics a semester, we aren't able to provide as many needed workshops during dates and times that students and faculty can attend. We also aren't able to provide workshops on in demand topics, such as the ethical use of AI in library research.

Library electronic resources are continuously evolving. Training is needed to keep with these changes and we don't have the capacity to train librarians on new and updated databases and other electronic library resources.

This position can also effectively analyze our electronic collections for equity and accessibility, something the current librarians don't have the technical training in nor the capacity to effectively do on top of our current duties. The Electronic Resource Librarian will also provide outreach and collaboration with faculty to better integrate electronic resources into courses, something the current librarians do not have the capacity to provide in a thorough manner.

Lastly, with a third full-time Librarian we will have the capacity to increase our community programming for special events such as book talks, movie screenings, author events, and more.

7.Are there any services that will not be available if the position does not move forward at this time?

Controlled Digital Lending program

Librarian support and instruction on ethical use of AI for research

Thorough eCollection analysis

Less workshops for faculty and students

Less Spanish workshops

Less collaboration with faculty regarding integrating electronic resources into courses

Little collaboration and alignment between the three colleges

Lack of availability to fully support campus efforts concerning OER/ZTC, textbook affordability and accessibility

No community programming and outreach

Less collaboration amongst diverse groups such as Umoja and Puente for future events

8.Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

We aren't able to accurately report the number of students we've served in the last three years as we have various numbers based on type of service. Here the the accurate numbers:

From Fall 2020 to Spring 2023:

205 students enrolled in LIBR 100

2,795 students taught information literacy concepts through instructional sessions, workshops, and tours.

5,232 reference one-on-one sessions with students

219,751 uses of our online research guides

373,730 searches in our databases

There have been times the Library has had to close early due to a lack of staffing (someone being out and no substitute available). Having three full-time librarians will help alleviate this.

A third librarian focused on managing our electronic resources frees up other full-time librarians to provide more community programming.

Gives more opportunities to collaborate with Puente and Umoja programs.

A Spanish language LIBR 100 section

C.   If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

Yes

D.   Federal or State mandates: Is the position required by the Federal or State government, and/or is it essential to keep the college in compliance with Federal or State laws and regulations?

According to Title 5 Section 55204, Instructor Contact:

"In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: a. Any portion of a course conducted through distance education includes regular effective contact and substantive interaction between the instructor(s) and students, (and among students where applicable), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities."

Without an Electronic Resource Librarian we are not able to offer equitable library instruction, services, and resources to online students as those students who are able to come to campus. This position allows us to offer more online instruction, including embedded librarians, and gives students better access to our online resources. It also gives online students the same access to the Library reserves collection as in-person students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Community Connections,Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Improve the financial stability of students ,Support innovative teaching that creates more equitable and antiracist learning environments,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Better share what Cañada offers,Help meet the basic needs of Cañada students and other community members,Provide adequate access to technology ,Manage resources effectively

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Library

Position Title:

.48% Part-time Library Support Specialist

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.48

Provide # of months

6

Program Goals this Request Supports

Provide resources and services to help build an anti-racist college.   Alleviate textbook costs for students by supporting the College's ZTC efforts. Help bridge the equity gap by providing students with resources needed to complete their course work.

Justification

1.Describe the specific needs for the position requested and the duties of this position in a brief statement.

Manage student technology loans (laptops, Chromebooks, portable hotspots); Keep technology up to date; Help students with use of library loaned technology; Keep stats on use for internal and state mandated reports; Keep track of items for maintenance; Supervise student assistants and Circulation desk during the day; Work with Library staff on technology and other loan policies and procedures; Work with Library staff and Librarians on general library policies and procedures; Assist students as needed.

According to Title 5, for a college with and FTES between 1,001 and 3,000 we should have 4.5 Support Staff. We currently have 2.9 support staff.

Getting statistics from our system is tricky and complicated, but is necessary, not only because we are required to pull this information for state mandated surveys, but to also measure use in order to better support students. Assembly Bill 893, which makes tuition free for SMCCD, was signed by the state governor, which can lead to an influx and students and this further expands demand for student technology loans. Current staffing is not adequate to support more student demand.

We currently have about 515 laptops, Chromebooks, and hotspots we need to keep in working order, keep track of, and check-out to students. We also have 200 Chromebooks that are no longer usable and need to be surplused. Last year we checked out Chromebooks and laptops 463 times. Each of these transactions takes at least 10 minutes, usually longer, as we need to check student's registration status, make sure the technology is in working order and has all the peripherals (power cord, charger, etc.), and explain the technology procedures to the student. Preparing equipment, keeping equipment maintained, and troubleshooting issues takes at least two months of dedicated work. Recovery of technology by contacting students through various means takes many hours away from the LSS's normal duties.

During the pandemic shut down the Library Support Specialists worked with ITS to manage technology loans for students. However, since we've opened back up the Library Support

Specialists have had to take on this management by themselves and take on teaching students how to use the technology. In Fall 2022 1,201 students were enrolled in a hybrid course, 3,076 were enrolled in an online course, and 1,350 were enrolled in a synchronous course. Due to the high demand for technology and digital literacy instruction, other vital library services and resources have had to take a back seat. Such as, adding material to the collection, collection maintenance, reinitiating resource sharing with the public library, student assistant training, and updating reserves. Without a dedicated part-time Library Support Specialist to support the high technology needs of our students these important library services and resources will continue to take a back seat.

2.Explain how this position aligns with and supports the mission and strategic goals of the college.

Student Access, Success and Completion: The requested LSS position further aligns with providing equitable access to vital in-person resources provided by the library by ensuring that staffing is present into later evening hours to provide student support and steady access to learning and technology materials. Evening student service hours are vital to the college's marginalized students and closes the equity gap for students who are unable to attend classes and access campus services during the daytime hours.

Equity-Minded and Antiracist College Culture: Increases our ability to provide technology and one-on-one assistance to students, particularly students from traditionally marginalized groups, students at various levels of digital literacy, and students with various learning and physical disabilities.

Accessible Infrastructure and Innovation: This position will ensure uninterrupted and equitable evening access to the Library's resources and services, especially library technology. An additional .48 Library Support Specialists will ensure that the Library's technology loan program remains sustainable and accessible to all students.

3.Explain how adding this position will strengthen the department or division.

The part-time LSS position will offer much needed support to the Library. With the addition of a part time LSS position, the library will be able to dedicate a support staff member to primarily handle the technology deployment and recovery duties that have taken up the majority of the LSS team's time. This frees up full-time LSS's to focus on their own assigned duties such as finance, reserves, purchasing and cataloging which are important duties for the day-to-day operations of the library.

The additional support provided by this position will also allow library staff to be much more engaged in department/division meetings and also take a more active role in participatory governance which ensures Library staff stay informed about important campus initiatives, opportunities for collaboration and services that support student success. Since moving to a state-wide library services platform, we need to participate in state-level work groups that determine best practices and make our library services and resources more accessible to students.

Having an additional evening Library Support Specialist ensures that staffing is present into later evening hours, providing support and steady access to learning and technology materials.