Cerritos College

LIBRARY INSTRUCTION
&
RESOURCES

PROGRAM REVIEW

2013-2014

NOVEMBER 27, 2013
1. DESCRIPTION OF THE PROGRAM

The Library's mission is to support the college in providing high quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in our student body and community. The college Library is an educational service and the selection of library resources is an educational function designed to implement and complement the curriculum. The Cerritos College Library provides instruction, information resources and academic services to support the vocational, curricular and intellectual needs of the entire college community. The Library provides all user groups with instruction and assistance in accessing, evaluating, and organizing information resources in order to meet each individual's information needs and to support the acquisition of information competency skills. The library faculty's role within the college is to participate actively in its instructional process as a "teaching library", to collaborate with classroom faculty and staff to encourage services which emphasize information competency, and to enrich the college curriculum in the design, development, and/or production of instructional programs, services, and resources. Library resources are selected in coordination with discipline faculty with the primary purpose of supporting the college curriculum.

The Library offers both instructional and non-instructional services. The Library faculty develops credit classes and non-credit orientation workshops that align with the Library's student learning outcomes, the Association of College & Research Libraries Information Literacy Competency Standards for Higher Education and the Information literacy needs articulated by departments or individual discipline faculty members. Library faculty also provides individualized reference service to all Library users. The non-instructional services include acquiring and organizing the Library's resources in response to the curricular, intellectual, and social needs of Cerritos College students and faculty.

The Library supports the college's goals of increasing student engagement, continually improving teaching practices, improving instructional programs and providing support services through a variety of activities undertaken by faculty and staff. These activities include:

- Providing instruction, materials and space.
- Collaborating with discipline faculty to design curricula to support specific learning communities and individual coursework.
- Developing new course proposals.
- Offering Introduction to library Resources course.
- Providing a variety of work spaces within the library so students can work individually or in groups.
Providing support for the popular Library Club.
Prioritizing the purchase of print and electronic materials that support curricular needs while still providing materials that will pique students' intellectual curiosity or meet the lifelong learning needs of the community.
Reaching out to discipline-specific faculty to increase the number of required texts on reserve in order to provide equal access to curricular resources.
Providing reference services to the college community.

During the Fall and Spring semesters, the library is open Monday through Thursday, from 7:30am–9:00 pm, and on Fridays from 7:30am–3:00 pm. During the summer, the library is open Monday–Thursday from 7:30am–8:00pm. Students and faculty have access to electronic library resources and services 24/7 via the Internet, both on campus and off campus.

a. Course and Program Content
The Library is available for study, research, and pleasure reading. It contains more than 110,000 books and reference materials and over 200 magazine and newspaper subscriptions. In addition, the Library maintains a comprehensive website that provides access to research guides, library homepage is the gateway to databases which provide access to thousands of e-books, magazine, journal, newspaper, and reference articles available to students both on-campus and off. Internet access with print capability and photocopy machines are also available in the Library.

Cerritos College students have the opportunity to develop information competency through a variety of instructional support services offered by the faculty and staff of the Library. On the front line, library faculty teach students to find needed information resources in a variety of formats depending on their individual needs and abilities in one-on-one research sessions at the Reference Desk. A librarian is available to assist students at the Reference Desk whenever the library is open. Two librarians are regularly scheduled at the Reference Desk during the busiest times of the day or semester. In 2011–12, over 21,000 research interactions were tallied at the Reference Desk.

The Cerritos College Library Program includes the following services:

Instructional Services: Librarians offer courses, orientations, and workshops on research techniques in all disciplines. Librarians are also available to assist classroom faculty in developing assignments that integrate library resources and research into their curriculum.

Reference Assistance: Librarians are available every hour the library is open to provide research assistance in person, via chat, via telephone, or via e-mail using an extensive
collection of reference sources. Library faculty routinely instruct students on how to use resources and find needed information in a variety of formats depending on their individual needs and abilities in one-on-one research sessions at the Reference Desk. A librarian is available to assist students at the Reference Desk whenever the library is open. Two librarians are regularly scheduled at the Reference Desk during the busiest times of the day or semester. In 2011-12, over 21,000 research interactions were tallied at the Reference Desk.

Research Guides and Bibliographies: Librarians prepare subject-specific Research Guides and bibliographies for courses and departments using the LibGuides interface. These guides have amassed over 400,000 hits since we started using the service in 2010.

Acquisitions of Books and Periodicals: Librarians carefully monitor the Library's collection development process in order to meet the curricular and lifelong learning needs of our students. This goal is accomplished through the professional and subject expertise of library faculty who work in conjunction with classroom faculty to continuously identify new titles for addition to our collection. Individual library faculty are assigned specific subject areas and are responsible for working with classroom faculty in those disciplines. In order to ensure that library materials and electronic resources enhance student learning and success, selection decisions are based on established standards, as presented in the Cerritos College Collection Development Handbook.

The Collection Development Handbook also reflects the standards of quality that drive the selection and acquisition of library materials and resources. The collection must support programs in all the instructional divisions of the college. It must meet the needs of a wide range of students, including those preparing to transfer, those enrolled in developmental and basic skills courses, those enrolled in career and technical education programs, those enrolled in programs with specialized accreditation, as well as those enrolled in job training, community and continuing education programs.

Online Resources: The book catalog available through the library homepage provides access to all titles in the Library's collection. In addition, the Library subscribes to web-based databases from services such as EBSCO, NewsBank, Gale, ProQuest, Elsevier, Facts on File, Oxford Online, Project Muse, and ABC–Clio to name a few. These resources include citations and full-text for e-books, journals, magazines, newspapers, and reference works. The Library currently subscribes to over 50 databases.

Library Website: The Library's website at www.cerritos.edu/library is designed to offer students and other users a central launching point for the variety of Internet and web-based resources available, and to provide information specific to the Cerritos College.
Library. With the start of the Fall 2013 semester we are using Google analytics to measure our homepage activity. So far in Fall 2013 we have had 66,524 visits to the library home page.

Circulation: Books generally circulate to students for two weeks and to faculty for one semester with the option to renew. Library users may check the status of the titles they have checked out, renew those titles online, place holds on books, and edit aspects of their accounts. Last year the library checked out over 15,000 books.

Reserve Services: Faculty may place library materials, as well as items from their personal collections, on reserve for students’ use. Last year the library tallied 27,065 reserve transactions.

Interlibrary Loan and Document Delivery: Faculty may obtain materials not available in our library through our Interlibrary Loan Service. Last year we obtained approximately 40 books/articles from other libraries for our faculty.

Display Cases: Student organizations and faculty may reserve display cases for limited periods of time to exhibit special materials in the Library lobby.

The Library Instruction Program
The Cerritos College Library Instruction Program is multi-faceted, and assists many students each academic year toward becoming life-long, information literate learners. Librarians teach information competency skills through library orientation sessions and workshops, which may be integrated into discipline specific classroom instruction or provided as standalone workshops in the library, Success Center, or elsewhere on campus. Over 200 such sessions and workshops are presented to more than 2,000 students annually. Students may also enroll in the 1-unit course, Introduction to Library Resources (LIBR 100), which is taught by the library faculty to more than 600 students in as many as 14 sections annually.

Any review of the program must include consideration and examination of all of its aspects in order to appreciate the numbers of students served by the program, the range of skills taught, the varieties of instruction offered, and the currency of the instructional approaches used.

The Library Instruction Program consists of two one unit transferable courses and one .5 unit course that are listed in the Cerritos College Catalog.

- Library 50: Introduction to the College Library
- Library 100: Introduction to Library Resources and
• Library 101: Advanced Library Research

In addition to these traditional course offerings, there are several other indispensable aspects of the program.

• Library Orientations
• Library Research Skills Workshops
• Reference Desk Instruction

Library Courses: The 100 level courses fill an information literacy requirement at some California Community Colleges and Universities. Library 50 is taught in 9 weeks and addresses the needs of basic skills and ESL students who are new to college. Library 101 and Library 50 are new this semester, but already have 30 students enrolled in two sections of each course for a total of 120 students enrolled. Library 100 generally has 500 students enrolled in as many as 14 sections annually. Course descriptions are available on the web at http://libraryguides.cerritos.edu/LibraryCourses

Library Orientations: Librarians also teach multiple Library Orientations each week in various disciplines to classes that are brought to the Library for instruction in conducting research and the use of library resources and materials. Over 200 such sessions and workshops are presented to more than 6,000 students annually.

Library Research Workshops: Librarians offer Library Research Workshops in cooperation with the Success Center during which students learn about and how to use the many print and online resources available in the Library and discover where to find information on any subject. Over 50 Library Workshops were offered through the Success Center last year.

Reference Desk Instruction: Librarians instruct students daily in actual one-on-one contact hours at the Reference desk. When a student asks a reference question, the librarian does not simply give an answer but has the opportunity to assist the student in gaining important information competency skills that he or she can carry into all of his or her course work and into his lifelong learning.

Online Instruction: In addition to formal and informal face-to-face instruction, students may develop their information competency skills remotely by accessing the library website via the Internet. Librarians have created many web-based research guides and services that provide library instruction and orientation for online learners on a variety of topics. During regular library hours, students may also "chat" online with a librarian and receive real-time library instruction and reference assistance remotely. Students may also ask questions and get help via email, and when the library is closed, by using
the "Get Answers" service, which directs students to an online library of frequently asked questions (FAQs). All in all, the library provides a robust service for building the information competency skills of the college’s online learners. Over 500 e-questions and chat sessions transpired last year. Patrons received over 800 answers from our FAQs since we made them live in June 2012.

i. Currency of Course Outlines
The Library maintains the currency of course outlines in accordance with the discipline, college and state guidelines. Recent changes in repeatability guidelines required the addition of Library 101. But this was an addition we had been contemplating for some time and it is a valuable addition to our course offerings. At the same time, the need for an introductory course prompted the creation of Library 50. All course outlines are current. Please see Appendix X for the course outlines.

ii. Appropriateness of Course Design
1. Prerequisites:
   There are no prerequisites for Library courses.

2. Transfer and Articulation Agreements
   No AA degree is offered through the Library, nor is there a certificate available. Students are encouraged to apply the research skills that they learn in their classes during their tenure at Cerritos College, across various disciplines and into their upper division courses after transfer and further into their lives. Additionally, the Library courses often focuses on specific disciplines such as African American Culture, Sociology, Speech, or Art History, for example, and students enrolled in courses in those disciplines often benefit from simultaneous enrollment in Library 100. Library 100 and Library 101 are integral parts of several Learning Communities, so students across many disciplines who may be working toward degrees and certificates often take Library 100 as part of their program.

3. General Education and Transfer Requirements
   The 100 level courses are transferrable and fill an information literacy requirement at some California Community Colleges and Universities.

4. Interaction with Other Campus Programs
   Library courses interact with several programs on campus. Library courses are part of the Learning Communities Program, and the Puente Program. The Library’s collaboration with the LCP began in 1999 and has been very successful. There are currently four LC Houses that include a Library course. In
addition, Library orientations and workshops interact with a wide variety of courses in virtually every discipline.

b. Student Demographics
The department values education that is accessible, inclusive, and equal for all students.

<table>
<thead>
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<th>LIBR Course Success Rate by Gender</th>
<th>2008/09</th>
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c. Faculty, Staff and Management Resources
Library Faculty
The library currently has five full-time faculty members. Over the past five years, the department has seen a reduction in its full-time faculty due to retirements and medical disability. The full-time professional staff went from six eleven-month faculty to three
eleven–month and two ten–month. In addition, the department currently has 11 adjunct faculty members.

Librarians prepare bibliographies and research guides, provide reference service and instruction in orientations and workshops, and participate in collection development. In addition to these duties, all full–time librarians coordinate one of the library’s service units – Circulation, Reference, Technical Services, Collection Development, Systems, or Serials. Full–time librarians may choose to teach sections of the library’s credit courses. These hours are considered overload and are not part of their regularly scheduled hours. Occasionally adjuncts may teach these courses as well. In addition, all full–time librarians participate in the governance of the college through institutional and Faculty Senate committees. Due to the small number of full–time librarians this means that some are on two, three, or four campus committees. Full–time library faculty also serve as advisors to four different campus clubs – The Library Club, The Triathlon Club, The Puente Club, and The Make It Happen Club.

Unfortunately, the Library has no division secretary so librarians have no administrative support of this nature. Although there is no professional development funding, the Library Dean is very supportive of faculty participation in campus and off–campus conferences, workshops, and other professional development opportunities.

Library Staff
The Library support staff consists of 7 full–time classified staff who order, receive, catalog, and process materials or work at the public service desks and computer lab assisting patrons with checkouts, fines, and other front–line tasks. The library also employs 13 hourly workers, some of which are students and some adult hourlies. In addition, there is one assistant to the dean. Together with the library faculty, the library staff are all committed to serving the Cerritos College community.

d. Scheduling Patterns
Library Department scheduling patterns are based on student need and demand and interaction with campus programs such as Learning Communities and Puente Program.

All for–credit classes are scheduled with input from full–time faculty and the Dean. In most cases, full–time faculty requests are honored. The department practices a hierarchy system to determine priority in scheduling of classes.
Library courses are traditionally hands-on, with students using a variety of online and print resources in every class session. Ideally these classes would be taught in a computer lab but due to lab limitations on campus this is usually not possible.

All class sizes have been set in accordance with college state respected standards.

f. Facilities
The Library is regularly maintained and kept presentable by the facilities/custodial staff. To secure library collections, the main and secondary exits from the library have 3M book detection systems to prevent the theft of library materials. All emergency exits from the library have alarms to alert staff to unauthorized exiting through those doors.

g. Equipment
Maintenance and security for library and learning support services are ensured through a combination of the vigilance of district staff and the use of current technology. Library staff routinely check library materials in the physical collection and repair or replace worn or damaged items. Increased library usage and normal wear and tear negatively affect the physical state and appearance of the Library. However, the Library is regularly maintained and kept presentable by the facilities/custodial staff. To secure library collections, the main and secondary exits from the library have 3M book detection systems to prevent the theft of library materials. All emergency exits from the library have alarms to alert staff to unauthorized exiting through those doors.

h. Technology
The library maintains a 140-seat drop-in computer lab and a 30-seat research center where students have access to desktop computer workstations and networked self-service printers. Students have access to the Internet via the campus network (login with a campus ID and password is required), most standard software packages, as well as, access to software requested by instructors to support classroom assignments and enhance student success. Computers and software are maintained, and replacements or upgrades are ordered and installed on a regular and as-needed basis by the campus Information Technology Department. Students receive assistance as needed by trained library staff.

i. External Agencies
The Cerritos College Library maintains formal reciprocal borrowing agreements with the University Libraries at CSU Long Beach and CSU Dominguez Hills and with the Cerritos Public Library [II.C.13]. The libraries each maintain and publicize documentation detailing the terms of these agreements. We are currently negotiating similar agreements with CSU Fullerton and CSU Los Angeles. Cerritos College students are also
entitled to borrowing privileges at all other California Community College libraries. Reciprocal borrowing agreements are reevaluated periodically on an informal basis and adjusted as needed. Assessment is based on user feedback and demand. Other purchased services, such as equipment maintenance, cataloging support, subscriptions, etc., are contracted and evaluated through normal district purchasing procedures.
2. INSTRUCTIONAL IMPROVEMENT

a. Teaching Effectiveness
One of the many ways the Library assesses its program and teaching effectiveness is through the student learning outcome (SLO) process. This includes devoting department meeting time to creating SLOs, assessment tools, and rubrics for our courses, our orientations, and our workshops. Each semester faculty analyzes the results of the SLO assessments. The Library also assesses our service effectiveness through online and print surveys.

The college also conducts annual student surveys for all instructors' courses. The results are distributed to individual instructors each spring where they are used to better understand teaching effectiveness.

Finally, the college employs a peer evaluation process where faculty are asked to compile a professional teaching portfolio including a self-reflection on their teaching effectiveness as well as invite two of their colleagues into their classrooms as evaluators. The peer review approach provides instructors with the opportunity to dialogue about their teaching strengths, weaknesses, challenges and successes.

b. Student Learning Outcomes
The curriculum of the Library Instructional Program is built around the Information Literacy Competency Standards for Higher Education established by both the Association of College & Research Libraries and adopted by the California Community College Council of Chief Librarians, the California Community Colleges, the California State College System, and the California State University System.

The library has a multi-pronged approach to assessing the information competencies that are taught to Cerritos College students. The credit-bearing LIBR 100 class provides a better opportunity to directly assess student learning through traditional assignments, tests and student evaluations. The workshops and orientations also provide ample opportunity to assess student learning. However, for the one-on-one instruction done by the reference librarians, direct assessment of student learning remains elusive because of the episodic nature of these "one-shot" instruction sessions.

Library instruction SLOs are included in each of our course outlines and are posted on the course, orientation, and workshop websites. In 2009, we first worked with Frank Mixon to establish a department level SLO. That SLO was addressed in all courses and assessed via a rubric at the close of the semester. Since 2009 we have repeated this
process annually and have evaluated two SLOs and reported our finding to Frank Mixon's group. This year we will assess one SLO for each of our new courses as well.

In addition to course, workshop, and orientation SLOs, the Library has established overall SLOs for our instructional and non-instructional services as well.

All Library Outcome Statements

General Library: Non-Instructional
- The library provides a welcoming atmosphere to students.
- Library staff provides friendly service.
- Library resources are readily available and easy to access.
- The library provides resources that allow students to achieve their academic goals.
- Library resources are aligned with the college curriculum.

General Library: Instructional
- Library instruction supports college goal of creating independent learners by teaching research and information competency skills.
- Library instruction supports student learning outcomes across the curriculum.

Course: Library 50
- Learn basic library vocabulary to better communicate at the library
- Understand the role of each library department
- Navigate through basic features of the library homepage
- Locate books in print and online
- Locate articles from databases

Course: Library 100
- Understand how information is organized in the library and on the library website.
- Select library resources appropriate for their research projects
- Use library resources to locate information efficiently and effectively
- Understand the responsible and ethical use of information and properly cite information sources

Course: Library 101
- Understand how information is organized in the library and on the library website
- Select library resources appropriate for their research projects
• Use library resources to locate information efficiently and effectively
• Understand the responsible and ethical use of information and properly cite information sources
• Determine appropriate keywords
• Construct advanced search strategies

Library Orientations
• Students recognize the layout of the Cerritos College Library and the Library website
• Students find books and ebooks using the library catalog
• Students select library databases appropriate for their research topic.
• Students create an appropriate search and narrow search results to retrieve useful articles.
• Students find citation formats in library databases and know where to get assistance creating citations from scratch.

Library Workshop – Getting Started
• Students will be able to find print and electronic resources related to their class assignment.
• Students identify how to begin searches for books or electronic resources when starting at the Library’s homepage.
• Students identify the parts of a catalog record including author’s name, title of work, subjects, and call number.

Library Workshop – Finding Articles
• Students use the library databases to find magazine and newspaper articles related to their class assignment.
• Students select the database(s) appropriate for their research topic.
• Students create an appropriate search and narrow search results to retrieve useful articles.
• Students will save, email, print, and cite the article(s) they retrieve.

Library Workshop – Creating Citations & Works Cited with EasyBib
• Students will be able to cite three common sources following conventions of MLA style by using a bibliographic tool such as a style manual or EasyBib.
• Students will be able to determine if a resource is a book, website, or journal article.
• Students will be able to check the accuracy of citations using a tool.
As evidenced in the above SLO summaries, the department must use a wide variety of assessment methods. Assessments include course related tests, quizzes, and hands-on exercises for all the for-credit courses. We have also used a department created rubric to assess the annual department-wide SLO. See Appendix A.

We assess our orientation sessions and workshops by utilizing post-tests that were developed and analyzed by the Division of Academic Success and Institutional Effectiveness. See Appendix B & Appendix C.

A User Satisfaction Survey, which was developed with assistance from the Office of Planning and Research and the Division of Academic Success and Institutional Effectiveness, was used as a further means of evaluating the adequacy of library resources and services. See Appendix D.

As expected, the results of the assessment tools that have been developed and implemented to measure the effectiveness of the library instruction program in contributing to the achievement of identified student learning outcomes are used in developing goals and objectives for the coming year through the annual unit planning process.

c. Course Grading and Retention
All for credit Library courses are offered as Pass/No Pass.

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<tr>
<th>Library Department Completion Rate</th>
<th>2010/11</th>
<th>2011/12</th>
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<td>Total</td>
<td>95.6%</td>
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<td>85.7%</td>
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<tr>
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<tr>
<td>Unknown/Non-Respondent</td>
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<tr>
<th>Library Department Completion Rate Comparison with State</th>
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<tr>
<td>2011/12 Cerritos College</td>
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<td>2011/12 State Averages</td>
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<td>Total</td>
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<tr>
<td>Library</td>
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### Library Department Success Rate

<table>
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<tr>
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<th>2011/12</th>
<th>2011/12</th>
<th>Improvement</th>
</tr>
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<tbody>
<tr>
<td>Total</td>
<td>56.5%</td>
<td>56.7%</td>
<td>0.2%</td>
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<tr>
<td>Asian</td>
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<td>60.0%</td>
<td>-1.9%</td>
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<tr>
<td>Black</td>
<td>43.9%</td>
<td>42.3%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>60.9%</td>
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<td>0.4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>100.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>50.0%</td>
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<td>-50.0%</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>White</td>
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<td>6.6%</td>
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<td>Female</td>
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<tr>
<td>Male</td>
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<tr>
<td>Unknown</td>
<td>83.3%</td>
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### Library Department Success Rate Comparison with State

<table>
<thead>
<tr>
<th></th>
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<th>2011/12 State Average</th>
<th>Improvement</th>
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<td>Library</td>
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<td>64.2%</td>
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### Success rates for Library 100 by type of section

<table>
<thead>
<tr>
<th>Type of Libr 100 Course</th>
<th>2-Yr Total and Average Success Rate</th>
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<tr>
<td></td>
<td>#PNPW Grades</td>
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<tr>
<td>free standing</td>
<td>138</td>
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<tr>
<td>free standing (online)</td>
<td>144</td>
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<tr>
<td>Learning Communities</td>
<td>345</td>
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<tr>
<td>not formally linked and online</td>
<td>142</td>
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<tr>
<td>Total</td>
<td>769</td>
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g. Student Feedback

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<tr>
<th>DEPT</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>DEPT AVG</th>
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</thead>
<tbody>
<tr>
<td>Lib</td>
<td>3.8</td>
<td>3.2</td>
<td>3.4</td>
<td>3.8</td>
<td>2.7</td>
<td>3.1</td>
<td>3.1</td>
<td>3.4</td>
<td>3.2</td>
<td>2.7</td>
<td>3.1</td>
<td>3.0</td>
<td>3.1</td>
<td>3.12</td>
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<tr>
<td>DAVG</td>
<td>3.38</td>
<td>3.38</td>
<td>3.46</td>
<td>3.48</td>
<td>2.74</td>
<td>3.14</td>
<td>3.14</td>
<td>3.42</td>
<td>3.26</td>
<td>2.74</td>
<td>3.14</td>
<td>3.09</td>
<td>3.11</td>
<td>3.15</td>
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</table>

Note: To protect faculty privacy, department with only one faculty member are not included in the list.

Student Evaluation Questions

1. Clearly defines course objectives, assignments and grading system.
2. Presents course material clearly and thoroughly
3. Assigns activities and projects which are useful for learning and understanding.
4. Gives tests that are related to the course material.
5. Returns tests and assignments within a reasonable time.
6. Respects differing students viewpoints and opinions.
8. Provides help when asked.
9. Shows interest and enthusiasm for the subject matter.
10. Keeps me informed of my progress and grades.
11. Shows interest in my progress.
12. Is an effective teacher.
13. Is one I would recommend to a friend.
3. STRENGTHS AND WEAKNESSES OF THE PROGRAM

Strengths

**Instructional Strengths**

S1 Library conducted 200 orientations, meeting approximately 6000 students in the each academic year.

S2 Library has a strong electronic resource collection due to statewide EBSCO purchase.

S3 Library has created workshops in partnership with Success Center.

S4 Hundreds of research guides created and available online so research guidance available to students provided 24/7.

S5 Research guides are customized to class assignments so can be used to integrate the Library's resources into TalonNet for on-campus or distance classes.

S6 Chat program allows students to IM the library with questions during open hours.

S7 Collaborative creation of research guides by full-time and adjunct library faculty.

S8 LIB100 Learning Community connection has 76% success rate.

S9 LIB100 is offered online which meets students' scheduling needs.

S10 Now offering lower and a more advanced library research classes.

S11 Library orientation sessions available for DE classes via CCC Confer.

S12 Librarians beginning to create of digital learning objects and new modes of delivering online instruction.

S13 Library dean encourages faculty members to pursue professional development opportunities.
Non-Instructional Strengths

S14 The Library Faculty have continued to increase their visibility on campus by participating in campus committees, and serving as coordinators, chairs, club advisors, and even the Faculty Senate.

S15 The Library staff has low turnover.

S16 Library faculty meet weekly with Dean to discuss library issues and collections and to plan services.

S17 Proxy server allows students, faculty, and staff easy access to electronic resources.

S18 Library reference desk professionally staffed all hours library is open.

Weaknesses

Instructional Weaknesses

W1 Success rate of online sections of LIBR 100 is only 22%.

W2 Lack of a hands-on computer lab means that the majority of library orientations are lecture-based. Students don't gain the opportunity to practice using our online resources. Some discipline faculty have expressed dissatisfaction with lack of hands-on opportunities for their classes.

W3 Despite outreach efforts, library orientations are not requested by the majority of discipline faculty

W4 Inadequate number of digital learning objects and tutorials to support remote access and distance students.

W5 Despite outreach efforts, the Collection Development process gets little input from discipline faculty.

Non-Instructional Weaknesses

W6 No weekend hours so students cannot access print materials including reserves or receive local assistance.
LIBRARY PROGRAM REVIEW DRAFT REPORT 2013 - 2014

W7 No developed method of evaluating effectiveness of collection development policies.

W8 There are no formal meetings of staff and faculty in library sub-areas such as collection development, electronic resources, etc.

W9 Discipline-specific faculty have complained that library reserve process is complicated and cumbersome.

W10 The Library’s space is not conducive to focused study. Large open areas and group tables promote conversation.

4. OPPORTUNITES AND THREATS OF THE PROGRAM

Opportunities

**Instructional Opportunities**

O1 Library and librarians appear to be viewed positively by campus.

O2 Information Competency is a component of accreditation.

O3 Librarians work positively to strengthen personal relationships with faculty which leads to greater collaboration.

O4 A wide array of easy-to-customize online instructional tools, such a LibGuides and are now available.

**Non-Instructional Opportunities**

O5 Use of the Library space has increased with addition of open computer lab, which exposes more of the student body to library resources.

O6 There has been increased availability of open-access/open-source materials.

O7 The issue of textbook affordability is on the radar of major stakeholders, such as the state legislature.

O8 Library has resources and expertise to help many campus units including the office of research and planning, as well as other units specializing in student services or student affairs.
Threats

Instructional Threats

T1 Due to the lack of institutional funds and buy-in, the library lacks a hands-on research and instruction lab. Students don’t have the opportunity to practice the skills and concepts needed to effectively utilize our electronic resources. This results in lecture-driven sessions instead of interactive, student-centered sessions which would better support student learning.

T2 Difficulty in scheduling a computer lab on campus for hands-on library instruction sessions.

T3 Zero funding for faculty or staff training or to provide support to adjunct faculty for peer observation, collaborative planning or course development.

T4 Due to lack of funding, full-time Library faculty and staff often can’t participate in seminars, workshops and courses that would enable them to implement some of the more sophisticated reference and instruction services being used in the field.

T5 Information competency is not a requirement on campus.

Non-Instructional Threats

T6 Gate counts have increased, but not enough study space.

T7 No ability to designate quiet study space.

T8 Much of the building and furnishings are in need of maintenance, cleaning, and repair.

T9 Most professors don't supply copies of text books for reserve.

T10 IT upgrades present issues for library electronic resources.

T11 Of the five full-time librarians, two are on a 10-month calendar.

T12 Library has no division secretary.

T13 The library lost $40,000 in book budget imposed over last two years.

T14 Periodical and database subscription costs rise but budget remains flat.