



# Non-Instructional Program Review 2015-2016

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**Library Services:**

**Date:** 05/12/2016

- Program Review Non-instructional Cycle F 2015 Library Services

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## Library Services

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### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 Library Services

##### 1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: **We prepare students to be successful learners.**

The library is at the heart of the campus and has become the go-to place for many students needing a variety of resources and services. As such, it is the library's mission to facilitate Fullerton College students, faculty, and staff in attaining their educational and informational goals in a supportive environment.

To effect this mission, librarians prepare students for success by providing several learning opportunities, including a one-unit introduction to library research course, research instruction sessions for course (e.g., counseling, English, administration of justice, speech, chemistry, history, ESL, fashion, and reading), and print and online guides and tutorials. Librarians also offer research assistance at the reference desk, through live chat sessions, and during student-requested one-on-one appointments that generally last from thirty to fifty minutes. Through these various learning opportunities, students gain research skills that they draw upon to locate and critically evaluate information that is relevant to their coursework.

Librarians select titles to supplement course content for their collection subject areas by consulting a number of sources, including: 1) Course descriptions from Curricunet; 2) Library conference presenters' recommendations and selection lists; 3) Library periodicals, such as *Library Journal* and *Reference & User Services Quarterly*; 4) Professional library review resource *Choice* online and in print; 5) Faculty surveys and requests; and 6) Student surveys and requests. Referring to the preceding resources assists librarians in optimizing their collection development selection processes.

Through their interactions with students and attendance at Fullerton College professional development workshops, such as "Identifying and Addressing the Achievement Gap at Fullerton College," librarians recognize students' needs and select materials to address these areas. While librarians include course specific material in the collection, they also incorporate titles that encourage lifelong learning, reading for fun, and that address topics such as student success, study skills, and time management. For example, Fullerton College now has a substantial veterans population so the librarians ensure that the collection offers titles, such as *Veterans, Families, and Community*; *Business Networking for Veterans: A Guidebook for a Successful Transition from the Military to the Civilian Workforce*; and *Wounds Within: A Veteran, a PTSD Therapist, and a Nation Unprepared*.

To remain current in knowledge regarding evolving technologies, librarians participate in professional development opportunities and imbibe the literature of the profession while recognizing that community colleges are generally not first-adopters. Referencing library periodicals and presentations, professional networks, and student, faculty, and staff feedback, librarians determine which trends may be relevant to the campus. Switching from recession-era austerity thinking to an era of increased funding, librarians are investigating the possibility of offering additional innovative services to students, such as: a mini-recording studio in partnership with Business & CIS, a children's reading area, a multi-purpose makerspace area designated for book club meetings, presentations, speaker series, build-a-book activities, and other events that highlight certain material collections. While the library provides information literacy instruction and academic resources, it also:

- Serves as a hub for student interactions in study groups and informal conversations.
- Provides access to photocopiers, printers, desktop computers, laptops, Wi-Fi connectivity, Wi-Fi printing, study rooms, a lounge area, and study areas.
- Employs a dedicated staff of classified, faculty, and student hourly employees who provide services and the opportunity for students to study and work in an environment conducive to learning.
- Offers students the option to purchase basic supplies and also borrow calculators and computer peripherals along with standard library loans such as books.
- To meet diverse needs on a campus with limited space, the library offers resources that would typically be found elsewhere on campus, such as a box of artificial bones that students may check out to supplement their studies in anatomy.

**Vision:** Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning.

In 2015, the Association of College and Research Libraries (ACRL) expanded

upon the Information Literacy Competency Standards for Higher Education, set forth by ACRL in 2000 with the development of the Framework for Information Literacy for Higher Education. The framework comprises six concepts that frame the knowledge practices and dispositions of learners developing their information literate abilities. Research as inquiry is an information literacy concept that frames students' academic research. In student interactions at the reference desk, during research consultations, and in the classroom, FC librarians encourage students to see research as inquiry, a process ignited by intellectual curiosity followed by an open-ended exploration and engagement with information in which ambiguity can benefit the process, and persistence, adaptability, and flexibility are valued.

The librarians strive to connect information literacy skills to critical thinking processes developed during the research process so that students can make informed decisions throughout life. The librarians incorporate thought-provoking examples during classes regarding website evaluation. To engage the students, the librarians might use real life examples, such as a letter directed at parents and students from a dubious company announcing the dates of a financial aid meeting. The letter serves as a cautionary example to reinforce the importance of evaluating sources, a valuable skill that students will use as lifelong learners.

The library stimulates intellectual curiosity by developing displays regarding topics, such as Hispanic Heritage Month, local public transit (a student-created display) anti-communism, vegetarianism (a student-created display), and the first African Americans at Fullerton College. Library staff also initiate activities that challenge students. The librarians organized and hosted an art contest of obsolete catalog cards as a challenge to students to use their imaginations by discovering new ways to view the cards. Librarians have been guests in reading classes to answer student questions related to leisure reading and the library. This campus connection with a reading faculty member led to the formation of the FC Leisure Reading Group facilitated by a librarian and a reading instructor. Students in the group choose a book for discussion each semester to increase their interest in leisure reading and to develop speaking skills. To encourage leisure reading, the library also provides students with high-interest books at lower reading levels for basic skills students (a group that represents over 80% of the student body). In addition, the library subscribes to a service that leases best-sellers to provide students, faculty, and staff with current titles of popular interest. The library strives to help students develop a lifelong interest in reading and learning.

Librarians are active participants in various student outreach activities. As a founding member of the Asian Pacific Islander Faculty & Staff Association, one of the librarians helps organize and facilitate the yearly Asian Forum, which hosts a speaker and includes breakout discussion sessions with students regarding topics relating to Asian/Pacific Islander identity. Two librarians partner with the honors program to teach information literacy to a cohort of students enrolled concurrently in LIB 100H, ENG 100H, and SOC 101H. The

collaboration among faculty allows for in-depth research projects across disciplines, stimulating discussion, and inquiry from various perspectives. Additionally, librarians actively participate in core campus committees on the premise that the relationships they build with other teaching faculty stimulates the growth and develops the strength of the library's constantly evolving materials collections. It is through these relationships, for example, that academic journal licenses were purchased for the math and chemistry departments, facilitating increased student and faculty engagement in current topics. Additionally, the library has been the beneficiary of upgraded student personal computing options through its relationship with Academic Computing Technologies.

All library staff are encouraged to take advantage of the opportunities on campus for professional development and personal growth. Since classified professionals and faculty librarians value lifelong learning, they regularly attend workshops and other activities designed to help them prepare students for academic success. Several library staff members are working towards the Teaching and Learning Certificate. Library workers also tend to their mental and physical health through workshops regarding habits of mind, physical education courses, and walking meetings. To maintain currency, librarians attend conferences organized by professional organizations, including the American Library Association, the Faculty Association of California Community Colleges, and the Orange County Historical Society.

#### Core Values

The library staff's first priority is the success of students and how to achieve this as a team. Teamwork is a frequent byword when discussing library staff, because library workers take pride in their ability to work together to serve a diverse student body. Through personal experiences, many staff members can relate to the students we serve. The full-time staff represent a number of ethnicities including Mexican, bi-racial African American, Japanese, Vietnamese, Creole, Jewish, and Caucasian. Languages spoken by various staff members include Spanish, Vietnamese, Japanese, and Mandarin. Student workers have included an even broader range of ethnicities represented on campus and many are first-generation college students. Despite challenges with contractual hours and time pressures, library staff strive to maintain currency by attending workshops organized by staff development. When there is sufficient personnel, library staff feel able to leave their work stations and attend professional development workshops or take unit courses, as each works towards his or her bachelor's degree or improves job skills. At least annually, one or more librarians attend conferences as attendees or presenters to keep abreast of trends in the library and information science field (see Addendum A).

During student worker orientations, the full-time circulation department staff members stress the importance of student success and how the public service counter staff attitudes can positively impact students' college experience and retention rates. Staff members are conscious of the importance of creating a

positive learning environment. Staff and faculty and try to be courteous and professional in interactions with students and co-workers. Library/Learning Resources, Instructional Support Programs and Services staff selected the motto: "Students First!" This attitude is instilled in all employees, including student hourly workers.

While the library incorporates new technologies, such as laptops, periodical databases, Wi-Fi and Wi-Fi printing, a reference chat service, Pinterest for recommended websites, Facebook, Twitter, online library instruction videos, and digitized archival resources, the library continues to devote time and resources to traditional print materials. The library recognizes that not all materials are online, and students' research skills benefit from information in both electronic and print format. An evolving body of research reveals that print resources are associated with increased comprehension of material, as compared to electronic resources. Both Fullerton College campus *and* national surveys reveal that young adults want access to both electronic and print resources. Further, not all useful and reliable information is currently available online. Students benefit from information in hard copy. Skills and personal traits required to utilize print resources are strengthened, and when using print tools, such as indexes, students must demonstrate patience, reading comprehension, and facility.

For the centennial, two librarians created "Fullerton College: A Pictorial History," an online history showing how many campus traditions continue and how the college has evolved. The library website also links to the Fullerton College Library Online Archives, a collection of digitized Fullerton College historical images and student newspapers. In keeping with the college goal to value tradition and innovation, the website engenders student pride in attending a college with a long history of involvement in the Fullerton community. For the recent centennial, the archives was heavily used by members of the campus community as well as alumni gathering photographs and information. Students may view the many reproductions of archival material on the centennial celebration panels mounted around the library and throughout the campus.

The library staff are active participants in the decision-making hierarchy. The five tenured librarians currently serve on the following committees: 1) faculty senate, 2) curriculum, 3) staff development, 4) program review, 5) technology, 6) SLO assessment, 7) faculty senate allocation, 8) student success, 9) distance education, 10) professional development, 11) accreditation standards, 12) KinderCaminata, 13) hiring, 14) tenure review, and 15) honors. Library employees participate in hiring and tenure review committees. Several classified staff are the prime movers on the library's emergency response team. Most of the classified staff keep their first aid, fire extinguisher, and AED training current, as classified staff members are generally the initial responders in the event of a library emergency, due to the central location of the circulation and help desks. The majority of the library staff feel a responsibility to participate in outreach activities to enrich the campus

community and enhance the student experience. Library faculty and staff regularly participate in campus events such as KinderCaminata, Smart Start Saturday, and Jumpstart to College.

Staff expect ethical, responsible behavior from students. To reinforce behavior necessary for work environments, library staff hold students responsible for overdue or lost items. Students are not allowed to waive fines or fees, except in special circumstances. This policy helps students to realize that failure to return library materials impacts their fellow students by depriving peers of the opportunity to use the overdue or lost materials.

#### College Goals

The librarians contribute to the campus-wide goal of reducing the achievement gap by initiating and collaborating in pilot programs that target at-risk students. These include the Fullerton College Leisure Reading Book Group that promotes recreational reading and communication skills as well as the in-progress Academic Support Center INCITE and SDSI partnerships pairing athletes and at-risk students with mentor librarians. In addition, staff participate in events that reach at-risk students including the Men and Women of Distinction committee, Smart Start Saturday, Jumpstart to College, the Veterans' Resource Fair, Males Achieving Success, and the Entering Scholars Program (ESP). Enthusiastic classified staff have volunteered to join ESP and staff regularly provide participating classes with presentations regarding campus services.

Circulation staff members work with student hourly employees to ensure that they provide excellent service and engage in positive interactions with student library users. Full-time staff also mentor the library's student employees to help them achieve their academic goals by providing information regarding campus services and events and library resources. Student workers are often from at-risk groups and include single parents, first-generation college students, and former ESL immigrant students. Through end-of-year interviews, student workers reveal that the work experience and environment has given them needed financial and academic support along with real world valuable work experience.

Librarians continue to strengthen connections with the community. In partnership with Buena Park High School District, the librarians facilitate Library 100: Introduction to Research for high school students interested in gaining college experience and transferrable credits during the summer session. By partnering with Fullerton Heritage, a local organization dedicated to the preservation of historic Fullerton structures, the library organized a contest for students that encouraged the writing of an essay regarding a topic related to the City of Fullerton. To promote the use of local history resources, the library contacted the Fullerton Public Library History Room and the California State University at Fullerton Center for Oral and Public History, and offered a workshop incorporating materials from these archives. For summer 2015, Fullerton Heritage asked if the library could create a display for their home tour event, as one of the highlighted homes was formerly the residence

of a Fullerton Union High School and Fullerton Junior College instructor/club adviser. A librarian: 1) created a flyer regarding both the history of the home and the life of the former instructor, 2) set up a display, and 3) served as a docent for the event. The library assisted alumni and the campus community in locating historical information from the library archives in preparation for centennial celebrations.

**PR Section 4.1 - 4.2**

**Program Review Non-instructional Cycle F 2015 Library Services**

**4.1 - 4.2**

4.1 List your SAO/SLOs and complete the expandable table below.

	<b>Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
<b>Course-Integrated Library Instruction Sessions (LISs)</b>					
1.	SLO: Students participating in a library instruction session will distinguish differences among online catalogs, databases, and Web search tools	Spring 2015	Spring 2015	Fall 2015	Four since AY 09-10
2.	SLO: Students participating in a library instruction session will access information using effective search strategies.	Spring 2015	Spring 2015	Fall 2015	Four since AY 09-10
3.	SLO: Participating faculty will	Fall 2014	Fall 2014	Spring 2015	This SAOA has gone through numerous

	state MOST or ALL of their students cited library sources in their papers.				cycles and has been revised several times over the years. This current SAO has gone through 2 assessment cycles.
4.	SLO: Participating faculty will state FEW to NONE of their students cited unreliable websites in their papers.	Fall 2014	Fall 2014	Spring 2015	This SAOA has gone through numerous cycles and has been revised several times over the years. This current SAO has gone through 2 assessment cycles.
5.	SAO: Participating faculty will state they are extremely likely to recommend library instruction sessions to other faculty (9 or 10 on 1-10 scale)	Fall 2014	Fall 2014	Spring 2015	This SAOA has gone through numerous cycles and has been revised several times over the years. This current SAO has gone through 2 assessment cycles.
6.	English 100 Classes Attending Library Instruction Sessions: English 100 classes with course-integrated library instruction sessions have higher success rates than those without LISs.	Fall 2014	Fall 2014	Spring 2015	This was the first time the library was able to gather this kind of data from IR.

<b>Student Research Consultations</b>					
7.	SAO: After attending a research consultation, students will report the session was valuable.	Fall 2015	Fall 2015	Spring 2016	The library formally identified this as a service area for assessment in F15, so F15 will be the first assessment.
8.	SLO: After attending a research consultation, students will report a plan to change their research habits or practices and be able to articulate what those changes will be.	Fall 2015	Fall 2015	Spring 2016	The library formally identified this as a service area for assessment in F15, so F15 will be the first assessment.
<b>Reference Services</b>					
9.	SAO: Students will demonstrate information literacy skills and self-awareness by consulting with librarians in person or via instant message or email to be able to identify, locate, evaluate, and cite information needed to complete a course assignment.	Fall 2015	Fall 2015	Spring 2016	While the library has tracked the type and number of reference questions over the years, the librarians will formally analyze changes in these numbers F15, which will close a second cycle.
<b>Circulation Services</b>					

10.	SAO: By mid-semester, student workers will demonstrate an understanding of circulation procedures and policies.	Fall 2014	Fall 2014	Spring 2015	While student workers have taken this quiz over the years and the results have been used to inform circulation and other library services, the library formally identified this as a service area for assessment in F14, so F14 was the first assessment in the cycle.
<b>Collection Development</b>					
11.	SAO: Print: Students will have demonstrated information literacy skills by having located, accessed, and applied the library's print resources to school work.	Spring 2014	Fall 2014	Fall 2014	First assessment
12.	SAO: Databases: Students will have demonstrated information literacy skills by having located, accessed, and applied the library's e-resources to school work.	Spring 2014	Fall 2014	Fall 2014	First assessment
13.	SAO: Librarians will maintain a	Summer 2015	Fall 2015	Spring 2016	Second collection analysis

	current collection of print books that support student research, lifelong learning, and reading for fun.				
14.	SAO: Librarians will document their collection area analysis by doing any or all of the following: 1) Review course outlines in CurricUNET, 2) Review reference and consultation questions for topics in subject areas, 3) Contact faculty for title and database suggestions that support their courses, 4) Analyze collection for coverage and currency, and titles for deselection.	Continual	Continual	Continual	Librarians all began systematically documenting their collection area analysis Fall 2014 and will continually assess, reflect, and make changes to the collection.
<b>Technology</b>					
15.	SAO: Students will have used computer software and hardware to work on course assignments.	Fall 2011	Spring 2012	Spring 2016	First assessment
16.	SAO: Users will become more aware of library	Fall 2011	Spring 2012	Spring 2016	First assessment

	instructional services by employing library websites.				
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4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>Course-Integrated Library Instruction</b>			
1. Faculty Survey for LISs: After attending the LIS, faculty will report that many or all of their students cited library sources (print or electronic) in their papers.	At least 75% of responses will be "many" or "all."	91% of responses were "many" or "all"	Fewer and fewer instructors are responding to the surveys. One possible explanation is that most instructors regularly embed library instruction sessions into their courses and are receiving a survey every semester. For this reason, instructor surveys will only be distributed on semesters when students are assessed (every three semesters).
2. Faculty Survey for LISs: After attending the LIS, faculty will report that few or none of their students cited unreliable websites in their papers.	At least 75% of responses will be "few" or "none."	65% of responses were "few" or "none"	Fewer and fewer instructors are responding to the surveys. One possible explanation is that most instructors regularly embed library instruction sessions into their courses and are receiving a survey every semester. For this reason, instructor surveys will only be distributed on semesters when students are assessed (every three semesters).

<p>3. Faculty Survey for LISs: After attending the LIS, faculty will state they were extremely likely to recommend FC LISs to their colleagues (8-10 on a 1-10 scale).</p>	<p>Survey with net promoter score (NPS) of 50 to 80.</p>	<p>NPS 96, +12 from previous assessment.</p>	<p>Promoting LISs to other courses with research assignments.</p>
<p>4. English 100 Classes Attending Library Instruction Sessions: English 100 classes with course-integrated library instruction sessions have higher success rates than those without LISs.</p>	<p>Eng100 classes with LISs have a higher success rate than those without LISs, and the difference is statistically significant.</p>	<p>Eng100 classes with LISs did show to have higher success rates than those without LISs, and the difference was statistically significant.</p>	<p>Demonstrate Eng100 success rates are not independent of Library Instruction Session attendance.</p>
<p><b>Student Research Consultations</b></p>			
<p>5. After attending a research consultation, students will feel the session was valuable.</p>	<p>At least 80% of participating students will rate the session as "extremely valuable" or "valuable."</p>	<p>To be collected end of F15</p>	<p>To be used S16</p>
<p>6. After attending a research consultation, students will report a plan to change their research habits or practices and be able to articulate what those changes will be.</p>	<p>At least 80% of participating students will report a plan to change their research habits or practices and be able to articulate what those changes will be.</p>	<p>To be collected end of F15</p>	<p>To be used S16</p>
<p><b>Reference</b></p>			
<p>7. By mid-semester, student workers will demonstrate an understanding of circulation procedures and policies.</p>	<p>Quiz of circulation procedures with 80% of student workers answering at least 70% of the answers correctly. (Exit interviews also conducted for student worker feedback on their experiences.)</p>	<p>92% of students answered at least 75% of questions correctly</p>	<p>92% of students answered at least 75% of questions correctly</p>
<p>92% of students answered at least 75% of questions correctly</p>			

<b>Collection Development</b>			
8. Librarians will systematically analyze the collection and courses to ensure the library has sufficient materials to support subject area courses and the pursuit of lifelong learning.	Librarians will continually document their analysis: 1) Review course outlines in Curricunet, 2) Review reference and consultation questions for topics in subject areas, 3) Contact faculty for title and database suggestions that support their courses, 4) Analyze collection for coverage and currency, and titles for deselection.	Librarians have each set their own system for analyzing collection areas and soliciting material suggestions in their collection areas.	Results from analysis will inform selections and deselections from collection areas.
9. Librarians will maintain a current collection of print books that support student research, lifelong learning, and reading for fun.	A comprehensive collection analysis will be conducted at least once every three years.	Analysis identified areas of strength and weakness in each collection area in terms of currency or coverage.	Analysis was used to make selection and deselection decisions.
10. Print: Students will have demonstrated information literacy skills by having located, accessed, and applied the library's print resources to school work.	Survey with at least 60% of responses select "yes" indicating that a library print book and/or the library catalog has/have helped with school work.	Students want more print books. A common reason cited is that when the Internet connection is down, it helps to have print materials available. National research supports this finding, that young adults sill want print books.	Librarians will focus on improving print book holdings.
11. Databases: Students will have demonstrated information literacy skills by having located, accessed, and applied the library's e-resources to school work.	Survey with at least 60% of responses select "yes" indicating that a library database has helped with school work.	Exceeded goal set for e-resources but did not achieve the goal set for print books	Librarians will focus on improving print book holdings.
<b>Circulation</b>			
12. By mid-semester, student workers will	Quiz of circulation procedures with 80%	92% of students answered at least 75%	92% of students answered at least 75%

demonstrate an understanding of circulation procedures and policies.	of student workers answering at least 70% of the answers correctly. (Exit interviews also conducted for student worker feedback on their experiences.)	of questions correctly	of questions correctly
92% of students answered at least 75% of questions correctly			
<b>Technology</b>			
13. Students will have used computer software and hardware to work on course assignments.	At least 75% of respondents will respond favorably.	Received many useful responses from students.	The technology area has been & continues to work on responding to the expressed needs and interests of our users.
14. Users will become more aware of library instructional services by employing the library website.	At least 75% of respondents will respond favorably.	Received many useful responses from students.	The technology area has been & continues to work on responding to the expressed needs and interests of our users.
<b>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>Course-Integrated Library Instruction Sessions</b>			
1. General Library Instruction Sessions: After participating in a course-integrated library instruction session, students will distinguish between online library catalogs, subscription databases, and Web search tools.	At least 75% success rate on multiple choice post-test or increase in percentage points from pre and post test results.	Success rate 74% - 1% pts from pretest	1) For general orientations, change intended outcomes to lessening library anxiety and increasing student confidence rather, 2) Change multiple choice quiz format to tasks for students to complete, assessed with a rubric, 3) work with instructors to have students complete the

<p>2. Specialized Library Instruction Sessions: After participating in a course-integrated library instruction session, students will identify effective search terms for locating information on a topic.</p>	<p>At least 75% success rate on multiple choice post-test or increase in percentage points from pre and post test results.</p>	<p>Success rate 68% + 16% pts from pretest (5 questions on narrowing, broadening, truncation, phrase searching).</p>	<p>post-test after the library session. 1) For specialized sessions, add clearer expectations by requesting instructors select student learning objectives on which teaching librarians will focus their instruction and subsequent assessment, 2) Change multiple choice quiz format to tasks for students to complete, assessed with a rubric, 3) work with instructors to have students complete the post-test after the library session.</p>
<p><b>Library 100</b></p>			
<p>3. After successful completion of LIB 100 F &amp; HF Introduction to Research, the student will be able to construct an effective search strategy to locate information on a particular subject.</p>	<p>In-class final research scenario with score of at least on a 3-point rubric.</p>	<p>Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations (rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios).</p>	<p>Create advisories in Curricunet to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring demonstration of search strategy.</p>
<p>4. After successful completion of LIB 100 F &amp; HF Introduction to Research, the student will be able to evaluate and determine the validity of websites using appropriate criteria.</p>	<p>In-class final research scenario with score of at least on a 3-point rubric.</p>	<p>Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations</p>	<p>Create advisories in Curricunet to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring students evaluate sources included in bibliography.</p>

		(rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios).	
5. After successful completion of LIB 100 F & HF Introduction to Research, the student will be able to compile a bibliography of relevant print and online resources on a given topic.	In-class final research scenario with score of at least on a 3-point rubric.	Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations (rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios).	Create advisories in Curricunet to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring students evaluate sources included in bibliography.

92% of students answered at least 75% of questions correctly

The quiz will be revised to include non-multiple choice questions. The incorrect answers identified some weak areas in student worker training that needed improvement.

**Collection Development 8.** Librarians will systematically analyze the collection and courses to ensure the library has sufficient materials to support subject area courses and the pursuit of lifelong learning. Librarians will continually document their analysis: 1) Review course outlines in Curricunet, 2) Review reference and consultation questions for topics in subject areas, 3) Contact faculty for title and database suggestions that support their courses, 4) Analyze collection for coverage and currency, and titles for deselection. Librarians have each set their own system for analyzing collection areas and soliciting material suggestions in their collection areas. Results from analysis will inform selections and deselections from collection areas. 9. Librarians will maintain a current collection of print books that support student research, lifelong learning, and reading for fun. A comprehensive collection analysis will be conducted at least once every three years. Analysis identified areas of strength and weakness in each collection area in terms of currency or coverage. Analysis was used to make selection and deselection decisions. 10. Print: Students will have demonstrated information literacy skills by having located, accessed, and applied the library’s print resources to school work. Survey with at least 60% of responses select “yes” indicating that a library print book and/or the library catalog has/have helped with school work. Students want more print books. A common reason cited is that when the Internet connection is down, it helps to have print materials available. National research supports this finding, that young adults still want print books. Librarians will

focus on improving print book holdings. 11. Databases: Students will have demonstrated information literacy skills by having located, accessed, and applied the library's e-resources to school work. Survey with at least 60% of responses select "yes" indicating that a library database has helped with school work. Exceeded goal set for e-resources but did not achieve the goal set for print books Librarians will focus on improving print book holdings. **Circulation** 12. By mid-semester, student workers will demonstrate an understanding of circulation procedures and policies. Quiz of circulation procedures with 80% of student workers answering at least 70% of the answers correctly. (Exit interviews also conducted for student worker feedback on their experiences.)

92% of students answered at least 75% of questions correctly

The quiz will be revised to include non-multiple choice questions. The incorrect answers identified some weak areas in student worker training that needed improvement. **Technology** 13. Students will have used computer software and hardware to work on course assignments. At least 75% of respondents will respond favorably. Received many useful responses from students. The technology area has been & continues to work on responding to the expressed needs and interests of our users. 14. Users will become more aware of library instructional services by employing the library website. At least 75% of respondents will respond favorably. Received many useful responses from students. The technology area has been & continues to work on responding to the expressed needs and interests of our users. **Student**

**Learning Outcomes Assessment for the Student Services Division of Fullerton College Intended Outcomes Means of Assessment & Criteria for Success Summary of Data Collected Use of Results Course-Integrated Library Instruction Sessions 1.**

General Library Instruction Sessions: After participating in a course-integrated library instruction session, students will distinguish between online library catalogs, subscription databases, and Web search tools. At least 75% success rate on multiple choice post-test or increase in percentage points from pre and post test results. Success rate 74%

- 1% pts from pretest 1) For general orientations, change intended outcomes to lessening library anxiety and increasing student confidence rather, 2) Change multiple choice quiz format to tasks for students to complete, assessed with a rubric, 3) work with instructors to have students complete the post-test after the library session. 2. Specialized Library Instruction Sessions: After participating in a course-integrated library instruction session, students will identify effective search terms for locating information on a topic. At least 75% success rate on multiple choice post-test or increase in percentage points from pre and post test results. Success rate 68%

+ 16% pts from pretest (5 questions on narrowing, broadening, truncation, phrase searching).

1) For specialized sessions, add clearer expectations by requesting instructors select student learning objectives on which teaching librarians will focus their instruction and subsequent assessment, 2) Change multiple choice quiz format to tasks for students to complete, assessed with a rubric, 3) work with instructors to have students complete the post-test after the library session. **Library 100**

3. After successful completion of LIB 100 F & HF Introduction to Research, the student will be able to construct an effective search strategy to locate information on a particular subject. In-class final research scenario with score of at least on a 3-point rubric. Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations (rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios). Create advisories in Curricunet to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring demonstration of search

strategy. 4. After successful completion of LIB 100 F & HF Introduction to Research, the student will be able to evaluate and determine the validity of websites using appropriate criteria. In-class final research scenario with score of at least on a 3-point rubric. Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations (rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios). Create advisories in CurricUNET to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring students evaluate sources included in bibliography. 5. After successful completion of LIB 100 F & HF Introduction to Research, the student will be able to compile a bibliography of relevant print and online resources on a given topic. In-class final research scenario with score of at least on a 3-point rubric. Student retention is the highest concern. Students who completed the course all met the outcome, though the results reveal students need more practice with the research process in different situations (rather than have students develop one lengthy annotated bibliography over the course, have students start the process over with new topics and research scenarios). Create advisories in CurricUNET to better ensure students are prepared to succeed in the course. Develop several shorter assignments requiring students evaluate sources included in bibliography.

## PR Section 4.3 - 4.6

### Program Review Non-instructional Cycle F 2015 Library Services

#### 4.3 - 4.6

4.1 How has assessment of program SAOs led to improvements in services provided to students by this program?

**Instruction:** SAO assessment objectives were met. Faculty comments and suggestions have prompted more librarians to explore different ways of integrating gamification into the instruction sessions, which, according to students, increases their motivation and engagement with what they're learning (see 2.8).

**Reference:** SAO assessments have revealed a drop in the number of research-related questions and questions asked via instant message. The librarians are investigating ways to free reference librarians from the many technical questions and problems that need addressing in the reference area so that they are more available to assist students with their research whether in person or via instant message. However, since the number of instruction sessions and research consultations has increased, it is difficult to ascertain if the decrease in questions at the reference desk is related to students seeking research-related assistance through individualized appointments or feeling that they have learned enough in their instruction sessions.

**Collection Development:** SAO assessments have helped librarians identify the strengths and weaknesses in the collection and also the collection areas that need better promotion, increased awareness, or higher visibility in the library. Librarians have developed strategic actions plans to address these areas of weakness.

**Circulation:** SAO assessments highlighted some weaknesses in student

worker training, which led to a review of these procedures and indicated areas that will need to be covered more thoroughly in the future. In addition to the quiz, the student worker assessments also included exit interviews at the end of fall 2014 and spring 2015. The student workers offered suggestions relating to services and training that were considered, with some of these suggestions implemented. The assessments allowed the student workers to provide input into the circulation services and emphasized the importance of providing excellent service to library users. With student workers more content with their role in the library and more adept at providing services at the circulation and reserve counters, the students in the library will be better served.

**Technology:** SAO assessment helped librarians identify technology needs and concerns that students have, which lead to increasing the availability of computers with MS Office, laptops for checkout, and computer printing.

4.2 How has assessment of SLOs led to improvements in student learning and achievement?

**Course-Integrated Library Instruction Sessions:** Assessing the course-integrated library instruction sessions has driven librarians to weave more critical thinking components into their instruction of the research process (e.g., valuing academic sources, reading academic journal abstracts and other source types, and understanding use and purpose of various information source types in research). Although librarians continually conduct informal and formative assessments, gauging student comprehension with hands-on exercises, and making adjustments during and from session to session, formal SLO assessments have helped librarians identify the areas in the research process that present the biggest challenges for students. Librarians have been discussing ways to further support and guide these learners, developing their information literacy abilities beyond the one-shot instruction sessions. There are too many concepts and practices that are an integral part of the research process to be learned, digested, and adopted as dispositions in a single session. This is an ongoing challenge and long-term goal that librarians will continue to examine, trying out new ways to instruct, guide, and support FC students. The research consultation, introduced in the AY 2009-10 was one such successful response to this challenge.

**Library 100 F & HF:** The LIB 100 assessment and reflection process sparked librarian conversations regarding reasonable expectations and the ideal depth of coverage for this one-unit course, especially considering the course did not have any prerequisites or entry skill requisites. Ideally, students would begin the course with basic computer literacy and computer and reading comprehension skills. This not being the case, it is challenging to focus on the course content when these requisite skills have not yet been acquired. Consequently, three entry skill requisites were added in an attempt to increase the likelihood of student retention and success. However, as an unintended result, librarians expect to attract fewer students, since the course is not part of any degree or certificate. Librarians are discussing the possibility of offering a lower-level introductory class for students without the entry computer or reading skills crucial for successful completion of the course.

**Circulation:** Full-time circulation staff contribute to student learning and achievement by mentoring the student workers in the unit. The SAO assessments also included exit interviews that revealed the importance of the students' campus library job in their retention and academic success. Obviously, the students were earning money which helped finance their education, but through their job, the student workers also created a bond with other students, staff, and faculty. The benefits of working in the library also included a sense of connection to the campus and more familiarity with available student services. Student workers' interactions at the circulation counter also improved their communication skills. The extent of the students' discussion on the importance of their job made the full-time staff more cognizant of their roles as mentors, redoubling their efforts to mentor students by providing information on campus events and emphasizing job skills. The circulation librarian increased efforts to give the students database searching overviews and scholarship searching tips.

4.3 What challenges remain to make your program SAOs/SLOs more effective?

**Instruction:** Perhaps the greatest challenge with this service is that information literacy concepts and practices cannot be taught and fully comprehended, digested, and integrated into a student's own information literacy practices and dispositions after one library instruction session, research consultation, or interview at the reference desk. Nevertheless, librarians are required to identify and assess learning of specific and measurable skills or abilities after one discrete session.

**Collection Development:** Assessments reveal the print collection needs to be kept current in a wide range of subjects to maintain relevance and usefulness in supporting student research and that online resources need to better support a wider range of disciplines. Unstable and unreliable funds make this an ongoing challenge, as print purchases should be made on a much more regular basis to maintain currency, and database subscriptions cannot be made without that stability and reliability in funds.

**Circulation:** In the circulation staff members' efforts to mentor the student workers, time limitations are an impediment. The students need to be working, but the circulation librarian would also like to ensure that the library workers are also information literate by providing them with database search strategies and research skills. This has been conducted in an unsystematic way so far. The possibility of funding a few research workshops for the students and opening them up for other students needs to be investigated. The number of SAOs that the library is trying to assess is perhaps excessive, undoable, and not very meaningful. The SAOs need to be reviewed and reassessed for practicality, relevance, effectiveness, and whether they can be accomplished without absorbing too much time away from outreach and instruction efforts. The challenge with the library program SAOs is that the students being assessed are not in continuous contact with the librarians as they are in a classroom situation. With the exception of Lib 100, the students come and go so it has been difficult to try to devise effective, meaningful

assessments and the librarians are still struggling to do that.

4.4 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

The SLOs and SAOs for our instructional, reference, collection development, and technology (computer and printing) services have all been developed to measure the awareness, use, and perceived value of services in support of student success for all learners, including under-prepared students, English language learners, Hispanic and African-American students, and other underrepresented groups, specifically with:

1. Instruction: course-integrated instruction, one-unit introduction to research course, student-requested research consultations and point-of-need services via online guides

2. Reference: point-of-need assistance at the desk in person or via instant message, email, or telephone

3. Collection Development: print and online resources accessible on and off campus

4. Technology: Student computers and laptops with MS Office, computer printing, Wi-Fi printing. Librarians have also provided more and more assistance with technical issues students face, including Wi-Fi connectivity, login usernames and passwords, and accessing and printing course materials via myGateway or Blackboard.

5. Circulation: Circulation staff attempted to survey the students at the counter, but they did not obtain any useful data, so the circulation assessment SAO was changed to center on the student workers' performance. The logic was that the satisfaction of the student library users is based in large part on their interactions at the public counters. The student workers are often the student library users' first contact with library staff. Since at-risk students may feel discouraged and alienated if their encounter with a library staff person is confusing or unpleasant, the library staff are trying to ensure that the constantly changing staff of student workers are properly trained and aware of the importance of their position in adding to the students' college experience. With positive interactions around campus, the students are more likely to keep from dropping out.

6. 4.1 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

All SLOs have been written to meet information literacy objectives, as such, they each support ISLO 2.C., which encapsulates the research process.

ISLO 2.C. Research: Students will be able to identify the need for data, obtain data from various sources, organize, process and maintain records of data collected, and analyze data for relevancy by using current technology.

Library SLOs: Assess the student's ability to use effective and appropriate search strategies to locate information, distinguish among various information sources, document sources in a Works Cited or References list, and evaluate information sources for authority and credibility.

The library also contributes to the achievement of the SLO 2: Critical Thinking

and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions. The library instruction session SLO assessments determined that Eng 100 classes with library instruction sessions had statistically significant higher success rates than those without.

4.2 a. What methods are used to assess the program’s success in serving the student population that interacts with your program?

Assessment methods include faculty surveys, student surveys, quizzes, interviews, collection analysis and evaluation, and pre-and post-tests.

b. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The library has had success with the library instruction sessions. The classes that come in for library instruction sessions show statistically significant rates of success compared to students in classes who do not have an instruction session. The number of these sessions have increased by 19% since the last self-study. The pre-and post-test in the specialized library instruction session showed a success rate of 68% for identifying effective search terms, not the desired success rate of 75%.

7. C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

The reference desk signage will be changed in case students are unaware that the librarian’s purpose at the desk is to provide research assistance. Students in basic skills classes or counseling classes often come in for instruction sessions that incorporate a library “scavenger hunt”. The library scavenger hunt questions have been changed to clearly differentiate between the purpose of the circulation counter and the reference desk.

The circulation student training revealed oversights in some areas, for example, the process for checking in interlibrary loan items. Most library student workers were unaware of the ILL procedures, because it is an infrequent occurrence. The student exit interviews also resulted in the addition of some items for sale at the circulation counter at the suggestion of some students.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 Library Services

#### Action Plans

6.0 SAP #1: Book & database budget

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Establish a line item in the college budget for books in the amount of \$165,000.00 to increase by 10% annually to reflect the annual increase in the price of books. Establish a line item in the college budget for databases (currently

	<p>\$38,000.00) in the amount of \$40,000.00 to increase by 10% annually to reflect the annual increase in the price of databases.                  Maintain a current and relevant collection of print books and databases that support student research, lifelong learning, and encourage reading for fun.                  Increase student benefit derived from use of library resources.</p>
<p>List College goal/objective the plan meets:</p>	<p>Goal 1: Fullerton College will promote student success.                  Objective 1: Address the needs of under-prepared students.                  Objective 2: Increase course retention and success.                  Goal 2: Fullerton College will reduce the achievement gap.</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>1) Collection analysis to identify weaknesses in collection.                  2) Secure a line item for books and databases for consistent and reliable funding.                  Persons responsible: Catalog Librarian Dave Brown and Acquisitions Librarian Monique Delatte Starkey                  Timeframe: See addendum.                  Extended explanation: See addendum.                  The line item should annually increase to anticipate yearly cost increases (approximately 10%). It is the recommendation of the Brown and Delatte Starkey that the college dedicated line item that provides for the annual cost of print books be set at an amount comparable to that of institutions with similarly large student bodies, e.g., Cerritos College and Pasadena City College. (See 2.8.) The average of the Cerritos College and Pasadena City College book budgets (not inclusive of continuations) is \$165,000.00, which is an amount that is a fair start for a college library attempting to rebuild an atrophied library print collection.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Track impact of library materials by tying student use of library print books and databases to rates of completion, success and transfer through collaboration with the office of institutional effectiveness, research and planning.</li> <li>• Conduct faculty/admin library collection development survey every three years.</li> <li>• Conduct student library collection development survey every three years.</li> <li>• Review collection development policy every three years.</li> <li>• Revise collection development policy every three years.</li> <li>• Conduct collection evaluation every three years.</li> </ul>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Completion of surveys by students and faculty.</p>

6.0 SAP #2: Address slippery stairwell

**STRATEGIC ACTION PLAN # 2**

Strategic Action Plan Name: (formerly called short-term goal)	The librarians recommend that the library emergency team or library administration investigate solutions to assist in remedying the attractive, slippery tiles decorating the high-traffic center library stairwell.
List College goal/objective the plan meets:	Providing students a safe, healthy, and comfortable environment for research and studying assists with goal 1, objectives 1-4 & 6: Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<b>Centrally-located, high-traffic, tiled, library stairwell is a hazard.</b> Persons responsible: Library emergency team Timeframe: Within one year of project funding, library emergency team will research solutions and vendor possibilities. Within one-and-a-half years of project funding, library emergency team select solution and vendor. Within one year of project funding, library will implement change recommended by library emergency team. The library stairwell in the center of the foyer exemplifies the result of ignoring the design principle, form follows function. The stairwell tiles are an aesthetically-pleasing hazard. Students slip on the stairwell tiles on sunny and rainy days. Institutional knowledge tell us that several years ago, a now-retired library dean investigated contracting a vendor to apply epoxy to the center library stairwell to increase grip and decrease slippage, but the dean did not move forward with the epoxy application due to either aesthetics or price.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Library stairwell accidents on rainy days will decrease 30%.
What specific aspects of this SAP can be accomplished without additional financial resources?	Library emergency team can research solutions and vendor possibilities.

## 6.0 SAP #3: Public address system

<b>STRATEGIC ACTION PLAN # 3</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Investigate feasibility of installing public address system

List College goal/objective the plan meets:	N/A-- Safety issue
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Circulation librarian, library assistants (circulation and cataloguing) will investigate vendors and cost during spring 2016 of public address systems for possible installation during summer 2016.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Staff will be able to communicate instructions to students located in all areas of the library. If the PA system is working correctly, staff will be able to close the library at closing time through announcements on the system. There are not enough evacuations to measure the effectiveness.
What specific aspects of this SAP can be accomplished without additional financial resources?	Time of staff researching options.

6.0 SAP #4: Library maintenance & repairs

<b>STRATEGIC ACTION PLAN # 4</b>	
Strategic Action Plan Name: (formerly called short-term goal)	The librarians request that the college budget for repair and maintenance of library facility.
List College goal/objective the plan meets:	Providing students a safe, healthy, and comfortable environment for research and studying assists with goal 1: Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The high number of student users takes a toll on the facility; therefore, the library is requesting campus funding for building maintenance including furniture re-upholstering, carpet cleaning and replacement, and a full-time, dedicated, day custodian. Library maintenance should be covered by a funding source other than the library and have adequate custodial care from a dedicated, full-time, day maintenance worker in order to provide students with a healthy, clean environment for studying. Persons responsible: College administrators Timeframe: Requested timeframe is: <i>As soon as possible</i> . Addressed in section 3.4 and examples in Addendum B.

What <i>Measurable Outcome</i> is anticipated for this SAP?	College will commit to funding for building maintenance. College will assign library one dedicated, full-time, daytime custodian.
What specific aspects of this SAP can be accomplished without additional financial resources?	Library will advocate for campus funding for building maintenance.

## 6.0 SAP #5: Rethink library spaces

<b>STRATEGIC ACTION PLAN # 5</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Rethink library spaces.
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of underprepared students. Objective 2: Increase course retention and success. Goal 2: Fullerton College will reduce the achievement gap.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Library staff will investigate different uses for library spaces, e.g., makerspaces, such as the One-Button Studio partnership with Business/CIS.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The library will determine the feasibility of makerspace options and develop a plan to implement the most appropriate among these options.
What specific aspects of this SAP can be accomplished without additional financial resources?	At this point, only time to investigate options.

## 6.0 SAP #6: Increase awareness of library offerings

<b>STRATEGIC ACTION PLAN # 6</b>	
Strategic Action Plan Name: (formerly called short-	Increase student and faculty awareness of the library's offerings, including the print and electronic collections, juvenile collection, and fun and high interest-/low reading-level reads.

term goal)	
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of underprepared students. Objective 2: Increase course retention and success. Goal 2: Fullerton College will reduce the achievement gap.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<b>Market fun and high interest-/low reading-level reads:</b> Retail store displays correlate with increased sales. Similarly, books might circulate better if displayed in an attractive fashion, e.g., face-out display fixtures to improve the circulation of attractive, high interest-/low reading-level books. Librarians Delatte Starkey and Brown would like two mannequins added to the lobby display area to create an impactful display. <b>Improve visibility of the juvenile collection:</b> Relocating the juvenile literature collection to, for instance, the front half of the reference print book area, might increase the popularity of all children's/YA/YT titles. New shelving and/or display shelves may need to be purchased. A seating area with a rug and chairs would assist in drawing attention to the area, which could then be used for library story time for KinderCaminata, an event in which the library has participated for over a decade. A secondary benefit is that the print books will also be used in an academic capacity by students training in the Child Development & Educational Studies Department. (See Addendum C.)
What <i>Measurable Outcome</i> is anticipated for this SAP?	In the next assessment cycle, survey will reveal a greater awareness of library resources.
What specific aspects of this SAP can be accomplished without additional financial resources?	Class visits, paper flyers, video promotions

6.0 SAP #7: Outreach to at-risk students

<b>STRATEGIC ACTION PLAN # 7</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Outreach library services to at-risk students to help close the achievement gap.
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of under-prepared students. Goal 2: Fullerton College will reduce the achievement gap.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in	Outreach librarian will work with the Males Achieving Success (MAS) program: Library Orientation-January 27 <sup>th</sup> 2016 – give out a starter packet which may include a library book tote

150 words or less.	<p>bag, pen, and a bookmarker.</p> <p>Displays – select materials to highlight awareness of resources – Displays will celebrating Black History Month, Asian-Pacific Heritage Month, Hispanic Heritage Month, etc.</p> <p>Outreach librarian will coordinate library orientations for students transitioning to Fullerton College. Orientations will be provided to incoming students from feeder high schools including the School of Continuing Education: check retention rates: Library Orientation – Fall 2016</p> <p>Librarians will collaborate with the campus community to increase library awareness and use of library resources and services targeting Hispanics, African-American, ESL, and LGBT students.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Survey – students will answer a survey on the likelihood of using library resources and services. Students will see the library as a welcoming place and in turn feel comfortable seeking assistance.
What specific aspects of this SAP can be accomplished without additional financial resources?	Visits to classrooms, workshops, and paper flyers.

6.0 SAP #8: Promote leisure reading

<b>STRATEGIC ACTION PLAN # 8</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Promote leisure reading.
List College goal/objective the plan meets:	<p>Goal 1: Fullerton College will promote student success.</p> <p>Objective 1: Address the needs of under-prepared students.</p> <p>Objective 5: Increase the persistence rate of students.</p>
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Through the FC Leisure Reading Group, the circulation librarian and a reading instructor will promote leisure reading. The group was publicized on campus, particularly amongst reading instructors, to reach basic skills students. Students choose a book that they read during the semester. During the monthly meetings, the students discuss themes, characters, etc. increasing their speaking skills. They also read more than they usually would during the semester. The monthly meetings will also create a sense of connection to the campus which may increase their retention rates. The students receive a copy of the discussion book and refreshments for the meeting.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will read more during the semester than if they were not members of the leisure reading group.

What specific aspects of this SAP can be accomplished without additional financial resources?	The time of the librarian and reading instructor; space on campus for meetings. Some books will be purchased by the Friends of the Library as incentives during the breaks.

6.0 SAP #9: Promote library services and strengthen awareness

<b>STRATEGIC ACTION PLAN # 9</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Promote library services and strengthen awareness.
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of underprepared students. Objective 2: Increase course retention and success. Goal 2: Fullerton College will reduce the achievement gap.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Library staff will investigate smart monitor and digital photo frame prices and location, clearer signage at the reference desk, and content for monitors and photo frames.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ol style="list-style-type: none"> <li>1. Students will understand the purpose of the reference librarians.</li> <li>2. Students will report an awareness of library services.</li> </ol>
What specific aspects of this SAP can be accomplished without additional financial resources?	At this point, only time to investigate options.

6.0 SAP #10: Online learning objects

<b>STRATEGIC ACTION PLAN # 10</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Continue developing online learning objects to reach a greater number of students at point-of-need and to replace the in-person workshops that the library used to offer.
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success.

<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p><b>Goal 2: Fullerton College will reduce the achievement gap.</b></p> <p>Based on Accreditation Standard II.B.1. Library services need to be “sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education...” This has been an ongoing goal (see previous long-term goal 1 in section 5) that librarians have struggled to meet, due to time constraints. Fall 2015, we hired a 6<sup>th</sup> full-time librarian to take the lead with online learning objects, freeing up a little more time for all librarians to develop online learning objects. Fall 2015 finalize search strategies (broadening and narrowing searches) video, adding practice and assessment. Target group to test. Spring 2016 finalize information sources learning object, adding practice and assessment. Test with Read142 as part of the lab requirement. Fall 2016 identify and develop additional learning objects, refining previous objects based on assessment results. Spring 2017 Pilot online reference service consultations for students – webcam and software to demo databases – at the end of the session students will practice on database modules and take a quiz.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>A greater number of students will receive information literacy instruction. Students using these online learning objects will successfully complete the post-session assessment.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>It is crucial to purchase updated e-learning software to create instructional modules. The e-learning software will include an online assessment tool. This is a critical component of the learning object as it will enable students to verify successful completion and provide analytics to measure the learning outcomes.</p>

6.0 SAP #11: Ergonomic equipment

<p><b>STRATEGIC ACTION PLAN # 11</b></p>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>To provide library staff and faculty with office equipment that ergonomically supports the healthier option of non-sedentary workstations. (See 2.8 and References for supporting data.)</p>
<p>List College goal/objective the plan meets:</p>	<p>Providing employees with ergonomic tools supports employee assistance with goal 1, objectives 1-4 &amp; 6:                  Goal 1: Fullerton College will increase student success.                  Objective 1: Address the needs of under-prepared students.                  Objective 2: Increase course retention and success.                  Objective 3: Increase the number of degrees and certificates awarded.                  Objective 4: Increase the number of transfers.                  Objective 6: Increase the persistence rate of students.</p>

<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>Data support the need for library faculty and staff to work with ergonomic equipment, e.g., non-sitting workstations. Sitting is the new smoking. Several library employees have modified their desks (e.g., with cardboard boxes) to create non-sitting workstations, and would benefit from ergonomic office equipment that enables non-sedentary workstations.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Decreased health insurance costs for the district. Library workers relying on cardboard box desks will switch to ergonomic, non-sedentary workstations. Library workers not using non-sedentary workstations will switch to ergonomic, non-sedentary workstations.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Library employees can continue to work on modified desks (e.g., with cardboard boxes) to create non-sedentary workstations.</p>