

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017
Instructional Support and Other Units

Includes: Instructional Services Office, Division Dean's Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, Wellness Center, Women's Studies, STEM Center, Teaching & Learning Center, etc.

BASIC PROGRAM INFORMATION

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service. The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.

Service Area: Instruction

Department Name: Library

Division Name: Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Cunningham, April	Faculty
Doyle Bauer, Alexandra	Faculty
Forney, Marlene	Department Co-Chair / Faculty
Lopez, Natalie	Faculty
Morrow, Linda	Faculty
Sterling, Connie	Library Manager
Weintraub, Tamara	Department Co-Chair / Faculty
Zou, Benhui	Faculty
Richardson, Peggy	Supervisor

Number of Full Time Staff: 18 (7 Faculty, 10 Classified, 1 CAS) **Number of Part Time Staff:** 13 (11 Faculty, 2 Temporary Hou

Please list the Classified positions (and their FTE) that support this discipline:

Library Technician II (3), Senior Library Technician (5), Library Systems Technician (1), Administrative Department Assistant (1)

What additional hourly staff support this discipline and/or department:

2 students (federal work study, 40 hours)

What are your Service Area Outcomes (SAO)?

1. Information Literacy: after visiting the Library as part of an assigned instruction session, 80% of the students will demonstrate an improvement in their familiarity with Library services and resources.
 2. Public Services: after interacting with a Library staff member at a service desk, 80% of students will be satisfied the assistance they receive.
 3. Resources & Access: after interacting with the library either online or in-person, 80% of students will obtain the information resource to satisfy their information need.

Summarize your Service Area Outcomes (SAO) results from last year and your implemented or planned follow-up:

The Library assessed two SAO's during Spring 2016, Information Literacy and Resources and Access, to determine how we could improve student understanding of library resources and services, and if there were changes we could make to keep or enhance

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students' satisfaction with the Library. In Fall 2016 Library Faculty analyzed data collected from the assessments. Overall, survey responses from students and faculty demonstrated that we are achieving our stated outcomes in information literacy and the resources and access services. Below is an explanation:

For the Information Literacy SAO, our assessments focused on what students gain from the instruction we provide and how satisfied they are with the services they receive in the Library. In order to assess gains related to our instruction, we surveyed 814 students before and 509 students after our classes, surveyed 36 faculty after our classes about the student research behaviors that they observed, and quizzed 611 students on key concepts that we covered during the instruction sessions. From our surveys of students we found that 58% of students who come for instruction have never been to the Library before, so it is a crucial service for increasing their awareness of the research sources and support they can access. We also found that students reported increased skills and confidence in all areas of research after receiving instruction and applying the lessons in their own research projects. Looking back on the library instruction they received after having completed their research projects, 84% of students reported that their research abilities improved because of the session in the Library. From the in-class quizzes we found that students struggle with prioritizing the criteria they use to evaluate their sources. This suggests that they need more practice applying academic criteria in order to overcome confirmation bias.

Our surveys also gave us insight into which library tools students are using. More than 50% of students surveyed had used EasyBib to format their citations and 70% had used the Library's article databases. Additionally, 21% of students used the Library's catalog to find books and media. Fewer than 20% of students used Dashboard, the LibGuide for their class, or Ask-a-Librarian 24/7 virtual chat reference service, which suggests that we should continue to promote these valuable resources to students and faculty in face-to-face as well as online courses.

Finally, our surveys of faculty showed that all respondents agreed that the library sessions provided for their classes supported the content and objectives of their courses. A third of the respondents would like to have more time spent on hands-on activities during the library sessions and more time for students to start working on their own research. The rest of the respondents indicated overwhelmingly that the current level of hands-on practice and time spent on students' own research during the session they received was appropriate. Taken together, these results reinforce our plans to ensure that we have computers available for students to practice searching for and evaluating books, articles, and reference sources during our instruction sessions.

For the Resources and Access SAO, survey results indicated that the majority of students are either very satisfied or satisfied with the services they receive at the Library, that 85% of respondents believe the library has most of the information they need for their research, and 78% believe the Library has up-to-date information. The number of students who do not know or do not agree that the Library has up-to-date information raises concerns and should be addressed by ensuring that students have seamless access to the Library's databases (a key source of current sources) from on and off campus.

Students' written responses on the survey particularly highlighted friendly, helpful staff and the reserve textbook collection as strengths of the library's services. They recommended increasing the number of outlets available so that they could power their own devices for as long as they needed to study and write, they suggested adding an option to print documents from wireless devices, and they indicated that the quiet study policies on the third floor should be better enforced and that seating should be more conducive to lengthy sessions of studying and writing.

After further reviewing the data, the Library took the following actions: (1) we provided improved informational and directional signage at the Escondido Center Library, and (2) we explored options for offering printing from wireless devices. These efforts are ongoing.

Summarize your planned Service Area Outcomes (SAO) assessment activities for the current academic year:

In Fall 2017, we will conduct a survey to assess our Public Services outcome to determine if students are obtaining the assistance they need after interacting with the library either online or in-person. In spring 2018, we will do a multi-dimensional assessment of our instruction program, including surveys of students and faculty as well as direct assessments of students' knowledge.

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SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Fill staff vacancies to improve student access to library resources an	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Library Technology/Electronic Resources Infrastructure. We are cont	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collaborate with academic departments to offer resources that mee	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Goals: Please list all goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Goal	Provide more flexible learning spaces for students, including online and on-site in order to meet students' needs and satisfy their expectations.
Strategies for implementation	Acquire content and a platform for delivering responsive online information literacy instruction to distance learners; create a physical library environment that is flexible enough to promote students' sustained attention as well as group-work; implement single sign-on to facilitate students' seamless access to the library's databases from on and off campus.
Timeline for Implementation	3 years
Outcome(s) expected (qualitative/quantitative)	The library provides students with the resources and services they need, both on-site and remotely, and students can successfully use the resources provided, consistent with the Library's SAOs (Resources & Access, Information Literacy)
GOAL #2	
Goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	
GOAL #3	
Goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	

**Department Chair/
 Designee Signature:** _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____