



FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Fullerton College Library

LLRISPS

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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1.0 Mission and Goals

[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: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

The library's mission is to assist students, faculty, and staff to attain their educational and informational goals in a supportive library environment. The library accomplishes this by providing learning opportunities through tailored instruction both online and in-person, programmatic focus on campus equity and sense of belonging, a diverse and current collection, a professional and friendly staff, and a safe and welcoming environment.

Vision: Fullerton College will transform lives and inspire positive change in the world.

The library promotes information literacy, so that students can make informed decisions and critically evaluate information. Librarians directly teach information literacy skills to students through library instruction. Support for campus information literacy efforts comes from a curation of a diverse collection, and a sustained focus on material access both online and offline. Programmatic support for contests, book clubs, and displays helps to stimulate intellectual curiosity and growth.

Core Values: Community, Equity, Respect & Partnership

The library is the heart of campus and is crucial to promoting a sense of community that enhances the well-being of our campus and surrounding areas. The library offers a friendly staff of classified, faculty, and student employees who provide services, and these workers are crucial in creating a sense of community for students who may be intimidated by the higher education environment.

The library staff prides itself on teamwork and a supportive environment of mutual respect that embraces individuality. To involve staff members in the decision-making process, and to facilitate communication within the library, a classified staff member attends the librarian meetings, and a librarian attends the classified meetings. All of the librarians rotate service on campus committees including curriculum; faculty senate; faculty allocation; program review; SEAC; instructional success team; DEAC, and SLOA.

Library staff collaborate with campus partners to serve a diverse student body and to promote equity. Through collaboration and partnership with DSS, ACT, EOPS, INCITE, SDSI, the Cadena Cultural Center, and individual faculty, the library provides services for students including disproportionately impacted students, distance education learners, working parents, students with disabilities, at-risk young adults, and first-generation students.

College Goals:

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services. Objective 3: Improve student critical thinking skills.

The library prepares students for success by providing learning opportunities via several flexible information literacy pathways through which students gain research skills, and become more confident in locating and critically evaluating information. Critical thinking and research skills aid students in: 1) completing coursework; 2) assessing journalistic integrity, sussing out unreliable resources; and 3) participating in the democratic process.

Goal 2: Fullerton College will strengthen and support a diverse and inclusive campus culture. Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed.

The library leverages its place at the heart of campus to help foster students' sense of belonging. Library staff provide a friendly atmosphere by being available to answer questions about the library and the campus. The library space is decorated with inviting displays that, together with library programs, engage students in salient social issues. Archives and cataloging connect the student body to the history of the oldest community college in California.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The college library's policies and procedures comply with Board Policy 4040 and Administrative Procedures 4040, "Library and Learning Support Services." The library supports student learning and achievement by providing print and online resources, in-person and online reference, in-person and online information literacy instruction, outreach and programs, and a welcoming study space. On the 2021 CCSSE Survey, 53.5% of respondents indicated that they had used the library at least once and 99.2% indicated that they were somewhat or very satisfied with the library services provided [**A – CCSSE 2021 Data**].

The library houses over 95,000 physical books, over 2,000 physical media materials, and over 500 physical serials. The library owns or leases over 330,000 eBooks, 54,000 digital media materials, and over 64,000 digital or electronic serials. Librarian collection development efforts have included updating the currency of library materials and have improved the makeup of the physical collection to 30% published since year 2000. The library provides online access to 77 subscription databases with over 300 million combined resources. Librarians determine database value by considering usage patterns, content overlap with other databases, and faculty collaboration. Over 80% of digital titles were published after the year 2000. Black/African American and Latinx students comprise a significant portion of students who borrowed physical items in the last 5 years. [**B – Collection Report**]

To assist with research skills and resource access, faculty librarians interact with students in-person and online via the reference desk, reference chat, email, and in-person and virtual one-on-one appointments. Since August 2019, librarians have answered over 17,000 reference questions online and in-person. Additionally, the library provides over 165 tutorials, resource recommendations and how-to guides, which have been viewed over 115,000 times since 2018. [**I – Questions Asked in the Library Report & F – Material Access Support Trends**]

Students gain in-depth information literacy skills through one-unit Introduction to Research classes offered in-person before the pandemic and asynchronously online and in-person (summer 2022) since the pandemic. This course is part of the Research Fundamentals Skills Certificate. The library tracks SLOs and other success metrics for this course to help improve instruction. [**J – Lib100 Appendix A and eLumin Reports**]

Library instruction sessions, asynchronous Canvas workshops and other custom instruction materials provide students with targeted topic-based instruction. Since August 2020, over 10,000 students have taken at least one asynchronous online workshop, over 9,000 attended a library workshop with a librarian (in-person or on Zoom), and 973 made an appointment to meet with a librarian. Student evaluations show that students are satisfied with library instruction, find the instruction presentations clear, feel that the instruction helps prepare them for assignments, and feel more comfortable with research skills as a result. Disaggregated data shows that Black/African American and Latinx groups rate their satisfaction with library instruction services higher than average and report their comfort with research and assignment preparedness to be on par with other groups. [**C – Library Instruction Report & D – Disaggregated Instruction Survey Report**]

Librarians regularly collaborate with faculty to provide information literacy instruction that is tailored to specific course needs and outcomes. A survey of participating instructors showed that the services are highly valued by participating instructors, with nearly 90% of participating instructors requesting library instruction more than once. Analysis of instructors using library services shows that library instruction is most preferred by the Humanities Division, while the reserves and eReserves services are also popular with the Natural Science, Social Science and Tech and Engineering Divisions. **[E – Faculty Collaboration Report]**

In the library, students have a comfortable study environment. The library-controlled areas include study space and technological resources for students, faculty, and staff. The library is equipped with resources for DSS students. The library displays books of special interest to student population groups and exhibitions of historical interest to Fullerton College. Although the library space was closed with limited availability during the pandemic, it was used regularly before the pandemic and foot traffic rebounded after students returned to campus. Usage of the “online library” (i.e., library website) has declined since 2019 but the ratio of users per enrollment headcount ticked slightly up since fall 2020. **[G – Physical and Digital Spaces Report]**

The library runs programs such as book clubs, creative contests, in-person workshops, social hours, and speaker series. Although program participation has wavered, participants indicate that they feel they are a valued member of the campus community. Preliminary data also indicate that promotion of library programs drives library book loans, with 16% of all book loans being attributed to program promotions in the first half of Fall 2022. **[H – Programs Report]**

The library assists patrons with lending physical materials, study rooms, and supplies. Classified professionals also maintain, process, and lend physical and electronic reserve materials made available through collaboration with campus partners. During the pandemic, classified professionals ran a curbside pickup program.

A librarian is the 2020-2022 OER Liaison. The OER Liaison has created guides on how to find and create OER, collaborated to create a “zero cost textbook” designation in the online catalog, and promoted OER on campus.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, do not include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers	1				

Dean of Library/Learning Resources, Instructional Support Programs and Services	1	100%	12	General	1
Classified	9				
Administrative Assistant III	1	100%	12	General	1
Library Assistant III, Circulation	1	100%	12	General	1
Library Assistant II, Circulation	1	100%	12	General	1
Library Assistant I, Circulation	1	100%	12	General	1
Library Assistant I, Circulation	1	100%	12	General	1
Library Assistant II, Reference	1	100%	12	General	1
Library Assistant III, Cataloging	1	100%	12	General	1
Library Assistant III, Acquisitions	1	100%	12	General	1
Library Assistant II, Systems	1	100%	12	General	1
Faculty (Full-time)	8				
Acquisitions Librarian	1	100%	10	General	1
Assessment Librarian	1	100%	10	General	1
Catalog Librarian	1	100%	10	General	1
Circulation Librarian	1	100%	10	General	1
Instruction Librarian	1	100%	10	General	1
Online Learning Librarian	1	100%	10	General	1
Reference and Student Programming Librarian	1	100%	10	General	1
Systems Librarian	1	100%	10	General	1
Assessment Librarian	1	100%	10	General	1
Faculty (Adjunct)	1				
Adjunct Librarian	1	10%	10	General	.1
Hourly - Adult	0	0	0	0	0
Hourly - Student	0	0	0	0	0
	Total FTE				18.1

2.3 Other Resources

Please list each position by classification in the department/program				
Independent Contractors	0	0	0	0

Please list each position by classification in the department/program				
Volunteers	0	0	0	0
Interns	1	0	0	0
Total Hours & Costs				0
				Total FTE 0

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The library staff is organized so that Library Assistant positions support the work of each library sub-department that is led by one or more librarians. Librarians typically specialize in work for their sub-departments but also share common responsibilities such as reference support, student consultation, and instruction. When library instruction shifted to online learning, there was a sustained increase in the popularity of one-on-one librarian consultations and online workshops – greatly impacting librarian time. Now, more library instruction support is needed to keep up with demand.

Despite the increasing prominence of the library’s online and in-person instruction, the Instruction Librarian and Online Librarian do not have Library Assistant support, leaving them to spend more time on clerical duties than other librarians.

Additionally, several librarians are at/nearing retirement age; in fact, a third of the librarians may retire within three years. Therefore, staffing is of increasing concern. Replacing these positions will be crucial to maintaining high-quality library services.

2.5 How many students are served? How has this number changed since the last review?

The library and its resources are available to every Fullerton College student, faculty and staff member. Members of the general community can also access library databases from library computers, speak with a librarian or use the study space. Where possible, the library tries to keep statistics of students using library services. If not possible, we use alternative measures such as views, loans or foot traffic.

Below is a table of relevant usage statistics and the time periods when they were measured. Some of these statistics are new and were not available during the last review. These include workshop headcounts, program participation counts, and library guide views. The library databases metric of “Item Investigations” changed from the previous metric of “Searches.”

The pandemic and lower attendance adversely affected foot traffic into the library, reducing it from about 1,741,833 in three years to 496,984 in the last three and a half years. The number of reference

questions asked was similarly reduced from about 18,000 questions yearly to 14,000 questions in a span of three years.

The number of librarian-led instruction sessions, however, stayed roughly the same with 489 sessions in three and a half years, compared with 440 during a comparable period from last review. This is particularly significant given that some instructors switched from requesting librarian-led sessions to assigning online library workshops. The one-on-one research appointments ballooned to 1,174 appointments in three and a half years from 231 appointments during a comparable period from last review. This trend continues to grow.

Library Area	Approximate # of Students Served		Time period
Reference	14,943 Reference Questions		July 2019 to June 2022
Avoiding Plagiarism Workshop	3,403 Workshop Headcount		July 2019 to December 2022
Research Basics Workshop	3,465 Workshop Headcount		July 2021 to December 2022
Evaluating Sources Workshop	2,261 Workshop Headcount		July 2020 to December 2022
Library Orientation Workshop	2,893 Workshop Headcount		July 2021 to December 2022
Library Instruction Sessions	11,250 Anticipated Attendance	489 Sessions	July 2020 to December 2022
One-on-One Research Consultations with Librarians	1,174 Appointments		July 2020 to December 2022
Library Guides	115,893 Monthly Views		July 2019 to December 2022
Foot Traffic	496,984 Visits		July 2020 to December 2022
Programs	74 Participants		July 2020 to December 2022
Library Databases	1,670,759 Item Investigations		July 2019 to October 2022
Library Reserves	24,555 Loans		July 2019 to October 2022
Library General Collection	1,904 Loans		July 2019 to October 2022

2.6 Since the previous Program Review Self-Study, what significant changes have occurred that impact the services of this program?

The pandemic had the most significant impact on how library services are conducted and funded. We also experienced the maturation of projects in technology and online learning, implemented by

librarians hired at the end of the last review cycle. The development of new assessment processes brought on by a new librarian are now changing how the library is making key resource and programmatic decisions. Other changes include the formation of the library Instructional Success Team, librarian leadership of the OER Workgroup, and internal staffing updates that have resulted in a staff member sharing office space with our archives.

Transferring library services to the online environment during the first two-and-a-half years of the pandemic meant conducting reference via Zoom, offering one-on-one research consultations via video chat, and providing synchronous and asynchronous library instruction sessions. Students and faculty made good use of our e-guides (LibGuides), and online workshops during the pandemic and continue doing so after the return to campus. The successful move online was supported by the Online Learning Librarian who helped the library develop our online instruction, supported librarians with best practices in the online space, and helped to incorporate more principles from the ACRL Information Literacy Framework into our overall instruction. Since the pandemic, the library now offers both online and in-person options for library instruction, consultations, and reference and continues to regularly monitor the popularity and effectiveness of these services.

The library acquired additional databases to support online instruction during the pandemic and to be more in line with emerging information usage trends. Supplementing with CARES Act funding, the library was able to significantly increase our online holdings across multiple subject areas (political science, drama/theater, CTE, sociology, and more) and introduced new types of materials, such as streaming video and electronic reserves. Through collaboration with faculty and assessment of usage trends, some of the resources acquired with CARES funding were deselected after the pandemic, however, many remain and continue to show healthy usage.

Despite receiving CARES Act funding during the pandemic, the sustained campus closure has hampered library funding in the long-term. In the past, the library collected funds through overdue fines & fees, printing, and supplies. This revenue stream helped to fund student worker positions and to supplement database subscriptions. Additionally, library programs and outreach materials were acquired with funds from the bookstore run by the Friends of the Fullerton College Library. During the pandemic, the library discontinued the practice of collecting fines & fees to be more in line with district-wide efforts to provide equitable access to materials and to remove barriers for disadvantaged students. The shift to online learning also reduced student demand for printing, as most assignments and projects became submittable online. Friends of the Fullerton College Library was suspended as the organization's volunteers elected to stop participating due to pandemic health concerns. These changes have left the library with diminished regular funding for student workers, databases, digital and physical materials, and programming and outreach support.

Since the last program review, the library has hit its stride with internal technology deployment and use. Our Systems Librarian implemented technology changes that have improved the efficiency of library services, allowed greater collaboration with other community college libraries, and supported our move to the online space. As a result, when the campus closed, we were never scrambling to get online, but rather innovating and building more effective partnerships across campus. The library now runs a set of library-specific applications for scheduling, event registration, appointment booking,

online chat, email support, frequently asked questions and web design, each of which have simplified our operations and have even been requested or considered by other departments on campus (ex. Counseling, DSS, ASC).

The library also migrated to a new Library Services Platform (LSP) in partnership with the state-level library consortium (CCLC). We are now on a cloud-based system that replaced the locally managed and hosted Voyager Integrated Library Systems (ILS). The LSP includes a platform called Alma, which allows the library to conduct its day-to-day services (circulation, cataloging, and acquisitions). Within Alma is a “Network Zone” that allows all CCLC libraries to share metadata and communally manage both physical and electronic resources. The LSP also contains a library discovery platform titled Primo VE, which is integrated with Alma and allows students and faculty to search for library resources (books, eBooks, journal articles, etc.) using a convenient, all-in-one user interface.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The American Library Association (ALA) and the Association of College and Research Libraries (ACRL) influence how we structure library goals, outcomes, and policies. Recommendations by these organizations are regularly cited by librarians in key projects such as Assessment and Instruction.

The LSP project initiated a trend towards increased collaboration between community college libraries throughout CA. Not only do member libraries rely on the shared metadata records in the Alma Network Zone, but they also meet regularly through workgroups and weekly Zoom appointments to discuss and share LSP best practices, troubleshooting tips, collection development strategies, and other matters that affect the consortium. Lately the CCLC has become a potential source of funding for other online tools that affect the LSP and library systems. Proposals are in place to have the CCLC fund metadata subscriptions (OCLC’s Worldshare Management Services), remote authentication services (OCLC’s EZ Proxy), and software that will improve full text linking capabilities (Third Iron’s LibKey).

The American Bar Association (ABA) is the primary accrediting body for the Paralegal Studies program. Over the past few years, the ABA updated their requirements regarding the types of materials that Libraries are required to own to support a Paralegal Studies program. Specifically, the ABA now allows Libraries to support programs with predominately digital materials. This shift allowed the library to remove large numbers of print materials from our Reference section that previously supported the Paralegal Studies program.

The campus closure deeply impacted how we provide resources and services to students and faculty. The library provided a much wider range of resources and services in an online format. The campus closure allowed librarians and Staff to work from remote locations, without sacrificing user needs or quality of service.

The decreased population size of young adults has negatively impacted enrollment locally and state-wide, which also affects the bottom line, and the library’s ability to provide resources and outreach events. Additionally, the trend towards avoiding the risk of COVID by staying home remains an

influence on our outreach activities. Our program participation numbers haven't returned to pre-pandemic levels.

Increasing library process efficiency has enabled librarians and staff members to be more involved in key collaborations. Examples include: the EOPS partnership to provide lending materials; the Cadena Cultural Center partnership to decorate the library for Day of the Dead; the experimentation with digital badging in conjunction with FYE; librarian leadership of the OER workgroup; formation of the Library Instructional Success Team; videos created for KinderCaminata; and the district-wide queer workgroup that developed a Canvas course, began a biweekly queer social hour, and presented at the annual CCC LGBTQ+ Summit.

Library technology development has also supported increasingly automated processes for data collection. This allows the library to make better choices about how to use data to support key decisions.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

The following reports were used to come up with the conclusions in this report or illustrate the types of data to be collected to assess future outcomes. (Reports are attached in the Appendix Section)

- A – Collection Report
- B – CCSSE Data 2021
- C – Library Instruction Report
- D – Disaggregated Instruction Survey Report
- E – Faculty Collaboration Report
- F – Material Access Support Trends
- G – Physical and Digital Report
- H – Programs Report
- I – Questions Asked in the Library Report
- J – Lib100 - Appendix A and eLumin Reports

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

The library continues to do its core functions well – it remains a popular place for students and enjoys wide use of services and resources.

Library instruction remains one of the library's most popular services and a key resource for faculty working to develop student critical thinking skills through research. Pre-pandemic library instruction session and one-on-one research consultation counts were high, with little room to expand in-person. During the pandemic, the library grew its instruction services to include more online workshops, Zoom consultations, and library guides. Students and faculty continue to rate library instruction very highly. After participating in online and in-person library instruction offerings, students report that they are more prepared for their research assignments and feel more comfortable with research. Disaggregated data shows that Black/African American and Latinx groups rate their satisfaction with library instruction services higher than average and report their comfort with research and assignment preparedness to be on par with other groups. **[C – Library Instruction Report & D – Disaggregated Instruction Survey Report]**

A major strength of the library collection development program is its focus on working collaboratively with faculty for input on books, print periodicals, and online databases. Together with usage and borrowing trend analysis, knowledgeable subject librarians have curated a relevant and up-to-date digital collection of eBooks and databases. **[B – Collection Report]** Analysis of instructors using library services shows that reserves and eReserves services are popular with the Humanities, Natural Science, Social Science and Tech and Engineering Divisions. **[E – Faculty Collaboration Report]**

Library programs draw students who express interests at events, after library instruction, or by online registration. Conversations with students and survey data have indicated that students appreciate the availability of library programs and displays, that these offerings help with their sense of belonging on campus, and that they drive interest in library materials, specifically books. **[H – Programs Report]**

The library enjoys widespread use as a study space, with usage trends remaining strong before and after the pandemic. **[G – Physical and Digital Spaces Report]** Following the last self-study, the library Wayfinding Committee formed; it includes both faculty and classified staff. The committee has been discussing and altering the presentation of the library space and has identified key opportunities for upgrading.

Overall, the library's success has been driven by a strong investment in technology. Since the last self-study, the library has updated its Library Services Platform (LSP), redesigned its website, and updated its scheduling, student management, and reference systems. Due to early adoption of technology to improve process efficiency and increased online learning expertise, the library was able to smoothly make the transition to the online space during the pandemic. Improved assessment techniques in service usage have helped the library detect and respond to trends, thus increasing budget and time efficiency. Efficient tracking of resources and improved procedures allow librarians and staff to

provide a wide range of programs and services while experimenting with innovative ideas and pursuing new collaborations.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

Library instruction is nearing maximum capacity, with little room to grow. Faculty interest in the instruction program is high, as evidenced by the high numbers of participating students. Currently, librarians can keep up with demand without compromising the quality of service. However, this slows down the librarians’ ability to take advantage of new opportunities to engage students in new ways or to develop new programs to teach crucial information evaluation and critical thinking skills. For example, since the last program review, the Instructional Librarian has been working to redesign the Lib100 course to be more in line with the new ACRL Information Literacy Framework, but, due to high demand on her time to do in-person sessions or one-on-one consultations, she has only managed to incorporate components of the framework into the course. Similarly, the Online Learning Librarian has put on hold the creation of new online workshops in MLA and APA citation due to limited librarian hours for grading. Other librarians help to provide instruction services, however, because a third of the librarians may retire in the near future, the impact of staffing on library instruction is of increasing concern.

Similarly, library technology systems, reference and circulation services are working at maximum capacity, with staff shortages appearing during peak library usage times. For example, at the beginning of some semesters, when the library is especially busy, there is not enough part-time help at the circulation desk. The library also expanded its online availability during the pandemic, but only has the staff to maintain a limited online presence.

Analysis of library service trends has shown that the library’s physical resources are not sufficiently current, which could be a major factor in their declining usage. Some library eBook collections are similarly out of date. In recent years, the lack of funding for new books has weakened the currency of the print collection. 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. Currently 70% of library materials were published before the year 2000 -- more work needs to be done to keep the collection relevant and up-to-date.

The librarians are requesting to restore the library book budget to the 2019 level, \$90,000; this number included the McNaughton Collection of extracurricular reads (\$2,081.73). FC Library reached out to similar college libraries (similar FTES) to inquire about book and database collection development budgets:

	Fullerton College	Cerritos College	Pasadena City	San Diego Mesa College
Print and eBook	\$94,570 in 2022-2023	\$126,268.37 in 2022-2023	-	-
	\$31,525 in 2021-2022	\$130,617.00 in 2021-2022	\$35,000 in 2021-2022	\$144,500 in 2021-2022

	\$4,000 in 2020-2021	-	\$105,000 in 2020-2021	-
	\$88,000 in 2019-2020	-	\$100,000 in 2019-2020	-
Databases and Media/Films/Streaming Services	\$140,419 in 2022-2023	\$179,330 in 2022-2023	-	-
	\$167,290 in 2021-2022	\$75,000 in 2021-2022	\$185,000 in 2021-2022	\$90,000 in 2021-2022
	-	-	\$185,000 in 2020-2021	-
	-	-	\$155,000 in 2019-2020	-
McNaughton Rental Collection	\$2,100 in 2022-2023	\$10,000.00 in 2022-2023	-	-
	\$2,100 in 2021-2022	\$10,000.00 in 2021-2022	-	-

Database usage trends also show that students and faculty are increasingly incorporating video and other media resources into their research. Because eBook and journal database usage continues to remain high, the library is striving to meet this demand.

Despite library programs receiving high reviews and interest from students, they are not as well attended, post-pandemic – a trend that has been exacerbated by the increased number of remote-only students and lower enrollment. Recruitment remains a challenge. The librarians promote programs on social media platforms, at outreach fairs, and via the “President’s Weekly” newsletter. Often, interested students express difficulty with time conflicts, due to work and classes. For example, the Queer Book Club includes 1-3 students and 2-3 faculty participants per meeting. Pre-pandemic, the Queer Book Club meeting attracted 11 participants. It’s important to offer the club as a sign that FC welcomes queer students. It could be Zoom fatigue and concern about public socialization, or, perhaps -- it may be similar to the decline of queer bars. (With the decrease in overt homophobia in public places, queer gatherings are naturally shifting to spaces that aren’t specifically for queer folk.)

Designed in the aughts, the library space is not used to its full potential. Some library shelves are crowded with outdated books or materials that can be digitized or better organized. Other spaces display uninviting empty shelving. The library is missing an opportunity to use the space to better promote more engaging materials, and to allow for more student group work.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The greatest opportunity for the library is to improve the use of library space. Deselection of old books and curation of updated physical materials can create space for more engaging displays throughout the

library, which, based on data trends, will lead to more overall resource use. Additionally, improved use of library space can support students' sense of belonging by creating more areas where students can collaborate, discover materials to stimulate intellectual curiosity, or participate in information literacy programming.

Opportunities also exist in resource development and collection. With an evolving emphasis on ethnic studies, the library can support the curriculum by adding new books that add to the diversity of current holdings. Updated texts can also support the campus goals of improving student critical thinking skills, and students' global awareness by helping to diversify library materials.

Though limited, librarians will continue to take advantage of opportunities in improving and expanding library instruction. For example, the library will be working with the First Year Experience program to establish itself as a core campus service that entering students will use proficiently as they enter college. Librarians will also seek to reengage faculty in library instruction as some may not know the expanded range of post-pandemic library instruction services.

The librarians have been collaborating with the Fullerton College Foundation to consider funding opportunities for programming activities/events. An FC Foundation collaboration can help the library revive the Friends of the Library group and create a stream of donations to fund student information literacy scholarships and contests, potentially fueling greater programming participation.

Library technology improvements are constantly in progress, creating opportunities for increased efficacy of library processes. For example, Alma Digital, a subscription service that supports controlled digital lending, can be used to scan and lend print books online. Or an updated discovery service can help librarians to manage their digital collections more smoothly and in one place.

Lastly, the library's Instruction Success Team has been engaging library staff in conversations about how library services could change to achieve improved outcomes for students who have been identified as disproportionately impacted (DI). Opportunities are now being identified in how the library can change policies and practices to improve outcomes for these students. Analysis of the 2021 CCSSE data revealed that Black and African American students are visiting the library at a lower frequency than their peers (51.5% have never visited the library, compared to 46.5% in the population as a whole) and are less satisfied with the library (37.4% say they are very satisfied with the library, compared to 74% in the population as a whole). There is an opportunity to reimagine the library to help improve these metrics for Black and African American students.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

Staffing is a challenge. The library continually works to improve the efficiency of its staff but increased reach in library instruction and adequate support during peak usage times remain as challenges. Several librarians are at/nearing retirement age. Therefore, staffing is of concern for these positions. A third of the librarians may retire within three years. Replacing these positions is crucial to maintaining high-quality and popular library services.

The library also relied on fines and fees which were discontinued as well as printing and supplies for some of the library's expenditures. With the library's extended closure then limited re-opening as well as the change in students' printing and supply needs, the library's funds from these sources will not return to pre-pandemic levels. Student worker salaries were funded from these sources, so the library faces additional staffing problems due to a lack of stable funding.

Faculty interest in collaborating with librarians on collection development projects can be hit-or-miss, with some faculty engaging more than others. Librarians continue to participate in campus governance activities to maintain relationships with other faculty and continue to innovate in communication strategies, however, this activity limits librarian availability for instruction and student support.

Arriving at a consensus on major changes can be a challenge. For example, the library will need to upgrade its print management system to one that is more stable and up to date but selecting an appropriate system has been complicated by an inability to find a solution that fits all requirements. Similarly, updating library space to include more student art has been hampered by external efforts to maintain current library décor. We anticipate similar challenges as we work to upgrade the library space to one that invites collaboration and promotes a sense of belonging.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

The following outcomes were assessed throughout 2019-2022 review cycle. These outcomes were developed in accordance with the Association of College and Research Librarians Standards for Libraries in Higher Education.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	# of cycles
1.	Students regularly access a collection of materials that is presented in a variety of formats, accessible virtually and physically, and aligned with curricular, workforce development, and broader information needs of the campus community.	June 2022	Last analysis Nov. 4, 2022	Last database changes went into effect Summer 2022. Last major book collection updates were made spring 2020. More changes pending. See SAP.	1
2.	Students, faculty, and department collaborators effectively access library resources (books, databases, librarians, etc.) as a result of library activities (outreach, programs, instruction, etc.)	Last Data Update: September 2022	Last analysis Nov. 4, 2022	Changes are made on an ongoing basis. Last review cycle more book display materials were purchased and used to help promote physical materials. More display areas are being planned for the next cycle.	1
3.	Students feel more prepared for their next research assignment after participating in a library instruction session, online workshop, Zoom session, or one-on-one session.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	Spring 2020, when the library included online workshops and was able to verify that they are as good, if not better, at accomplishing instructional goals as in-person sessions.	1
4.	Students are more comfortable with the skills covered (research or avoiding plagiarism) after participating in a library instruction session, online workshop, Zoom session, or one-on-one librarian session.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	Spring 2020, when the library included online workshops and was able to verify that they are as good, if not better, at accomplishing instructional goals as in-person sessions.	1
5.	Faculty are satisfied with library instruction enough to promote it to other faculty.	Last Data Update: April 2021	Last analysis Nov. 4, 2022	Spring 2020, when the library included online workshops and was able to verify that they	1

				are as good, if not better, at accomplishing instructional goals as in-person sessions.	
6.	Faculty agree that the library instruction service was a good fit for their students.	Last Data Update: April 2021	Last analysis Nov. 4, 2022	Spring 2020, when the library included online workshops and was able to verify that they are as good, if not better, at accomplishing instructional goals as in-person sessions.	1
7.	Faculty connect their students with the library (in instruction sessions, workshops, or programs), and continue the partnership over multiple semesters.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	This outcome was evaluated in the context of incorporating more online modalities to library instruction. Further changes will include more targeted outreach to faculty and better assessment of faculty needs. See SAP.	1
8.	Students regularly request librarian assistance and access resource guides to help find information.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	In the spring of 2020, the library included Zoom appointments to accommodate students working from home. The library maintained the service after returning to campus in the fall of 2022. Usage of the service increased as it became more available and flexible for students.	1
9.	Faculty and departments collaborate with the library to provide student access to course materials.	Last Data Update: October 2022	Last analysis Nov. 4, 2022	As fewer students checked out physical reserve materials and fewer faculty requested the materials, the library started to expand the service and create a digitized eReserves system.	1

10.	Students agree that the library program helps to foster a sense of belonging where all are welcome.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	Library programs are constantly evolving with inclusion of new program ideas and removal of programs that are not well attended. Future programming will include a more targeted focus on information literacy concepts.	1
11.	Students, faculty and community members regularly access physical and virtual environments conducive to study, research, learning and knowledge creation.	Last Data Update: September 2022	Last analysis Nov. 4, 2022	Currently in the process of acquiring new furniture for the rotunda/leisure reading area on the 2 nd floor.	1
12.	The library creates and maintains the necessary technological infrastructure to support changing modes of information organization and facilitates access.	Fall 2022	Fall 2022	The library updated to the new LSP in fall/winter of 2019.	1
13.	Each year, 85% of the student workers will report that working in the library has had a positive impact on either their academic/ personal development or work skills and all student workers will demonstrate an understanding of circulation procedures and policies by scoring at least 85% on a quiz.	Fall 2022	Fall 2022	No changes were made.	1
14.1	Lib100 SLO: Construct an effective search strategy to locate information on a particular subject.	Spring 2022	Fall 2021	Excepting a summer 2022 on-campus, dual enrollment course, LIB 100 switched from being an in-person class to an exclusively asynchronous online course in the spring of 2020. Data is still being collected on how this mode compares to an in-person course in terms of SLO attainment.	2
14.2	Lib100 SLO: Evaluate and determine the validity of websites using appropriate criteria.	Spring 2022	Fall 2021	Lib100 switched from being an in-person course to an asynchronous online course in the spring of 2020. Data is still being collected on how this mode compares to an	2

				in-person course in terms of SLO attainment.	
14.3	Lib100 SLO: Compile a bibliography of relevant print and online resources on a given topic.	Spring 2022	Fall 2021	Lib100 switched from being an in-person course to an asynchronous online course in the spring of 2020. Data is still being collected on how this mode compares to an in-person course in terms of SLO attainment.	2

4.2 **Assessment:** Complete the expandable table below.

The following outcomes will be assessed throughout the next review cycle. These outcomes were developed with the Fullerton College Office of Institutional Effectiveness and are based on S.M.A.R.T. objectives. Each outcome is mapped to the relevant library goal.

Library Goal: Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Maintain current student participation level (as a proportion of headcount) in all of the library instruction modalities throughout the next review cycle.	Currently, the outcome is being met. We will know that the outcome is not being met if student participation level drops over a period of two semesters.	Registration data, anticipated attendance data, workshop grading data.	No	Whether instructors value library instruction or elect to teach information literacy on their own. Whether certain library instruction modalities are more or less relevant to how faculty teach their courses.
2.	Maintain no DI gaps in student self-assessment of their comfort level, or level of preparedness, as a result of library instruction throughout the review cycle.	Currently, the outcome is being met. We will know that the outcome is not being met if a DI gap appears.	Survey	Yes	Whether library instruction is accomplishing its core goals of increasing student comfort with research material. and of preparing them for assignments. And whether this level of service is maintained throughout different student groups and

					over time, despite possible changes in library operations.
3.	Increase faculty participation in library instruction by 10% by the end of the review cycle.	Number of participating instructors is 10% greater in four years than it is today.	Registration data	No	Whether the library is successful at partnering with faculty.

Library Goal: Develop and promote an inclusive, diverse collection that supports the curriculum and the information needs of the campus community.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
4.	Increase the number of database views by 10% by the end of the review cycle.	Monitor database usage levels as a proportion of the number of students enrolled.	Collect database interactions using SUSHI harvesting method for COUNTER 5 standard data. Use EZPROXY data for student-level data.	No	Which library databases are being used and their usage patterns. This can be used to drive database selection, promotion, and instruction.
5.	Improve the age/relevance/recency of the collection by reducing the proportion of books published before the year 2000 by 15% by the next review cycle.	Every year, the library reports the age of the collection to the Chancellor's office. Collection age is tracked using an Oracle database of library resource metadata.	Data is collected through regular library maintenance work, and is evaluated yearly for the Chancellor's office.	No	Progress toward the library's goal of maintaining a current collection of books that is enticing for student to loan and use.

Library Goal: Apply equity-minded practices that create inclusion and foster a sense of community for the diverse student body.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
6.	Increase library programming centering on information literacy by inviting at least two guest speakers by the end of the next review cycle.	Two successful guest speaker events have happened.	Collect artifacts such as flyers and other promotions of the events.	No	Whether the objective has been accomplished.
7.	Increase library programming participation	Student program participation counts should be	Monitor student programming	Yes	That the library is able to design programs students want to attend

	by at least 50% by the next review cycle.	at least 111 students.	participation data.		and effectively recruit for them.
8.	Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.	Currently, students rate their sense of belonging at a 4.7 out of 5. We will consider this outcome met if students maintain an average self-assessment score of 4.5 or above.	Survey	Yes	Student sentiment of how library programs help to foster their sense of belonging. Disaggregated data would reveal any discrepancies in participating groups.
9.	Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle.	Current CCSSE data show that 51.5% of sampled Black or African American students have never visited the library. That's above a combined 46.5%. Outcome will be met if the never visited measure decreases over time.	CCSSE Data item 12.1	Yes	Whether changes in the library equity plan have helped students in this group feel more welcome in the library.
10.	Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle.	Current CCSSE data show that 37.4% of sampled Black or African American students say they are very satisfied with the library. That's below a combined 74% of students who say they are very satisfied with the library%. Outcome will be met if the satisfaction measure increases over time.	CCSSE Data item 12.1	Yes	Whether changes in the library equity plan have helped students in this group feel more welcome in the library.

Library Goal: Enable users to access and discover information in all formats through effective use of technology and organization of knowledge.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
10.	Increase the number of digitized lending materials available to students by 25% by the end of the review cycle.	Number of digitized items is 25% greater in four years than it is today.	Count the number of digitized items today, and compare to how many digitized items we have at the end of the program review cycle.	No	How much the library is progressing toward its digitization objective. Digitization helps make materials available in an online environment.
11.	Update the library's discovery service system to the most up-to-date system recommended by the CCLC.	When the discovery service system is updated.	Document the update process.	No	Whether the library is using the most up-to-date technology recommended.
12.	Maintain no DI gaps in the usage of physical materials or databases used each year.	Currently the outcome is being met. We will know that the outcome is not being met if a DI gap appears.	Monitor student usage of library loans using an Oracle database and library databases through EZPROXY data.	Yes	Who is using the library materials and if there are any groups that are not using them. Tying this data with library programs and instruction could reveal mechanisms by how any gaps could be addressed.
13.	Increase average yearly physical book loans by 15% by the next review cycle.	Number of average yearly book loans is 15% greater in four years than it is today.	Use book loan data tracked in the library Oracle database.	No	If library efforts are successful in promoting reading on campus.
14.	Each year, 85% of the student workers will report that working in the library has had a positive impact on either their academic/ personal development or work skills and all student workers will demonstrate an understanding of circulation procedures and	Grading of student quizzes and evaluation of student interviews.	Survey and Interview	No	That the library is effective at training its student workers.

	policies by scoring at least 85% on a quiz.				
15.	Purchase three thermal printers.	Thermal printers are available.	Observation	No	The library accomplished its objective.
16.	Over the next three years, the library and ACT will review and implement an updated print management system.	Print management system is available.	Observation	No	The library accomplished its objective.

Library Goal: Promote an intellectual commons where students interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
16.	Renovate the first and second floors of the library by the end of the program review cycle.	The renovation has started.	Observation	No	The library accomplished its objective.
17.	Maintain foot traffic levels at current level or above current level throughout the next program review cycle.	Foot traffic levels are comparable to 2022 post-pandemic levels.	Motion sensor -- activated counter on library doors	No	Whether any library space changes adversely affected student preference for the study space.
18.	Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.	CCSSE data are comparable or better to the 2021 CCSSE results.	CCSSE Data item 12.1	Yes	Whether any library space changes adversely affected student preference for the space and services.
19.	Staff person will be able to move to another office space within 1.5 years. One MLIS or Fullerton Heritage intern will be mentored during this Program Review cycle.	Staff changes have happened.	Observation	No	The library accomplished its objective.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Outcome 1: The library regularly evaluates usage data for databases and loan data for physical materials. This analysis helps librarians decide whether database subscriptions should be continued, which physical resources need to be deselected and where funds should be allocated. During the pandemic, the library tried out new database subscriptions and evaluated usage over a period of a year – these trial subscriptions were cut for lack of sustained usage. Usage trends indicated that streaming video databases are increasingly popular, and the library continues to seek resources to support this trend. Physical material collection development efforts were also impacted by outcome data, leading to more efforts to deselect outdated materials and purchase more up-to-date materials.

Outcome 2: The evaluation of this outcome is new, since fall 2022. The results of this outcome are intended to inspire deeper thinking about the effectiveness of library promotion efforts and the interconnectedness of library resources and services.

Outcome 8: The library regularly evaluates trends in student questions to librarians and staff to judge what resources need to be made available to staff and what training is needed. The number of questions, question length, and the knowledge required to answer the questions factor into decisions of librarian and staff scheduling and availability. For example, before the pandemic, two librarians were often required to handle the volume of questions asked at the reference desk, during the pandemic the reference service shifted online, and after the pandemic, two librarians are again scheduled to address queries (one chat librarian, plus one librarian at the reference desk).

Another example is the increasing use of scheduling software, LibCal and LibStaffer, to facilitate appointment scheduling for students, faculty, and librarians. This is a direct result of the increasing demand for the service and the sustained demand for both in-person and online support. Librarians began considering this vendor in 2012. After years of deliberation, the library added one of the vendor's products in 2017. Since that time, librarians have judiciously added more offerings within this product suite, and the functionality has proven to be excellent.

Finally, sustained high level of use of library guides, databases, and database landing pages, shows that the library is successful in achieving its goal of enabling learners to access and discover information in all formats through effective use of technology.

Outcome 9: This outcome shows the sustained interest of faculty in collaborating with the library to provide access to instructional materials for their students. This outcome shows that the library is successful in its goals of partnership to provide information access.

Outcome 10: This outcome shows that library programs help the library achieve its goal of fostering a sense of belonging. Student rating of library programs is very high, which encourages continued discussions of expanding the programs and increasing participation.

Outcome 11: The library regularly evaluates trends in foot traffic, website, and archival usage to determine value of these spaces to students, and when adjustments need to be made to improve the usability and comfort of these spaces. For example, before the pandemic, the library would open extra

classroom spaces as study spaces during peak foot traffic times. Foot traffic can also impact the longevity of library furniture, carpeting, and other physical items, which the library regularly maintains. Website user numbers affect decisions about website design and use. For example, since the last self-study, the library website was redesigned to include more promotional spaces for library programs, databases, and online reference. Historical images were also moved from the website to online archives, with sustained usage numbers justifying the move.

Outcome 12: This outcome is evaluated regularly to ensure that the library is using the most up-to-date technological infrastructure available. In 2019, the library updated its Library Service Platform based on recommendations from the State and the Community College League of California. The update resulted in more efficient and transparent maintenance of the library's physical and digital collections.

4.4 [How has assessment of outcomes led to improvements in student learning and achievement?](#)

Outcomes 3 & 4: These outcomes show that library instruction is successful at its core function: to show students that library resources are valuable, and to help increase comfort with information literacy concepts. Increasing comfort with information literacy supports the library goal of partnering in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Outcomes 5, 6, & 7: These outcomes show that library instruction is successful at partnering with faculty to develop and support information-literate learners. Faculty partners continue to indicate that they find library instruction valuable and effective for their students.

Outcome 13: This outcome shows how well staff are training student workers and developing their professional skills. Because student staff were not hired during the pandemic, data for this outcome is only available for only four students during one semester. Typically, this outcome is used to update training materials and mentorship practices.

Outcomes 14 a-c: These outcomes are Student Learning Outcomes for the Lib100 course. Results of the evaluations suggested that there are achievement gaps for Latinx students in the course, and between students who are in the honors vs. non-honors sections. Since evaluation, the course is now primarily taught asynchronously online with flexible late-submission policies. We will continue evaluating the course to see if these shifts have helped narrow achievement gaps.

4.5 [What challenges remain to make your program outcomes more effective?](#)

Program outcomes have been reconceptualized with concrete goals and to be more time-bound. Concrete goals are our best guess at what can be achieved in the proposed timeline (typically one review cycle). More experience with these goals is necessary to know whether those guesses are reasonable or should be re-evaluated. For example, the outcome "Increase instructor participation in

library instruction by 10% by the end of the review cycle” may be too ambitious as increased instructor participation may push librarian staff resources beyond capacity.

Outcomes that require analysis of multiple datasets have never been assessed. For example, outcomes such as “increase the amount of library resources used after programs or promotions by 10% by the end of the next review cycle.” involve looking at registration data and correlating it with library materials usage data, which will require a scripted, programmatic approach due to the sheer quantity of data. Accessing and using the library’s database usage data from EZProxy will particularly require a scripted, programmatic solution.

The library has elected to keep some “maintenance outcomes” to continue evaluating whether the library is providing high-quality core services, while striving to innovate and improve in new areas. Maintenance outcomes help librarians know if service is being compromised or if new endeavors live up to the expected quality. Maintenance outcomes require continuous data gathering that involves regular attention, automation, and simplification.

4.6 Describe how the program’s outcomes are linked to the [college's goals](#).

Library outcomes are intended to support two college goals: Goal 1, Objective 3 and Goal 2, Objective 4. The library aims to support the improvement of student critical thinking skills and to help the college foster a sense of belonging on campus. Outcomes support library goals that directly map to these college goals.

Library Goal: Develop and promote an inclusive, diverse collection that supports the curriculum and the information needs of the campus community.

This library goal supports two college goals: the improvement of student critical thinking skills, and fostering a sense of belonging.

Library Goal: Apply equity-minded practices that create inclusion and foster a sense of community for a diverse student body.

This library goal supports the college goal of fostering a sense of belonging where all are welcome.

Library Goal: Enable users to access and discover information in all formats through effective use of technology and organization of knowledge.

This library goal supports two college goals: the improvement of student critical thinking skills, and fostering a sense of belonging.

Library Goal: Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

This library goal supports the college goal of improving student critical thinking skills.

Library Goal: Promote an intellectual commons where students interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

This library goal supports the college goal of fostering a sense of belonging where all are welcome.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

The library mission and goals primarily support these ISLOs:

- 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.
- Global Awareness: Students will be able to demonstrate an understanding of the world.
- Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

The library provides direct instruction to students (Lib100), which develops their critical thinking and information competency, specifically in regards to research. In partnership with faculty, the library provides instructional support (Library Instruction Sessions, Workshops, Librarian Appointments) to help students develop critical thinking skills and information competency skills in a variety of courses and programs.

The library supports student attainment of global awareness, personal responsibility, and professional development by supporting intrinsic and instructor-driven intellectual exploration in these areas. Students regularly borrow books or search the library databases that are curated, maintained, and made accessible by the library. The library also promotes spontaneous and guided discovery of these subjects through library programming and promotion.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

The library assesses its programs using the following methods:

- a. Inventory data for:
 1. Physical and Digital Material Item Counts, Age, and Subject Matter of
- b. Student follow-up survey for:
 - Library Instruction (LISs, Online Workshops, Librarian Appointments)
 - Programs
 - Faculty follow-up survey for library instruction
- c. Participation counts for:
 - Programs
 - Library Instruction
 - Faculty Requests & Appointments
- d. Usage data for:
 1. Databases

2. Physical Materials
3. Website
4. Library Guides and Database Landing Pages
5. Door count data for foot traffic

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

Outcome assessment consistently shows that the library performs its core functions at a high level. High quality services, materials, and instruction are provided both online and in-person.

Library services effectively execute their part in developing student critical thinking and information competency. As a result of library instruction, students are more comfortable with information literacy concepts that are critical to their success in their courses. Faculty continue to seek library support with information literacy instruction, and continue to rely on the library to provide learning materials appropriate for their course needs. Survey assessments indicate that students and faculty are very satisfied with library services and instruction, and judge them to be valuable. Students participating in Lib100 attain SLOs that help set them up for success in other courses.

The library provides materials, technology, and staff that foster a sense of belonging and contribute to intellectual curiosity that boosts global awareness. Students access both online and offline services, materials and spaces in high numbers. Materials available in the library and promoted through programs and displays are updated regularly, and are made accessible through up-to-date technology. Library programs and displays are tied to increased use of physical materials and student engagement in information literacy and social justice topics. Student survey results indicate that participation in library programs helps them to feel that their voices are respected and valued.

Opportunities for growth exist in improving the currency of library collections, and the usage of both physical and electronic materials. The library could also use its space more effectively to promote a sense of belonging and community among students.

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

Outcome 1: The library regularly evaluates usage data for databases and loan data for physical materials. This analysis helps librarians decide whether database subscriptions should be continued, which physical resources need to be deselected and where funds should be allocated. During the pandemic, the library tried out new database subscriptions and evaluated usage over a period of a year – these trial subscriptions were cut for lack of sustained usage. Usage trends indicated that streaming video databases are increasingly popular, and the library continues to seek resources to support this trend. Physical material collection development efforts were also impacted by outcome data, leading to more efforts to deselect outdated materials and purchase more up-to-date materials.

Outcome 2: The evaluation of this outcome is new, since fall 2022. The results of this outcome are intended to inspire deeper thinking about the effectiveness of library promotion efforts and the interconnectedness of library resources and services.

Outcomes 3 & 4: These outcomes show that library instruction is successful at its core function: to show students that library resources are valuable, and to help increase comfort with information literacy concepts. Increasing comfort with information literacy supports the library goal of partnering in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Outcomes 5, 6, & 7: These outcomes show that library instruction is successful at partnering with faculty to develop and support information-literate learners. Faculty partners continue to indicate that they find library instruction valuable and effective for their students.

Outcome 8: The library regularly evaluates trends in student questions to librarians and staff to judge what resources need to be made available to staff and what training is needed. The number of questions, question length, and the knowledge required to answer the questions factor into decisions of librarian and staff scheduling and availability. For example, before the pandemic, two librarians were often required to handle the volume of questions asked at the reference desk, during the pandemic the reference service shifted online, and after the pandemic, two librarians are again scheduled to address queries (one chat librarian, plus one librarian at the reference desk).

Another example is the increasing use of scheduling software, LibCal and LibStaffer, to facilitate appointment scheduling for students, faculty, and librarians. This is a direct result of the increasing demand for the service and the sustained demand for both in-person and online support. Librarians began considering this vendor in 2012. After years of deliberation, the library added one of the vendor's products in 2017. Since that time, librarians have judiciously added more offerings within this product suite, and the functionality has proven to be excellent.

Finally, sustained high level of use of library guides, databases, and database landing pages, shows that the library is successful in achieving its goal of enabling learners to access and discover information in all formats through effective use of technology.

Outcome 9: This outcome shows the sustained interest of faculty in collaborating with the library to provide access to instructional materials for their students. This outcome shows that the library is successful in its goals of partnership to provide information access.

Outcome 10: This outcome shows that library programs help the library achieve its goal of fostering a sense of belonging. Student rating of library programs is very high, which encourages continued discussions of expanding the programs and increasing participation.

Outcome 11: The library regularly evaluates trends in foot traffic, website, and archival usage to determine value of these spaces to students, and when adjustments need to be made to improve the usability and comfort of these spaces. For example, before the pandemic, the library would open extra

classroom spaces as study spaces during peak foot traffic times. Foot traffic can also impact the longevity of library furniture, carpeting, and other physical items, which the library regularly maintains. Website user numbers affect decisions about website design and use. For example, since the last self-study, the library website was redesigned to include more promotional spaces for library programs, databases, and online reference. Historical images were also moved from the website to online archives, with sustained usage numbers justifying the move.

Outcome 12: This outcome is evaluated regularly to ensure that the library is using the most up-to-date technological infrastructure available. In 2019, the library updated its Library Service Platform based on recommendations from the State and the Community College League of California. The update resulted in more efficient and transparent maintenance of the library's physical and digital collections.

Outcome 13: This outcome shows how well staff are training student workers and developing their professional skills. Because student staff were not hired during the pandemic, data for this outcome is only available for only four students during one semester. Typically, this outcome is used to update training materials and mentorship practices.

Outcomes 14 a-c: These outcomes are Student Learning Outcomes for the Lib100 course. Results of the evaluations suggested that there are achievement gaps for Latinx students in the course, and between students who are in the honors vs. non-honors sections. Since evaluation, the course is now primarily taught asynchronously online with flexible late-submission policies. We will continue evaluating the course to see if these shifts have helped narrow achievement gaps.

4.9 [At least one outcomes listed in 4.1 should address the following:](#)

[List the outcomes that focus on individual student learning or actions.](#)

- Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.
- Maintain no DI gaps in the usage of physical materials or databases used each year.
- Maintain no DI gaps in student self-assessment of their comfort level or level of preparedness as a result of library instruction throughout the review cycle.
- Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.

[Identify methods to assess outcomes in such a way that the data can be disaggregated.](#)

- Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.
 - Survey data where respondent student IDs are collected, and respondents can be disaggregated.
- Maintain no DI gaps in the usage of physical materials or databases used each year.
 - Student usage data is collected through EZProxy, or by Alma, and student IDs can be identified for disaggregation.
- Maintain no DI gaps in student self-assessment of their comfort level, or level of preparedness, as a result of library instruction throughout the review cycle.

- Survey data where respondent student IDs are collected, and respondents can be disaggregated.
- Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.
 - CCSSE data that is disaggregated at the student level.

Identify a process for using outcome assessment data to improve student services programs.

The library is working on forming an internal committee to regularly review assessment data and make recommendations to relevant library decision-making bodies. This will include regular review of disaggregated assessment data.

Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

The vast majority of our data is currently used to build dashboards. The fact that dashboards cannot be shared outside of faculty accounts is a major downside because many library decision makers are classified staff. Currently, to be shared, dashboards need to be converted to PDF format, and this can diminish both the information they display and their usefulness as interactive display tools.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Between spring 2020 and spring 2022, the library disaggregated these outcomes by ethnicity and gender:

- Students feel more prepared for their next research assignment after participating in a library instruction session, online workshop, Zoom session, or one-on-one session.
- Students are more comfortable with the skills covered (research or avoiding plagiarism) after participating in a library instruction session, online workshop, Zoom session, or one-on-one session.

These outcomes are assessed by calculating “preparedness” and “comfort” scores from survey questions. Students are asked to evaluate how prepared they are for their next assignment, and how comfortable they are with the covered topics covered during library instruction. Scores are then disaggregated by ethnicity and gender.

The results of the analysis show that there are no major gaps in scores between different ethnic groups. Women are more likely than men to say that they are more prepared for their next research assignment, and more comfortable with the topics covered during library instruction.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

SAP #1: Reduce the backlog of uncatalogued books and speed student access to new acquisitions.

SAP #2: Evaluate current SAOs and develop more meaningful methods of assessing library services.

SAP #3: Streamline library technology maintenance.

SAP #4: Provide more vetted information sources for online student access.

SAP #5: Increase promotional activities outside of the library to raise awareness of library services while also conducting surveys to gain information about students who are not using the library.

SAP #6: Reimagining the first floor to make more effective use of space.

SAP #7: Reimagining the second floor to make more effective use of space.

SAP #8: Locate additional archival storage and workspace to enable processing of materials for online access.

SAP #9: Provide students with access to non-book study aids, particularly in STEM disciplines.

SAP #10: Continue developing online learning objects to reach a greater number of students at point-of-need and to provide an alternative to the in-person workshops that the library used to offer.

SAP #11: Evaluate and improve efficiency of library processes.

SAP #12: Redesign the Library 100 course content around the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

SAP #1: Reduce the backlog of uncatalogued books and speed student access to new acquisitions.

- Through a team effort of the cataloging unit's Library Assistant III, Acquisitions unit's Library Assistant III and Library Assistant II, Circulation unit's Library Assistant I, cataloging unit's librarian, and student assistants borrowed from the Circulation department for a few hours per week, much of the uncatalogued books that were backlogged were processed and placed on library shelves. Additionally, the cataloging unit's Library Assistant III did an extraordinary job to single-handedly catalog and process a large number of books before their retirement. At the time of this writing, there isn't a backlog of uncatalogued books as we wait for new acquisitions to arrive during late spring of 2023. When those books come, usually in several separate shipments, the new cataloging unit's Library Assistant III should be able to process the books without assistance, except for any original cataloging needed by the librarian. If the number of new books acquired proves too much for the cataloging unit's Library Assistant III, we anticipate

that more processing help could be obtained by the Acquisition unit's Library Assistant III and Circulation unit's newly hired Library Assistant I. Since these books should arrive in May and June, many could be on the shelves for student access in the fall of 2023 because summer Help Desk workload is reduced, compared to fall and spring duties.

- The phrase, "speed student access to new acquisitions" is a bit of a misnomer. When there was a backlog of uncatalogued books, student access to new acquisitions was handled on a case-by-case basis when students requested a book shown in the online catalog but not yet available for checkout. It was rushed processed, and students received the book usually that same day. Without a backlog of uncatalogued books, regular processing time of books has been resumed but rush processing is still an option if the book is critical for student success.

SAP #2: Evaluate current SAOs and develop more meaningful methods of assessing library services.

- An assessment librarian was hired and has successfully produced updated library goals with a new set of measurable outcomes. The librarian developed a robust data collection process that is constantly improving in sustainability and automation through technology such as the Oracle Analytics database, LibConnect CRM, and Tableau. The librarian has made the library assessment process more meaningful by providing data to library decision-making bodies at point-of-need.

SAP #3: Streamline library technology maintenance.

- In fall 2022, the FC Library hired a Systems Assistant. The Systems Librarian will train her to provide technological support to librarians, staff, students, and faculty. She will likewise be playing a key role in supporting future goals related to library systems, such as the move to an updated discovery system and the introduction of controlled digital lending.

SAP #4: Provide more vetted information sources for online student access.

- The library has added several database subscriptions to strengthen the DEI holdings. These include LGBTQ+ Source, The African American Historical Serials Collection, and Arte Público Hispanic Historical Collection. In response to faculty requests, the library added U.S. Major Dailies to satisfy the need for the Wall Street Journal, New York Times and other major newspapers and a database of significant African American oral history interviews. In addition, the library responded to faculty requests by locating eBooks on specific subjects and obtaining streaming video titles not included in library subscription databases.

SAP #5: Increase promotional activities outside of the library to raise awareness of library services while also conducting surveys to gain information about students who are not using the library.

- The library has been using ConstantContact as a client email medium to promote events at the library.
- The FC Library is also a frequent participant in outreach activities outside of the library, mainly in the FC Quad. As an example, the library participated in the HSI kickoff event. The library also partners with other departments, including the Cadena Culture Center, and the LGBTQIA2S+ Resource Program.

SAP #6: Reimagining the first floor to make more effective use of space.

AND

SAP #7: Reimagining the second floor to make more effective use of space.

- In 2020, the Wayfinding Committee met, but progress was thwarted by the pandemic. Because the librarians were primarily working remotely for over 2 years, we weren't observing how students use the space. We also weren't certain what a post-pandemic library might look like. We'll meet again in the spring semester. In the meantime, the Assessment Librarian is meeting with focus groups to determine how students use the library space. Funds have not yet been allocated for this effort. A note about the Wayfinding Committee: To enhance students' understanding and experience of the library's physical space and resources, the wayfinding committee identifies opportunities and works collaboratively to implement updates that meet the changing needs of students, including repurposing spaces.
- In an era of safer-at-home, use of physical space was secondary to the remote learning environment. Therefore, the librarians postponed the Wayfinding Committee meetings until spring 2023. During Fall 2022, the Assessment Librarian has been gathering data from student interviews re: space needs.
- Over the past few years, the librarians drastically reduced the number of Paralegal Studies reference materials from the 1st floor shelves. This has provided the library with an opportunity to repurpose that space for other materials and services.
- Imagining a post-pandemic communal space, mid-pandemic, seemed like an exercise in futility. Would people ever feel comfortable convening in enclosed structures? As students return to campus, we are learning about their comfort levels with indoor spaces, and will use this information, along with the information that the Assessment Librarian collects, to determine how to update library spaces.
- The library workers were able to collaborate to select new furniture for the space nearest the windows. This is a positive development, as the chairs were dilapidated.

SAP #8: Locate additional archival storage and workspace to enable processing of materials for online access.

- The lack of space continues to be an ongoing problem. Since the previous Program Review, a classified staff person was moved into the archives room which became his office. Since then, the archives room is now an inadequate space for both the archives and the staff person's office. The staff person has no place to store his work belongings which are on the floor blocking access to the archives. The low temperature needed for proper storage is not maintained in the archives room because it is uncomfortably cold to be a permanent office space for staff. The low temperature is necessary for preserving archival materials such as photos and negatives. In the past, the workspace was used during shorter shifts for processing archival materials. With the transfer of the staff person into the office, the library is no longer able to accommodate an MLIS intern to work on archival projects.

SAP #9: Provide students with access to non-book study aids, particularly in STEM disciplines.

- With Program Review funding, the library purchased study aids, such as anatomical models, after consulting with faculty in the natural sciences.

SAP #10: Continue developing online learning objects to reach a greater number of students at point-of-need and to provide an alternative to the in-person workshops that the library used to offer.

- Since last program review, the online librarian developed three online workshops on Avoiding Plagiarism, Evaluating Sources, and Research Basics. Over 8,000 students have taken these workshops and passed with a grade of 80% or above since the spring 2020 launch. Each workshop is also well-rated among students -- with workshops receiving high ratings for comfort with material, preparedness for next assignment and general satisfaction.

SAP #11: Evaluate and improve efficiency of library processes.

- Librarians investigated and began using the LibStaffer and LibCal apps. LibStaffer has enabled librarians to see their reference desk schedule and the schedules of the other librarians in real time, as updated by the administrative assistant. When librarians can't fill their regular shifts due to time off, meetings, or library instruction sessions, the librarian at the reference desk can quickly access LibStaffer to see who is next on duty.
- LibCal allows students to book a librarian for a 30-minute consultation that fits their schedules. Their access point is the library homepage and then LibCal will send emails to the librarian and student to confirm the booking. LibCal also displays to the librarians their booked appointments and lets librarians put in their availability each day of the semester. Additionally, LibCal shows librarians the booked library instruction sessions as scheduled by the Instruction Librarian after they receive requests from teachers who book through the library homepage link.
- Librarians and classified professionals discussed briefly the pros and cons of using key cards to unlock study rooms, but tabled the idea due to potential cost. More discussions were held at different times, before the COVID-19 pandemic started and once again after the campus opened in the fall of 2022, regarding whether to allow reservations for the study rooms. The consensus was to continue as is: a first come, first serve basis.
- The introduction of Alma into the workflow of librarians and staff has led to increased efficiency. Because we now rely primarily on a mutually-shared Alma Network Zone of metadata records for physical and digital materials, the Cataloging Assistant does not need to locate and download individual MARC records for each new book purchased by the library. During the campus closure, librarians and staff used Microsoft Teams to plan and coordinate a successful curbside pick-up program and campus-wide technology (laptops, Wi-Fi hotspots) lending initiative.

SAP #12: Redesign the Library 100 course content around the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

- The Library 100 course was not completely redesigned but some of the ACRL Framework for Information Literacy for Higher Education was incorporated into the course. For example, students learn MLA citation in the context of the "Scholarship as Conversation" framework and learn the value of citation both to give credit and to communicate with future readers. Other uses of the framework include discussions about the implications of personal bias on the research process (Research as Inquiry), how to choose an appropriate type of resource or resources for an information need (Information Creation as a Process), and how to do lateral reading to evaluate a source (Authority Is Constructed and Contextual).

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

SAP #1: Reduce the backlog of uncatalogued books and speed student access to new acquisitions.

- When the backlog of uncatalogued books was eliminated through the library's team effort and books placed on the library shelves for student access, the goal was achieved, without hiring a new Library Assistant I.

SAP #2: Evaluate current SAOs and develop more meaningful methods of assessing library services.

- We created a data and outcome map that tracks the data used to evaluate each outcome, where the data is coming from, and when it is updated.

SAP #3: Streamline library technology maintenance.

- The addition of a Systems Assistant during the fall 2022 semester demonstrated that we were making considerable progress towards meeting this goal. To gauge progress regarding this goal in the future, the library will need to engage in continual evaluation of technology and systems-related requests and whether they are effectively and efficiently resolved.

SAP #4: Provide more vetted information sources for online student access.

- Since last review, the assessment librarian developed an automated usage report of all library databases based on the new COUNTER 5 reporting standard. This report helped the library to strategically select the most useful and relevant databases for the campus.

SAP #5: Increase promotional activities outside of the library to raise awareness of library services while also conducting surveys to gain information about students who are not using the library.

- The library measures success of promotional activities by looking at the number of content views. Qualitative assessments such as student interviews at promotional activities and focus groups are also used.

SAP #6: Reimagining the first floor to make more effective use of space.

SAP #7: Reimagining the second floor to make more effective use of space.

- As this was a consideration of physical space, and the library was closed for two-and-a-half years, our progress was delayed by the lack of information about what the future of indoor/library spaces might look like. We did not want to invest financing/time into redesign without information re: how safety-related issues, such as social distancing, might pan out.
- Since the last program review:
 - Some book deselection has occurred, making room for more face-out displays.
 - New furniture has been ordered to replace the dilapidated second floor furniture.
 - The first floor furniture is still in need of replacement.
 - The arrival of the new furniture will give the Assessment Librarian an opportunity to assess how the new furniture affects the student experience.
 - Multiple reference shelves on the first floor of the library are now almost empty.
 - A catalog search also reveals that our Paralegal Studies reference print collection has been drastically reduced.

SAP #8: Locate additional archival storage and workspace to enable processing of materials for online access.

- The lack of space continues to be an ongoing problem.

SAP #9: Provide students with access to non-book study aids, particularly in STEM disciplines.

- Access to library materials, including non-book study aids, is measured by the number of loans in any given time period. Because of campus closure, loan numbers between spring 2020 and fall 2022 are not meaningful.

SAP #10: Continue developing online learning objects to reach a greater number of students at point-of-need and to provide an alternative to the in-person workshops that the library used to offer.

- For the online workshops, progress and success are measured by participation rates and student responses to a satisfaction survey. These results are then compared to other instruction offerings, such as in-person and Zoom meetings with a librarian. Evaluation has shown that asynchronous online workshops perform as well as synchronous meetings with a librarian. (For comfort with material, students scored online workshops at 4.19 out of 5 and synchronous meetings with a librarian at 4.06 out of 5).

SAP #11: Evaluate and improve efficiency of library processes.

- Alma includes a robust statistical analysis module titled, Alma Analytics. Our Assessment Librarian uses Alma Analytics to conduct in-depth statistical analyses of all aspects of library operations. These analyses have allowed librarians, staff, and administration to make data-driven decisions regarding collection development, database usage, instruction, and other areas central to the library's mission and goals.
- LibCal lessens the workload of the Instruction Librarian because students can book a librarian for consultations directly without the need of a mediator. LibStaffer lessens the workload for the Administrative Assistant, as she no longer needs to send emails each time the regular schedule changes. Now, the schedules are updated in LibStaffer. However, the system isn't perfect. For example, unless a librarian checks their email/calendar to see a notice of schedule change, they will miss updates. This can happen if the librarian is not checking a screen, e.g, working in the stacks. Librarians need to become accustomed to checking LibStaffer throughout the day. Additionally, there has twice been a syncing problem between LibStaffer and Outlook. One effect of this was the Outlook calendar not getting the message of a LibStaffer schedule alteration.

SAP #12: Redesign the Library 100 course content around the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

- Progress toward this goal is measured by level of alignment of Lib100 course content with the ACRL Framework for Information Literacy for Higher Education. However, full alignment is not anticipated without a full formal course redesign project.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

SAP #1: Reduce the backlog of uncatalogued books, and speed student access to new acquisitions.

- No backlog of unprocessed books meant that more new books were on the shelves for students to browse or check out. Most students want current books, and many instructors require that research paper sources have recent publication dates.
 - We provided this as part of our continual evaluation of our collection and regular acquisition and processing of books.

SAP #2: Evaluate current SAOs and develop more meaningful methods of assessing library services.

- Automated library database usage data was used to make decisions regarding which databases to purchase, which to discontinue, and which to promote – decisions particularly important during the pandemic with increasing, dynamic online resource usage.
- Continuous data collection of library instruction usage and student sentiment allowed librarians to evaluate which online modalities were working during the pandemic and to promote the most effective ones.
- Automated library foot traffic counter allowed staff to gauge level of library use after the campus re-opened and to make decisions about opening hours.
- Connecting book loans to library displays and promotions prompted updated book display processes, and more creative ideas regarding collections to display and dates.

SAP #3: Streamline library technology maintenance.

- Fall 2022, reimagined an acquisitions team position to create a Systems Assistant role in fall.
- There has been an ongoing effort by the library to document procedures related to systems and technology. This has allowed librarians and staff to address issues in a more systematic and efficient manner.

SAP #4: Provide more vetted information sources for online student access.

- The library currently has 77 databases, a 30% increase since the last review. Three of the newly-added databases are video and documentary collections that were selected in response to faculty needs analysis reported in the last review. Currently, content on the library databases has been viewed or investigated over 1,600,000 times.

SAP #5: Increase promotional activities outside of the library to raise awareness of library services while also conducting surveys to gain information about students who are not using the library.

- The start of 2022 marked the first use since returning to campus to promote in-person activities and events. As an example, there was an increase in email engagement for promoting various 2022 board game social events at the library. The open rate for the first email of the year was 37%, which is slightly above the industry average of 35%. A subsequent email showed an email opening rate of 64%--a jump of 27% from the previous month. Additionally, the open rate has retained above-average consistency since. Regarding user growth, FC Library's newsletter subscribers gained a net 48 new subscribers over the course of the previous twelve months, a gain of 12%. This in turn, may have led to a marked increase in the number of event registrations.
- Conversations with students have indicated that although they may not be able to attend a library program, they appreciate being invited, which may contribute to their overall sense of belonging on campus.

SAP #6: Reimagining the first floor to make more effective use of space.

SAP #7: Reimagining the second floor to make more effective use of space.

- Reimagining the first floor library space allowed librarians, staff, and the dean to reevaluate the overall resources and services provided throughout the library. Since the introduction of this goal, the librarians used the space to promote new materials, such as: graphic novels, best sellers, and health-related reference books.
- As the physical space was closed for the majority of the post-program-review years, this goal isn't particularly relevant to this program review consideration. The pandemic made it impossible to accurately assess and alter floor layout, due to the dearth of information regarding the future of physical spaces.

SAP #8: Locate additional archival storage and workspace to enable processing of materials for online access.

- The lack of space continues to be an ongoing problem.

SAP #9: Provide students with access to non-book study aids, particularly in STEM disciplines.

- The anatomical models are circulating frequently. In fall 2022, students borrowed the anatomical models 51 times. We will need to promote the nutrition and earth science kits more actively, although the anatomy kits make up the bulk of the reserve study aids.

SAP #10: Continue developing online learning objects to reach a greater number of students at point-of-need and to provide an alternative to the in-person workshops that the library used to offer.

- The goal of creating more online learning objects helped the library pivot quickly to exclusively online learning during the pandemic, allowing instructors to offer library instruction to students without bringing them into the library. After the campus reopened, the online learning objects remained popular with instructors interested in offering their students more point-of-need support.

SAP #11: Evaluate and improve efficiency of library processes.

- Under the leadership of the Assessment Librarian, library resources and services underwent thoughtful review, discussion, and analysis. This process in particular became central to how librarians evaluated database usage over the past few years. When evaluating database subscriptions, librarians now have access to numerous reports (through the Alma Analytics platform) regarding usage, cost, and subject relevance.
- One of the tenets of librarianship is "save the users time." Students can book a librarian directly via LibCal. There is no middleperson and no delay in securing a favorite librarian. Further, students can designate whether they want an in-person or virtual consultation. Students aren't required to trek to campus to meet with a librarian, which is another time-saver. LibCal puts all the information for student consultations and teacher-requested library instruction sessions at librarians' fingertips, because it's all in one place. Librarians don't have to search through their email Inbox or folders, which saves time and eliminates the need for attachments from students and teachers. This technology is an improvement for data storage and access.
- LibStaffer also saves users' time. Even as librarians get into the habit of checking it for scheduling changes, LibStaffer ensures that in-person reference desk and chat services are covered, because librarians have this information in one place by date and time. Who's staffing the reference desk or the chat reference service? Now, all staff can check the online app for answers! Quality is easily maintained -- with less mediation by the administrative assistant.

SAP #12: Redesign the Library 100 course content around the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

- Updated alignment of course content to the ACRL Framework for Information Literacy is a way to update information literacy instruction to incorporate new methods and perspectives that better reflect how people use information in the modern context. We were able to keep the course SLOs, objectives, and outline the same while using the ACRL Framework to help drive the direction of student discussions and instructor-to-student feedback.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

- Furniture has been ordered for the library's second floor. Once the furniture is received, it will be possible to assess how the students respond to the availability of new, clean, well-constructed, welcoming furniture.
- In 2019, the library received PBSC funding from its previous program review update for purchase of a tablet and locking tablet display stand (purchased 2020). However, due to disruptions to face-to-face library services caused by the COVID-19 pandemic, surveying activity from users outside of the library space was suspended, and no information could be collected as a result.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

We've been hoping for funding for first floor reimagining, and the librarians will be grateful for the opportunity to improve the space for students. This goal must be postponed until funded. The impact is not huge, because we have been closed for two-and-a-half years. Should funding be allocated, the library workers are happy to transform the students' experience.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAP 1		
Strategic Action Plan Name:	Library Assistant II, Instruction and Online Learning to support Library Instruction Program Growth (Duplicate from the “Library” Student Services Program Review)	
List College goal/objective the plan meets:	College Goal #1: Promote success for every student Objective #3: Improve student critical thinking skills	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>As our online services continue to blossom, FC Library requires a Library Assistant to help support the burgeoning Instruction and Online Learning Department in the library. With additional support, we could continue to grow the very popular remote online services we offer (chat, reference, texting, workshops, and instruction). This position would also be instrumental in supporting outreach activities to faculty and developing additional instructional activities for students, such as:</p> <ul style="list-style-type: none"> • Outreach to faculty who are no longer requesting library instruction after the pandemic and to faculty teaching courses with research assignments without library instruction support. • Continued collaboration with IST teams regarding how to bring library instruction to departments that may need tailored and dedicated librarian support. • Development of a critical thinker badge modeled after the First Year Experience program design and awarded to learners who evaluate information and sources critically. • Development of additional online workshop content to support instructors interested in more asynchronous online instruction. 	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase instructor use of library instruction by 10% by the end of the review cycle.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. This would require a classified Library Assistant II position.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	75,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other		
Total Requested Amount	75,000	General

Strategic Action Plan Name: Acquire and expand digital databases, particularly in streaming video, for online access		
List College goal/objective the plan meets:	<p>College Goal #1: Promote success for every student by providing equitable online access to materials students need for their classes. Objective #2: Improve student critical thinking skills through the development of database searching skills.</p> <p>College Goal #4: Commit to accountability and continuous quality improvement Objective #2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.</p>	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The librarians will trial, review, select, or renew database subscriptions for 2024-2025. As the library added more databases to support classes that migrated to the online environment during the pandemic, many faculty and students now depend on these additional online resources for in-person, as well as online, courses. Many faculty now search for online resources to make their classes eligible for the Zero Textbook Cost (ZTC) designation in the online schedule. The library will also use this funding to:</p> <ul style="list-style-type: none"> • Purchase eBook titles and other digital materials that might only be available as individual items. • Renew subscriptions for streaming video databases. This is a particularly popular area of growth among faculty and the library is expected to ensure that these resources are available. <p>Funding this SAP will align library database spending to that of other colleges with similar FTES and will help compensate for lost fines and fees revenue.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of database views by 10% by the end of the review cycle.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Promotional materials	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other: Database Subscriptions	\$133,000	General
Total Requested Amount	\$133,000	General

SAP 3

Strategic Action Plan Name:	Secure a line item for print books for consistent and reliable funding.
List College goal/objective the plan meets:	College Goal 1: Promote success for every student. Objective 3: Improve student critical thinking skills. Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness. Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The timeframe is one year for the acquisition of print books totaling \$90,000. Each librarian purchases books within their areas of expertise. When selecting books for the collection, the subject librarians consider several factors, including whether the reading level is appropriate for our audience, and whether the book was well-reviewed (e.g., in <i>Library Journal</i> , <i>Choice</i> , or another publication). The library collection will offer up-to-date, relevant, reliable print book resources to garner greater use -- in keeping with a basic library collection-curation principle, MUSTIE (misleading, ugly, superseded, trivial, irrelevant, or obtained elsewhere). This will also create a better browsing experience for students in the stacks.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improve the age/relevance/recency of the collection by reducing the proportion of books published before the year 2000 by 15% by the next review cycle.
What specific aspects of this SAP can be accomplished without additional financial resources?	The librarians will continue to deselect MUSTIE books, particularly those published last century, that offer outdated info/views or are shabby/acidic.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	90,000.00	Requesting an FC budget line item
Computer Hardware		

Computer Software		
Training		
Other		
Total Requested Amount	90,000.00	Requesting an FC budget line item

SAP 4		
Strategic Action Plan Name:	Print Management System Update	
List College goal/objective the plan meets:	College Goal #: 2, 2, 4 Objective #: 1, 4, 2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Printing support is the most common question asked at the reference desk – an indicator of both the popularity of the service and the level of support the current printing system requires.</p> <p>During 2021, the Systems Librarian and ACT reviewed proposals from print management vendors. Updating the print management software and hardware will help meet student, faculty, and staff needs by creating a smoother printing experience with fewer technical issues.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Over the next three years, the library and ACT will review and implement an updated print management system. • Maintain foot traffic levels at current level or above current level throughout the next program review cycle. • Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle. 	
What specific aspects of this SAP can be accomplished without additional financial resources?	The proposal review process can be done without additional funds.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$12,000	General Funds
Computer Software	\$8,000	General Funds
Training		
Other		

Total Requested Amount	\$20,000	General Funds
SAP 5		
Strategic Action Plan Name:	Build a sense of belonging with new offerings for game and book club social library events	
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Increase board game selection for gaming social hour. In an effort to grow community and connections, games such as chess or checkers, will be available for check-out.</p> <p>Prepare objects, such as board games, to foster and help promote community with increased engagement.</p> <p>Continue to offer book clubs both online and in-person, and invite two to five authors annually to chat with readers (requires small honorarium).</p> <p>Offer free books for book club participants, and snacks at board game socials and book club meetings (to encourage social sharing/ appreciation of unique cultural foods and to drive in-person participation).</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.</p> <p>Increase library board game programming participation by at least 50% by the next review cycle.</p>	
What specific aspects of this SAP can be accomplished without additional financial resources?	<p>The library currently has some board games. The library also has the software for client communication and marketing to help promote the message.</p> <p>The librarians will continue to facilitate these events and activities.</p>	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	2,000	General Funds
Total Requested Amount	2,000	General Funds
SAP 6		
Strategic Action Plan Name:	Create greater student engagement with information literacy topics with a Library Speaker Event Series	

List College goal/objective the plan meets:	College Goal #: 3 Objective #: 1,2,3	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The Reference and Student Programming Librarian and the Reference Assistant will be responsible for planning for presentations that promote information literacy, general literacy, writing, and other related topics of popular interest. Speaking events would create student engagement with current issues that affect information access, such as information literacy, censorship, etc.</p> <p>These could be writers, journalists, educators, and other notable figures at the local, state, national and global levels. These funds would be utilized to pay for public speaker fees throughout the three-year cycle.</p> <p>Consult with other FC Departments, such as Staff Development, regarding best practices for planning guest speaker presentations.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Increase library programming centering on information literacy by inviting at least two guest speakers by the end of the next review cycle. • Increase library board game programming participation by at least 50% by the next review cycle. 	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. Most professional speakers charge a fee.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	30,000	General Fund
Total Requested Amount	30,000	General Fund
SAP 7		
Strategic Action Plan Name:	Revive the Friends of the Library group and re-open the Friends Used Bookstore to accessible status for students, faculty and staff.	
List College goal/objective the plan meets:	College Goal #: 3,4 Objective #:3.2, 3.3, 4.2	

<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>The library will create partnerships with the Fullerton College Foundation, the Friends of the Fullerton College Foundation, and other community groups to recruit, train, and retain a lasting and viable Friends of the Fullerton College Library group. Friends of the Library will fundraise to help pay for student scholarships and recruitment materials for library student programming to help support student sense of belonging and development of critical thinking skills.</p> <p>Funding would be used to pay for snail mail and social media advertising toward FC Alumni, emeritus faculty and staff, and the broader Fullerton community.</p>	
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<ul style="list-style-type: none"> • Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle. • Increase library programming participation by at least 50% by the next review cycle. 	
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Investigate how Friends of Library groups are formed. Traditional and non-traditional outreach methods, such as: word-of-mouth, email campaigns, flyer design, can be done with existing resources.</p>	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	1,000	General Fund
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	1,000	General Fund
SAP 8		
Strategic Action Plan Name:	Replace receipt printers used for library checkouts.	
List College goal/objective the plan meets:	<p>College Goal #4: Commit to accountability and continuous quality improvement.</p> <p>Objective #2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.</p>	
Briefly describe the SAP, including title of person(s)	<p>Replace the small thermal printers used for printing receipts when students borrow library items. We have explored the possibility of digital receipts, but the physical printouts are also used by staff for</p>	

responsible and timeframe, in 150 words or less.	tracking the expiration of loan periods for the heavily used study rooms. Staff use the printouts to monitor and control the flow of students using the study rooms. Purchased 17 years ago, the printers are being used beyond the viable life cycle.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Purchase three thermal printers.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$2,000	General Fund
Computer Software		
Training		
Other		
Total Requested Amount	\$2,000	General Fund

SAP 9

Strategic Action Plan Name:	Increase material lending through use of specialized technology solutions in Alma, the library's Management System.
List College goal/objective the plan meets:	College Goal #: 2, 4 Objective #: 1, 2
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Alma Digital: The library will introduce a Controlled Digital Lending program, facilitated by the implementation of Alma Digital. The Systems Librarian and the Systems Assistant will implement this program over the next three years. Alma Collections: The library will create specific collections of books in Alma. These collections will revolve around topics and events that are of interest to students and faculty, and will allow the library to place them on display in an online environment. The Systems Librarian will work with the Acquisitions Assistant to complete this initiative. This will be a 2-year project.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Increase average yearly physical book loans by 10% by the next review cycle. • Increase the number of digitized lending materials available to students by 25% by the end of the review cycle.

What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP will involve scanning physical books. The library has already invested in high-speed scanners and staff training. Creating collections and placing them on display in Alma is a cost-free initiative.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$3,500 (yearly subscription) Alma Digital	General Funds
Training		
Other: Digitization Company		
Total Requested Amount	\$3,500 (yearly subscription)	General Funds

SAP 10	
Strategic Action Plan Name:	Office Space for Reference Library Assistant/Clear Archive Room for processing materials
List College goal/objective the plan meets:	College Goal #3: Strengthen connections with the community through continued collaboration with organizations such as Fullerton Heritage. Objective #2: Create and expand relationships with local businesses and civic organizations
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Reference, Circulation Librarian, and Dean will find alternative office space for the staff member who is temporarily housed in the archives room. This team will also investigate options for archival storage and workspace to enable processing of materials. Prior to this temporary housing, MLIS interns and FC photography students were able to work in the archives room, processing ephemera and doing projects in collaboration with Fullerton Heritage. This ended when space became an issue.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Staff person will move to another office space within 1.5 years. One MLIS or Fullerton Heritage intern will be mentored during this program review cycle.
What specific aspects of this SAP can be accomplished without additional financial resources?	Locating office space. Possible office space will require wiring for ethernet ports and other renovations.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	15,000	General Fund
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	15,000	General Fund

SAP 11

Strategic Action Plan Name:	Transfer physical archival material to the library’s digital collection management system, CONTENTdm, for public access.
List College goal/objective the plan meets:	College Goal #2: Cultivate a culture of equity through access to articles tracking the growth of a diverse student body on campus as the county has changed demographically through the years. Objective #4: Foster a sense of belonging where all are welcome and student basic needs are addressed.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The library manages a historical collection of the student newspaper, <i>The Hornet</i> , and the magazine, <i>Inside Fullerton</i> . Additionally, the library has developed a digitized collection of historical images: The FC Pictorial History. These collections are an essential resource for those interested in the history of Fullerton College, and need to be made available for public access using our CONTENTdm software. We need outside help with digitization and additional pay for staff time during the summer. Specifically, this project will include: <ul style="list-style-type: none"> • Coordinating with the journalism department to transfer their archives of <i>The Hornet</i> and <i>Inside Fullerton</i>. • Professionally digitizing remaining print editions of <i>The Hornet</i>, which is available in library archives. • Professionally cataloguing and uploading PDF and JPEG files of all digitized items of <i>The Hornet</i>, <i>Inside Fullerton</i>, and FC Pictorial History to CONTENTdm.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Increase the number of digitized lending materials available to students by 25% by the end of the review cycle. (The library will transfer 25% of the files within three years. The digitization would have to be contracted out to a digitization firm so 100% of the files would be done at one time.

	However, the metadata needed for search capabilities in the database may take much longer to transfer to CONTENTdm.)	
What specific aspects of this SAP can be accomplished without additional financial resources?	Staff can begin coordinating with the journalism department without additional financial resources. However, the Systems Librarian is managing multiple important projects, so he will need to work on this, and other projects, during the summer semester.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	6,000	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	7,000	General Fund
Other		
Total Requested Amount	13,000	General Fund
SAP 12		
Strategic Action Plan Name:	Nurture the success of student workers so they can develop a sense of belonging on campus and confidence to participate in the success of the Circulation department.	
List College goal/objective the plan meets:	College Goal #1: Promote success for every student because students learn punctuality, customer service, and professionalism while working in the library. Objective #2: Enhance workforce training opportunities by providing student workers with library work experience as well as customer service skills. College Goal #2: Cultivate a culture of equity. Help students develop confidence and a sense of belonging in the Circulation. Objective #4: Foster a sense of belonging where all are welcome and student basic needs are addressed	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Student workers are an essential part of the library's success at providing high-quality service at the Circulation desk. They are especially critical during peak library usage times. We train and mentor our student workers to serve our patrons professionally, efficiently, and courteously. In the past, student workers have indicated that their experience helped develop their professional confidence and their sense of belonging. Before the pandemic, the library relied on fines & fees, supplies, and printing revenue to fund student worker positions. With the	

	<p>library's extended closure, limited re-opening and changes in students' printing and supply needs, the library faces a student worker shortage.</p> <p>Requested funding would support two student workers for two semesters.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Each year, 85% of the student workers will report that working in the library has had a positive impact on either their academic/ personal development or work skills, and all student workers will demonstrate an understanding of circulation procedures and policies by scoring at least 85% on a quiz.	
What specific aspects of this SAP can be accomplished without additional financial resources?	ALL	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$10,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$10,000	General
SAP 13		
Strategic Action Plan Name:	Discovery System Update	
List College goal/objective the plan meets:	College Goal #: 1, 4 Objective #: 4, 2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The library will update its discovery system to Primo VE. This will align the library with the other libraries in our consortium, as well as the Cal State and UC Systems. This will be a one-year project involving the Systems Librarian and the Systems Assistant.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Update the library's discovery service system to the most up-to-date system recommended by the CCLC.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Updating our discovery system will not require any additional funding. Primo VE is already funded through the CCLC LSP initiative.	

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

SAP 14

Strategic Action Plan Name:	Reimagine the first and second floors to make more effective use of space.
List College goal/objective the plan meets:	<p>College Goal 1: Promote success for every student.</p> <p>Objective 3: Improve student critical thinking skills.</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness.</p> <p>Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs.</p> <p>Goal 2: Create a culture of equity. Fullerton College will strengthen and support a diverse and inclusive campus culture.</p> <p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed.</p> <p>Goal 3: Strengthen connections within our community. Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.</p> <p>Objective 3: Be a cultural hub for the local community.</p>
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The decreased usage of print periodicals and photocopiers on the second floor provides the library with the opportunity to repurpose the 2nd floor copy room and the adjoining periodicals area. Potential uses could be a library research center, flexible group study area and/or an additional archives storage area. The Wayfinding Committee, which includes the dean, librarians, and staff, will evaluate and study the future use of library space over the next year. An investment of \$200,000 would be used for the purchase of furniture for converting the periodical area into a communal space, and removal of shelving, as well as proper wiring and renovation of the copy room.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> Renovate the first and second floors of the library by the end of the program review cycle.

	<ul style="list-style-type: none"> • Maintain foot traffic levels at current level or above current level throughout the next program review cycle. • Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.
What specific aspects of this SAP can be accomplished without additional financial resources?	The Wayfinding Committee will research/consider design options for reconfiguring the library.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	50,000	General
Equipment	150,000	General
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	200,000	General

SAP 15

Strategic Action Plan Name:	Improve the safety of students in the library by expanding circulation staff's visibility of activity on both floors.
List College goal/objective the plan meets:	College Goal #4: Commit to accountability and continuous quality improvement. Improve the library's security camera system, and be accountable for increased student safety. Objective #2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Install five security cameras to increase the monitoring capability of circulation staff, so they can view blind spots in the library, particularly on the second floor. During the evenings, the library has insufficient staff to man the second floor Help Desk, so there is no continuous staff presence on that floor. However, due to the nature of libraries, shelves and other obstacles obstruct the view of staff on both floors. If there are problems or health emergencies, circulation staff are unable to see what is happening in key areas on the first and second floors. There are also fewer students in the evening who can report a problem.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Five additional cameras will be installed: two on the first floor and three on the third floor.

	<ul style="list-style-type: none"> • Maintain foot traffic levels at, or above, current level throughout the next program review cycle. • Maintain the proportion of students who have visited the library at 53%, or more, throughout the next program review cycle. 	
What specific aspects of this SAP can be accomplished without additional financial resources?	Monitoring of activity in the library by staff.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$6,500	General
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$6,500	General

SAP 16	
Strategic Action Plan Name:	Write and implement a library student equity plan.
List College goal/objective the plan meets:	College Goal #2: Cultivate a culture of equity. Objective # 1: Remove institutional barriers to student equity and success Objective # 4: Foster a sense of belonging where all are welcome and student basic needs are addressed.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Three librarians are members of the library Instructional Success Team (IST). They are working on strategies to engage staff and the librarians in a self-assessment of library policies and practices that might be impeding the success of students of color, particularly African American males and Latinx students. The goal is to write a library equity plan. The equity plan will prepare students for success through anti-racist programs and services developed collaboratively between librarians and staff who have reviewed the library in a holistic manner with a long-range equity vision.

<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<ul style="list-style-type: none"> • Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle. • Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle. • Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle. • Maintain no DI gaps in the usage of physical materials or databases used each year. • Maintain no DI gaps in student self-assessment of their comfort level, or level of preparedness, as a result of library instruction throughout the review cycle. 	
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>ALL</p>	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

In the next four to six years, the library will continue adapting to shifting trends in information usage and increased demand for critical thinking skills, especially when it comes to information evaluation. The library will also increasingly play an active role in students' sense of belonging on campus, both as a space where students feel included, and as a provider of programs that encourage acceptance of diverse perspectives.

The library will expand its already-successful instruction program. This will include new initiatives, such as new workshops, and updates to old initiatives based on evolving information literacy needs. The library will increase promotion and collaboration with faculty to expose more students to information literacy instruction. In four to six years, this could mean high demand for librarian time and instruction expertise – considering that three librarians are nearing retirement, increased instruction demand may critically strain librarian capacity.

To respond to shifting resource usage trends and to take advantage of a more diverse media landscape, the library will continue to purchase up-to-date materials and maintain a current collection of physical and digital resources. The library will continue to update its internal technology to accommodate emerging and varied tools. In four to six years, students using library resources will likely access new content and experiences.

The renovation of library space is becoming increasingly opportune. Key areas in the library can be converted into more spaces for students to study together, thus improving their connections to each other and the overall sense of belonging. Library renovations can also help support student sense of belonging by highlighting displays of library materials, student art, and cultural celebrations. Over the next four to six years, the library hopes to develop innovative spaces with updated processes and procedures to support them.

The library's instructional success team is working to reimagine library processes and procedures to make a more equitable library. Changes will follow a library equity plan.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

In four to six years, if unfunded during this program review, the library will continue to need these resources:

- Support for the growing library instruction program, both online and in-person.
- Additional librarians to replace vacancies due to retirement and to support increasing instructional demand.
- Funding for databases, books, and media to keep collections current and responsive to usage trends.

- Funding for renovations on the first and second floors to support students' sense of belonging via increased student collaboration spaces and culturally relevant displays.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The library is central to Fullerton College's goals of promoting success for every student, by improving critical thinking skills, cultivating a culture of equity, and fostering a sense of belonging where all are welcome. The library continues to be successful in its mission to assist students, faculty, and staff in attaining their educational and informational goals in a supportive environment. Students use library services in high numbers; our study space and online databases are especially popular. Faculty value our instruction services, and despite pandemic disruptions, have consistently referred their students to us.

We serve students through expertise in library technology, online learning, instruction, cataloging, programming, assessment, and information literacy. We collaborate with our campus partners to respond to student needs and to innovate in our services. With continued support, we will continue to provide exemplary service at the heart of the Fullerton College campus.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process, programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Library Website	Fall 2022	Yes	https://library.fullcoll.edu
Programs Marketing Materials	Fall 2022	Yes	Attached PDF (K – Promotional Materials)
Library Instruction Marketing to Faculty	Fall 2022	Yes	Attached PDF (K – Promotional Materials)
Library Instagram	Fall 2022	Yes	https://www.instagram.com/fullertoncollegelibrary
Library Twitter	Fall 2022	Yes	https://twitter.com/fc_library?lang=en

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dani Wilson	Dean, LLRISPS	12/13/22
Printed name of IMS	Title	Date

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name	Signature	Title	Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.



A – CCSSE Data

2019-2022 PROGRAM REVIEW

Fullerton College Library

Community College Survey of Student Engagement - Fullerton College (2021 Administration)
2021 Frequency Distributions - Main Survey
 Breakout by Gender Identity
 [Weighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Item 1												
1. Did you begin college at this college or elsewhere?	ENTER	Started here	434	69.7	792	64.3	15	71.1	19	80.5	1,261	66.4
		Started elsewhere	188	30.3	439	35.7	6	28.9	5	19.5	639	33.6
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,899	100.0
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?												
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	40	6.4	60	4.9	0	N/A	2	10.5	103	5.4
		Sometimes	238	38.3	398	32.4	12	55.1	9	42.0	657	34.7
		Often	183	29.5	381	30.9	5	23.8	5	21.3	574	30.3
		Very often	160	25.8	391	31.8	5	21.1	6	26.1	561	29.6
		Total	622	100.0	1,230	100.0	22	100.0	22	100.0	1,895	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	253	40.8	481	39.1	13	60.5	9	39.0	756	39.9
		Sometimes	209	33.7	444	36.1	6	28.9	6	24.5	665	35.1
		Often	99	15.9	191	15.5	2	10.5	7	29.2	299	15.8
		Very often	59	9.6	115	9.4	0	N/A	2	7.2	176	9.3
		Total	621	100.0	1,231	100.0	22	100.0	24	100.0	1,897	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	148	23.9	223	18.1	4	18.4	6	26.7	382	20.1
		Sometimes	204	32.9	362	29.4	8	36.7	10	43.7	584	30.8
		Often	167	26.9	348	28.3	5	23.8	6	27.0	527	27.8
		Very often	101	16.3	299	24.3	5	21.1	1	2.5	405	21.3
		Total	620	100.0	1,232	100.0	22	100.0	24	100.0	1,897	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	90	14.5	118	9.6	2	10.5	6	26.7	217	11.4
		Sometimes	168	27.2	276	22.4	6	28.9	7	29.2	457	24.1
		Often	208	33.6	423	34.3	5	21.1	5	22.0	640	33.8
		Very often	153	24.7	415	33.7	9	39.5	5	22.0	582	30.7
		Total	619	100.0	1,231	100.0	22	100.0	24	100.0	1,896	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	259	41.7	494	40.1	10	47.3	5	22.0	768	40.5
		Sometimes	264	42.6	548	44.5	10	44.9	14	61.0	836	44.1
		Often	64	10.4	112	9.1	0	N/A	2	7.2	178	9.4
		Very often	33	5.3	77	6.3	2	7.8	2	9.7	114	6.0
		Total	620	100.0	1,232	100.0	22	100.0	24	100.0	1,897	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	196	31.7	353	28.7	11	50.0	4	17.0	564	29.8
		Sometimes	240	38.7	451	36.7	4	18.4	10	44.0	705	37.2
		Often	128	20.7	277	22.5	3	16.0	7	29.2	415	21.9
		Very often	56	9.0	149	12.1	3	15.7	2	9.7	210	11.1
		Total	619	100.0	1,230	100.0	22	100.0	24	100.0	1,895	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	323	52.1	677	55.0	14	66.0	13	53.5	1,027	54.2
		Sometimes	212	34.3	342	27.8	4	18.4	5	19.8	563	29.7
		Often	57	9.3	140	11.4	2	7.8	3	12.3	202	10.7
		Very often	27	4.3	73	5.9	2	7.8	3	14.5	104	5.5
		Total	619	100.0	1,231	100.0	22	100.0	24	100.0	1,896	100.0

4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Sometimes	98	15.8	134	10.9	3	15.7	2	9.7	238	12.6
		Often	21	3.5	37	3.1	2	7.8	0	N/A	61	3.2
		Very often	19	3.0	45	3.7	2	7.8	2	7.2	67	3.6
		Total	621	100.0	1,229	100.0	22	100.0	24	100.0	1,895	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	502	81.3	1,019	83.0	16	73.8	22	92.8	1,559	82.5
		Sometimes	85	13.8	145	11.8	4	18.4	2	7.2	236	12.5
		Often	22	3.6	46	3.7	2	7.8	0	N/A	69	3.7
		Very often	8	1.3	17	1.4	0	N/A	0	N/A	25	1.3
Total	617	100.0	1,228	100.0	22	100.0	24	100.0	1,890	100.0		
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	24	3.9	42	3.4	0	N/A	0	N/A	66	3.5
		Sometimes	195	31.6	274	22.3	6	28.4	6	24.5	481	25.5
		Often	197	31.9	340	27.7	6	31.4	11	48.7	555	29.4
		Very often	202	32.6	572	46.6	8	40.2	6	26.7	789	41.7
Total	619	100.0	1,229	100.0	20	100.0	24	100.0	1,891	100.0		
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	116	18.7	210	17.0	6	26.2	2	10.0	334	17.6
		Sometimes	268	43.3	499	40.6	10	44.9	7	32.6	785	41.4
		Often	146	23.6	273	22.2	2	10.5	7	32.6	429	22.6
		Very often	90	14.4	248	20.2	4	18.4	6	24.9	347	18.3
Total	621	100.0	1,230	100.0	22	100.0	23	100.0	1,895	100.0		
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	243	39.2	386	31.4	9	41.9	8	34.3	647	34.1
		Sometimes	246	39.5	495	40.3	9	42.2	9	36.5	759	40.0
		Often	84	13.6	211	17.1	3	16.0	3	14.8	302	15.9
		Very often	48	7.7	138	11.2	0	N/A	3	14.5	189	10.0
Total	621	100.0	1,229	100.0	22	100.0	24	100.0	1,896	100.0		
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	289	46.6	644	52.6	10	47.3	11	48.7	954	50.5
		Sometimes	222	35.9	372	30.3	7	34.3	7	31.8	609	32.2
		Often	63	10.2	144	11.8	2	10.5	3	12.3	212	11.2
		Very often	46	7.4	66	5.4	2	7.8	2	7.2	115	6.1
Total	619	100.0	1,225	100.0	22	100.0	24	100.0	1,890	100.0		
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	40	6.5	69	5.7	0	N/A	2	7.2	112	5.9
		Sometimes	188	30.3	266	21.8	5	23.8	5	22.0	465	24.6
		Often	219	35.2	437	35.7	7	34.3	7	31.8	671	35.5
		Very often	174	28.0	452	36.9	9	41.9	9	39.0	644	34.1
Total	622	100.0	1,224	100.0	22	100.0	24	100.0	1,891	100.0		
4o. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	73	11.7	93	7.5	3	15.7	6	24.2	174	9.2
		Sometimes	255	41.2	437	35.5	6	26.5	5	22.0	703	37.1
		Often	181	29.2	375	30.5	5	23.8	5	22.0	566	29.9
		Very often	111	17.9	326	26.5	7	34.0	7	31.8	452	23.8
Total	619	100.0	1,230	100.0	22	100.0	24	100.0	1,895	100.0		
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	398	64.2	856	69.7	17	76.2	17	70.8	1,288	68.0
		Sometimes	145	23.4	247	20.1	3	16.0	7	29.2	402	21.2
		Often	59	9.5	93	7.5	0	N/A	0	N/A	151	8.0
		Very often	18	2.9	33	2.7	2	7.8	0	N/A	52	2.8
Total	619	100.0	1,229	100.0	22	100.0	24	100.0	1,894	100.0		
4q. Discussed ideas from your readings or classes with others outside of class (students, family members)	NOOIDEAS	Never	161	25.9	234	19.0	2	10.5	7	29.2	404	21.3

Others outside of class (students, family members, co-workers, etc.) [ACTCOLL]		Sometimes	245	39.6	440	35.8	7	31.6	9	36.5	701	37.0
		Often	140	22.6	327	26.6	8	36.7	3	14.8	479	25.3
		Very often	73	11.9	229	18.6	5	21.1	5	19.5	312	16.4
		Total	619	100.0	1,230	100.0	22	100.0	24	100.0	1,895	100.0
4r. Had serious conversations with students who differ from you	CONVSTUDIIF	Never	343	55.3	701	56.9	10	47.6	14	60.7	1,068	56.3
		Sometimes	202	32.6	370	30.1	11	52.4	6	27.0	590	31.1
		Often	56	9.0	108	8.8	0	N/A	1	5.0	165	8.7
		Very often	19	3.1	52	4.2	0	N/A	2	7.2	72	3.8
		Total	619	100.0	1,231	100.0	22	100.0	24	100.0	1,896	100.0
4s. Skipped class	SKIPCLAS	Never	451	72.5	885	72.0	18	81.6	13	56.5	1,367	72.1
		Sometimes	149	24.0	315	25.6	2	10.5	9	36.2	475	25.0
		Often	17	2.7	12	1.0	2	7.8	2	7.2	32	1.7
		Very often	5	0.8	17	1.4	0	N/A	0	N/A	22	1.2
		Total	622	100.0	1,229	100.0	22	100.0	24	100.0	1,897	100.0
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?												
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	Very little	48	7.8	138	11.5	2	10.5	0	N/A	188	10.1
		Some	170	27.7	354	29.5	7	34.3	9	39.0	540	29.1
		Quite a bit	259	42.4	396	33.1	5	21.1	7	29.2	667	35.9
		Very much	135	22.1	310	25.9	7	34.0	7	31.8	460	24.8
		Total	613	100.0	1,198	100.0	22	100.0	24	100.0	1,856	100.0
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	18	3.0	51	4.3	3	13.3	2	7.2	74	4.0
		Some	151	24.7	243	20.3	11	49.7	6	24.2	411	22.1
		Quite a bit	263	43.0	484	40.3	3	16.0	6	27.0	757	40.8
		Very much	180	29.3	421	35.1	5	21.1	10	41.5	615	33.1
		Total	613	100.0	1,199	100.0	22	100.0	24	100.0	1,857	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	35	5.7	60	5.0	0	N/A	0	N/A	94	5.1
		Some	165	27.0	248	20.7	9	42.8	6	26.7	428	23.1
		Quite a bit	240	39.4	463	38.6	7	34.3	10	43.7	721	38.9
		Very much	171	27.9	428	35.7	5	22.9	7	29.5	610	32.9
		Total	610	100.0	1,199	100.0	20	100.0	24	100.0	1,853	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	66	10.7	125	10.5	1	5.9	3	14.5	196	10.6
		Some	170	27.8	297	24.8	9	42.8	5	19.5	480	25.9
		Quite a bit	234	38.2	409	34.1	8	39.9	9	38.7	660	35.6
		Very much	143	23.3	366	30.6	2	11.4	6	27.3	518	27.9
		Total	612	100.0	1,198	100.0	20	100.0	24	100.0	1,853	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	60	9.9	85	7.1	3	17.3	0	N/A	149	8.0
		Some	176	28.7	292	24.3	7	34.0	6	26.7	481	25.9
		Quite a bit	231	37.7	428	35.7	7	34.3	8	34.0	674	36.3
		Very much	145	23.7	394	32.8	3	14.4	9	39.3	551	29.7
		Total	612	100.0	1,199	100.0	20	100.0	24	100.0	1,855	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	69	11.3	86	7.2	1	2.9	0	N/A	156	8.4
		Some	155	25.4	288	24.0	6	31.4	9	36.5	458	24.7
		Quite a bit	226	36.8	387	32.3	9	42.8	6	27.0	628	33.8
		Very much	162	26.5	438	36.5	5	22.9	9	36.5	614	33.1
		Total	613	100.0	1,199	100.0	20	100.0	24	100.0	1,856	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?												
		None	25	4.1	41	3.5	0	N/A	1	2.5	67	3.6

6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	1-4	326	53.2	575	48.2	10	48.4	11	48.5	922	49.9
		5-10	142	23.2	277	23.2	2	11.4	8	34.3	429	23.2
		11-20	65	10.6	160	13.4	5	25.8	1	5.0	231	12.5
		More than 20	55	8.9	139	11.7	3	14.4	2	9.7	199	10.8
		Total	613	100.0	1,193	100.0	20	100.0	24	100.0	1,849	100.0
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	206	33.7	350	29.4	2	11.4	7	29.5	565	30.6
		1-4	274	44.8	635	53.4	6	28.8	10	43.7	925	50.1
		5-10	96	15.7	116	9.7	9	42.8	2	7.2	222	12.0
		11-20	20	3.3	38	3.2	3	17.0	1	5.0	63	3.4
		More than 20	16	2.6	51	4.3	0	N/A	3	14.5	70	3.8
Total	611	100.0	1,190	100.0	20	100.0	24	100.0	1,845	100.0		
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	79	12.9	124	10.4	2	11.4	2	9.7	207	11.2
		1-4	218	35.6	416	34.9	6	28.4	15	63.2	655	35.4
		5-10	200	32.7	356	29.8	6	28.8	5	22.0	567	30.7
		11-20	70	11.5	184	15.4	4	19.9	1	5.0	260	14.1
		More than 20	45	7.3	112	9.4	2	11.4	0	N/A	159	8.6
Total	612	100.0	1,192	100.0	20	100.0	24	100.0	1,848	100.0		
Item 7												
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	6	1.0	5	0.4	2	7.8	0	N/A	13	0.7
		(2)	10	1.7	8	0.7	0	N/A	0	N/A	18	1.0
		(3)	24	4.0	22	1.8	3	15.7	1	2.5	50	2.7
		(4)	82	13.5	175	14.7	7	31.3	4	17.3	269	14.5
		(5)	224	36.7	374	31.3	6	26.5	7	31.5	611	33.0
		(6)	157	25.7	363	30.4	1	5.4	3	14.8	525	28.4
		Extremely challenging	106	17.4	248	20.7	3	13.3	8	34.0	365	19.7
Total	611	100.0	1,194	100.0	22	100.0	24	100.0	1,851	100.0		
Item 8: Which of the following have you done, or are you currently doing at this college?												
8a. Internship, field experience, co-op experience, or clinical assignment	DONEINTRN	No	573	93.9	1,118	94.2	17	83.0	22	92.8	1,729	93.9
		Yes	37	6.1	69	5.8	3	17.0	2	7.2	111	6.1
		Total	610	100.0	1,187	100.0	20	100.0	24	100.0	1,840	100.0
8b. An English course taught specifically for students whose first language is not English (ESL, ESOL)	DONEESL	No	573	93.9	1,116	94.2	18	91.5	24	100.0	1,730	94.2
		Yes	37	6.1	69	5.8	2	8.5	0	N/A	107	5.8
		Total	610	100.0	1,185	100.0	20	100.0	24	100.0	1,838	100.0
8c. Developmental/remedial reading course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVRD	No	536	87.9	984	82.9	15	74.5	24	100.0	1,559	84.7
		Yes	73	12.1	203	17.1	5	25.5	0	N/A	282	15.3
		Total	609	100.0	1,187	100.0	20	100.0	24	100.0	1,840	100.0
8d. Developmental/remedial writing course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVWR	No	517	84.8	957	80.7	15	74.5	24	100.0	1,513	82.2
		Yes	93	15.2	229	19.3	5	25.5	0	N/A	327	17.8
		Total	610	100.0	1,186	100.0	20	100.0	24	100.0	1,840	100.0
8e. Developmental/remedial math course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVMT	No	523	85.8	958	80.8	13	65.7	21	90.3	1,515	82.4
		Yes	87	14.2	228	19.2	7	34.3	2	9.7	324	17.6
		Total	610	100.0	1,186	100.0	20	100.0	24	100.0	1,839	100.0
8f. Honors course	DONEHNRS	No	569	93.6	1,117	94.3	18	91.5	21	87.7	1,725	94.0
		Yes	39	6.4	67	5.7	2	8.5	3	12.3	111	6.0
		Total	608	100.0	1,184	100.0	20	100.0	24	100.0	1,836	100.0
Item 9: How much does this college emphasize the following?												

9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	30	5.0	50	4.3	0	N/A	2	9.7	83	4.5
		Some	120	20.0	210	17.8	5	25.5	9	36.5	343	18.8
		Quite a bit	263	43.8	439	37.3	7	37.3	5	22.0	715	39.2
		Very much	188	31.2	479	40.7	7	37.3	7	31.8	682	37.4
		Total	601	100.0	1,178	100.0	20	100.0	24	100.0	1,823	100.0
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	21	3.5	48	4.0	1	2.9	1	5.0	71	3.9
		Some	125	20.8	188	15.9	5	25.5	11	46.0	329	18.0
		Quite a bit	229	38.1	430	36.4	7	37.3	5	22.3	672	36.8
		Very much	225	37.5	515	43.6	7	34.3	6	26.7	753	41.3
		Total	601	100.0	1,180	100.0	20	100.0	24	100.0	1,825	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	94	15.6	170	14.5	3	14.4	2	9.7	269	14.8
		Some	181	30.1	292	24.8	7	34.3	10	44.0	491	26.9
		Quite a bit	181	30.1	359	30.5	6	28.4	5	22.0	551	30.2
		Very much	145	24.2	355	30.2	5	22.9	6	24.2	511	28.0
		Total	601	100.0	1,177	100.0	20	100.0	24	100.0	1,822	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	184	30.7	345	29.3	2	8.8	9	39.0	541	29.6
		Some	210	35.0	406	34.5	12	59.8	8	34.3	636	34.9
		Quite a bit	146	24.2	235	19.9	6	31.4	4	17.0	391	21.4
		Very much	61	10.1	192	16.3	0	N/A	2	9.7	256	14.0
		Total	601	100.0	1,179	100.0	20	100.0	24	100.0	1,823	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	155	25.9	289	24.6	4	20.3	9	39.0	458	25.1
		Some	214	35.7	393	33.4	12	59.8	9	36.8	628	34.5
		Quite a bit	145	24.2	274	23.3	4	19.9	2	7.2	425	23.3
		Very much	86	14.3	222	18.8	0	N/A	4	17.0	311	17.1
		Total	601	100.0	1,178	100.0	20	100.0	24	100.0	1,823	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	108	18.0	226	19.2	5	25.5	3	14.8	342	18.8
		Some	167	27.8	291	24.7	5	25.8	9	39.0	472	25.9
		Quite a bit	174	29.0	333	28.2	5	25.8	6	24.2	518	28.4
		Very much	152	25.2	328	27.9	5	22.9	5	22.0	490	26.9
		Total	601	100.0	1,178	100.0	20	100.0	24	100.0	1,822	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?												
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) [STUEFF]	ACADPR01	None	12	2.0	6	0.5	0	N/A	2	7.2	20	1.1
		1–5	175	29.3	322	27.4	5	21.1	12	51.0	514	28.3
		6–10	151	25.3	358	30.4	6	26.2	3	12.3	517	28.5
		11–20	157	26.4	281	24.0	7	34.0	3	12.3	449	24.7
		21–30	66	11.0	116	9.9	3	16.0	2	7.5	187	10.3
		More than 30	35	5.9	92	7.8	1	2.7	2	9.7	129	7.1
Total	595	100.0	1,174	100.0	22	100.0	24	100.0	1,815	100.0		
10b. Working for pay	PAYWORK	None	221	37.1	385	33.0	11	52.7	6	27.3	624	34.5
		1–5	43	7.3	51	4.4	1	5.4	1	2.5	96	5.3
		6–10	37	6.3	110	9.4	3	15.7	3	14.5	155	8.5
		11–20	58	9.7	142	12.2	0	N/A	3	14.5	203	11.2
		21–30	74	12.5	176	15.0	2	10.5	3	14.5	256	14.1
		More than 30	161	27.1	304	26.0	3	15.7	6	26.7	475	26.2
Total	595	100.0	1,169	100.0	22	100.0	24	100.0	1,809	100.0		

10c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	PARTICXCUR	1-5	50	8.5	127	10.8	2	8.8	2	7.2	180	10.0
		6-10	12	2.0	30	2.6	2	8.5	0	N/A	43	2.4
		11-20	17	2.9	11	0.9	0	N/A	1	2.5	29	1.6
		21-30	3	0.6	5	0.4	0	N/A	0	N/A	8	0.4
		More than 30	5	0.8	9	0.8	0	N/A	0	N/A	14	0.8
		Total	595	100.0	1,171	100.0	20	100.0	24	100.0	1,810	100.0
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	None	299	50.2	446	38.1	7	37.3	13	56.3	766	42.3
		1-5	125	20.9	229	19.5	1	2.9	2	9.7	356	19.7
		6-10	66	11.2	103	8.8	3	17.0	2	9.7	176	9.7
		11-20	42	7.0	93	7.9	0	N/A	0	N/A	134	7.4
		21-30	12	2.0	58	4.9	3	17.0	0	N/A	74	4.1
		More than 30	52	8.7	243	20.7	5	25.8	6	24.2	306	16.9
		Total	595	100.0	1,172	100.0	20	100.0	24	100.0	1,811	100.0
10e. Commuting to and from classes	COMMUTE	None	455	76.4	931	79.3	18	88.6	13	56.3	1,417	78.2
		1-5	83	13.9	164	14.0	1	2.9	9	36.5	256	14.1
		6-10	34	5.6	40	3.4	2	8.5	0	N/A	75	4.2
		11-20	14	2.4	17	1.5	0	N/A	2	7.2	34	1.9
		21-30	2	0.4	6	0.5	0	N/A	0	N/A	8	0.4
		More than 30	7	1.2	16	1.3	0	N/A	0	N/A	23	1.2
		Total	595	100.0	1,174	100.0	20	100.0	24	100.0	1,812	100.0
Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?												
11a. Acquiring job- or work-related knowledge and skills	GNWORK	Very little	164	28.0	253	21.8	5	25.8	7	31.8	430	24.0
		Some	193	32.9	333	28.7	7	37.3	7	29.2	541	30.2
		Quite a bit	136	23.2	298	25.6	4	19.9	7	29.2	445	24.8
		Very much	93	15.8	277	23.9	3	17.0	2	9.7	376	21.0
		Total	587	100.0	1,161	100.0	20	100.0	24	100.0	1,791	100.0
11b. Writing clearly and effectively	GNWRITE	Very little	53	9.0	73	6.3	2	11.4	1	2.5	129	7.2
		Some	152	25.9	232	20.0	6	31.4	10	43.7	402	22.4
		Quite a bit	235	40.1	440	37.9	3	17.3	10	44.0	690	38.5
		Very much	147	25.0	416	35.8	8	39.9	2	9.7	573	32.0
		Total	588	100.0	1,162	100.0	20	100.0	24	100.0	1,793	100.0
11c. Speaking clearly and effectively	GNSPEAK	Very little	81	13.8	101	8.7	2	8.5	2	7.2	185	10.3
		Some	171	29.1	264	22.7	5	22.9	10	43.7	450	25.1
		Quite a bit	190	32.4	407	35.1	9	45.8	10	41.8	617	34.4
		Very much	145	24.7	389	33.5	5	22.9	2	7.2	540	30.2
		Total	588	100.0	1,161	100.0	20	100.0	24	100.0	1,792	100.0
11d. Thinking critically and analytically	GNANALY	Very little	38	6.5	44	3.8	2	11.4	2	7.2	86	4.8
		Some	138	23.6	177	15.2	3	14.4	5	22.0	323	18.0
		Quite a bit	218	37.2	445	38.3	10	48.4	10	41.5	682	38.1
		Very much	192	32.8	496	42.7	5	25.8	7	29.2	700	39.1
		Total	586	100.0	1,161	100.0	20	100.0	24	100.0	1,791	100.0
11e. Solving numerical problems	GNSOLVE	Very little	107	18.2	220	19.0	6	28.4	2	7.2	334	18.7
		Some	165	28.2	286	24.7	8	39.9	14	61.0	474	26.5
		Quite a bit	174	29.7	359	30.9	2	11.4	4	17.3	539	30.1
		Very much	140	23.9	296	25.5	4	20.3	3	14.5	443	24.8
		Total	586	100.0	1,161	100.0	20	100.0	24	100.0	1,791	100.0
11f. Working effectively with others	GNOTHERS	Very little	84	14.3	126	10.9	3	17.0	2	9.7	216	12.0
		Some	205	35.0	303	26.1	5	25.8	10	41.5	523	29.2
		Quite a bit	192	32.6	381	32.8	5	25.8	8	34.3	586	32.7
		Very much	106	18.0	351	30.3	6	31.4	3	14.5	467	26.1
		Total	587	100.0	1,161	100.0	20	100.0	24	100.0	1,792	100.0
11g. Learning effectively on your own	GNINQ	Very little	41	7.0	52	4.5	2	8.5	1	2.5	95	5.3
		Some	138	23.5	157	13.5	5	22.9	4	17.3	304	17.0
		Quite a bit	197	33.6	415	35.7	5	22.9	8	34.3	624	34.8
		Very much	211	35.9	538	46.3	9	45.8	11	46.0	769	42.9

		Total	587	100.0	1,161	100.0	20	100.0	24	100.0	1,792	100.0
11h. Developing clearer career goals	GNCARGOAL	Very little	109	18.5	146	12.6	6	31.4	2	9.7	263	14.7
		Some	163	27.8	243	20.9	5	25.8	7	29.5	418	23.3
		Quite a bit	170	28.9	376	32.5	4	19.9	7	29.2	557	31.1
		Very much	146	24.9	395	34.1	5	22.9	7	31.5	553	30.9
		Total	588	100.0	1,160	100.0	20	100.0	24	100.0	1,792	100.0
11i. Gaining information about career opportunities	GNGAINCAR	Very little	125	21.2	209	18.0	4	19.9	5	19.5	342	19.1
		Some	179	30.5	287	24.8	7	34.3	10	44.0	483	27.0
		Quite a bit	152	25.9	323	27.9	5	22.9	3	12.3	483	27.0
		Very much	132	22.4	338	29.2	5	22.9	6	24.2	480	26.9
		Total	588	100.0	1,157	100.0	20	100.0	24	100.0	1,789	100.0
Item 12.1: How often have you used the following services during the current academic year?												
12.1a. Academic advising/planning [SUPPORT]	FREQACAD	Never	206	35.4	380	33.1	5	22.9	5	22.6	595	33.6
		1 time	169	29.0	255	22.2	7	34.3	9	37.4	439	24.8
		2-4 times	154	26.4	397	34.6	9	42.8	5	22.6	565	31.9
		5 or more times	53	9.2	116	10.1	0	N/A	4	17.4	174	9.8
		Total	582	100.0	1,148	100.0	20	100.0	23	100.0	1,773	100.0
12.1b. Career counseling [SUPPORT]	FREQCACOU	Never	321	55.2	535	46.8	12	59.8	13	57.7	881	49.9
		1 time	104	17.9	226	19.8	4	19.9	2	10.0	337	19.1
		2-4 times	126	21.7	294	25.7	4	20.3	7	32.3	432	24.4
		5 or more times	30	5.1	88	7.7	0	N/A	0	N/A	117	6.6
		Total	582	100.0	1,143	100.0	20	100.0	23	100.0	1,768	100.0
12.1c. Job placement assistance	FREQJOBPL	Never	519	89.3	1,060	92.6	18	91.5	16	70.3	1,613	91.2
		1 time	32	5.5	43	3.8	2	8.5	7	29.7	84	4.7
		2-4 times	25	4.3	37	3.2	0	N/A	0	N/A	62	3.5
		5 or more times	5	0.9	5	0.5	0	N/A	0	N/A	11	0.6
		Total	581	100.0	1,145	100.0	20	100.0	23	100.0	1,769	100.0
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	Never	326	56.0	556	48.6	12	60.1	11	47.7	905	51.2
		1 time	64	11.0	124	10.8	2	11.4	2	7.4	192	10.8
		2-4 times	104	17.8	246	21.5	2	8.5	4	17.4	356	20.1
		5 or more times	88	15.1	218	19.1	4	19.9	6	27.4	317	17.9
		Total	582	100.0	1,144	100.0	20	100.0	23	100.0	1,769	100.0
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	386	66.5	754	65.7	15	74.2	14	60.3	1,169	66.0
		1 time	68	11.7	110	9.6	3	17.0	3	14.9	185	10.5
		2-4 times	68	11.7	157	13.7	1	5.9	5	22.3	232	13.1
		5 or more times	59	10.1	125	10.9	1	2.9	1	2.6	186	10.5
		Total	581	100.0	1,147	100.0	20	100.0	23	100.0	1,771	100.0
12.1f. Child care	FREQCHLD	Never	559	96.0	1,115	97.4	18	91.5	23	100.0	1,715	96.9
		1 time	7	1.2	10	0.9	2	8.5	0	N/A	18	1.0
		2-4 times	9	1.6	12	1.1	0	N/A	0	N/A	21	1.2
		5 or more times	7	1.2	7	0.7	0	N/A	0	N/A	14	0.8
		Total	582	100.0	1,145	100.0	20	100.0	23	100.0	1,770	100.0
12.1g. Financial aid advising	FREQFAADV	Never	364	62.6	643	56.1	13	62.7	13	55.1	1,032	58.3
		1 time	113	19.4	216	18.8	4	19.9	5	22.3	337	19.0
		2-4 times	81	14.0	212	18.5	2	8.8	5	22.6	300	17.0
		5 or more times	24	4.1	76	6.6	2	8.5	0	N/A	101	5.7
		Total	581	100.0	1,147	100.0	20	100.0	23	100.0	1,771	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	466	80.2	879	76.6	17	85.6	17	75.1	1,380	77.9
		1 time	35	6.1	68	5.9	2	11.4	3	14.9	109	6.2
		2-4 times	38	6.5	108	9.4	1	2.9	0	N/A	146	8.2
		5 or more times	42	7.2	93	8.1	0	N/A	2	10.0	137	7.7
		Total	581	100.0	1,147	100.0	20	100.0	23	100.0	1,771	100.0
12.1i. Student organizations	FREQSTORG	Never	501	86.1	955	83.5	15	77.1	18	77.4	1,489	84.2
		1 time	33	5.6	74	6.4	4	19.9	3	12.6	113	6.4
		2-4 times	34	5.9	63	5.5	0	N/A	2	7.4	99	5.6
		5 or more times	14	2.4	52	4.6	1	2.9	1	2.6	67	3.8

		Total	582	100.0	1,144	100.0	20	100.0	23	100.0	1,769	100.0
12.1j. Transfer advising/planning	FREQTRADV	Never	363	62.6	683	59.6	10	48.4	11	47.7	1,067	60.3
		1 time	115	19.8	198	17.2	4	19.9	5	22.3	322	18.2
		2-4 times	70	12.0	208	18.1	6	28.8	5	20.0	288	16.3
		5 or more times	33	5.6	58	5.0	1	2.9	2	10.0	93	5.3
		Total	580	100.0	1,146	100.0	20	100.0	23	100.0	1,770	100.0
12.1k. Library resources and services	FREQLIB	Never	313	53.8	491	42.9	8	39.9	9	37.7	821	46.4
		1 time	76	13.0	143	12.4	4	19.9	2	10.0	225	12.7
		2-4 times	102	17.4	265	23.2	5	25.8	3	12.6	375	21.2
		5 or more times	92	15.7	246	21.5	3	14.4	9	39.7	350	19.8
		Total	582	100.0	1,146	100.0	20	100.0	23	100.0	1,771	100.0
12.1l. Services for students with disabilities	FREQDISABSVCS	Never	506	86.9	1,026	89.6	15	74.2	21	90.0	1,567	88.5
		1 time	22	3.9	47	4.1	2	11.4	2	7.4	73	4.1
		2-4 times	27	4.7	35	3.0	1	2.9	1	2.6	63	3.6
		5 or more times	27	4.6	38	3.3	2	11.4	0	N/A	67	3.8
		Total	582	100.0	1,145	100.0	20	100.0	23	100.0	1,770	100.0
12.1m. Services for active military and veterans	FREQMILSVCS	Never	530	91.1	1,117	97.4	18	91.5	23	100.0	1,689	95.3
		1 time	16	2.7	12	1.1	2	8.5	0	N/A	29	1.7
		2-4 times	21	3.6	12	1.0	0	N/A	0	N/A	32	1.8
		5 or more times	15	2.6	6	0.5	0	N/A	0	N/A	21	1.2
		Total	582	100.0	1,146	100.0	20	100.0	23	100.0	1,771	100.0
Item 12.2: How satisfied are you with the services?												
12.2a. Academic advising/planning	SATACAD	Not at all	19	5.1	28	3.6	1	3.8	2	12.9	50	4.2
		Somewhat	169	45.1	256	33.5	5	33.5	5	28.8	435	37.2
		Very	187	49.9	479	62.8	10	62.7	10	58.3	686	58.6
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	375	100.0	763	100.0	15	100.0	18	100.0	1,172	100.0
12.2b. Career counseling	SATCACOU	Not at all	13	4.9	28	4.7	1	7.3	0	N/A	42	4.7
		Somewhat	113	43.8	196	32.5	6	78.0	7	76.4	323	36.7
		Very	133	51.3	379	62.8	1	14.6	2	23.6	515	58.5
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	259	100.0	603	100.0	8	100.0	10	100.0	880	100.0
12.2c. Job placement assistance	SATJOBPL	Not at all	7	11.3	13	16.0	0	N/A	2	25.0	22	14.3
		Somewhat	32	52.2	35	42.8	2	100.0	3	50.0	73	47.6
		Very	23	36.5	34	41.2	0	N/A	2	25.0	58	38.1
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	62	100.0	83	100.0	2	100.0	7	100.0	153	100.0
12.2d. Peer or other tutoring	SATTUTOR	Not at all	9	3.4	9	1.6	1	7.4	0	N/A	18	2.1
		Somewhat	83	32.4	166	28.4	3	42.6	3	28.4	255	29.7
		Very	164	64.2	408	70.0	4	50.0	9	71.6	585	68.1
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	255	100.0	583	100.0	8	100.0	12	100.0	858	100.0
12.2e. Skill labs (writing, math, etc.)	SATLAB	Not at all	18	9.3	10	2.5	1	11.4	0	N/A	28	4.8
		Somewhat	64	33.5	136	35.0	3	65.8	7	74.8	210	35.4
		Very	110	57.2	242	62.4	1	22.8	2	25.2	355	59.8
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	192	100.0	387	100.0	5	100.0	9	100.0	593	100.0
12.2f. Child care	SATCHLD	Not at all	6	25.7	6	24.2	0	N/A	0	N/A	12	24.1
		Somewhat	10	46.1	9	33.3	2	100.0	0	N/A	21	41.3
		Very	6	28.3	11	42.4	0	N/A	0	N/A	17	34.6
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	23	100.0	26	100.0	2	100.0	0	N/A	50	100.0
12.2g. Financial aid advising	SATFAADV	Not at all	16	7.4	51	10.3	0	N/A	2	16.6	69	9.4
		Somewhat	91	42.0	170	34.2	2	30.7	5	44.6	268	36.6
		Very	110	50.5	276	55.5	5	69.3	4	38.9	395	53.9
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A

		Total	218	100.0	497	100.0	7	100.0	10	100.0	732	100.0
12.2h. Computer lab	SATCOMLB	Not at all	5	4.0	9	3.3	0	N/A	0	N/A	13	3.5
		Somewhat	53	46.0	73	28.1	3	100.0	2	29.9	131	34.0
		Very	57	49.9	179	68.6	0	N/A	4	70.1	241	62.6
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	114	100.0	262	100.0	3	100.0	6	100.0	384	100.0
12.2i. Student organizations	SATSTORG	Not at all	3	3.8	10	5.3	0	N/A	0	N/A	13	4.7
		Somewhat	43	54.2	68	36.8	5	100.0	1	22.8	117	42.6
		Very	33	42.0	107	57.8	0	N/A	4	77.2	144	52.7
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	79	100.0	185	100.0	5	100.0	5	100.0	274	100.0
12.2j. Transfer advising/planning	SATTRADV	Not at all	16	7.5	28	6.2	0	N/A	0	N/A	44	6.4
		Somewhat	83	38.1	173	37.7	3	27.8	2	19.1	261	37.4
		Very	118	54.4	258	56.1	7	72.2	10	80.9	393	56.2
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	217	100.0	459	100.0	10	100.0	12	100.0	698	100.0
12.2k. Library resources and services	SATLIB	Not at all	2	0.7	5	0.8	0	N/A	0	N/A	7	0.7
		Somewhat	83	31.1	145	22.4	4	33.2	4	28.0	236	25.1
		Very	182	68.3	498	76.8	8	66.8	10	72.0	698	74.2
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	266	100.0	649	100.0	12	100.0	14	100.0	942	100.0
12.2l. Services for students with disabilities	SATDISABSVCS	Not at all	3	3.9	7	6.2	0	N/A	0	N/A	10	5.1
		Somewhat	34	44.9	33	29.2	4	77.2	0	N/A	71	36.3
		Very	39	51.2	72	64.5	1	22.8	2	100.0	115	58.7
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	76	100.0	112	100.0	5	100.0	2	100.0	195	100.0
12.2m. Services for active military and veterans	SATMILSVCS	Not at all	1	2.3	8	28.8	0	N/A	0	N/A	9	11.4
		Somewhat	21	41.8	6	22.7	2	100.0	0	N/A	29	36.5
		Very	29	55.9	13	48.5	0	N/A	0	N/A	42	52.1
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	51	100.0	28	100.0	2	100.0	0	N/A	81	100.0
Item 12.3: How important are the services to you at this college?												
12.3a. Academic advising/planning	IMPACAD	Not at all	36	6.2	50	4.4	0	N/A	1	5.1	88	5.0
		Somewhat	141	24.3	193	16.9	9	42.8	9	37.4	350	19.9
		Very	403	69.5	896	78.7	11	57.2	13	57.4	1,323	75.1
		Total	580	100.0	1,139	100.0	20	100.0	23	100.0	1,762	100.0
12.3b. Career counseling	IMPCACOU	Not at all	62	10.7	90	7.9	3	14.4	3	12.6	157	8.9
		Somewhat	152	26.2	221	19.4	6	31.4	10	44.9	389	22.1
		Very	366	63.1	830	72.8	11	54.2	10	42.6	1,216	69.0
		Total	580	100.0	1,140	100.0	20	100.0	23	100.0	1,763	100.0
12.3c. Job placement assistance	IMPJOBPL	Not at all	126	21.7	199	17.5	4	20.3	5	22.6	334	19.0
		Somewhat	190	32.8	351	30.8	9	45.4	11	47.4	561	31.9
		Very	263	45.5	588	51.6	7	34.3	7	30.0	865	49.1
		Total	579	100.0	1,138	100.0	20	100.0	23	100.0	1,761	100.0
12.3d. Peer or other tutoring	IMPTUTOR	Not at all	100	17.3	129	11.4	3	14.4	2	8.3	234	13.3
		Somewhat	203	35.0	315	27.7	10	51.3	9	43.2	537	30.6
		Very	277	47.7	692	60.9	7	34.3	10	48.5	986	56.1
		Total	580	100.0	1,137	100.0	20	100.0	21	100.0	1,758	100.0
12.3e. Skill labs (writing, math, etc.)	IMPLAB	Not at all	122	21.2	186	16.4	3	14.4	7	30.0	318	18.1
		Somewhat	228	39.4	355	31.3	9	42.8	6	25.1	597	34.0
		Very	228	39.5	592	52.3	9	42.8	10	44.9	840	47.8
		Total	578	100.0	1,133	100.0	20	100.0	23	100.0	1,755	100.0
12.3f. Child care	IMPCHLD	Not at all	336	58.0	590	51.9	10	51.6	14	62.6	951	54.1
		Somewhat	130	22.5	186	16.4	6	28.4	3	12.6	325	18.5
		Very	113	19.5	360	31.7	4	19.9	6	24.9	483	27.5
		Total	579	100.0	1,137	100.0	20	100.0	23	100.0	1,759	100.0

12.3g. Financial aid advising	IMPFAADV	Not at all	112	19.4	126	11.0	1	5.9	1	5.1	240	13.7
		Somewhat	147	25.4	256	22.4	10	48.4	7	32.6	420	23.8
		Very	319	55.2	759	66.5	9	45.8	14	62.3	1,101	62.5
		Total	578	100.0	1,140	100.0	20	100.0	23	100.0	1,761	100.0
12.3h. Computer lab	IMPCOMLB	Not at all	189	32.7	327	28.7	3	14.4	9	40.0	528	30.0
		Somewhat	203	35.0	335	29.4	12	59.8	7	30.0	557	31.6
		Very	187	32.3	478	41.9	5	25.8	7	30.0	677	38.4
		Total	579	100.0	1,140	100.0	20	100.0	23	100.0	1,762	100.0
12.3i. Student organizations	IMPSTORG	Not at all	210	36.4	324	28.5	5	25.8	11	47.4	551	31.3
		Somewhat	233	40.4	411	36.1	12	59.8	6	27.7	662	37.7
		Very	134	23.2	403	35.4	3	14.4	6	24.9	545	31.0
		Total	577	100.0	1,138	100.0	20	100.0	23	100.0	1,758	100.0
12.3j. Transfer advising/planning	IMPTRADV	Not at all	78	13.5	117	10.3	2	8.5	5	22.6	202	11.5
		Somewhat	132	22.8	215	18.9	6	31.4	3	15.1	357	20.3
		Very	368	63.7	804	70.7	12	60.1	14	62.3	1,198	68.2
		Total	577	100.0	1,136	100.0	20	100.0	23	100.0	1,757	100.0
12.3k. Library resources and services	IMPLIB	Not at all	89	15.3	94	8.3	1	2.9	2	7.7	185	10.5
		Somewhat	182	31.6	308	27.1	6	28.4	9	40.0	505	28.8
		Very	307	53.1	734	64.6	14	68.6	12	52.3	1,066	60.7
		Total	578	100.0	1,135	100.0	20	100.0	23	100.0	1,756	100.0
12.3l. Services for students with disabilities	IMPDISABVC	Not at all	243	42.0	415	36.5	3	14.4	9	40.4	669	38.1
		Somewhat	117	20.2	225	19.7	6	28.4	5	24.4	352	20.0
		Very	219	37.9	498	43.8	11	57.2	7	35.2	737	41.9
		Total	579	100.0	1,138	100.0	20	100.0	21	100.0	1,758	100.0
12.3m. Services for active military and veterans	IMPMLSVCS	Not at all	299	51.7	564	49.6	10	51.6	14	60.0	887	50.4
		Somewhat	108	18.7	198	17.4	7	36.9	3	15.1	317	18.0
		Very	171	29.6	376	33.0	2	11.4	6	24.9	555	31.5
		Total	579	100.0	1,137	100.0	20	100.0	23	100.0	1,759	100.0
Item 13												
13. During the current academic term at this college, I completed registration before the first class session(s).	COMPLREG	No; I was not registered for any of my courses before the first class session(s)	6	1.1	21	1.8	1	2.9	2	7.4	29	1.7
		Partly; I was registered for some of my courses before the first class session(s)	7	1.2	28	2.4	2	8.5	5	22.3	41	2.3
		Mostly; I was registered for most of my courses before the first class session(s)	41	7.1	88	7.7	2	11.4	6	27.4	138	7.8
		Yes; I was registered for all of my courses before the first class session(s)	526	90.6	1,008	88.1	15	77.1	10	42.9	1,559	88.2
		Total	580	100.0	1,144	100.0	20	100.0	23	100.0	1,767	100.0
Item 14												
14. The one response that best describes my experience with orientation when I first came to this college is:	EXPORIENT	I was unable to participate in orientation due to scheduling or other issues	38	6.8	74	6.5	1	2.9	0	N/A	112	6.5
		I was not aware of a college orientation	108	19.2	169	15.1	6	28.4	4	18.8	287	16.6
		I enrolled in an orientation course as part of my course schedule during my first academic term	38	6.7	65	5.7	2	8.5	3	16.0	108	6.2
		I attended an on-campus orientation prior to the beginning of classes	87	15.5	202	18.0	7	37.3	2	10.8	299	17.3

		I took part in an online orientation prior to the beginning of classes	292	51.8	614	54.7	5	22.9	12	54.3	923	53.4
		Total	564	100.0	1,124	100.0	20	100.0	21	100.0	1,729	100.0
Item 15												
15. During my first academic year at this college, I participated in a first-year experience program.	PARTICFYE	No	486	84.0	976	85.5	18	96.8	18	80.0	1,498	85.1
		Yes	92	16.0	166	14.5	1	3.2	5	20.0	263	14.9
		Total	578	100.0	1,142	100.0	18	100.0	23	100.0	1,761	100.0
Item 16												
16. During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).	PARTICLRNC	No	517	91.8	1,030	91.5	20	100.0	23	100.0	1,590	91.8
		Yes	46	8.2	96	8.5	0	N/A	0	N/A	142	8.2
		Total	564	100.0	1,126	100.0	20	100.0	23	100.0	1,732	100.0
Item 17												
17. During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).	PARTICSSC	No	464	80.4	930	82.5	18	88.6	20	85.1	1,431	81.9
		Yes	113	19.6	197	17.5	2	11.4	3	14.9	316	18.1
		Total	578	100.0	1,127	100.0	20	100.0	23	100.0	1,748	100.0
Item 18												
18. I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...	TOLDNRDEV	Did not enroll in any of these courses	130	22.5	270	23.6	6	28.8	1	2.6	406	23.0
		Did enroll in one of these courses	75	13.0	165	14.4	5	22.9	2	10.0	247	14.0
		Did enroll in more than one of these courses	60	10.5	129	11.2	2	8.5	0	N/A	191	10.8
		N.A.	312	54.0	581	50.8	8	39.9	20	87.4	921	52.2
		Total	578	100.0	1,144	100.0	20	100.0	23	100.0	1,764	100.0
Item 19												
19. During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.	ATTNDPOLICY	None of my instructors explained a class attendance policy	22	3.9	40	3.6	1	2.9	0	N/A	63	3.6
		Some of my instructors explained a class attendance policy	45	7.8	82	7.2	0	N/A	0	N/A	126	7.2
		Most of my instructors explained a class attendance policy	109	19.0	144	12.7	6	28.4	7	30.0	265	15.2
		All of my instructors explained a class attendance policy	399	69.4	861	76.4	14	68.6	16	70.0	1,290	74.0
		Total	574	100.0	1,127	100.0	20	100.0	23	100.0	1,744	100.0
Item 20												
20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a four-year college or university).	DEVACADPLN	No	178	30.8	350	30.9	7	37.3	9	39.7	545	31.1
		Yes	345	59.8	673	59.5	13	62.7	13	55.1	1,043	59.6

transferring to a 4-year college or university).		I'm still in my first academic term; I have not yet developed an academic plan.	54	9.4	109	9.6	0	N/A	1	5.1	164	9.4
		Total	577	100.0	1,131	100.0	20	100.0	23	100.0	1,752	100.0
Item 21												
21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	STRGLASSIST	No	284	49.3	553	48.7	11	57.2	11	47.4	860	49.0
		Yes	107	18.6	209	18.4	5	25.8	5	22.6	327	18.6
		N.A.	185	32.1	373	32.9	3	17.0	7	30.0	569	32.4
		Total	576	100.0	1,136	100.0	20	100.0	23	100.0	1,755	100.0
Item 22												
22. During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).	PARTICSI	Never	371	64.1	727	63.9	16	80.1	9	40.3	1,123	63.9
		Less than 1 time a week	92	15.9	187	16.5	4	19.9	4	17.4	287	16.3
		1-2 times a week	84	14.6	180	15.8	0	N/A	6	24.9	270	15.4
		3-4 times a week	22	3.8	35	3.1	0	N/A	2	10.0	59	3.4
		More than 4 times a week	9	1.6	8	0.7	0	N/A	2	7.4	19	1.1
		Total	578	100.0	1,137	100.0	20	100.0	23	100.0	1,758	100.0
Item 23: How likely is it that the following issues would cause you to withdraw from class or from this college?												
23a. Working full-time	WRKFULL	Not likely	181	31.5	352	31.0	5	25.8	3	15.1	542	30.9
		Somewhat likely	126	22.0	264	23.3	7	36.9	5	20.0	402	23.0
		Likely	121	21.1	185	16.4	3	17.3	5	20.0	315	18.0
		Very likely	147	25.5	332	29.3	4	19.9	10	44.9	494	28.2
		Total	576	100.0	1,134	100.0	20	100.0	23	100.0	1,752	100.0
23b. Caring for dependents	CAREDEP	Not likely	281	48.9	475	41.9	9	42.8	6	27.4	771	44.0
		Somewhat likely	122	21.2	266	23.5	7	36.9	7	32.6	403	23.0
		Likely	89	15.4	169	14.9	1	5.9	1	2.6	260	14.8
		Very likely	83	14.5	222	19.6	3	14.4	9	37.4	317	18.1
		Total	576	100.0	1,133	100.0	20	100.0	23	100.0	1,751	100.0
23c. Academically unprepared	ACADUNP	Not likely	273	47.6	520	46.1	9	42.8	7	30.8	809	46.4
		Somewhat likely	153	26.6	311	27.6	9	45.8	6	25.8	478	27.4
		Likely	82	14.4	158	14.1	0	N/A	7	30.5	248	14.2
		Very likely	66	11.5	138	12.2	2	11.4	3	12.9	209	12.0
		Total	574	100.0	1,127	100.0	20	100.0	22	100.0	1,744	100.0
23d. Lack of finances	LACKFIN	Not likely	213	37.0	316	28.0	6	28.4	5	20.0	539	30.8
		Somewhat likely	121	21.0	270	23.9	4	19.9	3	15.1	398	22.8
		Likely	83	14.4	203	18.0	4	19.9	4	17.4	294	16.8
		Very likely	159	27.6	341	30.2	6	31.7	11	47.4	517	29.6
		Total	576	100.0	1,129	100.0	20	100.0	23	100.0	1,748	100.0
23e. Transfer to a 4-year college or university	TRANSFER	Not likely	208	36.0	424	37.6	7	34.0	4	17.4	642	36.7
		Somewhat likely	102	17.7	217	19.3	5	25.8	3	12.6	328	18.7
		Likely	96	16.6	172	15.2	1	2.9	5	20.0	273	15.6
		Very likely	171	29.6	316	28.0	7	37.3	11	50.0	506	28.9
		Total	576	100.0	1,129	100.0	20	100.0	23	100.0	1,748	100.0
Item 24												
24. How supportive are your friends of your attending this college?	FRNDSUPP	Not very	35	6.1	42	3.7	2	8.5	3	14.9	82	4.7
		Somewhat	96	16.7	147	13.0	2	8.5	6	24.9	251	14.3
		Quite a bit	162	28.1	262	23.1	9	42.8	4	15.4	436	24.9
		Extremely	283	49.1	680	60.1	8	40.2	10	44.9	981	56.1
		Total	576	100.0	1,131	100.0	20	100.0	23	100.0	1,751	100.0
Item 25												

25. How supportive is your immediate family or your attending this college?	FAMSUPP	Somewhat	64	11.5	126	11.8	2	8.5	2	11.1	194	11.6
		Quite a bit	146	26.3	219	20.5	2	11.4	6	27.9	373	22.4
		Extremely	327	58.9	693	64.7	13	63.1	9	44.4	1,041	62.5
		Total	554	100.0	1,071	100.0	20	100.0	21	100.0	1,666	100.0
Item 26: Indicate which of the following are your reasons/goals for attending this college.												
26a. Complete a certificate program	GOALCERT	No	313	55.8	612	55.2	13	62.7	12	52.6	950	55.5
		Yes	247	44.2	497	44.8	7	37.3	11	47.4	763	44.5
		Total	560	100.0	1,110	100.0	20	100.0	23	100.0	1,713	100.0
26b. Obtain an associate degree	GOALAA	No	159	28.0	250	22.3	7	36.9	9	40.0	425	24.5
		Yes	408	72.0	871	77.7	13	63.1	14	60.0	1,306	75.5
		Total	567	100.0	1,121	100.0	20	100.0	23	100.0	1,731	100.0
26c. Transfer to a 4-year college or university	GOALTR4YR	No	99	17.3	231	20.7	7	34.0	5	22.6	342	19.7
		Yes	474	82.7	887	79.3	13	66.0	18	77.4	1,392	80.3
		Total	573	100.0	1,118	100.0	20	100.0	23	100.0	1,734	100.0
26d. Obtain or update job-related skills	GOALJOBSSKILL	No	193	34.6	397	35.8	4	20.3	6	25.1	600	35.1
		Yes	365	65.4	713	64.2	16	79.7	17	74.9	1,111	64.9
		Total	558	100.0	1,110	100.0	20	100.0	23	100.0	1,711	100.0
26e. Change careers	GOALCHGCAR	No	361	64.9	719	64.8	13	65.7	15	70.4	1,108	64.9
		Yes	195	35.1	391	35.2	7	34.3	6	29.6	600	35.1
		Total	556	100.0	1,111	100.0	20	100.0	21	100.0	1,708	100.0
26f. Self-improvement/personal enjoyment	GOALSELFIMP	No	131	23.2	256	22.9	1	2.9	3	15.1	392	22.6
		Yes	436	76.8	865	77.1	20	97.1	20	84.9	1,340	77.4
		Total	567	100.0	1,122	100.0	20	100.0	23	100.0	1,732	100.0
Item 27: Indicate which of the following are sources you use to pay for your tuition at this college.												
27a. My own income/savings	PAYOWNINC	Not a source	149	26.0	271	24.2	6	28.4	5	24.4	431	24.8
		Minor source	172	29.9	323	28.9	7	37.3	9	40.4	511	29.5
		Major source	253	44.1	526	46.9	7	34.3	7	35.2	794	45.7
		Total	574	100.0	1,121	100.0	20	100.0	21	100.0	1,736	100.0
27b. Income/savings from family	PAYFAM	Not a source	288	50.7	676	60.5	9	43.1	10	50.0	983	57.0
		Minor source	127	22.4	195	17.5	2	11.4	5	26.5	330	19.1
		Major source	153	27.0	246	22.0	9	45.4	5	23.5	413	23.9
		Total	569	100.0	1,116	100.0	20	100.0	20	100.0	1,725	100.0
27c. Employer contributions	PAYEMPLOYER	Not a source	506	89.3	976	87.8	18	91.5	18	91.3	1,518	88.4
		Minor source	38	6.6	75	6.8	2	8.5	2	8.7	116	6.8
		Major source	23	4.1	60	5.4	0	N/A	0	N/A	83	4.9
		Total	566	100.0	1,112	100.0	20	100.0	20	100.0	1,718	100.0
27d. Active military or veterans benefits	PAYMILBEN	Not a source	523	92.3	1,091	98.3	18	91.5	20	100.0	1,652	96.2
		Minor source	17	3.1	10	0.9	2	8.5	0	N/A	29	1.7
		Major source	26	4.6	9	0.8	0	N/A	0	N/A	35	2.0
		Total	566	100.0	1,110	100.0	20	100.0	20	100.0	1,716	100.0
27e. Grants	PAYGRANT	Not a source	307	54.2	496	44.3	11	56.9	6	27.7	821	47.5
		Minor source	61	10.8	143	12.7	5	25.8	3	12.6	212	12.3
		Major source	198	35.0	481	43.0	3	17.3	14	59.7	697	40.3
		Total	567	100.0	1,119	100.0	20	100.0	23	100.0	1,729	100.0
27f. Scholarships	PAYSCHOL	Not a source	452	79.8	865	78.0	18	88.6	17	85.2	1,352	78.8
		Minor source	46	8.2	107	9.6	2	11.4	3	14.8	158	9.2
		Major source	68	12.1	138	12.4	0	N/A	0	N/A	206	12.0
		Total	567	100.0	1,110	100.0	20	100.0	20	100.0	1,717	100.0
27g. Student loans (bank, etc.)	PAYSTULOANS	Not a source	502	89.8	988	88.7	16	80.1	19	97.0	1,525	89.0
		Minor source	27	4.9	62	5.6	2	11.4	0	N/A	91	5.3
		Major source	30	5.4	64	5.8	2	8.5	1	3.0	97	5.6
		Total	560	100.0	1,114	100.0	20	100.0	20	100.0	1,713	100.0
27h. Public assistance	PAYPUBASSIST	Not a source	464	82.0	889	79.7	16	79.7	15	76.5	1,384	80.4
		Minor source	45	7.9	81	7.2	2	11.4	1	3.0	128	7.4
		Major source	57	10.1	146	13.1	2	8.8	4	20.5	209	12.1
		Total	566	100.0	1,116	100.0	20	100.0	20	100.0	1,721	100.0

Item 28												
28. When do you plan to take classes at this college again?	WHENTKAGN	I will accomplish my goal(s) during this academic term and will not be returning	108	18.8	266	23.7	6	28.4	7	29.7	387	22.2
		I have no current plan to return	19	3.2	28	2.5	0	N/A	2	7.4	48	2.8
		Within the next 12 months	343	59.5	623	55.5	11	54.6	8	35.4	985	56.5
		Uncertain	107	18.5	206	18.3	3	17.0	6	27.4	322	18.5
Total		577	100.0	1,122	100.0	20	100.0	23	100.0	1,742	100.0	
Item 29												
29. At this college, in what range is your overall college grade point average (GPA)?	COLGPA	D or lower	17	2.9	30	2.7	1	2.9	0	N/A	47	2.7
		C	92	16.0	134	12.0	5	22.9	7	32.3	238	13.7
		B	233	40.4	459	40.9	8	39.9	9	39.7	709	40.7
		A	210	36.4	447	39.8	5	25.8	6	25.4	668	38.3
		I do not have a GPA at this college	25	4.4	53	4.8	2	8.5	1	2.6	81	4.6
Total		577	100.0	1,123	100.0	20	100.0	23	100.0	1,743	100.0	
Item 30												
30. In what range was your overall high school grade point average (GPA)?	HSGPA	D or lower	23	4.1	27	2.5	1	2.9	0	N/A	51	3.0
		C	141	25.2	217	19.8	7	34.3	6	30.5	370	21.9
		B	242	43.3	442	40.5	7	34.3	5	22.2	695	41.1
		A	112	20.1	311	28.5	3	17.0	3	16.8	430	25.5
		I do not remember	41	7.3	94	8.6	2	11.4	6	30.5	144	8.5
Total		558	100.0	1,092	100.0	20	100.0	21	100.0	1,691	100.0	
Item 31												
31. When do you most frequently take classes at this college?	TIMCLASS	Day classes (morning or afternoon)	417	72.7	786	69.9	18	91.5	18	80.0	1,240	71.2
		Evening classes	148	25.7	324	28.8	2	8.5	4	17.4	477	27.4
		Weekend classes	9	1.6	15	1.4	0	N/A	1	2.6	25	1.4
		Total	574	100.0	1,126	100.0	20	100.0	23	100.0	1,743	100.0
Item 32: During the current academic term, how many classes are you taking...												
32a. Face-to-face (a class in which all instruction is face-to-face in a classroom)	NUMCLF2F	None	475	86.6	961	88.7	18	88.6	20	92.0	1,474	88.1
		1	35	6.4	50	4.7	0	N/A	0	N/A	86	5.1
		2	21	3.8	28	2.6	0	N/A	2	8.0	51	3.0
		3	6	1.2	27	2.5	2	11.4	0	N/A	35	2.1
		4	4	0.8	8	0.7	0	N/A	0	N/A	12	0.7
		5 or more	7	1.3	9	0.9	0	N/A	0	N/A	16	1.0
Total		548	100.0	1,084	100.0	20	100.0	21	100.0	1,673	100.0	
32b. Online (a class in which all instruction is online)	NUMCLOL	None	18	3.2	40	3.5	0	N/A	2	7.4	60	3.4
		1	119	20.8	257	22.9	9	45.4	2	10.0	387	22.3
		2	148	26.0	285	25.4	6	31.4	6	24.9	446	25.7
		3	124	21.8	237	21.1	0	N/A	8	34.9	369	21.3
		4	93	16.3	164	14.6	3	17.3	2	10.3	263	15.2
		5 or more	68	12.0	139	12.4	1	5.9	3	12.6	212	12.2
Total		571	100.0	1,122	100.0	20	100.0	23	100.0	1,737	100.0	
32c. Hybrid (a class that is a mixture of face-to-face and online instruction)	NUMCLHYB	None	442	81.0	855	80.0	17	83.0	17	81.2	1,331	80.4
		1	66	12.2	120	11.2	0	N/A	2	8.0	188	11.3
		2	21	3.9	52	4.8	2	8.5	2	10.8	77	4.6
		3	9	1.7	26	2.4	0	N/A	0	N/A	35	2.1
		4	3	0.5	11	1.0	2	8.5	0	N/A	15	0.9
		5 or more	4	0.7	7	0.6	0	N/A	0	N/A	10	0.6
Total		545	100.0	1,069	100.0	20	100.0	21	100.0	1,656	100.0	

Item 33												
33. How many total credit hours have you earned at this college, not counting the courses you are currently taking this academic term?	TOTCREARND	None	66	11.6	97	8.7	0	N/A	1	5.1	164	9.5
		1-14 credits	148	26.1	315	28.3	7	34.3	6	25.1	476	27.6
		15-29 credits	105	18.4	240	21.6	3	14.4	4	17.4	352	20.4
		30-44 credits	86	15.2	159	14.3	5	25.5	3	15.1	254	14.7
		45-60 credits	93	16.4	173	15.5	1	2.9	7	29.7	274	15.9
		Over 60 credits	70	12.3	130	11.7	5	22.9	2	7.4	207	12.0
		Total	569	100.0	1,114	100.0	20	100.0	23	100.0	1,726	100.0
Item 34												
34. How many total academic terms have you been enrolled at this college?	TOTTERMS	This is my first academic term	100	17.7	170	15.4	3	17.0	4	15.4	276	16.1
		This is my second academic term	140	24.7	272	24.7	2	11.4	1	2.6	415	24.2
		This is my third or fourth academic term	152	26.9	363	32.8	6	31.4	11	49.7	533	31.1
		This is my fifth or sixth academic term	91	16.1	140	12.7	5	25.8	4	17.4	240	14.0
		I have been enrolled more than six academic terms	82	14.6	160	14.4	3	14.4	3	14.9	248	14.5
		Total	565	100.0	1,104	100.0	20	100.0	23	100.0	1,713	100.0
Item 35												
35. Would you recommend this college to a friend or family member?	RECOMMEN	No	20	3.4	29	2.6	2	11.4	1	2.6	52	3.0
		Yes	550	96.6	1,090	97.4	18	88.6	22	97.4	1,680	97.0
		Total	569	100.0	1,119	100.0	20	100.0	23	100.0	1,732	100.0
Item 36												
36. How would you evaluate your overall educational experience at this college?	OVRALLEXP	Poor	9	1.5	4	0.4	0	N/A	1	2.6	13	0.8
		Fair	63	11.1	98	8.7	2	8.5	2	7.4	165	9.5
		Good	251	44.0	457	40.9	7	34.3	13	57.4	729	42.1
		Excellent	248	43.4	559	50.0	11	57.2	7	32.6	826	47.7
		Total	571	100.0	1,119	100.0	20	100.0	23	100.0	1,733	100.0
Item 37												
37. Do you have children who live with you and depend on you for their care?	CHILDREN	No	497	87.5	832	74.5	19	94.1	20	85.1	1,367	79.1
		Yes	71	12.5	286	25.5	1	5.9	3	14.9	361	20.9
		Total	567	100.0	1,118	100.0	20	100.0	23	100.0	1,728	100.0
Item 40												
40. Are you married?	MARRIED	No	475	83.1	907	81.1	18	88.6	21	90.0	1,420	81.9
		Yes	97	16.9	212	18.9	2	11.4	2	10.0	313	18.1
		Total	571	100.0	1,118	100.0	20	100.0	23	100.0	1,733	100.0
Item 41												
41. Is English your native (first) language?	ENGFIRST	No	146	25.6	352	31.5	5	25.8	10	44.9	514	29.7
		Yes	424	74.4	766	68.5	15	74.2	13	55.1	1,218	70.3
		Total	570	100.0	1,119	100.0	20	100.0	23	100.0	1,732	100.0
Item 42												
42. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	MILITARY	No	523	91.7	1,111	99.5	18	91.5	23	100.0	1,675	96.8
		Yes	47	8.3	6	0.5	2	8.5	0	N/A	55	3.2
		Total	571	100.0	1,116	100.0	20	100.0	23	100.0	1,730	100.0
Item 44												
44. Are you a student-athlete on a team sponsored by this college's athletics department?	STUATHLETE	No	543	95.1	1,096	98.4	18	91.5	21	100.0	1,678	97.2
		Yes	28	4.9	18	1.6	2	8.5	0	N/A	48	2.8

		Total	571	100.0	1,114	100.0	20	100.0	21	100.0	1,726	100.0
Item 46												
46. What is the highest academic credential you have earned?	HIGHESTED	None	13	2.2	16	1.4	0	N/A	0	N/A	28	1.6
		GED	16	2.7	23	2.1	2	11.4	2	8.7	43	2.5
		High school diploma	417	73.0	801	71.9	13	65.7	15	76.5	1,247	72.2
		Vocational/technical certificate	25	4.3	67	6.0	1	2.9	0	N/A	92	5.3
		Associate degree	42	7.4	88	7.9	0	N/A	2	8.7	132	7.6
		Bachelor's degree	39	6.8	98	8.8	2	8.5	1	6.0	140	8.1
		Master's/doctoral /professional degree	20	3.5	23	2.1	2	11.4	0	N/A	45	2.6
		Total	571	100.0	1,115	100.0	20	100.0	20	100.0	1,726	100.0
Item 47: Who in your family has attended at least some college? (Mark all that apply)												
47a. Mother	SOMECOLMO	Not marked	320	51.5	693	56.2	11	52.7	14	60.7	1,039	54.7
		Marked	302	48.5	539	43.8	10	47.3	9	39.3	861	45.3
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47b. Father	SOMECOLFA	Not marked	346	55.6	796	64.6	14	63.3	15	63.2	1,171	61.6
		Marked	276	44.4	436	35.4	8	36.7	9	36.8	729	38.4
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47c. Brother/Sister	SOMECOLSIB	Not marked	314	50.4	612	49.7	14	65.7	14	58.5	954	50.2
		Marked	309	49.6	620	50.3	7	34.3	10	41.5	946	49.8
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47d. Child	SOMECOLCHLD	Not marked	604	97.1	1,147	93.1	22	100.0	24	100.0	1,796	94.5
		Marked	18	2.9	85	6.9	0	N/A	0	N/A	104	5.5
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47e. Spouse/Partner	SOMECOLSP	Not marked	532	85.6	1,016	82.5	21	94.6	21	90.3	1,591	83.7
		Marked	90	14.4	216	17.5	1	5.4	2	9.7	309	16.3
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47f. Legal Guardian	SOMECOLGUAR	Not marked	615	98.9	1,217	98.8	22	100.0	24	100.0	1,878	98.8
		Marked	7	1.1	15	1.2	0	N/A	0	N/A	22	1.2
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0
47g. No one	SOMECOLNONE	Not marked	527	84.7	1,040	84.4	15	71.1	21	90.3	1,603	84.4
		Marked	95	15.3	192	15.6	6	28.9	2	9.7	297	15.6
		Total	622	100.0	1,232	100.0	22	100.0	24	100.0	1,900	100.0

Please see Table 1 for unweighted sample and population values of demographic items.

17NOV22

Community College Survey of Student Engagement - Fullerton College (2021 Administration)
2021 Frequency Distributions - Main Survey
 Breakout by Race / Ethnicity
 [Weighted]

Item	Variable	Responses	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian		Pacific Islander (non Native Hawaiian)		White		Other		2 or more		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Item 1																								
1. Did you begin college at this college or elsewhere?	ENTER	Started here	4	75.0	170	57.9	25	63.8	563	74.4	0	N/A	2	75.0	219	55.6	24	70.7	219	71.3	30	53.2	1,255	66.5
		Started elsewhere	1	25.0	124	42.1	14	36.2	194	25.6	0	N/A	1	25.0	175	44.4	10	29.3	88	28.7	26	46.8	633	33.5
		Total	5	100.0	293	100.0	40	100.0	757	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,888	100.0
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?																								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	0	N/A	15	5.1	3	8.6	42	5.6	0	N/A	0	N/A	18	4.7	2	6.9	18	5.8	3	6.2	103	5.4
		Sometimes	2	50.0	116	39.7	11	27.7	285	37.7	0	N/A	0	N/A	110	28.0	5	15.6	101	32.8	23	42.1	654	34.7
		Often	1	12.5	94	31.9	14	34.8	228	30.1	0	N/A	1	50.0	115	29.1	14	41.3	91	29.6	15	27.4	571	30.3
		Very often	2	37.5	68	23.3	12	29.0	201	26.6	0	N/A	1	50.0	150	38.2	12	36.2	97	31.7	13	24.2	556	29.5
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	394	100.0	33	100.0	306	100.0	55	100.0	1,884	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	1	25.0	119	40.5	17	41.7	290	38.3	0	N/A	0	N/A	163	41.4	14	41.3	122	39.9	30	52.9	755	40.0
		Sometimes	2	50.0	116	39.6	13	32.1	253	33.5	0	N/A	1	25.0	151	38.5	9	27.6	101	33.0	15	26.5	661	35.1
		Often	1	12.5	43	14.6	8	20.3	127	16.8	0	N/A	1	25.0	53	13.4	5	15.6	49	16.1	11	19.8	297	15.8
		Very often	1	12.5	16	5.4	2	5.9	86	11.4	0	N/A	1	50.0	26	6.6	5	15.6	34	11.1	1	1.0	172	9.1
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	392	100.0	33	100.0	307	100.0	56	100.0	1,885	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	1	12.5	67	22.8	11	27.3	123	16.2	0	N/A	1	25.0	92	23.4	5	15.4	60	19.5	21	37.6	380	20.1
		Sometimes	1	12.5	93	31.8	15	37.6	249	32.9	0	N/A	1	25.0	116	29.6	8	24.0	86	28.1	14	24.7	583	30.9
		Often	2	50.0	67	22.8	9	21.9	212	27.9	0	N/A	1	25.0	101	25.7	11	32.9	109	35.5	13	23.4	524	27.8
		Very often	1	25.0	66	22.6	5	13.2	174	22.9	0	N/A	1	25.0	83	21.2	9	27.8	52	16.9	8	14.3	399	21.2
		Total	5	100.0	293	100.0	40	100.0	757	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,886	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	1	12.5	40	13.5	11	28.7	73	9.6	0	N/A	0	N/A	39	10.1	2	5.1	37	12.2	14	24.3	217	11.5
		Sometimes	1	12.5	85	29.2	13	33.3	176	23.3	0	N/A	0	N/A	91	23.3	6	17.1	66	21.7	15	26.4	454	24.1
		Often	1	25.0	89	30.3	10	26.2	287	37.9	0	N/A	1	50.0	128	32.7	11	34.4	95	31.1	13	23.5	637	33.8
		Very often	2	50.0	79	26.9	5	11.9	221	29.2	0	N/A	1	50.0	133	33.9	14	43.3	107	35.0	15	25.7	577	30.6
		Total	5	100.0	293	100.0	40	100.0	757	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,884	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	2	50.0	105	35.9	14	36.2	316	41.9	0	N/A	0	N/A	190	48.3	12	36.2	99	32.3	19	32.8	758	40.2
		Sometimes	2	50.0	133	45.2	16	39.2	327	43.2	0	N/A	2	75.0	156	39.5	17	51.6	147	48.2	36	64.0	835	44.3
		Often	0	N/A	37	12.6	7	18.8	62	8.3	0	N/A	0	N/A	33	8.5	3	10.4	33	10.8	1	2.1	178	9.4
		Very often	0	N/A	19	6.3	2	5.8	50	6.6	0	N/A	1	25.0	15	3.7	1	1.8	27	8.8	1	1.0	114	6.1
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	394	100.0	33	100.0	306	100.0	56	100.0	1,886	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	3	62.5	74	25.4	16	40.4	230	30.4	0	N/A	0	N/A	137	34.9	10	29.1	76	24.9	17	29.6	562	29.9
		Sometimes	1	25.0	126	43.0	12	30.5	252	33.4	0	N/A	0	N/A	159	40.4	12	36.2	112	36.4	26	45.9	699	37.1
		Often	1	12.5	60	20.6	10	24.7	182	24.1	0	N/A	2	75.0	65	16.5	9	26.0	76	24.7	9	16.4	413	21.9
		Very often	0	N/A	32	11.0	2	4.4	91	12.1	0	N/A	1	25.0	32	8.2	3	8.7	43	14.0	5	8.1	209	11.1
		Total	5	100.0	293	100.0	40	100.0	755	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,883	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	3	62.5	140	47.8	29	72.3	407	53.7	0	N/A	0	N/A	239	61.0	16	48.2	153	49.9	33	58.0	1,019	54.1
		Sometimes	2	37.5	105	35.8	8	20.3	209	27.6	0	N/A	2	75.0	109	27.8	11	34.4	98	32.1	17	29.8	561	29.8
		Often	0	N/A	36	12.4	2	4.4	87	11.5	0	N/A	0	N/A	29	7.4	3	8.7	39	12.8	5	9.2	202	10.7
		Very often	0	N/A	12	4.0	1	3.0	54	7.2	0	N/A	1	25.0	14	3.7	3	8.7	16	5.1	2	3.0	103	5.5
		Total	5	100.0	293	100.0	40	100.0	757	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,884	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	4	87.5	218	74.4	33	84.0	618	81.9	0	N/A	2	75.0	327	83.3	24	70.7	251	82.0	44	79.3	1,522	80.8
		Sometimes	1	12.5	44	15.2	5	11.5	91	12.0	0	N/A	1	25.0	44	11.3	7	22.2	36	11.7	8	14.5	237	12.6
		Often	0	N/A	17	5.7	1	1.5	20	2.6	0	N/A	0	N/A	11	2.9	1	1.8	7	2.3	2	3.1	58	3.1
		Very often	0	N/A	14	4.8	1	3.0	27	3.5	0	N/A	0	N/A	10	2.5	2	5.3	12	4.0	2	3.2	67	3.6
		Total	5	100.0	293	100.0	40	100.0	755	100.0	0	N/A	2	100.0	393	100.0	33	100.0	306	100.0	56	100.0	1,884	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	3	62.5	224	77.3	33	84.0	615	81.5	0	N/A	2	75.0	345	87.9	25	74.2	253	83.0	49	87.7	1,550	82.5
		Sometimes	2	37.5	50	17.1	2	4.4	96	12.8	0	N/A	0	N/A	27	6.9	7	22.2	44	14.6	7	12.3	236	12.5
		Often	0	N/A	12	4.2	5	11.5	29	3.9	0	N/A	1	25.0	17	4.4	0	N/A	5	1.5	0	N/A	69	3.7
		Very often	0	N/A	4	1.4	0	N/A	14	1.8	0	N/A	0	N/A	3	0.7	1	3.5	3	0.9	0	N/A	25	1.3
		Total	5	100.0	290	100.0	40	100.0	755	100.0	0	N/A	2	100.0	392	100.0	33	100.0	305	100.0	56	100.0	1,879	100.0
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	0	N/A	13	4.3	1	3.0	25	3.3	0	N/A	0	N/A	11	2.9	0	N/A	13	4.1	3	6.1	66	3.5
		Sometimes	1	12.5	71	24.6	13	33.1	193	25.6	0	N/A	0	N/A	117	29.9	7	20.5	69	22.6	8	14.2	480	25.5
		Often	1	12.5	85	29.2	12	29.0	234	31.0														

		Often	0	N/A	42	14.3	5	13.2	146	19.2	0	N/A	1	25.0	48	12.2	2	7.3	51	16.5	4	7.2	298	15.8	
		Very often	1	12.5	24	8.3	2	5.9	96	12.7	0	N/A	1	25.0	23	5.9	8	23.9	26	8.4	5	8.1	185	9.8	
		Total	5	100.0	293	100.0	40	100.0	757	100.0	0	N/A	2	100.0	394	100.0	32	100.0	306	100.0	56	100.0	1,884	100.0	
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	2	37.5	137	47.1	26	67.8	376	49.6	0	N/A	1	50.0	212	54.2	15	46.5	152	49.7	29	51.0	949	50.5	
		Sometimes	2	37.5	104	35.8	9	22.9	239	31.6	0	N/A	1	25.0	121	30.9	11	32.7	105	34.4	16	28.8	607	32.3	
		Often	1	12.5	35	12.1	2	6.2	94	12.4	0	N/A	0	N/A	36	9.2	2	6.9	30	9.7	11	20.3	211	11.2	
		Very often	1	12.5	15	5.0	1	3.1	48	6.4	0	N/A	1	25.0	22	5.8	5	14.0	19	6.2	0	N/A	111	5.9	
		Total	5	100.0	291	100.0	38	100.0	757	100.0	0	N/A	2	100.0	390	100.0	33	100.0	306	100.0	56	100.0	1,879	100.0	
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	0	N/A	17	5.7	2	4.6	47	6.2	0	N/A	0	N/A	21	5.3	2	6.9	21	6.9	2	4.1	112	5.9	
		Sometimes	1	25.0	82	28.3	11	28.7	186	24.7	0	N/A	0	N/A	98	25.1	7	20.7	62	20.2	16	27.6	463	24.6	
		Often	1	25.0	96	33.1	14	37.9	285	37.7	0	N/A	1	25.0	120	30.5	8	24.0	117	38.3	25	43.8	667	35.5	
		Very often	2	50.0	96	32.9	11	28.7	238	31.5	0	N/A	2	75.0	154	39.2	16	48.4	106	34.6	14	24.6	638	34.0	
		Total	5	100.0	291	100.0	38	100.0	755	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,880	100.0	
4o. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	0	N/A	31	10.6	10	24.4	68	9.0	0	N/A	0	N/A	33	8.4	4	12.0	20	6.6	9	15.3	174	9.3	
		Sometimes	2	37.5	123	42.0	12	29.2	267	35.3	0	N/A	1	25.0	161	41.1	8	24.0	106	34.7	23	40.9	702	37.3	
		Often	1	25.0	75	25.7	10	24.5	236	31.2	0	N/A	0	N/A	111	28.4	11	32.7	101	33.0	17	30.6	562	29.8	
		Very often	2	37.5	64	21.7	9	21.9	185	24.5	0	N/A	2	75.0	87	22.2	10	31.3	79	25.7	7	13.3	445	23.6	
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,883	100.0	
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	2	37.5	187	64.2	29	72.3	513	67.9	0	N/A	2	100.0	298	75.8	13	38.0	193	63.7	46	81.5	1,284	68.2	
		Sometimes	2	50.0	69	23.7	6	14.7	153	20.3	0	N/A	0	N/A	68	17.2	13	37.8	76	25.1	10	17.5	397	21.1	
		Often	0	N/A	30	10.5	5	13.0	67	8.8	0	N/A	0	N/A	16	4.0	5	15.6	27	8.9	1	1.0	151	8.0	
		Very often	1	12.5	5	1.6	0	N/A	23	3.0	0	N/A	0	N/A	12	3.1	3	8.7	7	2.3	0	N/A	50	2.7	
		Total	5	100.0	291	100.0	40	100.0	756	100.0	0	N/A	2	100.0	394	100.0	33	100.0	304	100.0	56	100.0	1,882	100.0	
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	1	25.0	80	27.2	14	35.9	167	22.1	0	N/A	1	25.0	65	16.5	6	17.1	55	18.0	12	20.5	400	21.2	
		Sometimes	2	50.0	123	42.0	15	37.7	279	36.9	0	N/A	1	25.0	128	32.7	13	38.0	106	34.6	31	55.8	698	37.1	
		Often	1	25.0	60	20.5	7	17.5	196	25.9	0	N/A	0	N/A	122	31.1	6	17.3	75	24.6	9	16.4	476	25.3	
		Very often	0	N/A	30	10.3	4	8.9	114	15.1	0	N/A	1	50.0	77	19.7	9	27.6	70	22.8	4	7.3	309	16.4	
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,884	100.0	
4r. Had serious conversations with students who differ from you	CONVSTUDIFF	Never	4	75.0	188	64.1	25	61.9	449	59.3	0	N/A	1	25.0	204	52.1	16	48.2	142	46.2	35	61.2	1,062	56.4	
		Sometimes	1	25.0	87	29.6	12	30.6	215	28.5	0	N/A	2	75.0	136	34.6	10	29.3	106	34.7	18	32.6	588	31.2	
		Often	0	N/A	17	5.7	2	5.9	62	8.2	0	N/A	0	N/A	38	9.7	5	15.6	39	12.6	2	3.1	165	8.7	
		Very often	0	N/A	2	0.6	1	1.5	30	4.0	0	N/A	0	N/A	14	3.6	2	6.9	20	6.4	2	3.0	70	3.7	
		Total	5	100.0	293	100.0	40	100.0	756	100.0	0	N/A	2	100.0	392	100.0	33	100.0	306	100.0	56	100.0	1,884	100.0	
4s. Skipped class	SKIPCLAS	Never	4	75.0	196	66.9	27	66.7	560	74.2	0	N/A	2	75.0	296	75.2	20	60.4	212	69.1	41	73.5	1,358	72.0	
		Sometimes	1	25.0	84	28.6	11	27.5	179	23.8	0	N/A	1	25.0	90	22.7	13	39.6	80	26.0	14	25.5	473	25.1	
		Often	0	N/A	9	3.1	2	4.3	11	1.5	0	N/A	0	N/A	5	1.3	0	N/A	5	1.5	0	N/A	32	1.7	
		Very often	0	N/A	4	1.4	1	1.5	4	0.5	0	N/A	0	N/A	3	0.7	0	N/A	10	3.4	1	1.0	22	1.2	
		Total	5	100.0	293	100.0	40	100.0	755	100.0	0	N/A	2	100.0	394	100.0	33	100.0	306	100.0	56	100.0	1,885	100.0	
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?																									
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	Very little	0	N/A	26	8.9	9	21.9	62	8.4	0	N/A	0	N/A	41	10.6	6	17.1	41	13.9	4	7.4	188	10.2	
		Some	2	37.5	88	30.2	9	22.1	206	28.0	0	N/A	0	N/A	119	30.9	7	20.7	86	28.8	18	32.7	534	28.9	
		Quite a bit	1	25.0	98	33.8	15	38.5	271	36.8	0	N/A	2	100.0	144	37.4	12	34.6	105	35.2	17	31.6	666	36.1	
		Very much	2	37.5	79	27.1	7	17.6	197	26.8	0	N/A	0	N/A	81	21.1	9	27.6	66	22.1	15	28.3	457	24.8	
		Total	5	100.0	291	100.0	39	100.0	735	100.0	0	N/A	2	100.0	385	100.0	33	100.0	299	100.0	55	100.0	1,844	100.0	
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	1	12.5	10	3.6	3	7.4	32	4.4	0	N/A	0	N/A	9	2.4	2	6.9	13	4.4	3	6.4	74	4.0	
		Some	1	12.5	70	24.2	11	27.8	159	21.6	0	N/A	1	25.0	78	20.3	7	22.4	69	23.0	13	23.0	408	22.1	
		Quite a bit	1	25.0	125	42.9	17	42.8	308	41.8	0	N/A	1	25.0	158	41.2	9	27.6	114	38.3	19	34.7	752	40.8	
		Very much	2	50.0	85	29.3	9	22.1	237	32.3	0	N/A	1	50.0	139	36.1	14	43.1	102	34.3	20	35.9	610	33.1	
		Total	5	100.0	291	100.0	39	100.0	736	100.0	0	N/A	2	100.0	385	100.0	33	100.0	299	100.0	55	100.0	1,845	100.0	
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	0	N/A	20	6.9	1	1.5	31	4.2	0	N/A	0	N/A	20	5.3	0	N/A	21	7.1	1	2.2	94	5.1	
		Some	1	25.0	72	24.6	15	38.0	173	23.6	0	N/A	0	N/A	85	22.1	9	25.8	56	18.8	16	29.5	426	23.2	
		Quite a bit	1	25.0	115	39.5	13	33.9	290	39.5	0	N/A	1	50.0	154	40.2	9	27.6	112	37.4	20	36.6	715	38.9	
		Very much	2	50.0	84	28.9	10	26.6	240	32.7	0	N/A	1	50.0	124	32.4	16	46.7	110	36.8	17	31.7	605	32.9	
		Total	5	100.0	291	100.0	39	100.0	734	100.0	0	N/A	2	100.0	382	100.0	33	100.0	299	100.0	55	100.0	1,841	100.0	
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	1	12.5	27	9.1	6	16.1	80	10.9	0	N/A	0	N/A	37	9.7	2	5.1	38	13.0	5	8.4	196	10.6	
		Some	1	12.5	93	32.0	12	30.8	175	23.7	0	N/A	1	25.0	97	25.2	7	22.4	78	26.2	17	31.5	480	26.0	
		Quite a bit	2	50.0	98	33.8	14	35.5	272	36.9	0	N/A	1	25.0	139	36.4	11	32.7	91	30.7	24	43.2	652	35.4	
		Very much	1	25.0	73	25.1	7	17.7	210	28.5	0	N/A	1	50.0	110	28.6	13	39.8	90	30.2	9	16.9	514	27.9	
		Total	5	100.0	291	100.0																			

Item 6: During the current academic year, how much reading and writing have you done at this college?

6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	None	0	N/A	19	6.5	0	N/A	29	3.9	0	N/A	0	N/A	7	1.9	3	10.2	6	2.1	1	1.1	65	3.6
		1-4	0	N/A	132	45.7	16	41.0	359	49.0	0	N/A	1	50.0	218	56.9	14	41.3	144	48.6	32	57.6	916	49.9
		5-10	2	37.5	55	18.9	12	29.4	183	24.9	0	N/A	1	50.0	90	23.4	8	22.6	66	22.1	11	20.0	426	23.2
		11-20	1	12.5	42	14.6	7	17.6	93	12.7	0	N/A	0	N/A	39	10.1	4	12.0	42	14.1	3	5.3	231	12.6
		More than 20	2	50.0	41	14.3	5	12.0	70	9.5	0	N/A	0	N/A	29	7.6	5	13.8	39	13.1	9	16.0	199	10.8
		Total	5	100.0	289	100.0	39	100.0	734	100.0	0	N/A	2	100.0	383	100.0	33	100.0	297	100.0	55	100.0	1,837	100.0
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	2	37.5	105	36.3	5	13.2	210	28.6	0	N/A	2	75.0	116	30.5	11	32.7	93	31.4	20	35.7	563	30.7
		1-4	2	50.0	124	42.9	24	61.5	388	52.9	0	N/A	1	25.0	182	47.7	13	38.2	163	55.2	21	38.1	917	50.0
		5-10	0	N/A	36	12.4	6	14.7	91	12.4	0	N/A	0	N/A	51	13.4	3	10.2	24	8.3	9	16.8	220	12.0
		11-20	0	N/A	13	4.4	1	1.5	23	3.2	0	N/A	0	N/A	16	4.2	3	10.2	5	1.8	1	2.2	63	3.4
		More than 20	1	12.5	12	4.0	4	9.0	22	3.0	0	N/A	0	N/A	16	4.2	3	8.7	10	3.3	4	7.3	70	3.8
		Total	5	100.0	289	100.0	39	100.0	733	100.0	0	N/A	2	100.0	382	100.0	33	100.0	295	100.0	55	100.0	1,834	100.0
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	0	N/A	46	16.1	7	17.4	75	10.2	0	N/A	0	N/A	39	10.3	2	6.9	31	10.4	6	11.5	207	11.3
		1-4	1	25.0	101	34.9	15	39.3	275	37.5	0	N/A	1	25.0	131	34.2	5	15.6	98	32.9	22	39.9	649	35.3
		5-10	1	12.5	75	25.9	11	26.8	231	31.6	0	N/A	0	N/A	130	33.9	7	20.7	96	32.5	13	24.4	564	30.7
		11-20	1	25.0	36	12.4	4	9.0	107	14.6	0	N/A	1	50.0	46	12.0	7	20.7	45	15.3	10	17.9	257	14.0
		More than 20	2	37.5	31	10.6	3	7.5	45	6.1	0	N/A	1	25.0	37	9.6	12	36.2	27	9.0	3	6.4	159	8.7
		Total	5	100.0	289	100.0	39	100.0	733	100.0	0	N/A	2	100.0	382	100.0	33	100.0	297	100.0	55	100.0	1,836	100.0

Item 7

7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	0	N/A	1	0.4	1	1.5	3	0.5	0	N/A	0	N/A	6	1.5	0	N/A	2	0.6	0	N/A	13	0.7
		(2)	0	N/A	3	1.0	1	1.5	4	0.5	0	N/A	0	N/A	5	1.4	0	N/A	5	1.6	1	1.1	18	1.0
		(3)	1	12.5	12	4.2	2	5.9	12	1.6	0	N/A	0	N/A	16	4.1	0	N/A	6	2.1	1	2.2	50	2.7
		(4)	0	N/A	61	21.1	5	11.7	113	15.3	0	N/A	0	N/A	34	8.9	7	22.4	38	12.9	8	14.6	266	14.5
		(5)	1	12.5	83	28.9	12	29.4	253	34.3	0	N/A	1	25.0	126	33.0	12	36.0	100	33.9	21	37.9	609	33.1
		(6)	2	37.5	86	29.6	14	35.3	206	28.0	0	N/A	1	25.0	120	31.5	6	17.3	79	26.8	9	16.8	523	28.4
		Extremely challenging	2	37.5	43	14.8	6	14.7	145	19.7	0	N/A	1	50.0	75	19.7	8	24.2	66	22.2	15	27.4	361	19.6
		Total	5	100.0	289	100.0	39	100.0	737	100.0	0	N/A	2	100.0	382	100.0	33	100.0	296	100.0	55	100.0	1,840	100.0

Item 8: Which of the following have you done, or are you currently doing at this college?

8a. Internship, field experience, co-op experience, or clinical assignment	DONEINTRN	No	5	100.0	264	92.7	36	91.1	692	94.2	0	N/A	2	100.0	355	94.0	29	86.2	285	96.1	51	93.8	1,719	94.0
		Yes	0	N/A	21	7.3	3	8.9	43	5.8	0	N/A	0	N/A	23	6.0	5	13.8	12	3.9	3	6.2	109	6.0
		Total	5	100.0	285	100.0	39	100.0	735	100.0	0	N/A	2	100.0	378	100.0	33	100.0	296	100.0	55	100.0	1,829	100.0
8b. An English course taught specifically for students whose first language is not English (ESL, ESOL)	DONEESL	No	5	100.0	252	88.4	39	100.0	685	93.6	0	N/A	2	100.0	377	99.5	24	72.4	283	95.5	54	98.9	1,722	94.3
		Yes	0	N/A	33	11.6	0	N/A	47	6.4	0	N/A	0	N/A	2	0.5	9	27.6	13	4.5	1	1.1	105	5.7
		Total	5	100.0	285	100.0	39	100.0	732	100.0	0	N/A	2	100.0	378	100.0	33	100.0	296	100.0	55	100.0	1,826	100.0
8c. Developmental/remedial reading course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVRD	No	4	87.5	227	79.6	34	86.6	603	82.1	0	N/A	2	75.0	348	92.1	22	65.6	262	88.5	51	92.7	1,553	84.9
		Yes	1	12.5	58	20.4	5	13.4	132	17.9	0	N/A	1	25.0	30	7.9	11	34.4	34	11.5	4	7.3	276	15.1
		Total	5	100.0	285	100.0	39	100.0	734	100.0	0	N/A	2	100.0	378	100.0	33	100.0	296	100.0	55	100.0	1,829	100.0
8d. Developmental/remedial writing course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVWR	No	4	87.5	218	76.3	33	83.8	571	77.9	0	N/A	1	50.0	346	91.6	24	72.4	258	86.9	50	91.6	1,506	82.4
		Yes	1	12.5	67	23.7	6	16.2	162	22.1	0	N/A	1	50.0	32	8.4	9	27.6	39	13.1	5	8.4	322	17.6
		Total	5	100.0	285	100.0	39	100.0	734	100.0	0	N/A	2	100.0	378	100.0	33	100.0	296	100.0	55	100.0	1,828	100.0
8e. Developmental/remedial math course (also referred to as Basic Skills, College Prep, etc.)	DONEDEVMT	No	4	87.5	230	80.5	32	80.9	577	78.6	0	N/A	2	75.0	336	88.9	26	77.6	254	85.6	47	85.4	1,506	82.4
		Yes	1	12.5	55	19.5	7	19.1	157	21.4	0	N/A	1	25.0	42	11.1	7	22.4	43	14.4	8	14.6	321	17.6
		Total	5	100.0	285	100.0	39	100.0	733	100.0	0	N/A	2	100.0	378	100.0	33	100.0	296	100.0	55	100.0	1,827	100.0
8f. Honors course	DONEHNRS	No	4	87.5	257	90.7	36	92.6	704	96.0	0	N/A	2	100.0	355	93.9	28	82.7	277	93.7	52	94.7	1,715	94.0
		Yes	1	12.5	26	9.3	3	7.4	29	4.0	0	N/A	0	N/A	23	6.1	6	17.3	19	6.3	3	5.3	109	6.0
		Total	5	100.0	284	100.0	39	100.0	733	100.0	0	N/A	2	100.0	378	100.0	33	100.0	295	100.0	55	100.0	1,824	100.0

Item 9: How much does this college emphasize the following?

9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	0	N/A	12	4.1	3	7.8	25	3.5	0	N/A	0	N/A	18	4.7	4	12.0	15	5.1	6	11.5	83	4.6
		Some	1	12.5	65	22.9	13	35.7	115	15.8	0	N/A	0	N/A	79	21.0	3	10.2	53	18.3	12	22.2	342	18.9
		Quite a bit	2	50.0	106	37.4	9	23.6	302	41.5	0	N/A	1	50.0	151	40.0	13	39.6	110	37.9	18	33.6	713	39.4
		Very much	2	37.5	101	35.6	12	32.9	285	39.2	0	N/A	1	50.0	129	34.3	13	38.2	112	38.7	18	32.7	674	37.2
		Total	5	100.0	284	100.0	37	100.0	727	100.0	0	N/A	2	100.0	377	100.0	33	100.0	290	100.0	55	100.0	1,811	100.0
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	0	N/A	3	1.2	3	7.5	23	3.2	0	N/A	0	N/A	12	3.2	3	10.2	18	6.3	7	13.7	71	3.9
		Some	0	N/A	68	23.8	4	10.4	104	14.3	0	N/A												

		Very much	1	25.0	29	10.0	4	10.5	127	17.5	0	N/A	1	50.0	43	11.5	6	19.1	35	12.0	7	12.7	253	14.0	
		Total	5	100.0	284	100.0	39	100.0	727	100.0	0	N/A	2	100.0	377	100.0	33	100.0	289	100.0	55	100.0	1,812	100.0	
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	1	25.0	61	21.4	14	37.1	133	18.3	0	N/A	0	N/A	124	33.0	7	20.7	88	30.2	25	46.2	453	25.0	
		Some	1	12.5	127	44.7	13	36.1	207	28.5	0	N/A	1	50.0	151	40.0	12	36.0	94	32.4	18	33.6	625	34.5	
		Quite a bit	2	37.5	54	18.9	5	14.2	224	30.8	0	N/A	1	25.0	63	16.7	6	17.3	67	22.9	3	6.4	424	23.4	
		Very much	1	25.0	43	15.1	5	12.6	163	22.4	0	N/A	1	25.0	39	10.4	9	26.0	42	14.4	8	13.8	309	17.1	
		Total	5	100.0	284	100.0	37	100.0	727	100.0	0	N/A	2	100.0	377	100.0	33	100.0	290	100.0	55	100.0	1,811	100.0	
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	1	12.5	65	22.7	6	17.2	96	13.1	0	N/A	0	N/A	87	23.0	9	27.6	63	21.6	15	27.3	341	18.8	
		Some	0	N/A	83	29.1	14	37.5	167	23.0	0	N/A	2	75.0	95	25.3	7	22.2	84	28.8	18	32.5	470	25.9	
		Quite a bit	1	25.0	66	23.2	10	26.5	235	32.4	0	N/A	0	N/A	114	30.1	3	8.7	74	25.5	12	21.1	514	28.4	
		Very much	3	62.5	71	25.0	7	18.8	229	31.5	0	N/A	1	25.0	81	21.5	14	41.5	70	24.0	10	19.1	486	26.8	
		Total	5	100.0	284	100.0	37	100.0	727	100.0	0	N/A	2	100.0	377	100.0	33	100.0	290	100.0	55	100.0	1,811	100.0	
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?																									
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) [STUEFF]	ACADPR01	None	0	N/A	4	1.4	0	N/A	4	0.6	0	N/A	0	N/A	5	1.2	3	10.4	2	0.6	2	3.1	20	1.1	
		1-5	1	25.0	74	26.4	15	38.7	235	32.6	0	N/A	0	N/A	100	26.5	7	22.8	65	22.5	13	24.1	511	28.4	
		6-10	1	12.5	79	28.0	7	19.4	211	29.2	0	N/A	1	50.0	99	26.2	9	26.3	95	32.9	13	24.1	514	28.5	
		11-20	1	12.5	67	23.7	13	34.3	172	23.8	0	N/A	1	25.0	112	29.9	1	3.6	73	25.1	6	10.6	445	24.7	
		21-30	1	25.0	30	10.6	1	3.1	67	9.3	0	N/A	1	25.0	34	9.1	5	14.0	30	10.5	16	29.7	185	10.3	
		More than 30	1	25.0	28	10.0	2	4.6	33	4.6	0	N/A	0	N/A	27	7.1	7	22.8	24	8.4	5	8.4	128	7.1	
Total	5	100.0	281	100.0	39	100.0	722	100.0	0	N/A	2	100.0	377	100.0	33	100.0	290	100.0	55	100.0	1,803	100.0			
10b. Working for pay	PAYWORK	None	0	N/A	129	45.9	13	34.5	217	30.1	0	N/A	1	50.0	123	33.0	20	63.0	99	34.0	17	30.6	619	34.4	
		1-5	0	N/A	20	7.0	2	5.9	31	4.2	0	N/A	0	N/A	22	6.0	2	5.5	19	6.6	1	1.1	96	5.4	
		6-10	1	25.0	32	11.3	1	1.5	63	8.7	0	N/A	0	N/A	17	4.6	3	11.0	31	10.7	5	9.5	153	8.5	
		11-20	1	12.5	31	11.0	6	14.9	86	12.0	0	N/A	1	25.0	35	9.4	2	5.7	33	11.3	8	14.8	202	11.2	
		21-30	1	25.0	23	8.3	6	14.8	117	16.2	0	N/A	0	N/A	51	13.7	2	7.4	46	15.8	9	16.8	256	14.2	
		More than 30	2	37.5	46	16.6	11	28.4	207	28.7	0	N/A	1	25.0	124	33.2	2	7.4	63	21.6	15	27.3	471	26.2	
Total	5	100.0	280	100.0	39	100.0	721	100.0	0	N/A	2	100.0	374	100.0	31	100.0	290	100.0	55	100.0	1,797	100.0			
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	PARTICXCUR	None	4	75.0	242	86.0	28	71.6	605	84.1	0	N/A	2	100.0	331	88.3	24	73.5	243	83.7	48	88.4	1,527	84.9	
		1-5	1	12.5	21	7.6	6	14.9	85	11.8	0	N/A	0	N/A	28	7.5	2	5.4	35	12.0	2	3.1	179	9.9	
		6-10	0	N/A	8	2.9	2	5.9	16	2.2	0	N/A	0	N/A	5	1.4	4	12.2	6	2.2	2	3.2	43	2.4	
		11-20	0	N/A	9	3.1	2	4.4	7	1.0	0	N/A	0	N/A	5	1.4	1	1.8	3	1.0	1	2.2	28	1.5	
		21-30	0	N/A	1	0.2	0	N/A	2	0.3	0	N/A	0	N/A	1	0.3	1	1.8	2	0.6	2	3.1	8	0.5	
		More than 30	1	12.5	1	0.2	1	3.1	4	0.6	0	N/A	0	N/A	4	1.1	2	5.2	2	0.6	0	N/A	14	0.8	
Total	5	100.0	281	100.0	39	100.0	719	100.0	0	N/A	2	100.0	375	100.0	33	100.0	290	100.0	55	100.0	1,799	100.0			
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	None	2	37.5	126	44.8	18	45.8	257	35.6	0	N/A	2	75.0	170	45.4	10	29.9	144	49.6	31	56.7	759	42.2	
		1-5	1	12.5	60	21.6	2	6.1	162	22.5	0	N/A	0	N/A	69	18.3	8	24.6	49	16.9	5	9.5	356	19.8	
		6-10	0	N/A	37	13.2	3	7.6	73	10.1	0	N/A	0	N/A	32	8.4	4	12.2	25	8.6	2	4.3	176	9.8	
		11-20	1	25.0	20	7.2	0	N/A	68	9.4	0	N/A	0	N/A	20	5.2	2	7.0	18	6.2	4	7.4	133	7.4	
		21-30	0	N/A	10	3.5	1	3.1	31	4.3	0	N/A	0	N/A	13	3.5	2	7.0	14	4.8	1	1.1	72	4.0	
		More than 30	1	25.0	27	9.7	14	37.4	131	18.1	0	N/A	1	25.0	72	19.1	6	19.2	40	13.9	11	21.0	304	16.9	
Total	5	100.0	280	100.0	39	100.0	721	100.0	0	N/A	2	100.0	375	100.0	33	100.0	290	100.0	55	100.0	1,800	100.0			
10e. Commuting to and from classes	COMMUTE	None	4	87.5	213	75.9	29	76.2	542	75.0	0	N/A	2	75.0	334	89.1	19	57.7	231	79.5	37	67.5	1,410	78.3	
		1-5	0	N/A	41	14.6	8	20.7	117	16.2	0	N/A	1	25.0	33	8.8	2	5.4	40	13.9	13	24.1	255	14.1	
		6-10	0	N/A	19	6.8	0	N/A	32	4.4	0	N/A	0	N/A	4	1.1	7	21.0	10	3.4	1	1.1	72	4.0	
		11-20	0	N/A	4	1.5	0	N/A	17	2.4	0	N/A	0	N/A	3	0.8	2	7.0	3	1.0	4	7.3	34	1.9	
		21-30	0	N/A	2	0.8	0	N/A	2	0.2	0	N/A	0	N/A	0	N/A	3	8.8	1	0.2	0	N/A	8	0.4	
		More than 30	1	12.5	1	0.4	1	3.1	13	1.8	0	N/A	0	N/A	1	0.3	0	N/A	6	2.0	0	N/A	23	1.3	
Total	5	100.0	280	100.0	39	100.0	722	100.0	0	N/A	2	100.0	375	100.0	33	100.0	290	100.0	55	100.0	1,801	100.0			
Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?																									
11a. Acquiring job- or work-related knowledge and skills	GNWORK	Very little	1	25.0	61	21.9	9	22.4	139	19.4	0	N/A	1	25.0	102	27.6	12	36.7	91	32.0	13	23.4	428	24.0	
		Some	0	N/A	94	33.6	11	28.5	214	29.9	0	N/A	1	50.0	104	28.2	11	35.1	80	28.3	22	40.3	538	30.2	
		Quite a bit	3	62.5	66	23.8	15	39.9	183	25.9	0	N/A	1	25.0	85	23.1	4	12.4	73	25.8	12	21.4	443	24.9	
		Very much	1	12.5	58	20.7	4	9.2	179	25.0	0	N/A	0	N/A	78	21.1	5	15.8	39	13.8	8	14.9	372	20.9	
		Total	5	100.0	279	100.0	39	100.0	716	100.0	0	N/A	2	100.0	370	100.0	33	100.0	284	100.0	54	100.0	1,782	100.0	
11b. Writing clearly and effectively	GNWRITE	Very little	1	12.5	24	8.6	4	10.4	36	5.0	0	N/A	0	N/A	34	9.2	5	14.0	22	7.6	5	8.5	129	7.2	
		Some	1	25.0	78	27.8	11	28.4	125	17.4	0	N/A	1	25.0	94	25.4	5	15.8	65	22.7	22	41.3	402	22.5	
		Quite a bit	2	37.5	98	34.8	15	40.1	299	41.7	0	N/A	1	50.0	144	38.9	8	24.6	105	36.8	14	25.6	686	38.4	
		Very much	1	25.0	80	28.7	8	21.2	257	35.9	0	N/A	1	25.0	98	26.5	15	45.5	93	32.8	13	24.6	567	31.8	
		Total	5	100.0	280	100.0	39	100.0	716	100.0	0	N/A	2	100.0	370	100.0	33	100.0	284	100.0	54	100.0	1,783	100.0	
11c. Speaking clearly and effectively	GNSPEAK	Very little	1	25.0	33	11.9	6	16.3	52	7.2	0	N/A	0	N/A	49	13.4	3	8.8	33	11.5	7	13.8	18		

			Total	5	100.0	280	100.0	39	100.0	715	100.0	0	N/A	2	100.0	370	100.0	33	100.0	284	100.0	54	100.0	1,782	100.0		
11g. Learning effectively on your own	GNINQ		Very little	1	25.0	10	3.7	5	11.9	28	3.9	0	N/A	1	25.0	27	7.3	3	10.4	17	5.9	3	6.4	95	5.3		
			Some	0	N/A	70	25.0	5	13.6	106	14.9	0	N/A	0	N/A	54	14.6	3	8.8	49	17.3	15	27.5	302	17.0		
			Quite a bit	2	50.0	92	32.8	11	28.4	252	35.1	0	N/A	1	25.0	134	36.1	11	35.1	106	37.3	14	25.5	622	34.9		
			Very much	1	25.0	107	38.4	18	46.2	330	46.1	0	N/A	1	50.0	156	42.1	15	45.7	113	39.6	22	40.5	763	42.8		
			Total	5	100.0	279	100.0	39	100.0	716	100.0	0	N/A	2	100.0	370	100.0	33	100.0	284	100.0	54	100.0	1,782	100.0		
11h. Developing clearer career goals	GNCARGOAL		Very little	1	25.0	47	16.7	6	16.3	72	10.1	0	N/A	1	25.0	71	19.3	5	15.6	49	17.2	11	20.1	263	14.8		
			Some	1	12.5	71	25.5	8	20.9	145	20.2	0	N/A	1	25.0	105	28.5	5	14.0	65	22.8	18	34.0	418	23.5		
			Quite a bit	2	37.5	82	29.2	13	32.8	244	34.0	0	N/A	1	50.0	103	28.0	9	28.1	91	32.1	10	18.2	555	31.1		
			Very much	1	25.0	80	28.7	12	30.1	296	35.7	0	N/A	0	N/A	89	24.1	14	42.3	79	27.9	15	27.7	546	30.6		
			Total	5	100.0	280	100.0	39	100.0	716	100.0	0	N/A	2	100.0	369	100.0	33	100.0	284	100.0	54	100.0	1,782	100.0		
11i. Gaining information about career opportunities	GNGAINCAR		Very little	1	12.5	61	21.8	10	25.3	104	14.6	0	N/A	1	25.0	83	22.6	9	27.9	59	20.7	14	27.4	342	19.2		
			Some	1	25.0	74	26.3	11	29.7	161	22.5	0	N/A	1	25.0	119	32.2	4	12.2	92	32.4	18	35.1	481	27.0		
			Quite a bit	2	50.0	78	27.9	9	22.4	219	30.6	0	N/A	1	25.0	88	23.9	7	21.0	68	24.1	9	16.5	481	27.0		
			Very much	1	12.5	67	23.9	9	22.6	232	32.4	0	N/A	1	25.0	78	21.3	13	38.9	65	22.8	11	20.9	475	26.7		
			Total	5	100.0	280	100.0	39	100.0	716	100.0	0	N/A	2	100.0	369	100.0	33	100.0	284	100.0	52	100.0	1,779	100.0		
Item 12.1: How often have you used the following services during the current academic year?																											
12.1a. Academic advising/planning [SUPPORT]	FREQCACAD		Never	1	25.0	82	29.8	12	31.4	223	31.5	0	N/A	1	25.0	156	42.1	12	37.1	86	31.0	21	38.2	594	33.7		
			1 time	0	N/A	64	23.0	10	26.8	180	25.4	0	N/A	1	50.0	92	24.8	5	16.1	69	25.1	16	29.7	438	24.8		
			2-4 times	2	50.0	95	34.5	11	29.7	240	33.9	0	N/A	1	25.0	93	25.1	13	39.6	92	33.2	14	25.6	561	31.8		
			5 or more times	1	25.0	35	12.6	5	12.1	65	9.2	0	N/A	0	N/A	30	8.0	2	7.1	29	10.7	3	6.4	171	9.7		
			Total	5	100.0	276	100.0	39	100.0	708	100.0	0	N/A	2	100.0	370	100.0	32	100.0	276	100.0	54	100.0	1,763	100.0		
12.1b. Career counseling [SUPPORT]	FREQCACOU		Never	2	37.5	156	56.9	20	55.4	266	37.5	0	N/A	0	N/A	235	63.6	19	59.3	149	54.2	30	56.3	878	50.0		
			1 time	1	12.5	48	17.7	4	11.2	162	22.8	0	N/A	1	25.0	62	16.6	4	12.4	49	17.7	6	10.6	335	19.1		
			2-4 times	1	25.0	57	20.7	9	25.5	217	30.7	0	N/A	2	75.0	58	15.7	6	17.6	64	23.4	14	26.7	429	24.4		
			5 or more times	1	25.0	13	4.7	3	7.9	63	8.9	0	N/A	0	N/A	15	4.1	3	10.6	13	4.7	3	6.4	115	6.5		
			Total	5	100.0	274	100.0	36	100.0	708	100.0	0	N/A	2	100.0	370	100.0	33	100.0	275	100.0	54	100.0	1,758	100.0		
12.1c. Job placement assistance	FREQJOBPL		Never	3	62.5	248	89.9	34	92.2	636	90.2	0	N/A	2	75.0	345	93.3	24	73.5	260	94.2	51	93.6	1,603	91.2		
			1 time	2	37.5	14	5.2	3	7.8	33	4.7	0	N/A	1	25.0	16	4.4	3	10.6	9	3.1	2	4.2	84	4.8		
			2-4 times	0	N/A	8	3.0	0	N/A	32	4.6	0	N/A	0	N/A	8	2.0	5	15.8	7	2.7	1	1.1	61	3.5		
			5 or more times	0	N/A	5	1.9	0	N/A	4	0.5	0	N/A	0	N/A	1	0.3	0	N/A	0	N/A	1	1.1	11	0.6		
			Total	5	100.0	276	100.0	37	100.0	705	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,759	100.0		
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR		Never	2	50.0	132	48.0	19	51.5	339	47.9	0	N/A	1	50.0	227	61.4	8	24.4	141	50.9	32	59.3	901	51.2		
			1 time	0	N/A	30	11.1	2	6.2	82	11.6	0	N/A	0	N/A	44	12.0	4	12.2	24	8.6	1	2.2	188	10.7		
			2-4 times	1	25.0	51	18.5	3	8.0	159	22.6	0	N/A	1	50.0	49	13.2	12	36.9	67	24.1	11	20.3	354	20.1		
			5 or more times	1	25.0	62	22.4	13	34.3	126	17.9	0	N/A	0	N/A	50	13.4	9	26.5	45	16.4	10	18.2	315	17.9		
			Total	5	100.0	275	100.0	37	100.0	707	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,759	100.0		
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB		Never	3	62.5	198	71.6	25	68.7	425	60.1	0	N/A	2	75.0	265	71.4	21	62.9	186	67.3	36	65.9	1,160	65.8		
			1 time	0	N/A	28	10.1	3	7.8	91	12.9	0	N/A	1	25.0	37	10.1	3	8.8	17	6.3	5	8.5	185	10.5		
			2-4 times	1	25.0	20	7.4	3	9.4	110	15.6	0	N/A	0	N/A	34	9.1	5	14.2	51	18.6	6	11.8	231	13.1		
			5 or more times	1	12.5	30	10.9	5	14.0	81	11.5	0	N/A	0	N/A	35	9.4	5	14.0	22	7.8	7	13.8	186	10.5		
			Total	5	100.0	276	100.0	37	100.0	708	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,761	100.0		
12.1f. Child care	FREQCHLD		Never	5	100.0	267	96.7	37	100.0	687	97.0	0	N/A	2	100.0	359	97.0	29	87.8	269	97.7	54	98.9	1,707	97.0		
			1 time	0	N/A	2	0.6	0	N/A	7	1.0	0	N/A	0	N/A	6	1.5	2	5.2	1	0.2	0	N/A	17	0.9		
			2-4 times	0	N/A	3	1.3	0	N/A	12	1.6	0	N/A	0	N/A	2	0.5	0	N/A	4	1.5	1	1.1	21	1.2		
			5 or more times	0	N/A	4	1.5	0	N/A	2	0.3	0	N/A	0	N/A	3	0.9	2	7.0	2	0.6	0	N/A	14	0.8		
			Total	5	100.0	276	100.0	37	100.0	708	100.0	0	N/A	2	100.0	370	100.0	33	100.0	275	100.0	54	100.0	1,759	100.0		
12.1g. Financial aid advising	FREQFAADV		Never	1	12.5	181	65.7	21	56.1	357	50.5	0	N/A	1	50.0	255	68.9	21	64.7	156	56.4	36	65.8	1,029	58.4		
			1 time	1	12.5	48	17.2	5	12.6	151	21.3	0	N/A	0	N/A	58	15.6	4	12.4	60	21.7	10	18.0	335	19.0		
			2-4 times	2	50.0	35	12.8	8	20.4	153	21.7	0	N/A	1	25.0	41	11.1	3	10.6	48	17.5	6	11.9	299	17.0		
			5 or more times	1	25.0	12	4.2	4	10.8	46	6.5	0	N/A	1	25.0	16	4.4	4	12.2	12	4.4	2	4.4	99	5.6		
			Total	5	100.0	276	100.0	37	100.0	708	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,761	100.0		
12.1h. Computer lab [STUEFF]	FREQCMLB		Never	3	62.5	231	84.0	27	71.9	523	73.8	0	N/A	2	75.0	300	80.9	25	77.2	220	79.6	43	79.9	1,373	78.0		
			1 time	0	N/A	11	4.0	1	3.2	51	7.2	0	N/A	0	N/A	26	7.1	2	5.2	13	4.8	5	8.5	109	6.2		
			2-4 times	1	25.0	19	6.9	3	7.8	66	9.4	0	N/A	0	N/A	23	6.2	5	15.8	24	8.6	3	5.3	144	8.2		
			5 or more times	1	12.5	14	5.0	6	17.1	68	9.7	0	N/A	1	25.0	21	5.8	1	1.8	20	7.1	3	6.3	135	7.6		
			Total	5	100.0	275	100.0	37	100.0	708	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,761	100.0		
12.1i. Student organizations	FREQSTORG		Never	4	75.0																						

12.2a. Academic advising/planning	SATACAD	Somewhat	1	33.3	84	43.9	13	47.8	153	31.7	0	N/A	0	N/A	86	40.4	7	37.0	75	39.2	13	37.7	431	37.1		
		Very	2	66.7	96	50.4	14	52.2	314	65.0	0	N/A	2	100.0	118	55.5	12	60.1	105	55.0	19	55.4	682	58.6		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Total	4	100.0	191	100.0	27	100.0	483	100.0	0	N/A	2	100.0	213	100.0	20	100.0	191	100.0	33	100.0	1,163	100.0		
12.2b. Career counseling	SATCACOU	Not at all	0	N/A	10	9.0	1	3.8	9	2.1	0	N/A	0	N/A	7	5.6	1	4.4	9	7.4	4	17.4	42	4.8		
		Somewhat	1	40.0	50	42.9	5	29.4	142	32.3	0	N/A	1	25.0	68	50.6	2	17.2	45	36.1	9	39.9	323	37.0		
		Very	2	60.0	56	48.2	10	66.8	289	65.6	0	N/A	2	75.0	59	43.9	10	78.3	71	56.5	10	42.7	508	58.2		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	3	100.0	116	100.0	16	100.0	440	100.0	0	N/A	2	100.0	135	100.0	13	100.0	125	100.0	23	100.0	873	100.0				
12.2c. Job placement assistance	SATJOBPL	Not at all	1	33.3	4	15.7	2	79.5	7	10.1	0	N/A	0	N/A	7	30.1	0	N/A	1	3.7	0	N/A	22	14.4		
		Somewhat	0	N/A	13	50.3	1	20.5	29	42.1	0	N/A	1	100.0	14	55.9	2	26.5	12	74.7	2	49.1	73	47.8		
		Very	1	66.7	9	34.0	0	N/A	33	47.8	0	N/A	0	N/A	3	14.0	6	73.5	3	21.6	2	50.9	58	37.9		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	2	100.0	25	100.0	3	100.0	69	100.0	0	N/A	1	100.0	25	100.0	9	100.0	16	100.0	3	100.0	153	100.0				
12.2d. Peer or other tutoring	SATTUTOR	Not at all	0	N/A	2	1.6	1	3.3	6	1.6	0	N/A	0	N/A	5	3.3	2	6.9	3	2.6	0	N/A	18	2.2		
		Somewhat	1	25.0	50	35.6	5	25.6	93	25.6	0	N/A	1	50.0	50	35.2	7	30.2	41	30.2	5	23.6	253	29.7		
		Very	2	75.0	89	62.8	13	71.1	266	72.9	0	N/A	1	50.0	87	61.5	16	62.9	91	67.2	17	76.4	581	68.2		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	2	100.0	141	100.0	18	100.0	366	100.0	0	N/A	1	100.0	141	100.0	25	100.0	136	100.0	22	100.0	852	100.0				
12.2e. Skill labs (writing, math, etc.)	SATLAB	Not at all	0	N/A	5	6.0	0	N/A	12	4.2	0	N/A	0	N/A	6	5.4	1	9.7	5	5.2	1	3.2	28	4.8		
		Somewhat	1	33.3	29	37.8	3	31.7	96	34.6	0	N/A	1	100.0	32	30.2	5	37.8	36	40.6	8	43.4	210	35.5		
		Very	1	66.7	43	56.2	7	68.3	170	61.3	0	N/A	0	N/A	68	64.4	6	52.4	48	54.3	10	53.4	354	59.8		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	2	100.0	77	100.0	11	100.0	278	100.0	0	N/A	1	100.0	106	100.0	12	100.0	89	100.0	18	100.0	593	100.0				
12.2f. Child care	SATCHLD	Not at all	0	N/A	2	22.8	0	N/A	7	36.9	0	N/A	0	N/A	2	24.8	0	N/A	1	9.4	0	N/A	12	25.2		
		Somewhat	0	N/A	2	30.7	0	N/A	8	40.1	0	N/A	0	N/A	3	37.6	2	42.6	5	81.2	0	N/A	21	43.3		
		Very	0	N/A	3	46.5	0	N/A	5	23.0	0	N/A	0	N/A	3	37.6	2	57.4	1	9.4	1	100.0	15	31.5		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	0	N/A	7	100.0	0	N/A	20	100.0	0	N/A	0	N/A	9	100.0	4	100.0	6	100.0	1	100.0	48	100.0				
12.2g. Financial aid advising	SATFAADV	Not at all	0	N/A	7	7.5	1	3.6	33	9.4	0	N/A	0	N/A	11	9.7	1	5.1	10	8.6	5	27.7	67	9.3		
		Somewhat	1	28.6	40	43.1	6	39.3	118	34.1	0	N/A	1	50.0	43	37.7	2	19.9	50	41.3	6	34.4	268	36.9		
		Very	3	71.4	46	49.4	9	57.1	196	56.5	0	N/A	1	50.0	60	52.7	9	75.0	60	50.1	7	37.9	390	53.8		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	4	100.0	93	100.0	16	100.0	347	100.0	0	N/A	1	100.0	113	100.0	12	100.0	120	100.0	19	100.0	725	100.0				
12.2h. Computer lab	SATCOMLB	Not at all	0	N/A	3	8.1	1	6.8	5	2.9	0	N/A	0	N/A	2	3.3	0	N/A	2	3.0	0	N/A	13	3.5		
		Somewhat	1	33.3	22	52.1	2	26.5	53	29.0	0	N/A	1	100.0	25	36.8	4	53.5	17	29.8	6	52.4	131	34.3		
		Very	1	66.7	17	39.8	6	66.7	125	68.1	0	N/A	0	N/A	41	59.9	3	46.5	38	67.2	5	47.6	237	62.2		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	2	100.0	42	100.0	9	100.0	183	100.0	0	N/A	1	100.0	69	100.0	7	100.0	56	100.0	11	100.0	380	100.0				
12.2i. Student organizations	SATSTORG	Not at all	0	N/A	3	10.3	0	N/A	4	3.2	0	N/A	0	N/A	4	8.9	1	6.8	1	2.3	0	N/A	13	4.7		
		Somewhat	0	N/A	12	43.7	3	50.0	49	38.8	0	N/A	0	N/A	20	42.9	3	39.4	26	52.1	3	49.4	117	42.7		
		Very	1	100.0	13	46.0	3	50.0	73	58.0	0	N/A	1	100.0	22	48.2	5	53.8	23	45.5	3	50.6	144	52.6		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	1	100.0	28	100.0	7	100.0	126	100.0	0	N/A	1	100.0	46	100.0	9	100.0	51	100.0	6	100.0	273	100.0				
12.2j. Transfer advising/planning	SATTRADV	Not at all	0	N/A	6	5.7	2	13.3	17	5.8	0	N/A	0	N/A	4	3.4	3	28.3	11	9.6	1	2.8	44	6.4		
		Somewhat	2	60.0	55	49.1	9	50.0	83	28.8	0	N/A	1	33.3	56	47.0	2	19.0	40	34.3	11	52.5	258	37.3		
		Very	1	40.0	50	45.2	6	36.7	189	65.5	0	N/A	1	66.7	59	49.6	6	52.7	65	56.2	9	44.6	388	56.2		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	3	100.0	111	100.0	17	100.0	289	100.0	0	N/A	2	100.0	119	100.0	12	100.0	116	100.0	21	100.0	690	100.0				
12.2k. Library resources and services	SATLIB	Not at all	0	N/A	2	1.7	0	N/A	3	0.9	0	N/A	0	N/A	0	N/A	1	2.9	1	0.4	0	N/A	7	0.8		
		Somewhat	1	25.0	49	35.4	10	62.6	86	22.1	0	N/A	0	N/A	41	22.5	2	8.3	34	21.9	14	44.4	236	25.2		
		Very	2	75.0	86	62.9	6	37.4	299	77.0	0	N/A	1	100.0	140	77.5	18	88.9	121	77.7	18	55.6	691	74.0		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	2	100.0	138	100.0	16	100.0	389	100.0	0	N/A	1	100.0	180	100.0	21	100.0	156	100.0	32	100.0	934	100.0				
12.2l. Services for students with disabilities	SATDISABSV	Not at all	0	N/A	1	3.9	1	6.9	6	9.4	0	N/A	0	N/A	2	5.1	0	N/A	0	N/A	0	N/A	10	5.2		
		Somewhat	0	N/A	15	49.9	3	33.6	22	32.1	0	N/A	0	N/A	17	48.1	2	27.1	12	31.1	0	N/A	70	36.5		
		Very	1	100.0	14	46.2	5	59.5	40	58.5	0	N/A	0	N/A	16	46.8	5	72.9	27	68.9	5	100.0	112	58.3		
		N.A.	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	1	100.0	30	100.0	9	100.0	68	100.0	0	N/A	0	N/A	35	100.0	6	100.0	39	100.0	5	100.0	192	100.0				
12.2m. Services for active military and veterans	SATMILSVCS	Not at all	0	N/A	0	N/A	0	N/A	7	24.8	0	N/A	0	N/A	2	10.4	0	N/A	0	N/A	0	N/A	9	11.8		
		Somewhat	0	N/A	5	41.7	1	33.3	8	29.2																

		Total	4	100.0	270	100.0	39	100.0	701	100.0	0	N/A	2	100.0	367	100.0	33	100.0	274	100.0	54	100.0	1,744	100.0		
12.3f. Child care	IMPCHLD	Not at all	2	57.1	152	56.1	21	58.7	339	48.1	0	N/A	1	50.0	224	61.0	16	48.9	162	58.7	28	52.3	946	54.1		
		Somewhat	1	14.3	61	22.5	5	14.3	134	18.9	0	N/A	0	N/A	60	16.4	4	12.4	48	17.4	12	22.3	324	18.6		
		Very	1	28.6	58	21.4	10	27.1	232	32.9	0	N/A	1	50.0	83	22.6	13	38.7	66	23.9	14	25.4	478	27.3		
		Total	4	100.0	270	100.0	36	100.0	705	100.0	0	N/A	2	100.0	367	100.0	33	100.0	276	100.0	54	100.0	1,748	100.0		
12.3g. Financial aid advising	IMPFAADV	Not at all	1	14.3	49	18.1	5	13.6	61	8.6	0	N/A	0	N/A	82	22.4	6	17.4	31	11.3	4	7.5	239	13.6		
		Somewhat	0	N/A	80	29.8	11	28.2	139	19.7	0	N/A	1	25.0	96	26.1	7	21.0	68	24.6	17	30.7	418	23.9		
		Very	4	85.7	141	52.1	23	58.2	506	71.7	0	N/A	2	75.0	189	51.5	20	61.5	177	64.1	33	61.8	1,094	62.5		
		Total	4	100.0	270	100.0	39	100.0	705	100.0	0	N/A	2	100.0	367	100.0	33	100.0	276	100.0	54	100.0	1,751	100.0		
12.3h. Computer lab	IMPCOMLB	Not at all	2	57.1	95	35.4	13	34.8	161	22.8	0	N/A	0	N/A	130	35.3	7	22.6	102	37.0	13	24.5	525	30.0		
		Somewhat	0	N/A	81	30.1	8	19.8	218	30.9	0	N/A	1	25.0	134	36.4	13	38.5	80	29.0	18	32.9	552	31.5		
		Very	2	42.9	93	34.5	17	45.3	326	46.3	0	N/A	2	75.0	104	28.3	13	38.9	94	34.1	23	42.6	675	38.5		
		Total	4	100.0	270	100.0	38	100.0	705	100.0	0	N/A	2	100.0	369	100.0	33	100.0	276	100.0	54	100.0	1,751	100.0		
12.3i. Student organizations	IMPSTORG	Not at all	2	42.9	88	32.8	10	27.1	169	23.9	0	N/A	1	25.0	153	41.5	9	27.9	93	33.7	22	41.4	547	31.3		
		Somewhat	1	14.3	106	39.2	18	49.1	258	36.7	0	N/A	0	N/A	147	39.9	11	35.1	104	37.6	13	24.6	658	37.7		
		Very	2	42.9	75	28.0	9	23.8	277	39.3	0	N/A	2	75.0	69	18.7	12	37.1	79	28.7	18	34.0	543	31.1		
		Total	4	100.0	270	100.0	36	100.0	704	100.0	0	N/A	2	100.0	369	100.0	33	100.0	276	100.0	54	100.0	1,748	100.0		
12.3j. Transfer advising/planning	IMPTRADV	Not at all	0	N/A	40	14.7	2	6.5	52	7.5	0	N/A	0	N/A	62	16.8	2	7.0	34	12.3	7	13.7	200	11.5		
		Somewhat	1	28.6	65	24.1	11	31.6	112	15.9	0	N/A	1	25.0	87	23.6	12	36.7	55	20.1	10	19.2	355	20.3		
		Very	3	71.4	165	61.2	23	61.9	539	76.6	0	N/A	2	75.0	220	59.6	18	56.3	186	67.6	36	67.1	1,191	68.2		
		Total	4	100.0	270	100.0	36	100.0	703	100.0	0	N/A	2	100.0	369	100.0	33	100.0	275	100.0	54	100.0	1,746	100.0		
12.3k. Library resources and services	IMPLIB	Not at all	2	42.9	36	13.2	5	12.2	53	7.6	0	N/A	0	N/A	54	14.8	0	N/A	29	10.7	4	7.4	183	10.5		
		Somewhat	1	14.3	87	32.3	15	39.3	173	24.6	0	N/A	0	N/A	111	30.2	11	33.1	88	32.1	16	28.8	501	28.7		
		Very	2	42.9	147	54.5	18	48.4	477	67.8	0	N/A	2	100.0	202	55.0	22	66.9	156	57.2	35	63.8	1,062	60.8		
		Total	4	100.0	270	100.0	38	100.0	704	100.0	0	N/A	2	100.0	367	100.0	33	100.0	273	100.0	54	100.0	1,746	100.0		
12.3l. Services for students with disabilities	IMPDISABVCS	Not at all	2	57.1	107	39.6	11	30.3	248	35.2	0	N/A	1	50.0	161	43.6	8	24.6	106	38.5	19	35.1	663	37.9		
		Somewhat	1	14.3	60	22.3	13	34.7	137	19.5	0	N/A	0	N/A	67	18.1	4	12.2	59	21.6	12	21.4	352	20.2		
		Very	1	28.6	103	38.1	13	35.0	320	45.3	0	N/A	1	50.0	141	38.3	21	63.1	109	39.9	24	43.6	733	41.9		
		Total	4	100.0	270	100.0	36	100.0	705	100.0	0	N/A	2	100.0	369	100.0	33	100.0	275	100.0	54	100.0	1,748	100.0		
12.3m. Services for active military and veterans	IMPMLSVC	Not at all	1	28.6	134	49.4	18	50.7	332	47.1	0	N/A	1	50.0	197	53.4	15	47.3	152	55.2	28	52.2	879	50.3		
		Somewhat	1	14.3	60	22.0	11	31.6	119	17.0	0	N/A	0	N/A	68	18.4	4	12.2	46	16.5	9	16.0	317	18.1		
		Very	2	57.1	77	28.5	6	17.7	253	36.0	0	N/A	1	50.0	104	28.2	13	40.5	78	28.3	17	31.8	553	31.6		
		Total	4	100.0	270	100.0	36	100.0	704	100.0	0	N/A	2	100.0	369	100.0	33	100.0	276	100.0	54	100.0	1,749	100.0		
Item 13																										
13. During the current academic term at this college, I completed registration before the first class session(s).	COMPLREG	No; I was not registered for any of my courses before the first class session(s)	0	N/A	1	0.4		3.1	12	1.7	0	N/A	0	N/A	6	1.5	0	N/A	6	2.1	2	3.2	28	1.6		
		Partly; I was registered for some of my courses before the first class session(s)	0	N/A	10	3.6		5.9	14	1.9	0	N/A	0	N/A	7	2.0	0	N/A	6	2.3	2	3.2	41	2.3		
		Mostly; I was registered for most of my courses before the first class session(s)	0	N/A	24	9.0		16.3	46	6.5	0	N/A	0	N/A	21	5.6	5	15.6	28	10.2	7	13.8	138	7.9		
		Yes; I was registered for all of my courses before the first class session(s)	4	100.0	237	87.0		74.7	635	89.9	0	N/A	2	100.0	336	90.8	28	84.4	237	85.4	43	79.9	1,550	88.2		
		Total	4	100.0	272	100.0	39	100.0	706	100.0	0	N/A	2	100.0	370	100.0	33	100.0	277	100.0	54	100.0	1,757	100.0		
Item 14																										
14. The one response that best describes my experience with orientation when I first came to this college is:	EXPORIENT	I was unable to participate in orientation due to scheduling or other issues	1	14.3	20	7.3		9.9	44	6.3	0	N/A	0	N/A	24	6.8	1	3.6	16	5.7	2	3.3	110	6.4		
		I was not aware of a college orientation	0	N/A	45	17.0		17.9	107	15.3	0	N/A	0	N/A	64	17.9	5	14.0	46	17.0	14	26.2	287	16.7		
		I enrolled in an orientation course as part of my course schedule during my first academic term	1	14.3	18	6.6		4.8	44	6.4	0	N/A	0	N/A	21	5.9	2	5.2	16	5.7	5	8.8	108	6.3		
		I attended an on-campus orientation prior to the beginning of classes	1	28.6	36	13.4		13.2	150	21.6	0	N/A	1	25.0	46	12.8	10	31.5	45	16.6	5	8.9	298	17.3		
		Total	4	100.0	119	46.7		45.8	245	34.6	0	N/A	1	25.0	155	42.5	18	50.3	123	45.7	26	45.5	603	42.5		

		I took part in an online orientation prior to the beginning of classes	2	42.9	148	55.6	19	54.2	350	50.4	0	N/A	2	75.0	203	56.6	15	45.7	149	54.9	28	52.9	916	53.3
		Total	4	100.0	267	100.0	35	100.0	695	100.0	0	N/A	2	100.0	359	100.0	33	100.0	271	100.0	52	100.0	1,719	100.0
Item 15																								
15. During my first academic year at this college, I participated in a first-year experience program.	PARTICFYE	No	3	71.4	227	84.3	32	82.0	587	83.4	0	N/A	2	75.0	339	92.0	26	80.6	224	80.8	51	94.7	1,491	85.2
		Yes	1	28.6	42	15.7	7	18.0	117	16.6	0	N/A	1	25.0	29	8.0	6	19.4	53	19.2	3	5.3	260	14.8
		Total	4	100.0	270	100.0	39	100.0	704	100.0	0	N/A	2	100.0	369	100.0	33	100.0	277	100.0	54	100.0	1,751	100.0
Item 16																								
16. During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).	PARTICLRNC	No	2	57.1	245	91.9	32	90.1	632	91.4	0	N/A	2	100.0	344	94.9	29	87.8	244	89.1	50	94.5	1,580	91.8
		Yes	2	42.9	21	8.1	3	9.9	60	8.6	0	N/A	0	N/A	19	5.1	4	12.2	30	10.9	3	5.5	142	8.2
		Total	4	100.0	267	100.0	35	100.0	692	100.0	0	N/A	2	100.0	362	100.0	33	100.0	274	100.0	52	100.0	1,722	100.0
Item 17																								
17. During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).	PARTICSSC	No	2	57.1	230	85.1	34	89.3	545	78.2	0	N/A	2	75.0	319	87.6	24	73.5	220	80.1	47	86.2	1,423	81.9
		Yes	2	42.9	40	14.9	4	10.7	152	21.8	0	N/A	1	25.0	45	12.4	9	26.5	55	19.9	7	13.8	314	18.1
		Total	4	100.0	270	100.0	38	100.0	697	100.0	0	N/A	2	100.0	365	100.0	33	100.0	275	100.0	54	100.0	1,737	100.0
Item 18																								
18. I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...	TOLDENRDEV	Did not enroll in any of these courses	1	14.3	46	17.0	7	19.4	182	25.8	0	N/A	1	25.0	85	23.0	6	17.6	70	25.5	8	14.9	406	23.2
		Did enroll in one of these courses	1	14.3	32	11.8	6	16.3	132	18.7	0	N/A	0	N/A	32	8.8	5	14.0	35	12.8	1	2.2	244	13.9
		Did enroll in more than one of these courses	1	28.6	26	9.7	5	13.4	84	11.9	0	N/A	1	25.0	29	7.9	5	15.6	30	11.0	6	11.7	188	10.7
		N.A.	2	42.9	167	61.5	20	50.9	307	43.6	0	N/A	1	50.0	223	60.3	17	52.7	140	50.7	39	71.2	916	52.2
		Total	4	100.0	271	100.0	39	100.0	704	100.0	0	N/A	2	100.0	370	100.0	33	100.0	276	100.0	54	100.0	1,754	100.0
Item 19																								
19. During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.	ATTNDPOLICY	None of my instructors explained a class attendance policy	0	N/A	6	2.1	3	9.4	27	3.9	0	N/A	0	N/A	11	3.1	3	8.8	11	4.2	1	2.2	63	3.6
		Some of my instructors explained a class attendance policy	0	N/A	23	8.7	5	14.0	49	7.1	0	N/A	0	N/A	20	5.4	5	15.8	21	7.6	3	5.3	126	7.3
		Most of my instructors explained a class attendance policy	1	14.3	39	14.6	4	10.8	95	13.6	0	N/A	1	25.0	62	16.8	4	12.2	51	18.5	9	17.0	265	15.3
		All of my instructors explained a class attendance policy	4	85.7	199	74.6	24	65.7	523	75.4	0	N/A	2	75.0	275	74.7	21	63.1	192	69.8	41	75.5	1,280	73.8
		Total	4	100.0	267	100.0	37	100.0	693	100.0	0	N/A	2	100.0	368	100.0	33	100.0	276	100.0	54	100.0	1,734	100.0
Item 20																								
20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).	DEVACADPLN	No	1	14.3	76	28.3	12	31.4	202	28.9	0	N/A	0	N/A	143	39.2	9	26.1	76	27.3	24	43.4	541	31.1
		Yes	2	57.1	166	62.0	20	52.3	434	62.0	0	N/A	2	75.0	191	52.4	20	61.5	174	62.9	27	49.2	1,036	59.5
		I'm still in my first academic term; I have not yet developed an academic plan.	1	28.6	26	9.7	6	16.3	64	9.2	0	N/A	1	25.0	31	8.4	4	12.4	27	9.8	4	7.4	164	9.4
		Total	4	100.0	268	100.0	39	100.0	700	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	54	100.0	1,741	100.0
Item 21																								
21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	STRGLASSIST	No	1	28.6	111	41.1	20	52.9	368	52.7	0	N/A	1	25.0	164	44.7	8	24.6	157	57.0	25	46.7	857	49.1
		Yes	2	57.1	62	22.9	8	21.2	143	20.4	0	N/A	1	50.0	38	10.3	9	28.1	49	17.9	9	17.1	322	18.5

			N.A.	1	14.3	98	36.0	10	25.9	187	26.8	0	N/A	1	25.0	166	45.1	15	47.3	69	25.1	20	36.2	566	32.4	
			Total	4	100.0	271	100.0	38	100.0	698	100.0	0	N/A	2	100.0	368	100.0	33	100.0	276	100.0	54	100.0	1,745	100.0	
Item 22																										
22. During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).	PARTICSI	Never	3	71.4	158	58.4		24	62.6	455	64.9	0	N/A	2	100.0	243	66.1	11	35.1	184	66.6	33	60.6	1,114	63.7	
		Less than 1 time a week	0	N/A	54	20.1	4	10.5	109	15.5	0	N/A	0	N/A	68	18.3	8	24.6	34	12.4	9	17.2	286	16.4		
		1-2 times a week	1	14.3	44	16.3	5	12.1	110	15.7	0	N/A	0	N/A	50	13.5	10	31.5	41	14.9	10	18.0	270	15.5		
		3-4 times a week	1	14.3	11	4.1	5	13.2	19	2.7	0	N/A	0	N/A	6	1.7	3	8.8	11	4.0	2	4.2	59	3.3		
		More than 4 times a week	0	N/A	3	1.1	1	1.5	8	1.2	0	N/A	0	N/A	1	0.3	0	N/A	6	2.1	0	N/A	19	1.1		
		Total	4	100.0	271	100.0	39	100.0	701	100.0	0	N/A	2	100.0	368	100.0	33	100.0	276	100.0	54	100.0	1,748	100.0		
Item 23: How likely is it that the following issues would cause you to withdraw from class or from this college?																										
23a. Working full-time	WRKFULL	Not likely	1	28.6	87	32.1	12	31.8	191	27.4	0	N/A	0	N/A	127	34.7	16	47.5	90	32.5	13	24.4	537	30.8		
		Somewhat likely	2	42.9	62	22.9	8	20.7	156	22.3	0	N/A	0	N/A	96	26.2	9	26.3	58	20.9	10	19.8	400	23.0		
		Likely	1	14.3	49	18.1	6	16.3	126	18.0	0	N/A	1	25.0	63	17.2	3	8.8	54	19.6	9	17.4	311	17.9		
		Very likely	1	14.3	73	26.9	12	31.2	226	32.3	0	N/A	2	75.0	81	21.9	6	17.4	74	26.9	20	38.3	494	28.3		
		Total	4	100.0	270	100.0	39	100.0	699	100.0	0	N/A	2	100.0	367	100.0	33	100.0	276	100.0	52	100.0	1,742	100.0		
23b. Caring for dependents	CAREDEP	Not likely	2	42.9	116	43.1	17	45.0	284	40.7	0	N/A	1	25.0	187	51.0	17	50.9	126	45.7	17	33.1	767	44.1		
		Somewhat likely	2	57.1	63	23.4	5	11.9	158	22.7	0	N/A	0	N/A	90	24.6	11	35.1	58	21.1	14	26.2	402	23.1		
		Likely	0	N/A	42	15.4	7	17.8	113	16.2	0	N/A	0	N/A	43	11.8	1	3.6	44	16.1	6	12.2	256	14.7		
		Very likely	0	N/A	49	18.1	10	25.3	143	20.5	0	N/A	2	75.0	46	12.5	3	10.4	47	17.1	15	28.6	315	18.1		
		Total	4	100.0	270	100.0	39	100.0	697	100.0	0	N/A	2	100.0	367	100.0	33	100.0	276	100.0	52	100.0	1,741	100.0		
23c. Academically unprepared	ACADUNP	Not likely	3	71.4	123	45.4	19	47.9	294	42.5	0	N/A	0	N/A	207	56.4	22	66.5	122	44.3	16	30.8	805	46.4		
		Somewhat likely	1	28.6	82	30.5	10	26.7	197	28.5	0	N/A	1	25.0	83	22.5	3	8.8	79	28.7	18	35.2	474	27.4		
		Likely	0	N/A	28	10.4	1	3.1	110	16.0	0	N/A	1	50.0	51	13.9	3	10.6	41	14.8	11	21.4	247	14.3		
		Very likely	0	N/A	37	13.7	9	22.4	90	13.1	0	N/A	1	25.0	26	7.2	5	14.0	33	12.1	6	12.6	207	12.0		
		Total	4	100.0	270	100.0	39	100.0	692	100.0	0	N/A	2	100.0	367	100.0	33	100.0	276	100.0	51	100.0	1,734	100.0		
23d. Lack of finances	LACKFIN	Not likely	2	42.9	107	39.7	12	30.1	150	21.4	0	N/A	0	N/A	150	40.9	11	35.1	95	34.7	6	12.6	534	30.7		
		Somewhat likely	1	28.6	62	22.9	9	22.2	170	24.4	0	N/A	0	N/A	72	19.6	13	40.3	58	21.1	13	26.2	398	22.9		
		Likely	1	14.3	41	15.2	6	14.8	127	18.2	0	N/A	0	N/A	62	16.9	3	8.8	46	16.8	6	12.6	292	16.8		
		Very likely	1	14.3	60	22.2	13	32.9	250	35.9	0	N/A	2	100.0	83	22.6	5	15.8	75	27.4	25	48.7	514	29.6		
		Total	4	100.0	270	100.0	39	100.0	697	100.0	0	N/A	2	100.0	367	100.0	33	100.0	275	100.0	51	100.0	1,738	100.0		
23e. Transfer to a 4-year college or university	TRANSFER	Not likely	2	42.9	104	38.7	15	38.7	246	35.3	0	N/A	1	50.0	154	42.0	17	52.5	91	33.0	10	19.9	640	36.8		
		Somewhat likely	1	14.3	43	16.1	5	13.6	157	22.6	0	N/A	1	25.0	53	14.5	3	8.8	54	19.5	9	17.5	326	18.8		
		Likely	2	42.9	30	11.0	7	18.0	113	16.2	0	N/A	0	N/A	61	16.8	3	8.8	40	14.7	12	22.9	269	15.5		
		Very likely	0	N/A	92	34.2	11	29.7	181	25.9	0	N/A	1	25.0	98	26.7	10	29.9	90	32.8	21	39.6	503	29.0		
		Total	4	100.0	270	100.0	39	100.0	698	100.0	0	N/A	2	100.0	366	100.0	33	100.0	275	100.0	52	100.0	1,738	100.0		
Item 24																										
24. How supportive are your friends of your attending this college?	FRNDSUPP	Not very	0	N/A	21	7.9	2	5.9	37	5.4	0	N/A	0	N/A	9	2.4	1	1.8	10	3.5	2	3.3	82	4.7		
		Somewhat	1	28.6	50	18.5	9	22.1	90	12.9	0	N/A	0	N/A	47	12.9	10	29.7	35	12.7	7	14.3	249	14.3		
		Quite a bit	0	N/A	90	33.4	11	27.2	169	24.2	0	N/A	0	N/A	84	23.0	6	19.2	64	23.0	11	20.9	434	24.9		
		Extremely	3	71.4	108	40.1	17	44.8	403	57.6	0	N/A	2	100.0	226	61.8	16	49.3	168	60.8	32	61.5	975	56.0		
		Total	4	100.0	268	100.0	39	100.0	700	100.0	0	N/A	2	100.0	366	100.0	33	100.0	276	100.0	52	100.0	1,740	100.0		
Item 25																										
25. How supportive is your immediate family of your attending this college?	FAMSUPP	Not very	0	N/A	11	4.3	0	N/A	23	3.4	0	N/A	0	N/A	9	2.7	1	1.8	9	3.4	5	10.3	58	3.5		
		Somewhat	0	N/A	48	18.5	6	18.5	69	10.5	0	N/A	1	33.3	32	9.4	7	22.6	27	10.2	3	5.8	194	11.7		
		Quite a bit	1	16.7	84	32.5	10	30.4	146	22.0	0	N/A	0	N/A	61	17.7	5	14.0	53	19.9	10	19.9	370	22.3		
		Extremely	3	83.3	116	44.7	17	51.1	428	64.1	0	N/A	1	66.7	242	70.2	20	61.5	178	66.5	32	63.9	1,035	62.5		
		Total	4	100.0	259	100.0	34	100.0	665	100.0	0	N/A	2	100.0	345	100.0	33	100.0	267	100.0	50	100.0	1,657	100.0		
Item 26: Indicate which of the following are your reasons/goals for attending this college.																										
26a. Complete a certificate program	GOALCERT	No	3	71.4	153	58.3	16	41.5	348	50.9	0	N/A	2	75.0	207	58.1	16	49.1	174	63.5	30	61.0	948	55.7		
		Yes	1	28.6	109	41.7	22	58.5	336	49.1	0	N/A	1	25.0	150	41.9	17	50.9	100	36.5	19	39.0	754	44.3		
		Total	4	100.0	262	100.0	37	100.0	684	100.0	0	N/A	2	100.0	357	100.0	33	100.0	273	100.0	49	100.0	1,702	100.0		
26b. Obtain an associate degree	GOALAA	No	0	N/A	113	42.3	7	18.3	124	18.0	0	N/A	0	N/A	98	26.9	10	31.5	56	20.6	17	33.8	425	24.7		
		Yes	4	100.0	153	57.7	31	81.7	566	82.0	0	N/A	2	100.0	265	73.1	22	68.5	217	79.4	34	66.2	1,296	75.3		
		Total	4	100.0	266	100.0	38	100.0	690	100.0	0	N/A	2	100.0	363	100.0	33	100.0	273	100.0	51	100.0	1,721	100.0		
26c. Transfer to a 4-year college or university	GOALTR4YR	No	1	14.3	76	28.4	7	20.0	100	14.6	0	N/A	1	25.0	96	25.3	10	31.7	36	12.9	15	29.6	339	19.7		
		Yes	4	85.7	192	71.6	30	80.0	588	85.4	0	N/A	2	75.0	271	74.7	22	68.3	239	87.1	37	70.4	1,385	80.3		
		Total	4	100.0	268	100.0	37	100.0	688	100.0	0	N/A	2	100.0	363	100.0	33	100.0	275	100.0	52	100.0	1,724	100.0		
26d. Obtain or update job-related skills	GOALJOBSKILL	No	1	28.6	97	36.7	14	36.8	235	34.5	0	N/A	2	75.0	113	31.5	14	42.1	102	37.5	21	42.4	598	35.1		
		Yes	3	71.4	167	63.3	24	63.2	446	65.5	0	N/A	1	25.0	244	68.5	19	57.9	171	62.5	28	57.6	1,103	64.9		
		Total	4	100.0	264	100.0	37	100.0	681	100.0	0	N/A	2	100.0	357	100.0	33	100.0	273	100.0	49	100.0	1,701	100.0		
26e. Change careers	GOALCHGCAR	No	2	57.1	166	63.4	21	53.6	456	66.7	0	N/A	2	75.0	216											

		Major source	1	14.3	108	40.7	11	29.0	331	48.0	0	N/A	1	50.0	174	47.4	9	27.9	122	44.3	32	60.1	787	45.6	
		Total	4	100.0	265	100.0	38	100.0	690	100.0	0	N/A	2	100.0	367	100.0	33	100.0	275	100.0	52	100.0	1,726	100.0	
27b. Income/savings from family	PAYFAM	Not a source	3	71.4	117	43.5	26	68.1	436	63.5	0	N/A	1	50.0	200	55.1	17	50.7	149	54.4	26	56.9	974	56.8	
		Minor source	0	N/A	63	23.2	5	13.6	139	20.3	0	N/A	1	25.0	49	13.4	5	14.2	58	21.2	9	19.0	327	19.1	
		Major source	1	28.6	89	33.2	7	18.3	111	16.2	0	N/A	1	25.0	114	31.5	11	35.1	67	24.3	11	24.1	413	24.1	
		Total	4	100.0	269	100.0	38	100.0	686	100.0	0	N/A	2	100.0	362	100.0	33	100.0	275	100.0	46	100.0	1,715	100.0	
27c. Employer contributions	PAYEMPLOYER	Not a source	4	85.7	234	88.7	32	83.4	597	87.3	0	N/A	2	100.0	331	91.4	28	86.0	236	86.0	44	96.1	1,508	88.3	
		Minor source	0	N/A	24	9.1	5	12.1	42	6.2	0	N/A	0	N/A	16	4.3	3	8.8	25	9.2	2	3.9	116	6.8	
		Major source	1	14.3	6	2.2	2	4.5	44	6.5	0	N/A	0	N/A	15	4.3	2	5.2	13	4.8	0	N/A	83	4.9	
		Total	4	100.0	264	100.0	38	100.0	684	100.0	0	N/A	2	100.0	362	100.0	33	100.0	275	100.0	46	100.0	1,708	100.0	
27d. Active military or veterans benefits	PAYMILBEN	Not a source	3	71.4	250	94.7	36	95.3	664	97.1	0	N/A	2	100.0	347	95.8	30	93.0	264	96.8	44	96.1	1,641	96.2	
		Minor source	0	N/A	10	3.7	1	1.6	8	1.1	0	N/A	0	N/A	3	1.0	2	7.0	5	1.9	1	1.3	29	1.7	
		Major source	1	28.6	4	1.5	1	3.1	12	1.8	0	N/A	0	N/A	12	3.2	0	N/A	4	1.3	1	2.6	35	2.1	
		Total	4	100.0	264	100.0	38	100.0	684	100.0	0	N/A	2	100.0	362	100.0	33	100.0	275	100.0	46	100.0	1,706	100.0	
27e. Grants	PAYGRANT	Not a source	2	57.1	137	51.8	16	41.9	271	39.3	0	N/A	1	50.0	228	62.9	14	43.9	124	44.9	21	43.7	816	47.4	
		Minor source	0	N/A	25	9.4	2	5.9	102	14.8	0	N/A	0	N/A	27	7.5	9	27.9	42	15.1	4	8.6	212	12.3	
		Major source	2	42.9	103	38.8	20	52.1	316	45.8	0	N/A	1	50.0	108	29.6	9	28.3	111	40.0	23	47.6	692	40.3	
		Total	4	100.0	265	100.0	39	100.0	690	100.0	0	N/A	2	100.0	363	100.0	33	100.0	276	100.0	47	100.0	1,719	100.0	
27f. Scholarships	PAYSCHOL	Not a source	4	100.0	215	82.4	36	92.4	510	74.3	0	N/A	2	100.0	297	82.5	25	77.2	216	78.7	37	82.1	1,344	78.8	
		Minor source	0	N/A	27	10.2	2	4.6	67	9.7	0	N/A	0	N/A	29	8.0	5	15.8	27	9.7	2	5.0	158	9.3	
		Major source	0	N/A	19	7.4	1	3.1	110	16.0	0	N/A	0	N/A	34	9.5	2	7.0	32	11.6	6	12.8	204	12.0	
		Total	4	100.0	261	100.0	39	100.0	686	100.0	0	N/A	2	100.0	361	100.0	33	100.0	275	100.0	46	100.0	1,707	100.0	
27g. Student loans (bank, etc.)	PAYSTULOANS	Not a source	4	100.0	230	87.1	32	83.3	612	89.7	0	N/A	2	100.0	321	88.5	27	82.6	248	90.9	40	88.5	1,517	89.0	
		Minor source	0	N/A	19	7.2	2	6.0	35	5.1	0	N/A	0	N/A	13	3.7	4	12.2	14	5.3	3	7.6	91	5.4	
		Major source	0	N/A	15	5.7	4	10.7	35	5.2	0	N/A	0	N/A	28	7.8	2	5.2	11	3.9	2	3.9	97	5.7	
		Total	4	100.0	264	100.0	38	100.0	682	100.0	0	N/A	2	100.0	363	100.0	33	100.0	273	100.0	46	100.0	1,705	100.0	
27h. Public assistance	PAYPUBASSIST	Not a source	4	85.7	219	82.9	33	87.8	520	75.6	0	N/A	2	75.0	311	85.8	26	79.0	230	83.6	35	75.8	1,378	80.5	
		Minor source	1	14.3	23	8.7	2	4.7	61	8.9	0	N/A	0	N/A	13	3.7	5	15.8	18	6.5	5	11.5	128	7.5	
		Major source	0	N/A	22	8.4	3	7.6	107	15.5	0	N/A	1	25.0	38	10.5	2	5.2	27	9.9	6	12.7	205	12.0	
		Total	4	100.0	264	100.0	38	100.0	688	100.0	0	N/A	2	100.0	362	100.0	33	100.0	275	100.0	46	100.0	1,711	100.0	
Item 28																									
28. When do you plan to take classes at this college again?	WHENTKAGN	I will accomplish my goal(s) during this academic term and will not be returning	0	N/A	72	26.9		20.9	161	23.2	0	N/A	2	100.0	67	18.2	7	22.8	61	22.1	7	14.2	386	22.3	
		I have no current plan to return	0	N/A	9	3.3	2	4.6	10	1.5	0	N/A	0	N/A	12	3.3	2	7.0	10	3.6	3	5.5	48	2.8	
		Within the next 12 months	4	85.7	131	49.1	22	56.7	386	55.7	0	N/A	0	N/A	229	62.5	14	43.9	165	60.4	27	51.9	979	56.5	
		Uncertain	1	14.3	55	20.7	7	17.8	136	19.6	0	N/A	0	N/A	59	16.0	9	26.3	38	13.9	15	28.4	319	18.4	
		Total	4	100.0	267	100.0	39	100.0	693	100.0	0	N/A	2	100.0	367	100.0	33	100.0	274	100.0	52	100.0	1,732	100.0	
Item 29																									
29. At this college, in what range is your overall college grade point average (GPA)?	COLGPA	D or lower	1	14.3	8	3.0	1	1.5	18	2.6	0	N/A	0	N/A	9	2.3	0	N/A	11	4.0	0	N/A	47	2.7	
		C	1	14.3	32	12.1	9	23.8	115	16.5	0	N/A	1	50.0	29	7.9	6	19.2	40	14.4	5	9.8	238	13.7	
		B	2	57.1	78	29.3	13	32.8	343	49.4	0	N/A	1	50.0	132	35.9	9	26.5	109	39.4	21	39.5	707	40.8	
		A	1	14.3	127	47.7	13	34.5	197	28.4	0	N/A	0	N/A	180	49.2	15	47.3	101	36.8	25	47.5	660	38.1	
		I do not have a GPA at this college	0	N/A	21	8.0	3	7.5	21	3.0	0	N/A	0	N/A	17	4.7	2	7.0	15	5.4	2	3.3	81	4.7	
		Total	4	100.0	267	100.0	39	100.0	693	100.0	0	N/A	2	100.0	366	100.0	33	100.0	276	100.0	52	100.0	1,733	100.0	
Item 30																									
30. In what range was your overall high school grade point average (GPA)?	HSGPA	D or lower	1	14.3	6	2.4	0	N/A	25	3.8	0	N/A	1	25.0	11	3.1	2	7.3	4	1.5	1	1.2	51	3.0	
		C	1	14.3	37	14.0	11	29.2	159	23.8	0	N/A	1	25.0	86	24.5	4	12.7	58	21.4	10	20.6	367	21.8	
		B	2	42.9	106	40.2	18	47.5	290	43.3	0	N/A	1	25.0	128	36.2	14	45.5	119	43.8	15	32.4	693	41.2	
		A	1	28.6	86	32.6	5	12.4	142	21.1	0	N/A	1	25.0	100	28.3	11	34.5	69	25.6	12	25.3	426	25.4	
		I do not remember	0	N/A	28	10.7	4	10.9	53	8.0	0	N/A	0	N/A	28	7.8	0	N/A	21	7.7	10	20.5	144	8.6	
		Total	4	100.0	264	100.0	37	100.0	670	100.0	0	N/A	2	100.0	352	100.0	32	100.0	272	100.0	48	100.0	1,681	100.0	
Item 31																									
31. When do you most frequently take classes at this college?	TIMCLASS	Day classes (morning or afternoon)	4	85.7	206	76.5	24	62.8	469	67.7	0	N/A	2	100.0	255	69.8	24	71.9	214	77.5	39	73.7	1,236	71.3	
		Evening classes	1	14.3	61	22.7	14	35.7	212	30.6	0	N/A	0	N/A	104	28.6	7	22.8	60	21.9	12	23.1	472	27.2	
		Weekend classes	0	N/A	2	0.9	1	1.5	11	1.7	0	N/A	0	N/A	6	1.6	2	5.2	2	0.6	2	3.3	25	1.5	
		Total	4	100.0	269	100.0	39	100.0	693	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	52	100.0	1,733	100.0	
Item 32: During the current academic term, how many classes are you taking...																									
32a. Face-to-face (a class in which all instruction is face-to-face in a classroom)	NUMCLF2F	None	3	83.3	222	83.6	31	83.0	590	88.4	0	N/A	2	100.0	308	89.1	30	91.2	241	91.0	40	89.5	1,466	88.2	
		1	1	16.7	23	8.7	1	1.6	31	4.7	0	N/A	0	N/A	17	5.0	0	N/A	11	4.2	2	4.0	86	5.2	
		2	0	N/A	6	2.4	0	N/A	26	3.9	0	N/A	0	N/A	12	3.5	1	3.6	2	0.9	3	6.5	51	3.0	
		3	0	N/A	7	2.6	1	1.6	12	1.8	0	N/A	0	N/A	5	1.4	2	5.2	7	2.8	0	N/A	34	2.0	
		4	0	N/A	2	0.9	1	3.2	6	0.9	0	N/A	0	N/A	1	0.3									

32b. Online (a class in which all instruction is online)	NUMCLOL	2	0	N/A	55	20.2	7	19.4	203	29.3	0	N/A	0	N/A	92	25.4	10	29.7	63	22.9	13	24.3	442	25.6
		3	1	33.3	49	18.3	7	18.0	146	21.1	0	N/A	1	50.0	83	22.9	6	17.6	65	23.5	11	21.0	369	21.3
		4	1	33.3	54	19.9	6	15.1	97	14.0	0	N/A	1	50.0	51	14.2	5	14.2	40	14.5	8	14.7	263	15.2
		5 or more	1	33.3	40	14.8	6	15.1	75	10.9	0	N/A	0	N/A	39	10.9	3	10.6	41	14.9	5	10.1	211	12.2
		Total	4	100.0	270	100.0	39	100.0	691	100.0	0	N/A	2	100.0	362	100.0	33	100.0	275	100.0	52	100.0	1,726	100.0
32c. Hybrid (a class that is a mixture of face-to-face and online instruction)	NUMCLHYB	None	2	80.0	206	79.8	29	82.2	520	78.4	0	N/A	1	50.0	294	87.1	28	84.2	204	76.2	37	83.2	1,322	80.3
		1	0	N/A	33	12.8	2	6.4	90	13.6	0	N/A	1	25.0	22	6.5	1	1.8	39	14.5	1	1.3	188	11.4
		2	0	N/A	10	3.8	2	6.4	26	3.9	0	N/A	1	25.0	16	4.8	2	7.0	14	5.2	6	12.8	77	4.7
		3	0	N/A	5	1.8	0	N/A	17	2.6	0	N/A	0	N/A	3	0.9	0	N/A	8	3.0	1	2.6	34	2.1
		4	0	N/A	3	1.1	1	1.7	5	0.7	0	N/A	0	N/A	2	0.5	2	7.0	2	0.9	0	N/A	15	0.9
		5 or more	1	20.0	2	0.7	1	3.3	5	0.8	0	N/A	0	N/A	1	0.2	0	N/A	1	0.2	0	N/A	10	0.6
Total	3	100.0	258	100.0	36	100.0	663	100.0	0	N/A	2	100.0	338	100.0	33	100.0	268	100.0	45	100.0	1,645	100.0		
Item 33																								
33. How many total credit hours have you earned at this college, not counting the courses you are currently taking this academic term?	TOTCREARN	None	0	N/A	33	12.7	5	13.4	52	7.5	0	N/A	0	N/A	37	10.3	3	10.6	27	9.8	4	7.7	162	9.5
		1-14 credits	1	16.7	70	26.5	10	26.8	191	27.7	0	N/A	1	33.3	92	25.5	7	22.8	82	29.8	17	33.3	471	27.4
		15-29 credits	2	50.0	68	25.7	6	15.1	127	18.5	0	N/A	1	33.3	76	21.1	7	22.8	53	19.3	10	18.9	350	20.4
		30-44 credits	1	16.7	23	8.9	4	10.5	108	15.7	0	N/A	0	N/A	58	16.0	9	26.3	46	16.5	6	11.2	254	14.8
		45-60 credits	1	16.7	37	13.9	10	26.7	119	17.3	0	N/A	1	33.3	51	14.2	4	12.2	42	15.1	9	17.7	273	15.9
		Over 60 credits	0	N/A	32	12.3	3	7.5	91	13.3	0	N/A	0	N/A	47	12.9	2	5.2	26	9.4	6	11.2	207	12.0
Total	4	100.0	263	100.0	39	100.0	688	100.0	0	N/A	2	100.0	361	100.0	33	100.0	276	100.0	52	100.0	1,716	100.0		
Item 34																								
34. How many total academic terms have you been enrolled at this college?	TOTTERMS	This is my first academic term	0	N/A	50	19.1	9	22.8	96	14.1	0	N/A	1	25.0	56	15.6	9	26.3	47	17.1	6	11.4	272	16.0
		This is my second academic term	2	50.0	71	26.9	10	25.7	173	25.5	0	N/A	0	N/A	76	21.3	6	17.8	66	24.0	10	19.7	413	24.3
		This is my third or fourth academic term	1	33.3	87	33.2	11	29.0	200	29.5	0	N/A	1	50.0	115	32.2	11	34.9	87	31.7	13	26.6	529	31.0
		This is my fifth or sixth academic term	1	16.7	26	9.9	5	12.1	97	14.3	0	N/A	1	25.0	55	15.4	5	14.0	43	15.7	8	16.1	240	14.1
		I have been enrolled more than six academic terms	0	N/A	29	10.9	4	10.5	113	16.7	0	N/A	0	N/A	56	15.5	2	7.0	32	11.5	13	26.2	248	14.6
Total	4	100.0	263	100.0	38	100.0	678	100.0	0	N/A	2	100.0	358	100.0	33	100.0	276	100.0	50	100.0	1,702	100.0		
Item 35																								
35. Would you recommend this college to a friend or family member?	RECOMMEN	No	0	N/A	5	2.0	1	3.1	17	2.4	0	N/A	0	N/A	8	2.1	4	12.2	14	5.2	3	5.6	52	3.0
		Yes	4	100.0	258	98.0	37	96.9	671	97.6	0	N/A	2	100.0	358	97.9	29	87.8	261	94.8	49	94.4	1,669	97.0
		Total	4	100.0	263	100.0	39	100.0	688	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	52	100.0	1,721	100.0
Item 36																								
36. How would you evaluate your overall educational experience at this college?	OVRALLEXP	Poor	0	N/A	0	N/A	0	N/A	2	0.3	0	N/A	0	N/A	7	2.1	2	5.2	2	0.8	0	N/A	13	0.8
		Fair	1	16.7	25	9.6	2	4.4	63	9.1	0	N/A	0	N/A	26	7.2	5	15.8	37	13.6	5	8.9	164	9.5
		Good	1	16.7	130	48.9	23	59.8	289	42.0	0	N/A	1	25.0	142	38.9	6	17.4	107	38.6	30	57.5	727	42.2
		Excellent	2	66.7	110	41.5	14	35.8	334	48.6	0	N/A	2	75.0	189	51.8	20	61.5	130	47.0	17	33.6	818	47.5
Total	4	100.0	265	100.0	39	100.0	688	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	52	100.0	1,723	100.0		
Item 37																								
37. Do you have children who live with you and depend on you for their care?	CHILDREN	No	2	50.0	225	85.4	28	71.6	534	77.6	0	N/A	2	75.0	284	78.4	21	64.9	225	81.6	39	74.5	1,359	79.1
		Yes	2	50.0	38	14.6	11	28.4	154	22.4	0	N/A	1	25.0	78	21.6	11	35.1	51	18.4	13	25.5	359	20.9
		Total	4	100.0	263	100.0	39	100.0	688	100.0	0	N/A	2	100.0	362	100.0	33	100.0	276	100.0	52	100.0	1,718	100.0
Item 40																								
40. Are you married?	MARRIED	No	2	50.0	217	81.8	30	77.6	600	87.2	0	N/A	2	100.0	262	71.9	21	64.9	241	87.3	38	73.4	1,413	82.0
		Yes	2	50.0	48	18.2	9	22.4	88	12.8	0	N/A	0	N/A	102	28.1	11	35.1	35	12.7	14	26.6	309	18.0
		Total	4	100.0	265	100.0	39	100.0	688	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	52	100.0	1,722	100.0
Item 41																								
41. Is English your native (first) language?	ENGFIRST	No	0	N/A	114	43.2	11	28.2	308	44.7	0	N/A	0	N/A	23	6.2	16	47.5	29	10.4	12	23.3	512	29.7
		Yes	4	100.0	150	56.8	28	71.8	380	55.3	0	N/A	2	100.0	342	93.8	17	52.5	247	89.6	40	76.7	1,210	70.3
		Total	4	100.0	264	100.0	39	100.0	688	100.0	0	N/A	2	100.0	365	100.0	33	100.0	276	100.0	52	100.0	1,722	100.0
Item 42																								
42. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	MILITARY	No	3	83.3	257	97.1	38	98.5	674	97.9	0	N/A	2	100.0	343	94.3	31	94.8	269	97.9	50	96.7	1,667	96.9
		Yes	1	16.7	8	2.9	1	1.5	15	2.1	0	N/A	0	N/A	21	5.7	2	5.2	6	2.1	2	3.3	53	3.1
		Total	4	100.0	264	100.0	39	100.0	688	100.0	0	N/A	2	100.0	363	100.0	33	100.0	275	100.0	52	100.0	1,720	100.0
Item 44																								
44. Are you a student-athlete on a team sponsored by this college's athletics department?	STUATHLETE	No	4	100.0	260	98.9	38	98.5	668	97.3	0	N/A	2	100.0	351	96.5	30	93.0	267	96.8	49	97.6	1,668	97.3
		Yes	0	N/A	3	1.1	1	1.5	19	2.7	0	N/A	0	N/A	13	3.5	2	7.0	9	3.2	1	2.4	47	2.7
		Total	4	100.0	263	100.0	39	100.0	686	100.0	0	N/A	2	100.0	363	100.0	33	100.0	276	100.0	50	100.0	1,716	100.0
Item 46																								
		None	0	N/A	9	3.5	1	1.5	10	1.5	0	N/A	0	N/A	3	1.0	0	N/A	5	1.7	0	N/A	28	1.6
		GED	0	N/A	6	2.2	2	5.9	13	1.9	0	N/A	0	N/A	10	2.7	3	10.4	6	2.1	2	4.9	42	2.5
		High school diploma	2	66.7	176	66.6	23	59.6	526	76.5	0	N/A	2	100.0	241	66.5	23	70.3	220	79.6	29	63.2	1,244	72.5

46. What is the highest academic credential you have earned?	HIGHESTED	Vocational /technical certificate	1	33.3	1	0.4	4	10.5	49	7.2	0	N/A	0	N/A	20	5.4	0	N/A	11	4.0	2	4.9	89	5.2		
		Associate degree	0	N/A	14	5.4	3	9.0	53	7.7	0	N/A	0	N/A	33	9.0	1	1.8	18	6.7	6	12.2	128	7.5		
		Bachelor's degree	0	N/A	49	18.4	5	11.9	35	5.1	0	N/A	0	N/A	27	7.6	6	17.4	14	5.2	4	8.6	140	8.1		
		Master's /doctoral /professional degree	0	N/A	9	3.5	1	1.5	2	0.2	0	N/A	0	N/A	29	7.9	0	N/A	2	0.8	3	6.2	45	2.6		
		Total	4	100.0	265	100.0	39	100.0	688	100.0	0	N/A	2	100.0	363	100.0	33	100.0	276	100.0	47	100.0	1,716	100.0		
Item 47: Who in your family has attended at least some college? (Mark all that apply)																										
47a. Mother	SOMECOLMO	Not marked	3	62.5	133	45.3	14	36.2	559	73.7	0	N/A	0	N/A	136	34.4	18	53.5	137	44.6	32	57.0	1,031	54.6		
		Marked	2	37.5	160	54.7	25	63.8	199	26.3	0	N/A	2	100.0	258	65.6	15	46.5	170	55.4	24	43.0	857	45.4		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47b. Father	SOMECOLFA	Not marked	4	75.0	138	46.9	21	52.2	613	80.8	0	N/A	1	50.0	170	43.2	19	57.1	159	51.9	36	63.1	1,160	61.4		
		Marked	1	25.0	156	53.1	19	47.8	145	19.2	0	N/A	1	50.0	224	56.8	14	42.9	147	48.1	21	36.9	729	38.6		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47c. Brother/Sister	SOMECOLSIB	Not marked	3	62.5	124	42.5	23	56.5	404	53.3	0	N/A	1	50.0	178	45.3	11	33.1	170	55.5	34	60.2	949	50.3		
		Marked	2	37.5	169	57.5	17	43.5	354	46.7	0	N/A	1	50.0	215	54.7	22	66.9	136	44.5	22	39.8	939	49.7		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47d. Child	SOMECOLCHLD	Not marked	4	75.0	285	97.3	35	87.0	733	96.8	0	N/A	2	100.0	352	89.4	30	89.8	295	96.3	50	88.8	1,787	94.6		
		Marked	1	25.0	8	2.7	5	13.0	25	3.2	0	N/A	0	N/A	42	10.6	3	10.2	11	3.7	6	11.2	102	5.4		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47e. Spouse/Partner	SOMECOLSP	Not marked	3	62.5	257	87.7	36	89.8	673	88.8	0	N/A	2	75.0	281	71.4	21	64.0	265	86.3	44	78.6	1,582	83.8		
		Marked	2	37.5	36	12.3	4	10.2	85	11.2	0	N/A	1	25.0	113	28.6	12	36.0	42	13.7	12	21.4	306	16.2		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47f. Legal Guardian	SOMECOLGUAR	Not marked	5	100.0	289	98.6	37	94.1	754	99.5	0	N/A	2	100.0	388	98.5	33	100.0	301	98.1	56	100.0	1,866	98.8		
		Marked	0	N/A	4	1.4	2	5.9	4	0.5	0	N/A	0	N/A	6	1.5	0	N/A	6	1.9	0	N/A	22	1.2		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		
47g. No one	SOMECOLNONE	Not marked	5	100.0	260	88.7	36	89.8	579	76.4	0	N/A	2	100.0	372	94.6	30	89.6	260	84.7	49	86.7	1,594	84.4		
		Marked	0	N/A	33	11.3	4	10.2	179	23.6	0	N/A	0	N/A	21	5.4	3	10.4	47	15.3	7	13.3	295	15.6		
		Total	5	100.0	293	100.0	40	100.0	758	100.0	0	N/A	2	100.0	394	100.0	33	100.0	307	100.0	56	100.0	1,889	100.0		

Please see Table 1 for unweighted sample and population values of demographic items.
17NOV22



B – Collection Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Library Collections (Books)

Item Creation Date Between None - None

40 Column A. Physical Books (Include Government Documents)

Report physical book titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system.

Exclude serials, microforms, maps, nonprint materials, and uncatalogued items.

Include music scores if searchable by title through the library catalog or discovery system.

Include government documents that are accessible through the library's catalogs regardless of whether they are separately classified and/or shelved.

Cataloged includes documents for which records are provided by the library or downloaded from other sources into the library's card or online catalogs or discovery system.

Government documents include local, state, regional, federal, and international. Include open access titles if the individual titles are searchable in the library's catalog or discovery system.

Books - Physical (IPEDS, Data Survey)

Resource Type is equal to / is in 2D non-projectable graphic - Physical; Atlas - Physical; Book - Physical; Braille Book - Physical; Braille Music - Physical; Manuscripts - Physical; Monographic component part - Physical; Notated music - Physical

Resource Type	Title Count
Atlas - Physical	103
Book - Physical	85,197
Manuscripts - Physical	18
Notated music - Physical	318
Grand Total	85,636

40a. Books [Volume Count]

Although IPEDS discontinued the reporting of physical volume counts in 2016, ACRL understands that there is trend analysis value for this long-standing measure.

Therefore, if available:

Report the number of volumes using the ANSI/NISO Z39.7-2013 (section 4) definition for volume, which is as follows: "A single physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, distinguished from other units by a separate binding, encasement, portfolio, or other clear distinction, which has been cataloged, classified, and made ready for use, and which is typically the unit used to charge circulation transactions. Either a serial volume is bound, or it comprises the issues that would be bound together if the library bound all serials."

Additional guidance:

- Include duplicate copies, bound serial volumes, and music scores. ACRL Academic Library Trends & Statistics Annual Survey | Instructions | 12
- For the purposes of the ACRL survey,

40 Column B. Digital/Electronic Books (Include Government Documents)

E-books are digital documents (including those digitized by the library), licensed or not, where searchable text is prevalent, and considered analogous to a printed book (monograph). Report the number at the administrative entity level. Do not duplicate unit count for each branch.

Include:

- E-book titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system.
- E-book titles in aggregated sets in which the library selected the aggregator even if not each individual e-book title.
- Government documents, locally digitized electronic books, electronic theses, and dissertations.
- Digital music scores if searchable by title through the library catalog or discovery system.
- Open access titles if the individual titles are searchable through the library's catalog or discovery system.

Exclude:

- E-book titles from HathiTrust, Center for Research Libraries, Internet Archive, and similar collections unless the library owns the digitized title and it is accessible under current copyright law.
- E-book titles from demand-driven acquisition (DDA) or patron-driven acquisition (PDA) collections unless they have been purchased by the library.

Additional guidance:

- Count each e-book title as a single title, regardless of the number of user seats associated with it.
- If possible, do not report duplicate titles even if the titles are in two or more databases or services. Report the titles based upon the cataloged bibliographic record rather than holdings records attached to the bibliographic record.
- E-book titles may be found through the library's link resolver knowledge base in addition to the catalog or discovery system.
- A dissertation database (such as ProQuest Dissertations & Theses Database) is reported as a database.

Electronic Books for IPEDS (Counts IZ and NZ) (Reviewed)

Electronic Collection Material Type is equal to / is in BOOK; BOOK.; Book; E-BOOK; EBOOK

Electronic Collection Public Name	No. of Portfolio (In Repository)
Berg Fashion Library	168
Biography Reference Center	4,333
Bloomsbury Drama Online Core Collection US/Canada	2,603
EBSCOhost Academic Search Complete	1,784
EBSCOhost Academic eBook Collection (North America)	216,861
EBSCOhost America History and Life with Full Text	81
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 1	28
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 2	99
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 3	270
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 4	193
EBSCOhost American Antiquarian Society Historical Periodicals Series: 5	399
EBSCOhost Arte Público Hispanic Historical Collection: Series 1	51
EBSCOhost Arte Público Hispanic Historical Collection: Series 2	14
EBSCOhost Business Source Elite	4
EBSCOhost Communication & Mass Media Complete	107
EBSCOhost Ebooks	13,010
EBSCOhost Environment Complete	264
EBSCOhost GreenFile	8
EBSCOhost Health Source Consumer Edition	118
EBSCOhost Health Source Nursing Academic Edition	1
EBSCOhost LGBTQ+ Source	219
EBSCOhost Library, Information Science & Technology Abstracts with full text(LISTA)	16

unclassified bound serials arranged in alphabetical order are considered classified.

- Include all government document volumes if individual titles are searchable through the library's catalog or discovery system regardless of whether they are shelved separately. The term "classified" includes documents arranged by Superintendent of Documents, CODOC, or similar numbers.
- Exclude microfilms, maps, nonprint materials, and uncatalogued items. The count reported for question 40a will not be included in question 44 (Total Physical Collections) because that sum reflects the title count only.

Volume Count

Resource Type is equal to / is in 2D non-projectable graphic - Physical; Atlas - Physical; Book - Physical; Braille Map - Physical; Braille Book - Physical; Braille Music - Physical; Braille Serial - Physical; Manuscripts - Physical; Monographic component part - Physical; Notated music - Physical

Resource Type	Number of Volumes
Atlas - Physical	105
Book - Physical	95,045
Manuscripts - Physical	18
Notated music - Physical	344
Grand Total	95,512

Electronic Collection Public Name	No. of Portfolio (In Repository)
EBSCOhost Literary Reference Center Plus	10,491
EBSCOhost MAS Ultra - School Edition	3,503
EBSCOhost MasterFILE Complete	3,513
EBSCOhost Military and Government Collection	1,168
EBSCOhost Newspaper Source Plus	176
EBSCOhost Points of View Reference Center	3,793
EBSCOhost Political Science Complete	342
EBSCOhost Primary Search	3,006
EBSCOhost Regional Business News	171
EBSCOhost Science Reference Center	1,856
EBSCOhost SocINDEX with Full Text	908
EBSCOhost Vocational Studies Complete	382
Ebook Central College Complete	55,709
Gale In Context: Opposing Viewpoints	1,438
Gale eBooks	3,266
HeinOnline Gun Regulation and Legislation in America	485
HeinOnline Slavery in America and the World: History, Culture & Law	2,130
National Theatre Collection, Volume 1	30
Nexis Uni	19
Springer English/International eBooks 2011 - Full Set	4,088
Grand Total	337,105

Library Collections (Media)

Item Creation Date Between None - None

42 Column A. Physical Media

Report the number of titles of media materials. Include microforms, audiovisual materials, cartographic materials, graphic materials, and three-dimensional artifacts realia.
Additional guidance:

- IPEDS and ACRL consider physical media to include formats beyond audio and visual resources. For example, IPEDS identifies microforms as physical media rather than physical books. Maps in print are also counted in this section as physical media rather than physical books. Microforms and maps are specifically excluded from the physical books count in question 40.
- Count microform titles, not the number microfilm roll boxes.
- If your library has media serials, do not include them here but do include them in the serials title count.
- If a media title is broken into two containers for circulation purposes, count it as one title under physical media collection.
- Microforms are photographic reproductions of textual, tabular, or graphic material reduced in size so that they can be used only with magnification. Examples of microforms include roll microfilm, aperture cards, microfiche, ultrafiche, and reproductions on opaque material.
- Cartographic materials represent in whole or in part the earth or any celestial body at any scale (e.g., maps and charts).
- Graphic materials are defined as: "Opaque (e.g., two-dimensional) art originals and reproductions, charts, photographs or materials intended to be projected or viewed without sound, e.g., filmstrips, transparencies, photographs, posters, pictures, radiographs, slides, and collections of such materials." [NISO Z39.7-2013, section 4.6]

Media - Physical (IPEDS, Data Survey)

Resource Type is equal to / is in 2D non-projectable graphic - Physical; 3D artifact - Physical; Audio musical - Physical; Audio nonmusical - Physical; Braille Map - Physical; Image - Physical Form; Kit - Physical; Map - Physical; Map - Physical Form; Microforms; Projected medium - Physical

Resource Type	Title Count
3D artifact - Physical	2
Audio musical - Physical	516
Audio nonmusical - Physical	589
Kit - Physical	1
Map - Physical	457
Microforms	42
Projected medium - Physical	563
Grand Total	2,170

42 Column B. Digital/Electronic Media

Report titles of e-media materials owned or leased by the library if the individual titles are cataloged and/or searchable through the library catalog or discovery system. E-media materials are media materials that are in digital format and are available for download or streaming (e.g., report titles from Films on Demand or Alexander Street Press).

Include digital graphic materials and cartographic materials. Include e-media titles in aggregated sets in which the library selected the aggregator even if not each individual title. Report the number at the administrative entity level; do not duplicate unit count for each branch.

Do not count image databases (Artstor, AP Photo Archive) in this category as these resources should be counted as databases. Do not include titles generated by demand-driven acquisition (DDA) or patron-driven acquisition (PDA) collections unless they have been purchased or leased by the library.

Additional guidance:

- Include open access titles if they are searchable through the library's catalog or discovery system.
- Exclude serials.
- E-media titles may be found through the library's link resolver knowledge base in addition to the catalog or discovery system.

E-media Counts for IPEDS/ACRL (Counts IZ and NZ) (Reviewed)

Electronic Collection Material Type is equal to / is in AUDIO; STREAMINGV; VIDEO; Video

Electronic Collection Public Name	No. of Portfolio (In Repository)
EBSCOhost Academic eBook Collection (North America)	3
EBSCOhost Arte Público Hispanic Historical Collection: Series 1	1
Films On Demand Master Academic Video Package	39,596
Films on Demand CTE Collection	6,834
Films on Demand: Archival Films & Newsreels Collection	5,375
Gale In Context: Opposing Viewpoints	54
Swank Motion Pictures, Inc.	15
The History Makers	2,691
Grand Total	54,569

Library Collections (Serials)

Item Creation Date Between None - None

43 Column B. Digital/Electronic Serials

43 Column A. Physical Serials

Report the number of current and ceased physical serial titles that are accessible through the library's catalog or discovery system. A serial is a publication in any medium issued in successive parts bearing numerical or chronological designations and intended to be continued indefinitely. This definition includes, in any physical format, periodicals, serial titles on microform, newspapers, and annuals (reports, yearbooks, etc.); the journals, memoirs, proceedings, transactions, etc. of societies; and numbered monographic series.

Report serial titles, not subscriptions.

If possible, report the count of only those de-duplicated or otherwise unique serial titles searchable through the library's catalog or discovery system.

If possible, do not include earlier title changes; however, do not worry about removing them if it is not possible/feasible.

Serials - Physical

Resource Type is equal to / is in Braille Serial - Physical; Journal (Ceased publication) - Physical; Journal - Physical; Journal - Physical Form; Microforms; Newspaper (Ceased publication) - Physical; Newspaper - Physical; Newspaper - Physical Form; Other Serial (Ceased publication) - Physical; Other Serial - Physical; Serial component part - Physical

Resource Type	Title Count
Journal (Ceased publication) - Physical	58
Journal - Physical	196
Microforms	24
Newspaper (Ceased publication) - Physical	1
Newspaper - Physical	6
Other Serial (Ceased publication) - Physical	81
Other Serial - Physical	161
Grand Total	534

Report the number of current and ceased e-serial titles that are accessible through the library's catalog, discovery system or other technical means. An e-serial is a periodical publication issued in successive parts bearing numerical or chronological designations, is intended to be continued indefinitely, and is published in digital form to be displayed on a computer screen in any medium. This definition includes digital and digitized periodicals, newspapers, and annuals (reports, yearbooks, etc.); the journals, memoirs, proceedings, transactions, etc. of societies; and numbered monographic series.

If possible,

- report the count of only those de-duplicated or otherwise unique e-serial titles.
- include ceased electronic serial titles.
- do not count earlier title changes; however, do not worry about removing them if it is not possible/feasible.

A source for counting e-serials may be a library- or vendor-developed A-Z title list of e-journals. Include open access titles if the individual titles are searchable through the library's catalog or discovery system, but do not count e-serial titles from HathiTrust, Center for Research Libraries, Internet Archive, and similar collections unless ACRL Academic Library Trends & Statistics Annual Survey | Instructions | 14 the library owns the digitized item and it is accessible under current copyright law. Report serial titles, not subscriptions. E-serial titles may be found through the library's link resolver knowledge base in addition to the catalog or discovery system.

E-serials Counts for IPEDS/ACRL (Counts IZ and NZ) (Reviewed)

Electronic Collection Material Type is equal to / is in JOURNAL; NEWSPAPER; SERIES

Electronic Collection Public Name	No. of Portfolio (In Repository)
Biography Reference Center	1,158
CQ Researcher Plus Archive	3
ChoiceReviews online	2
CountryWatch	1
EBSCOhost APA PsycARTICLES	134
EBSCOhost Academic Search Complete	9,042
EBSCOhost African American Historical Serials	172
EBSCOhost America History and Life with Full Text	336
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 1	529
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 2	1,536
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 3	2,387
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 4	1,548
EBSCOhost American Antiquarian Society Historical Periodicals Series: 5	3,349
EBSCOhost Arte Público Hispanic Historical Collection: Series 1	1,144
EBSCOhost Arte Público Hispanic Historical Collection: Series 2	541
EBSCOhost Business Source Elite	11,200
EBSCOhost Communication & Mass Media Complete	424
EBSCOhost Environment Complete	1,170
EBSCOhost GreenFile	6
EBSCOhost Health Source Consumer Edition	91
EBSCOhost Health Source Nursing Academic Edition	311
EBSCOhost LGBTQ+ Source	228
EBSCOhost Library, Information Science & Technology Abstracts with full text(LISTA)	347
EBSCOhost Literary Reference Center Plus	1,091
EBSCOhost MAS Ultra - School Edition	931
EBSCOhost MasterFILE Complete	2,743
EBSCOhost Military and Government Collection	424
EBSCOhost Newspaper Source Plus	2,463
EBSCOhost Points of View Reference Center	968
EBSCOhost Political Science Complete	1,010
EBSCOhost Primary Search	328
EBSCOhost Psychology and Behavioral Sciences Collection	475
EBSCOhost Regional Business News	471
EBSCOhost Science Full Text Select	399
EBSCOhost Science Reference Center	1,277
EBSCOhost SocINDEX with Full Text	918
EBSCOhost Vocational Studies Complete	2,458
Gale In Context: Opposing Viewpoints	281
HeinOnline Gun Regulation and Legislation in America	5
HeinOnline Slavery in America and the World: History, Culture & Law	34
JSTOR Arts & Sciences XI	229
JSTOR Arts & Sciences XIII	203
JSTOR Arts & Sciences XIV	208
JSTOR Arts and Sciences I	184
JSTOR Arts and Sciences III	241
JSTOR Arts and Sciences VII	264

Electronic Collection Public Name	No. of Portfolio (In Repository)
JSTOR Arts and Sciences VIII	251
JSTOR Business IV Collection	77
JSTOR Mathematics & Statistics Legacy Collection	102
Nexis Uni	10,814
Grand Total	64,508

Title Creation Date Between None - None

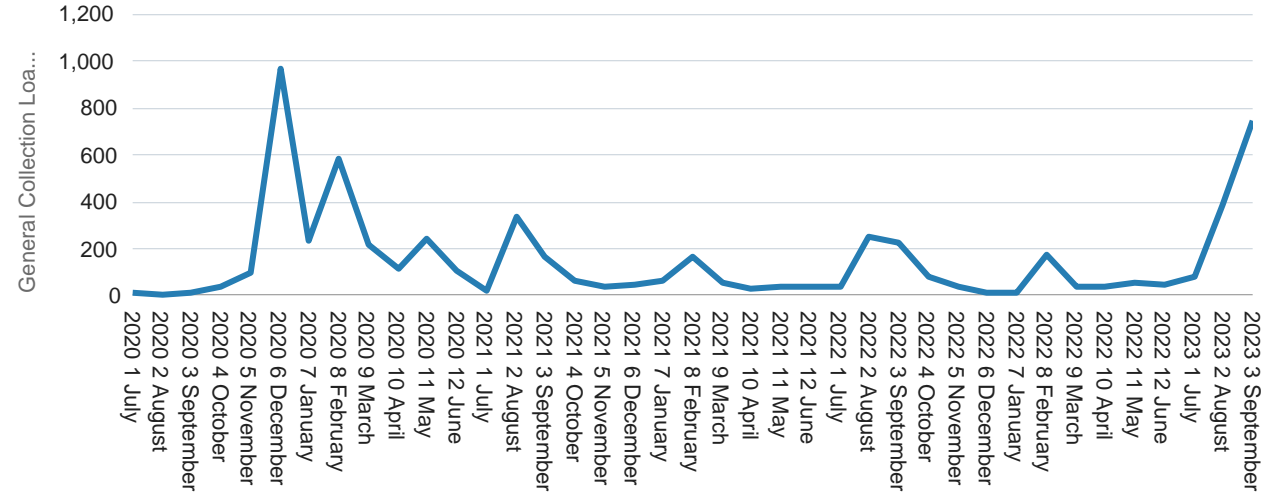
Age of collection - Percentage table

Data updated as of 4/6/2022

Material Type	Resource Type	Titles pre-2000	Titles 2000-2010	Titles post-2010	Titles (Total)
Book	Book - Physical	70%	15%	15%	84,854
	Manuscripts - Physical	95%	5%		19
	Microforms	100%			42
	Monographic component part - Physical	100%			1
Book Total		70%	15%	15%	84,916
Journal	Microforms	100%			24
	Serial component part - Physical		50%	50%	4
Journal Total		86%	7%	7%	28
Map	Atlas - Physical	75%	13%	13%	104
	Map - Physical	100%			457
Map Total		95%	2%	2%	561
Music	Audio musical - Physical	77%	22%	1%	515
	Audio nonmusical - Physical	97%	2%	0%	589
	Notated music - Physical	92%	8%	1%	318
Music Total		89%	10%	1%	1,422
Visual material	Projected medium - Physical	72%	26%	2%	562
Visual material Total		72%	26%	2%	562
Grand Total		70%	15%	15%	87,489

Count of General Collection Items Loaned

General Collection Loans (In House + Not In House)

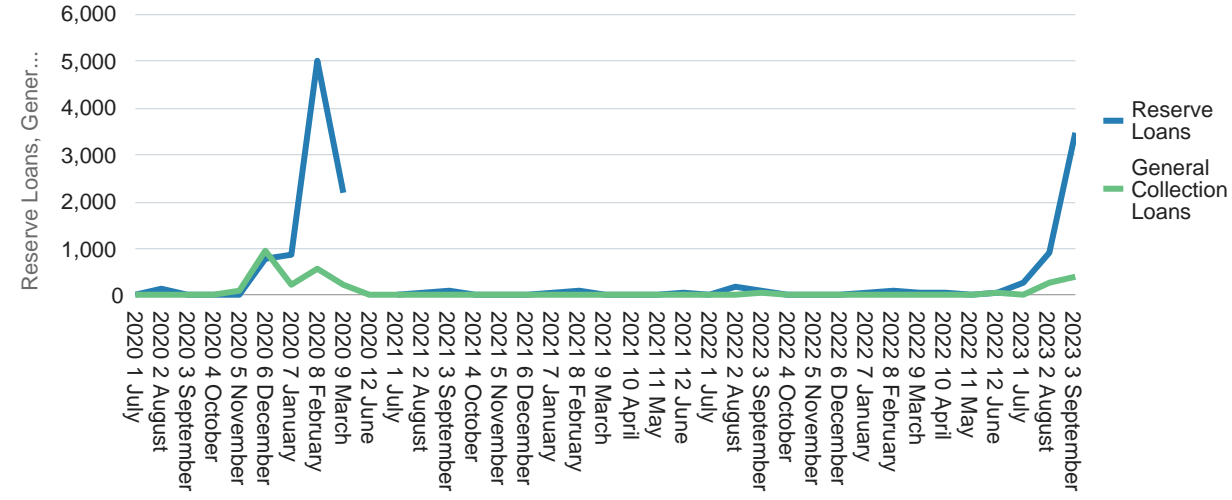


Loan Year, Loan Fiscal Month Key, Loan Month

Location Name	Loans (In House)	Loans (Not In House)	General Collection Loans (In House + Not In House)
811C	6	6	12
ACTLaptop	173	2,373	2,546
Best	10	50	60
Booksah	124	573	697
Booksjz	288	956	1,244
Browseref	13	15	28
Browsing	0	2	2
Cat	1	0	1
Cdbin	5	21	26
Circ	569	284	853
Displaycas	16	37	53
Graphic Novel Display - 1st Floor	7	37	44
Hottopics	0	7	7
Media	6	0	6
Mediacass	1	4	5
Mediacd	1	0	1
Mediasoft	1	1	2
Mediavideo	1	7	8
Newbkscart	3	11	14
Newbooks	4	2	6
Oversize	26	60	86
Paperbacks - 2nd Floor	8	24	32
Periodicl	1	1	2
Recordbin	0	9	9
Reference	74	7	81
Speccoll	0	1	1
Sugread	13	42	55
Walzercoll	4	19	23
Grand Total	1,355	4,549	5,904

Reserve vs Collection

Reserve Loans, General Collection Loans



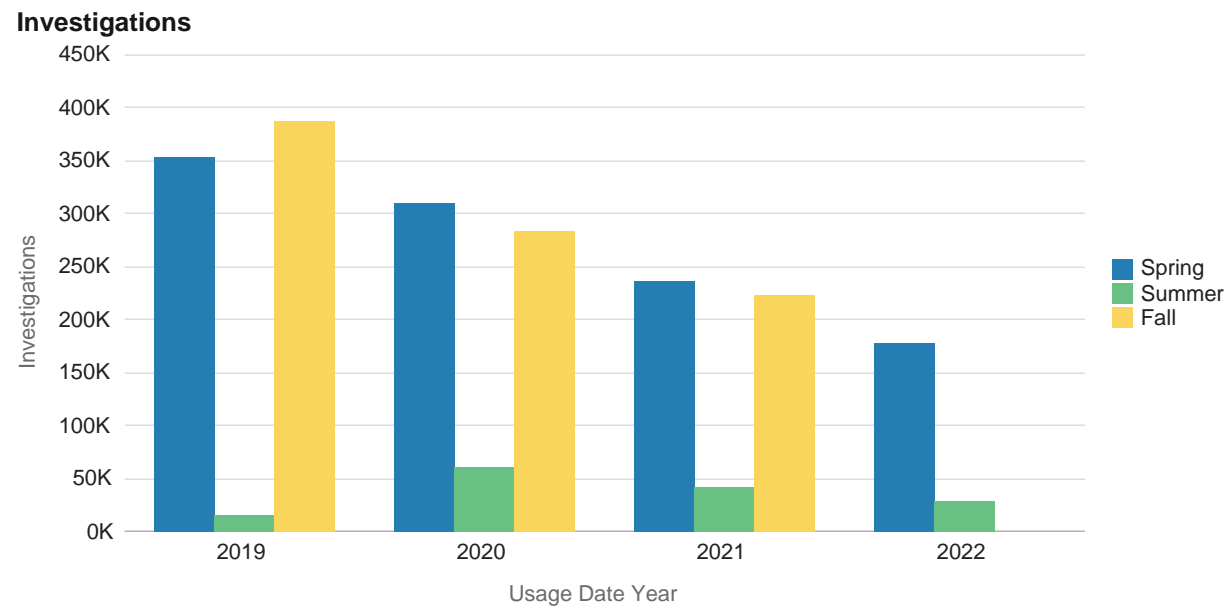
Loan Year, Loan Fiscal Month Key, Loan Month

Loan Year	Loan Month	Reserve Loans	General Collection Loans	
2020	July	1	12	
	August	138	8	
	September	37	16	
	October	8	38	
	November	4	101	
	December	796	972	
	January	876	231	
	February	4,999	583	
	March	2,181	215	
	June		17	
	2021	July	1	12
		August	79	25
September		87	25	
October		19	33	
November		5	24	
December		2	1	
January		46	1	
February		109	7	
March		39	15	
April		5	8	
May		13	8	
June		81	14	
2022	July	10	14	
	August	174	15	
	September	86	64	
	October	14	34	
	November	4	15	
	December	1	4	
	January	58	3	
	February	91	9	
	March	44	19	
	April	47	25	
	May	12	26	
	June	65	45	
2023	July	288	30	
	August	927	286	
	September	3,474	403	
Grand Total	14,821	3,358		

Print Media Databases (Journals, eBooks, Newspapers, Statistics)

Semester Journal and eBook Databases

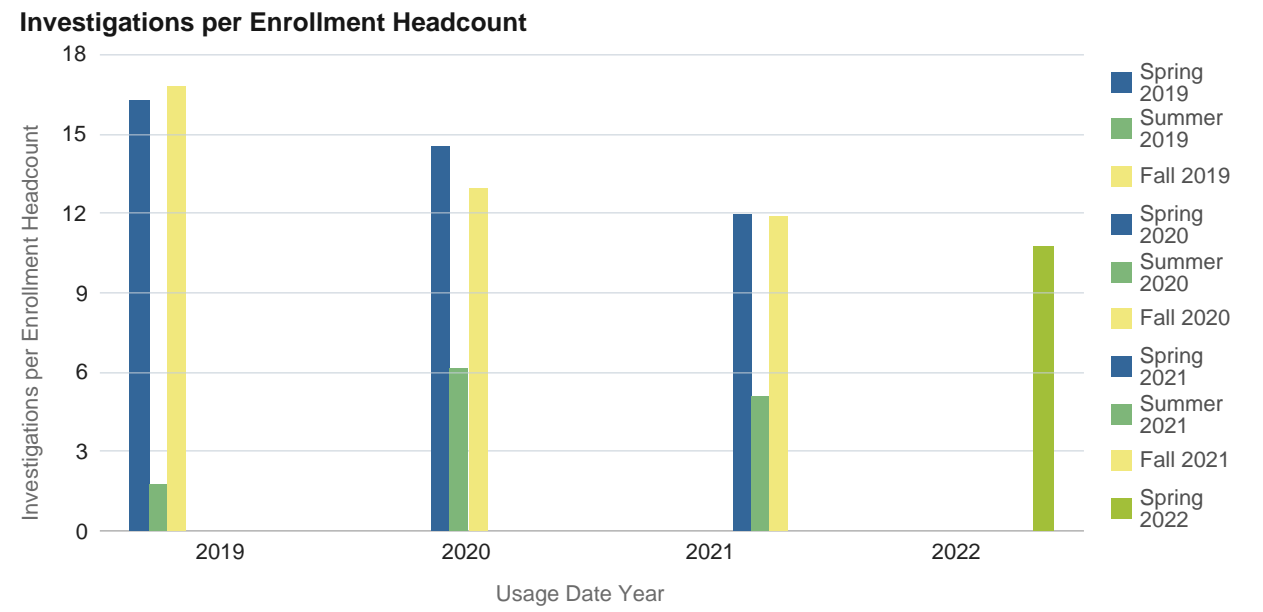
COUNTER 5 Report Type: Platform Master Report (PR)



Database	2019			2020			2021			2022		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Americas Historical Newspapers	528	120	939	541	1,574	656	426	652	879	963	49	
Bloomsbury Fashion Central with Berg Fashion Library				24	57	35	20	21	37	109		
CQ Researcher	6,806	442	5,119	2,929	216	3,244	3,293	238	1,033	1,030	414	
EBSCOhost	302,987	8,547	337,314	257,938	51,540	242,504	205,347	36,422	194,816	157,228	23,900	
Gale	17,458	1,971	17,145	28,337	2,636	16,640	10,867	1,728	11,584	7,132	1,853	
JSTOR	20,583	3,026	20,215	16,093	3,251	17,102	13,346	2,107	10,783	7,295	2,113	
ProQuest Ebook Central				149	74		7	1,886	2,522	517		
Science Magazine			440	98	50	299	180	34	8	108	24	
Statista	3,925	490	5,780	3,091	853	1,580	1,934	224	1,299	1,542	279	
The HistoryMakers							33	41	46			
Grand Total	352,287	14,596	386,952	309,051	60,326	282,134	235,413	41,466	222,366	177,975	29,151	

Semester Journal and eBook Database Investigations per Enrolled Headcount

COUNTER 5 Report Type: Platform Master Report (PR)
FTES counts supplied by Chancellor's Data Mart

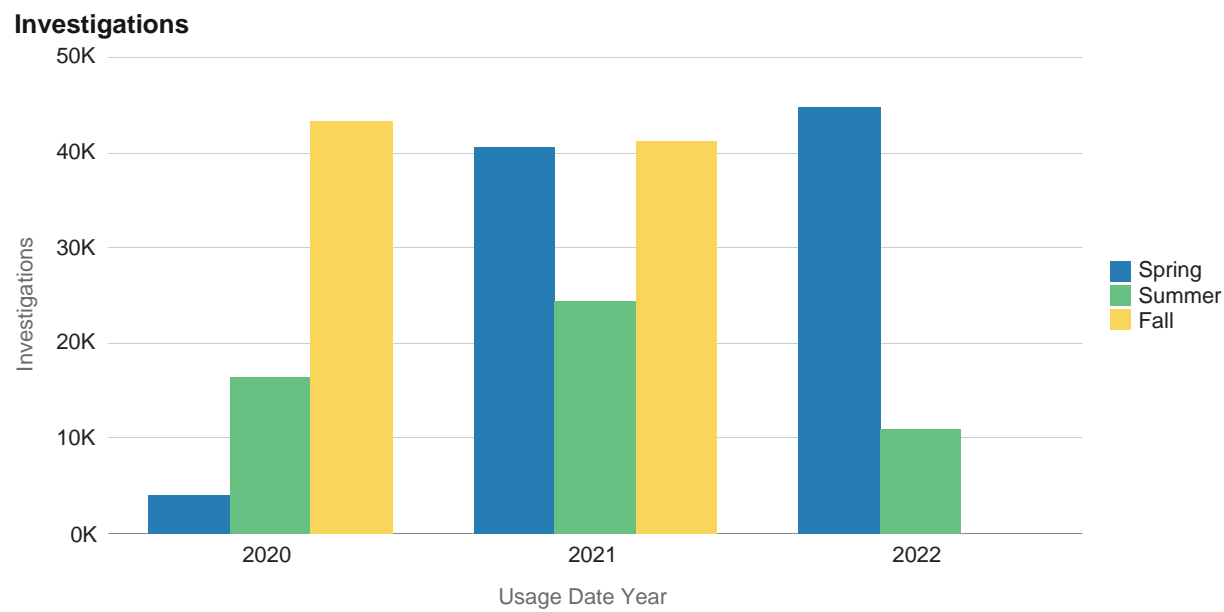


Database	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
Americas Historical Newspapers	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0
Bloomsbury Fashion Central with Berg Fashion Library				0.0	0.0	0.0	0.0	0.0	0.0	0
CQ Researcher	0.3	0.1	0.2	0.1	0.0	0.1	0.2	0.0	0.1	0
EBSCOhost	13.9	1.0	14.6	12.1	5.2	11.1	10.4	4.4	10.4	9
Gale	0.8	0.2	0.7	1.3	0.3	0.8	0.5	0.2	0.6	0
JSTOR	0.9	0.4	0.9	0.8	0.3	0.8	0.7	0.3	0.6	0
ProQuest Ebook Central					0.0	0.0		0.0	0.1	0
Science Magazine			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
Statista	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.0	0.1	0
The HistoryMakers								0.0	0.0	0
Grand Total	16.2	1.7	16.8	14.5	6.1	12.9	11.9	5.0	11.8	11

Video and Media Databases

Semester Video and Image Investigations

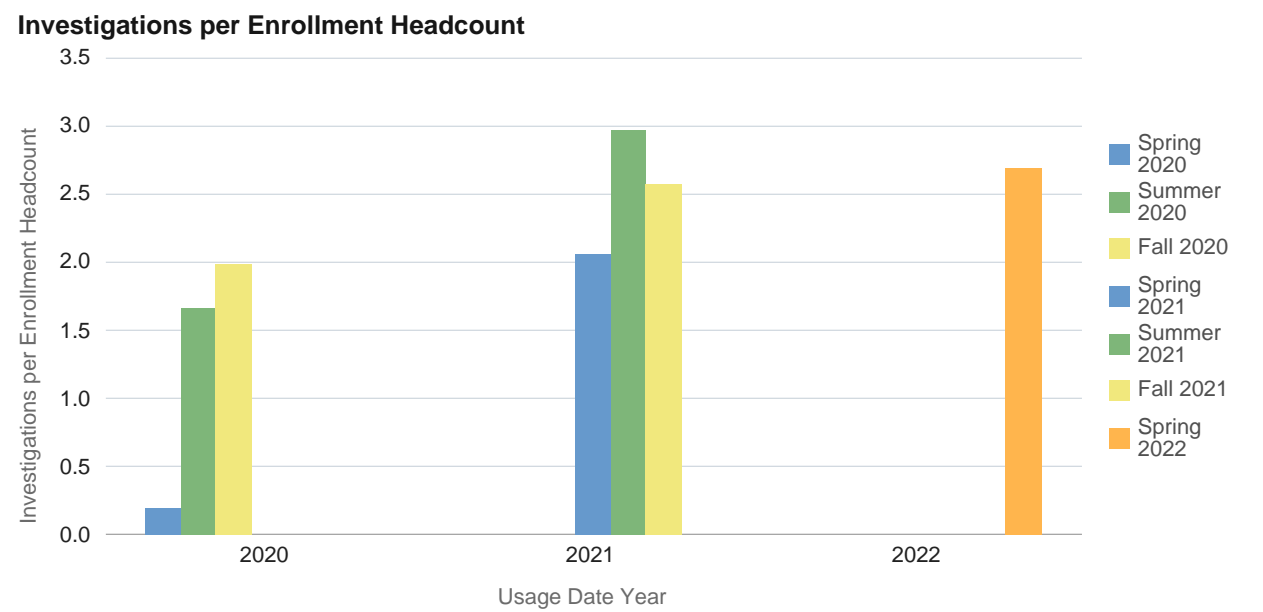
COUNTER 5 Report Type: Item Master Report (IR)



Database	2020			2021			2022		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Artstor		34	128	2,198	3,600	3,047	4,218	136	
Digital Campus (Swank)	0	10	585	388	70	1,134	1,268	243	
DramaOnline (Playtext Core and National Theatre Collection)	441	465	1,151	189	57	75	656	10	
Films On Demand	1,905	14,124	27,707	27,788	17,411	26,452	25,387	8,803	
Kanopy	1,614	1,682	13,552	9,874	3,182	10,314	13,082	1,721	
Grand Total	3,960	16,315	43,123	40,437	24,320	41,022	44,611	10,913	

Semester Video and Media Investigations per Enrolled Headcount

COUNTER 5 Report Type: Item Master Report (IR)
FTES data from Chancellor's Data Mart



Database	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
Artstor		0.0	0.0	0.1	0.4	0.2	0
Digital Campus (Swank)	0.0	0.0	0.0	0.0	0.0	0.1	0
DramaOnline (Playtext Core and National Theatre Collection)	0.0	0.0	0.1	0.0	0.0	0.0	0
Films On Demand	0.1	1.4	1.3	1.4	2.1	1.7	2
Kanopy	0.1	0.2	0.6	0.5	0.4	0.6	1
Grand Total	0.2	1.7	2.0	2.0	3.0	2.6	3

Age of Digital Titles Percent Table

Electronic Collection Public Name	Number of Titles			
	Published 2000 and before	Published 2000-2009	Published 2010-2019	Published 2020 and after
Berg Fashion Library	4.0%	25.8%	46.0%	24.2%
Bloomsbury Drama Online Core Collection US/Canada	5.2%	12.6%	82.0%	0.1%
EBSCOhost APA PsycARTICLES	54.4%	17.6%	24.3%	3.7%
EBSCOhost Academic Search Complete	58.0%	30.8%	11.1%	0.0%
EBSCOhost Academic eBook Collection (North America)	12.0%	33.1%	54.2%	0.7%
EBSCOhost America History and Life with Full Text	70.5%	25.7%	3.5%	0.3%
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 1	98.7%	1.3%		
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 2	97.5%	2.2%	0.3%	
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 3	97.9%	1.5%	0.7%	
EBSCOhost American Antiquarian Society Historical Periodicals Collection: Series 4	96.7%	2.7%	0.5%	
EBSCOhost American Antiquarian Society Historical Periodicals Series: 5	97.9%	1.1%	0.9%	
EBSCOhost Arte Público Hispanic Historical Collection: Series 1	72.7%	14.1%	13.3%	
EBSCOhost Arte Público Hispanic Historical Collection: Series 2	72.0%	8.0%	20.0%	
EBSCOhost Business Source Elite	81.5%	13.7%	4.7%	
EBSCOhost Communication & Mass Media Complete	53.5%	42.1%	3.9%	0.5%
EBSCOhost	13.1%	83.0%	3.3%	0.5%

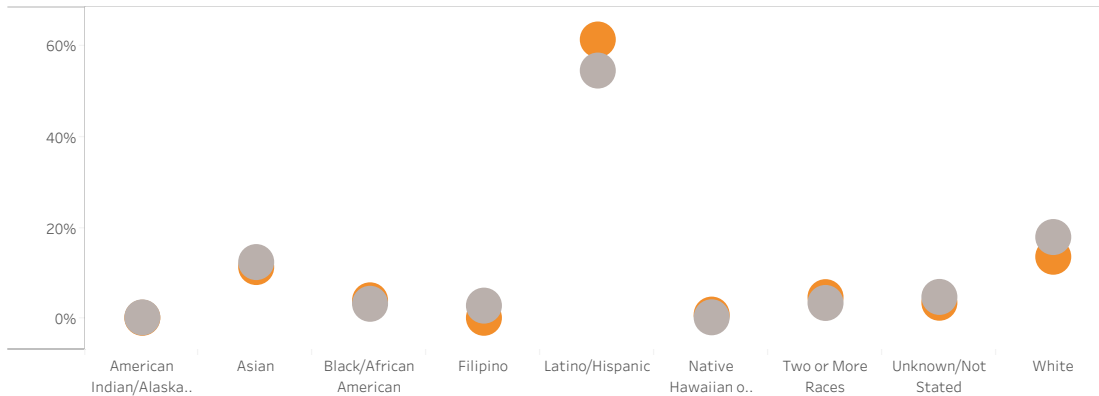
Electronic Collection Public Name	Number of Titles			
	Published 2000 and before	Published 2000-2009	Published 2010-2019	Published 2020 and after
Ebooks				
EBSCOhost Environment Complete	55.7%	31.8%	11.9%	0.6%
EBSCOhost Health Source Consumer Edition	40.8%	54.4%	4.9%	
EBSCOhost Health Source Nursing Academic Edition	84.5%	11.9%	3.2%	0.3%
EBSCOhost LGBTQ+ Source	46.9%	38.3%	12.5%	2.3%
EBSCOhost Library, Information Science & Technology Abstracts with full text(LISTA)	66.1%	27.3%	6.7%	
EBSCOhost Literary Reference Center Plus	34.0%	50.5%	12.3%	3.3%
EBSCOhost MAS Ultra - School Edition	20.4%	60.6%	18.8%	0.2%
EBSCOhost MasterFILE Complete	38.6%	47.2%	14.1%	0.2%
EBSCOhost Military and Government Collection	60.1%	27.1%	12.7%	
EBSCOhost Newspaper Source Plus	64.2%	26.8%	8.8%	0.2%
EBSCOhost Political Science Complete	42.2%	47.5%	9.8%	0.5%
EBSCOhost Primary Search	7.9%	79.6%	12.3%	0.2%
EBSCOhost Psychology and Behavioral Sciences Collection	88.0%	9.9%	2.1%	
EBSCOhost Regional Business News	49.2%	37.6%	12.7%	0.6%
EBSCOhost Science Full Text Select	79.4%	17.5%	3.1%	
EBSCOhost Science Reference Center	20.0%	48.6%	22.6%	8.8%
EBSCOhost SocINDEX with Full Text	50.8%	41.2%	7.0%	1.0%
EBSCOhost Vocational Studies Complete	61.4%	31.9%	6.7%	
Ebook Central College Complete	3.0%	42.5%	54.1%	0.4%
Films On Demand Master Academic Video Package	8.6%	20.9%	67.3%	3.2%
Films on Demand	8.4%	20.3%	65.3%	6.0%

Electronic Collection Public Name	Number of Titles			
	Published 2000 and before	Published 2000-2009	Published 2010-2019	Published 2020 and after
Gale In Context: Opposing Viewpoints	11.2%	48.8%	39.9%	0.1%
Gale eBooks	29.6%	38.0%	32.4%	0.1%
HeinOnline Gun Regulation and Legislation in America	48.9%	25.3%	25.8%	
HeinOnline Slavery in America and the World: History, Culture & Law	90.5%	4.5%	4.5%	0.5%
HistoryMakers			100.0%	0.0%
JSTOR Arts & Sciences XI	90.2%	6.7%	3.1%	
JSTOR Arts & Sciences XIII	87.6%	7.5%	5.0%	
JSTOR Arts & Sciences XIV	84.3%	10.3%	5.4%	
JSTOR Arts and Sciences I	96.8%	2.7%	0.5%	
JSTOR Arts and Sciences III	96.3%	3.3%	0.4%	
JSTOR Arts and Sciences VII	95.3%	3.5%	1.2%	
JSTOR Arts and Sciences VIII	93.5%	5.6%	0.8%	0.0%
Nexis Uni	75.1%	20.1%	4.7%	
Grand Total	16.6%	32.7%	49.2%	1.4%

Borrowing Data Disaggregated by Student Group

Includes physical item loans from January 2017 to May 2022

Students Who Borrowed an Item vs. College Headcount



Measure Names

- Student Borrowers
- Student Headcount

Item Type

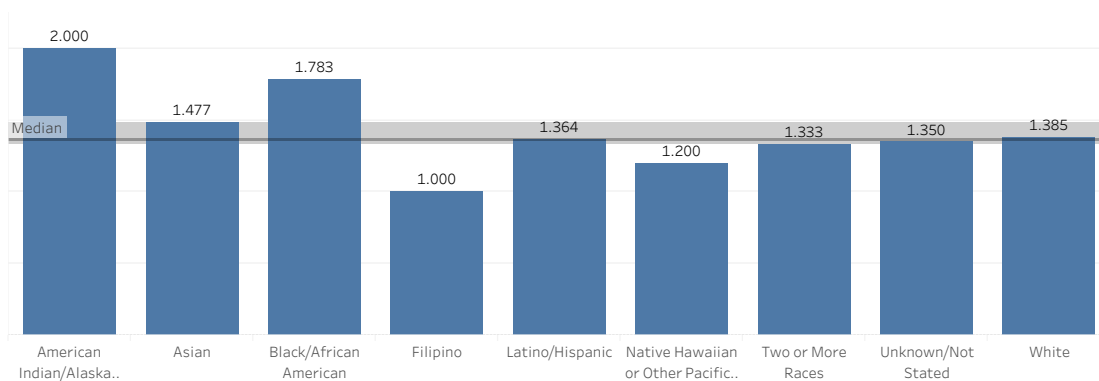
- Null
- BOOK
- CALCULATOR
- KIT
- OTHER
- SCORE

Collections

- 811C
- General Collection
- Reserve

	American Indian/Alas..	Asian	Black/African American	Filipino	Latino/Hisp..	Native Hawaiian or..	Two or More Races	Unknown/Not Stated	White
College Headcount	0.27%	12.46%	3.26%	2.86%	54.69%	0.28%	3.44%	4.77%	17.98%
Students Who Borrowed An Item	0.17%	11.36%	4.02%	0.17%	61.54%	0.87%	4.72%	3.50%	13.64%

Item Borrowed Per User





C – Library Instruction Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Library Instruction

Service Area Outcomes and Key Metrics

Report Overview	Avoiding Plagiarism	Research Basics	Evaluating Sources	Library Orientation	Research Consultat..
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LIBRARY GOAL

Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

SUPPORTED COLLEGE GOAL

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills

OVERVIEW

Librarians support and promote in-person and remote instruction. Students can receive library instruction in a variety of flexible ways that conform to class and personal needs.

- * Library Instruction Sessions (LIS) - Synchronous in-person or Zoom sessions with a librarian.
- * Library Online Workshops - Asynchronous online workshops administered through Canvas. Workshops include: Avoiding Plagiarism, Research Basics, Evaluating Sources, Library Orientation
- * Book-a-Librarian - One-on-one research consultations.
- * Library Guides - How-to guides designed to provide instruction, such as Research 101. Does not include guides designed as compilations of resources.

STUDENT ORIENTED OUTCOMES

Students feel more prepared for their next research assignment (measured by Preparedness Score).
Students are more comfortable with skills covered after participating in library instruction (measured by Comfort Score).

OTHER MEASURES

- Net Promoter Score - A measure of satisfaction with provided library instruction
- Participation Counts - Number of students receiving any particular library instruction
- Percent of Students Served - Proportion of college headcount that participated in library instruction
- Preferred Amount of Design Elements - Rating of design elements provided in library instruction

Library Instruction

Service Area Outcomes and Key Metrics

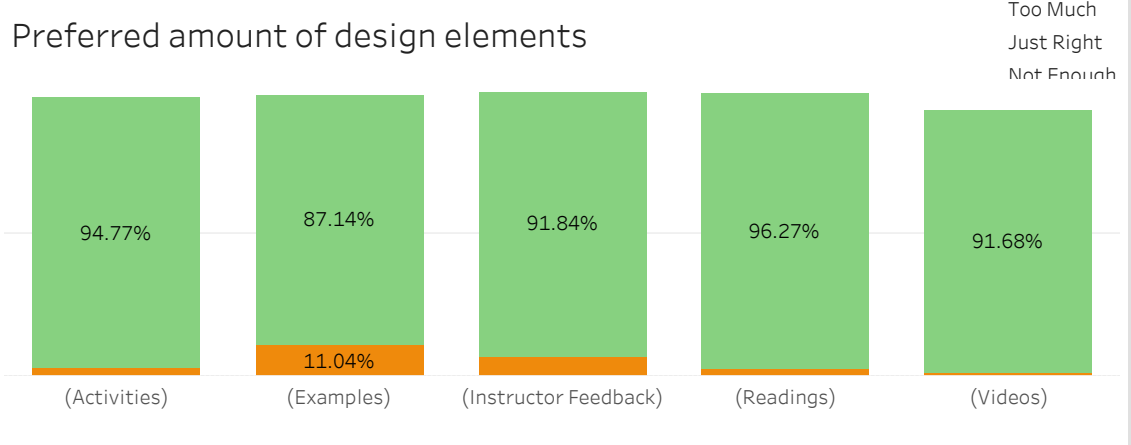
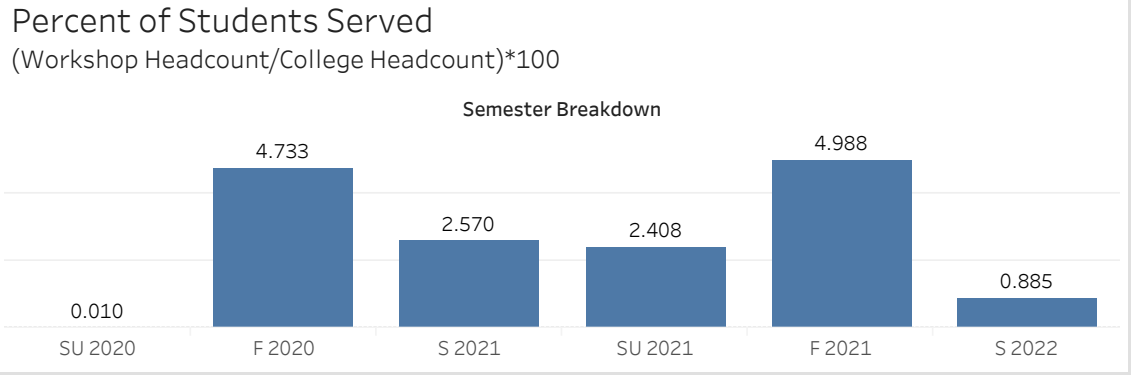
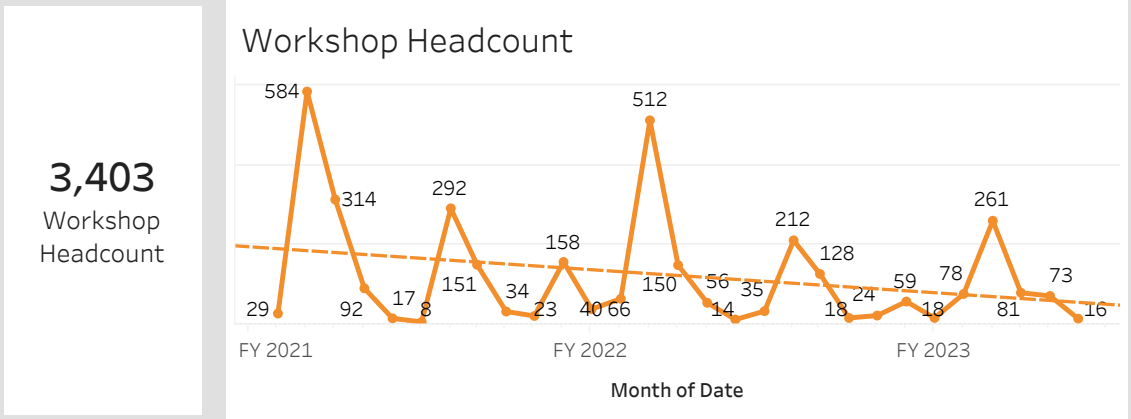
Report Overview	Avoiding Plagiarism	Research Basics	Evaluating Sources	Library Orientation	Research Consultat..
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Avoiding Plagiarism

Year of Date

- FY 2019
- FY 2020
- FY 2021
- FY 2022
- FY 2023

66 NPS Score	4.26/5 Comfort With Material Score	2.84/3 Preparedness for Next Assignment	4.86/5 Clarity Score	% in EOPS 33.53% Y 67.47% N
------------------------	--	---	--------------------------------	-----------------------------------




Library Instruction

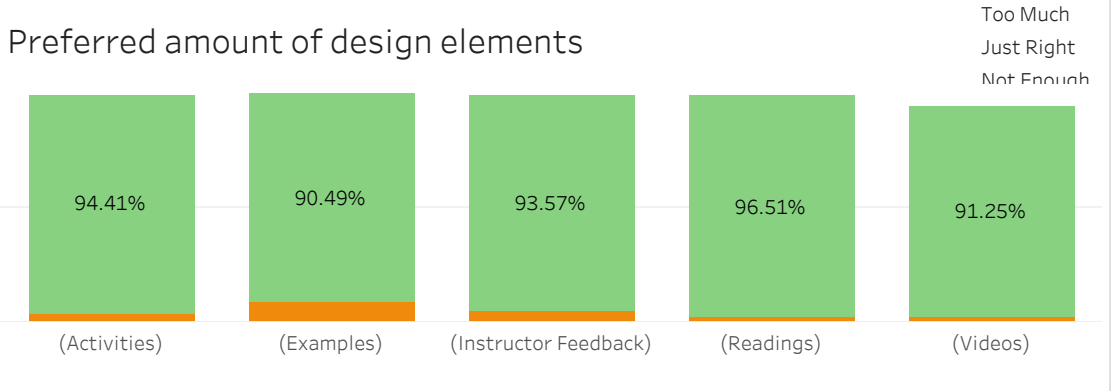
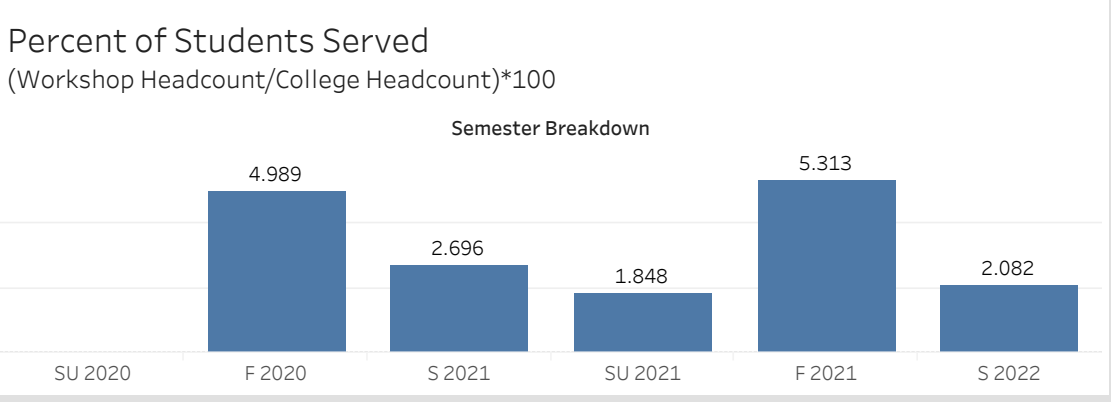
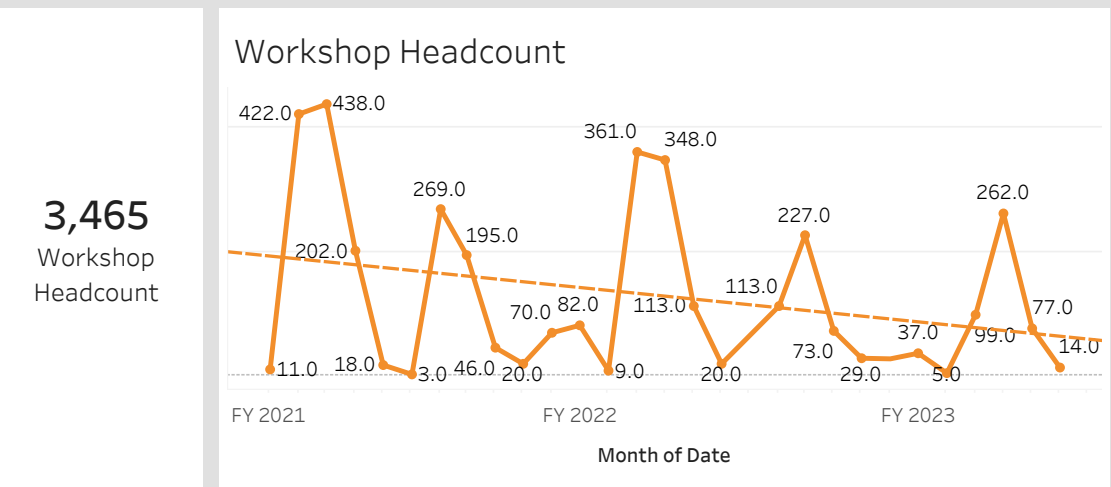
Service Area Outcomes and Key Metrics

Report Overview	Avoiding Plagiarism	Research Basics	Evaluating Sources	Library Orientation	Research Consultat..
-----------------	---------------------	------------------------	--------------------	---------------------	----------------------

Research Basics

Year of Date
 FY 2021
 FY 2022
 FY 2023

74 NPS Score	4.15/5 Comfort with Material Score	2.89/3 Preparedness for Next Assignment Score	4.84/5 Clarity of Material Score	% in EOPS 32.40% Y  68.20% N
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Library Instruction

Service Area Outcomes and Key Metrics

Avoiding Plagiarism	Research Basics	Evaluating Sources	Library Orientation	Research Consultations (Book-a-Librarian)	Library In..
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Evaluating Sources

Year of Date

- Null
- FY 2020
- FY 2021
- FY 2022
- FY 2023

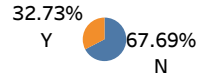
70
NPS Score

4.17/5
Comfort with
Material Score

2.89/3
Preparedness for
Next Assignment

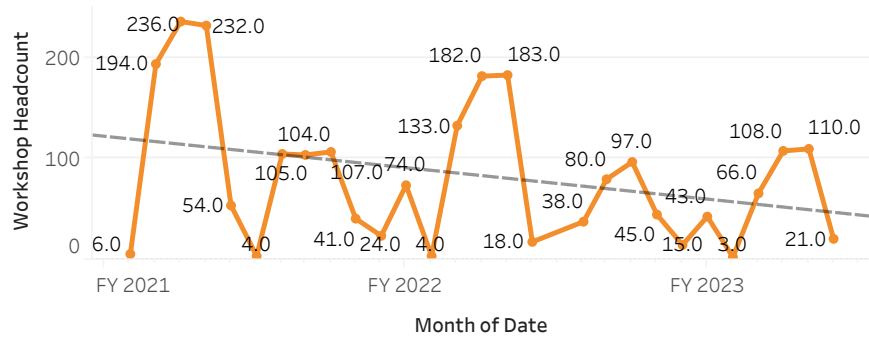
4.83/5
Clarity of
Material Score

% in EOPS



2,261
Workshop
Headcount

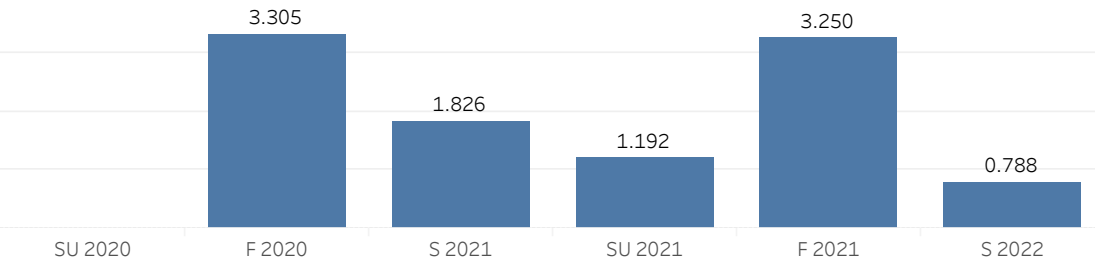
Workshop Headcount



Percent of Students Served

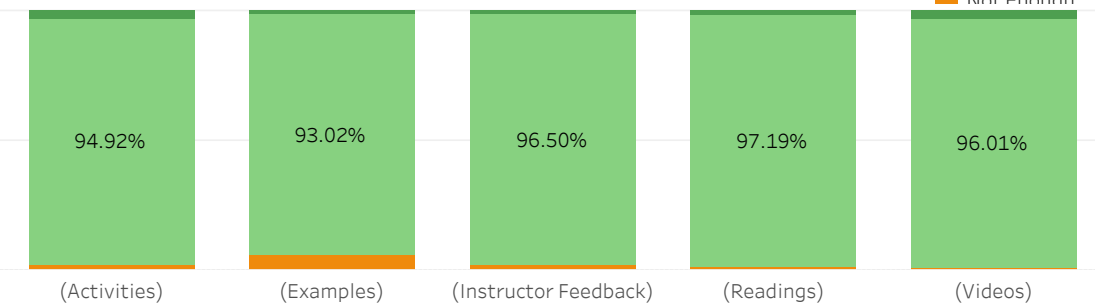
(Workshop Headcount/College Headcount)*100

Semester Breakdown



Preferred amount of design elements

- Too Much
- Just Right
- Not Enough



Library Instruction

Service Area Outcomes and Key Metrics

Research Basics	Evaluating Sources	Library Orientation	Research Consultations (Book-a-Librarian)	Library Instruction Sessions (LIS)	Research...
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Library Orientation

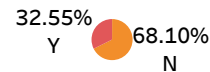
Year of Date

- FY 2021
- FY 2022
- FY 2023

82
NPS Score

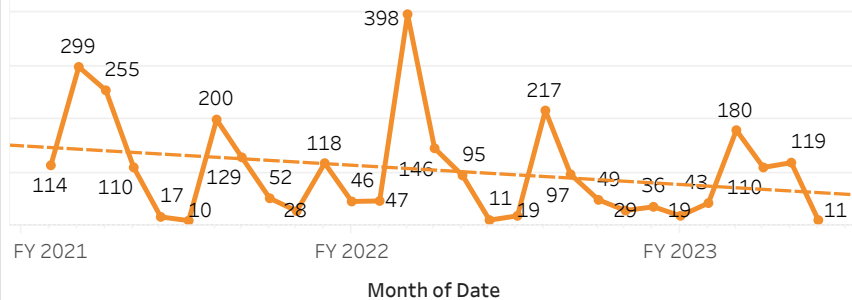
4.96/5
Clarity of Material Score

% in EOPS



2,893
Workshop Headcount

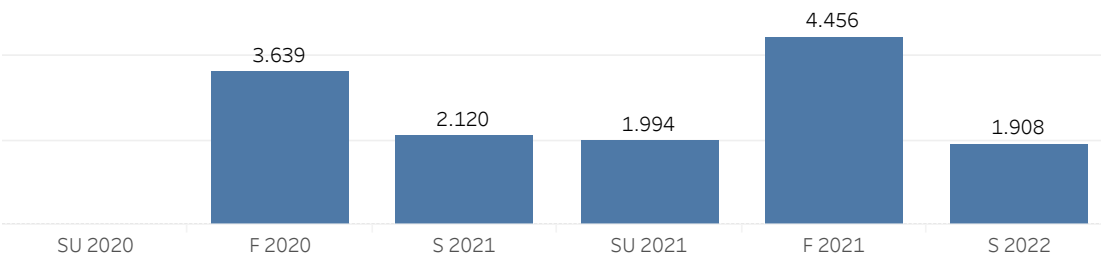
Workshop Headcount vs. Survey Responses



Percent of Students Served

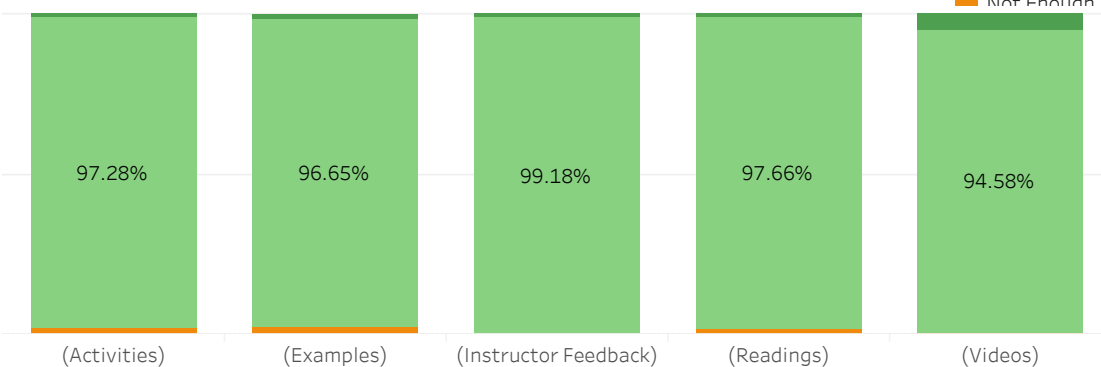
(Workshop Headcount/College Headcount)*100

Semester Breakdown



Preferred amount of design elements

- Too Much
- Just Right
- Not Enough



Library Instruction

Service Area Outcomes and Key Metrics

Evaluating Sources	Library Orientation	Research Consultations (Book-a-Librarian)	Library Instruction Sessions (LIS)	Research Guides (LibGuides)	Rec om m..
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Book-a-Librarian

Year of Date

- FY 2020
- FY 2021
- FY 2022
- FY 2023

92
NPS Score

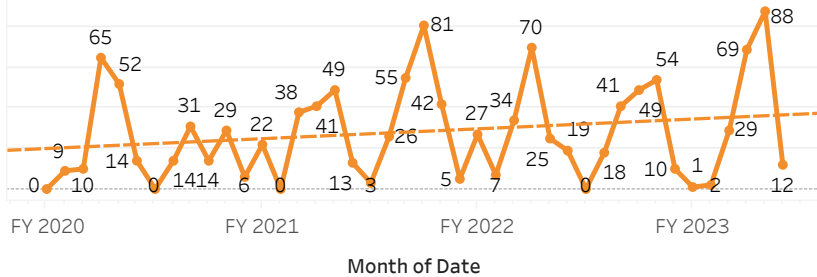
4.55/5
Comfort with Material Presented

2.93/3
Preparedness for next assignment

4.86/5
Clarity of Material

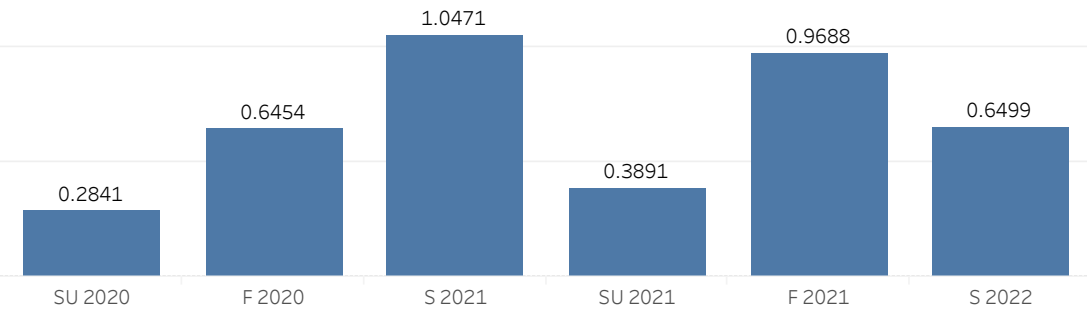
1,174
Appointments with Librarians

Appointments



Percent of Students Served (Appointments/College Headcount)*100

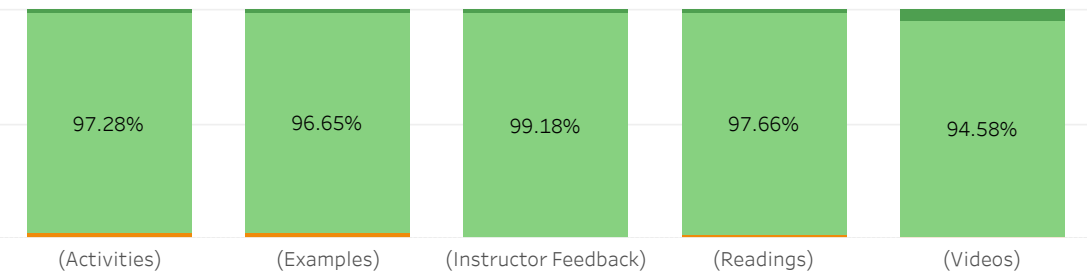
Semester Breakdown



Preferred amount of design elements

- Too Much
- Just Right
- Not Enough

Pivot Field Names



Library Instruction

Service Area Outcomes and Key Metrics

Library Orientation	Research Consultations (Book-a-Librarian)	Library Instruction Sessions (LIS)	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Co mfo rt..
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Library Instruction Sessions

Year of Date

- FY 2020
- FY 2021
- FY 2022
- FY 2023

66
NPS Score

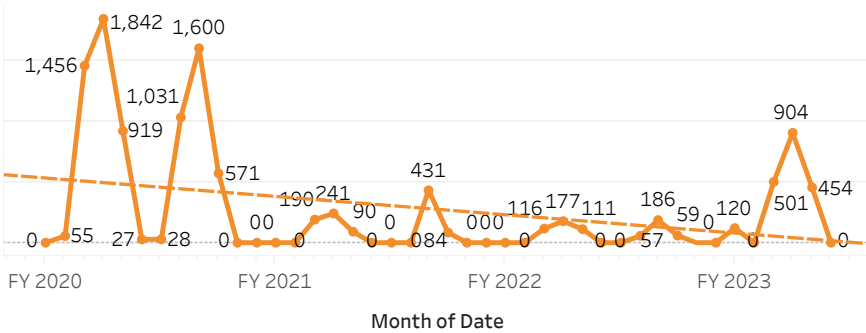
4.63/5
Clarity of Material Score

2.82/3
Preparedness for next assignment score

4.06/5
Comfort with Material Score

11,250
Anticipated Attendance

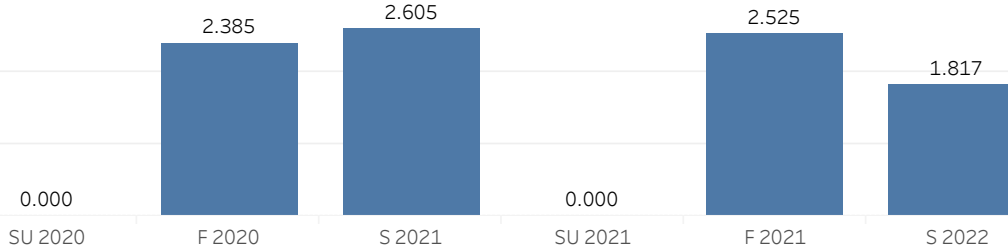
LIS Anticipated Attendance



Percent of Students Served

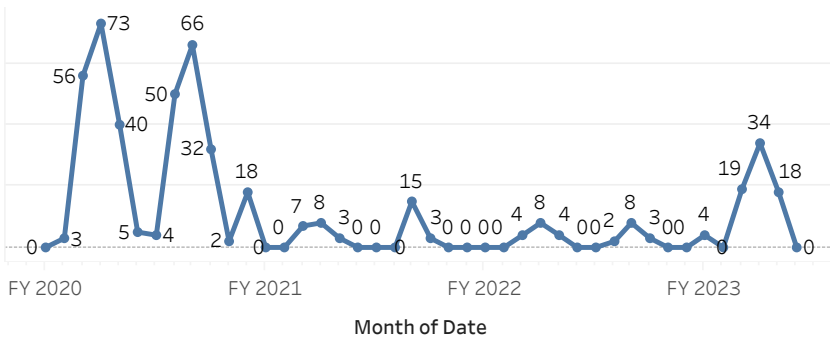
(Anticipated Attendance/College Headcount)*100

Semester Breakdown



489
Total Number of Instruction Sessions

Number of LIS Sessions



Library Instruction

Service Area Outcomes and Key Metrics

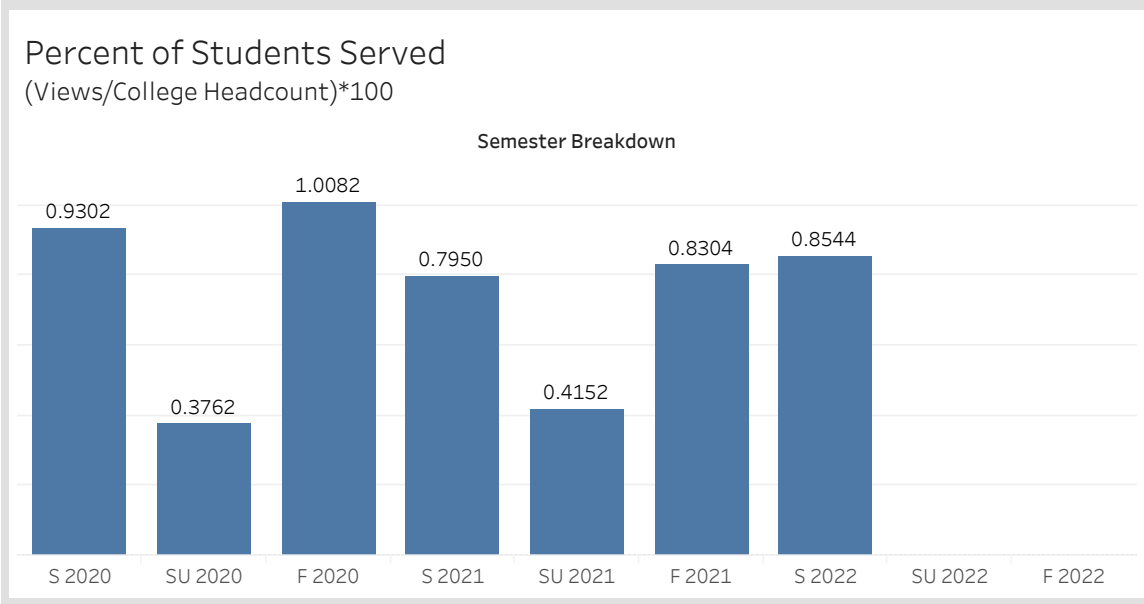
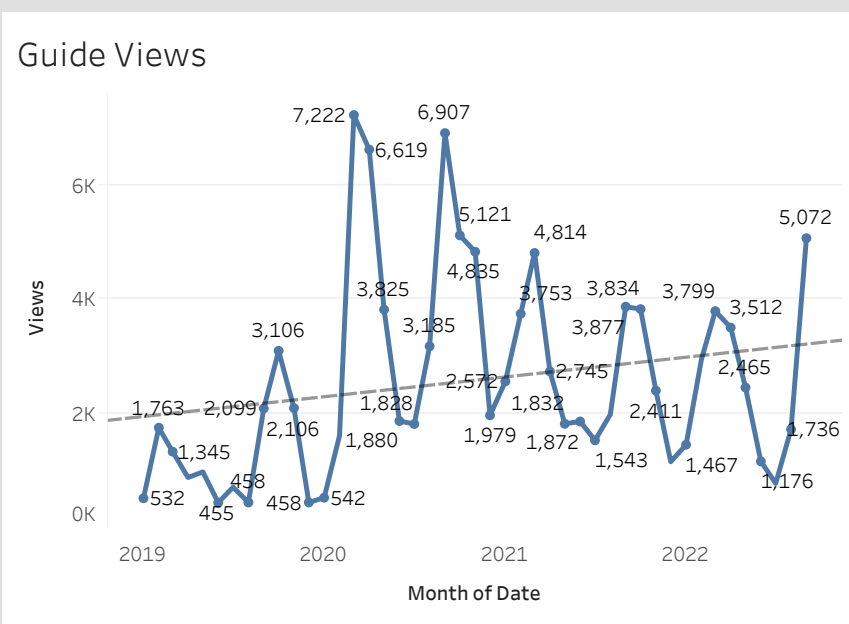
Research Consultations (Book-a-Librarian)	Library Instruction Sessions (LIS)	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Comfort Score Over Time	Prepared..
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Library Guides

39 NPS Score	3.67/5 Comfort with Material Score	2.63/3 Preparedness for Next Assignment Score	4.19/5 Clarity of Material Score	Year of Date <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input checked="" type="checkbox"/> 2021 <input checked="" type="checkbox"/> 2022
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115,893

Total Monthly Views



Library Instruction

Service Area Outcomes and Key Metrics

Library Instruction Sessions (LIS)	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Comfort Score Over Time	Preparedness Score Over Time	Clarity Sc..
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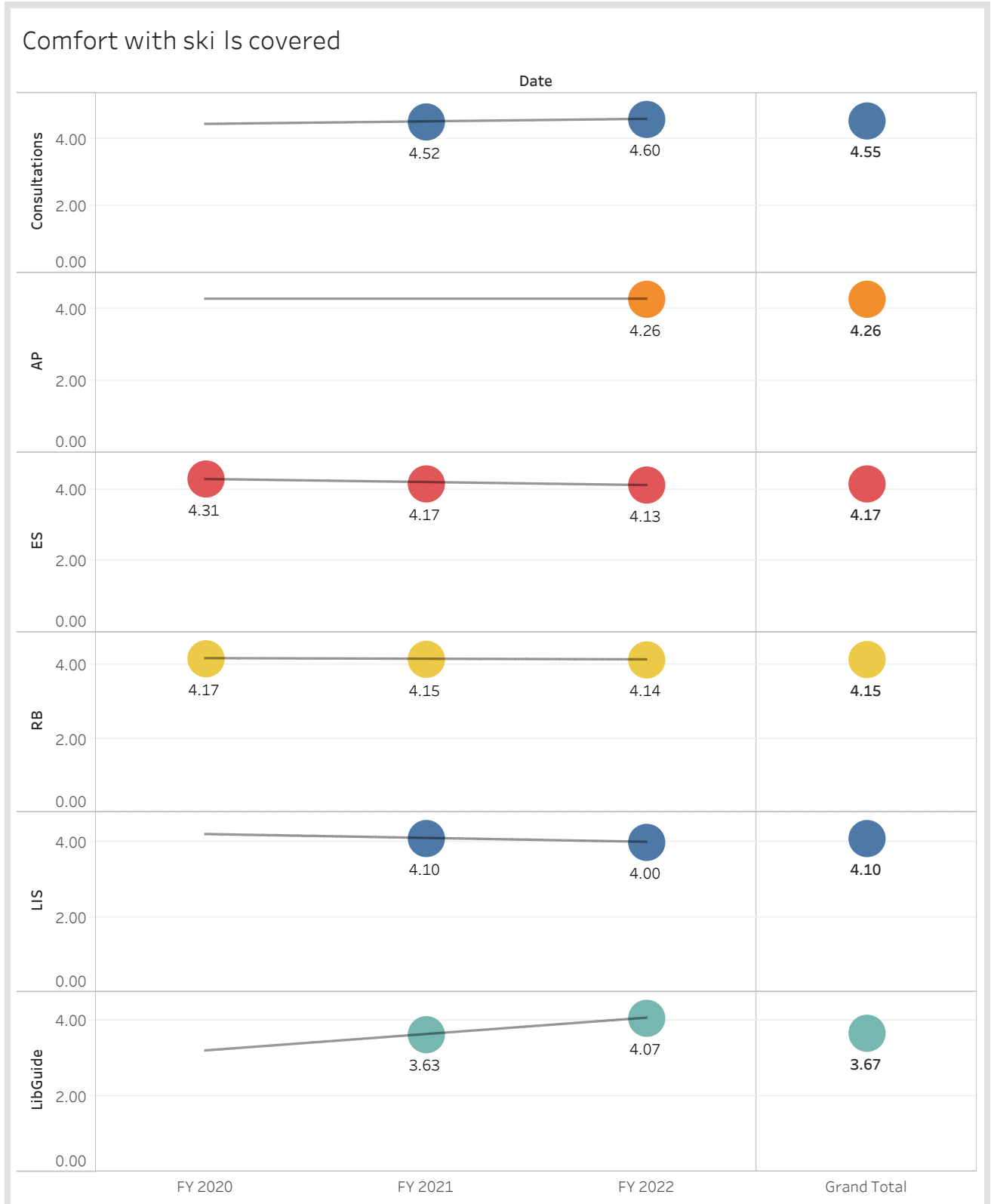
Satisfaction Score (NPS)



Library Instruction

Service Area Outcomes and Key Metrics

Library Instruction S..	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Comfort Score Over Time	Preparedness Score Over Time	Clarity Score Over Time
-------------------------	-----------------------------	--------------------------------------	-------------------------	------------------------------	-------------------------

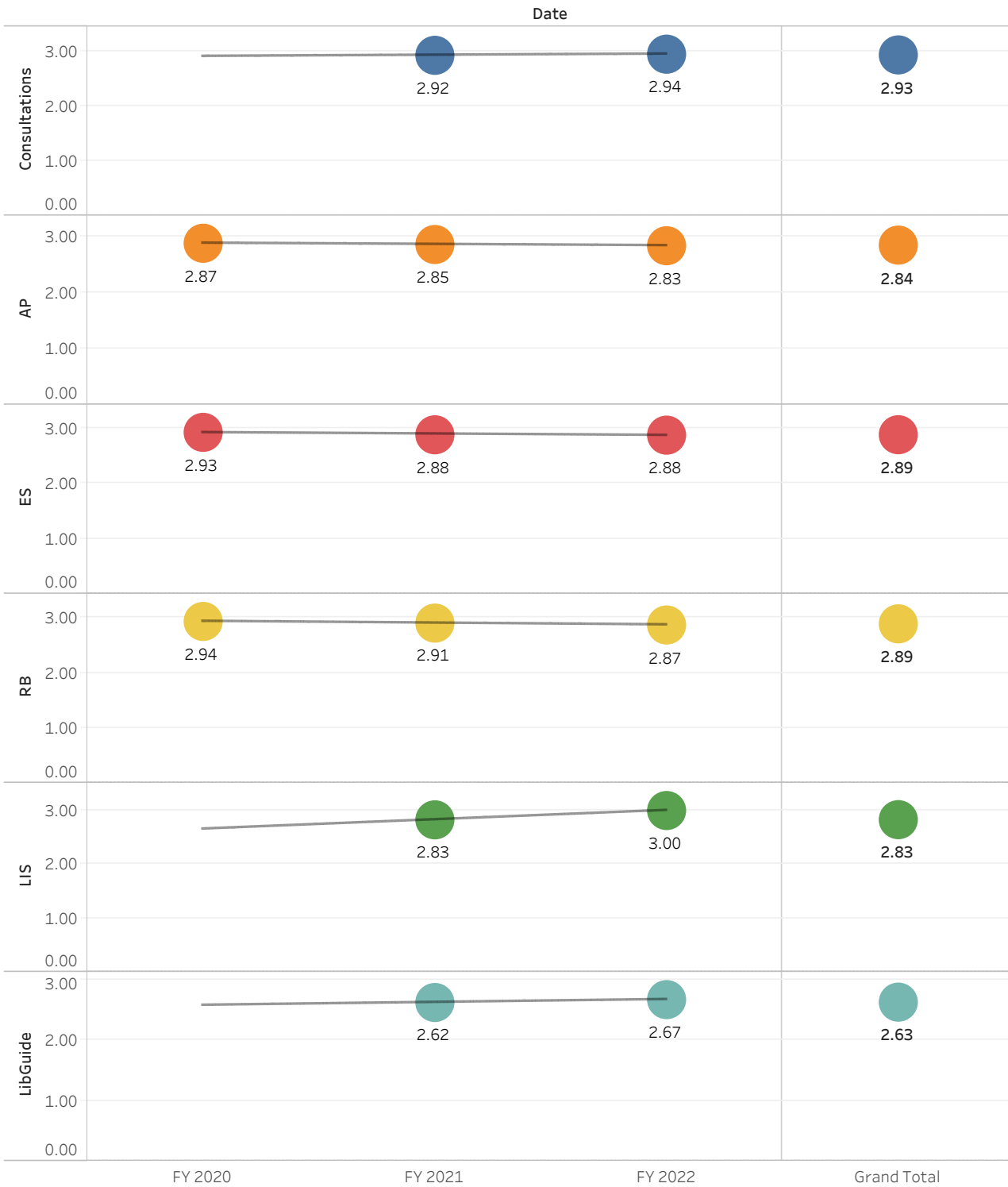


Library Instruction

Service Area Outcomes and Key Metrics

Library Instruction S..	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Comfort Score Over Time	Preparedness Score Over Time	Clarity Score Over Time
-------------------------	-----------------------------	--------------------------------------	-------------------------	------------------------------	-------------------------

Preparedness with next assignment score



Library Instruction

Service Area Outcomes and Key Metrics

Library Instruction S..	Research Guides (LibGuides)	Recommendation Score (NPS) Over Time	Comfort Score Over Time	Preparedness Score Over Time	Clarity Score Over Time
-------------------------	-----------------------------	--------------------------------------	-------------------------	------------------------------	-------------------------

Clarity of material score





D — Disaggregated Instruction Survey Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Disaggregated Instruction Survey

Spring 2020 to Spring 2022

Report Overview	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
-----------------	--------------------	----------------------------	---------------------------------------	-------------------------	------------------

LIBRARY GOAL

Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

SUPPORTED COLLEGE GOAL

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills.

OVERVIEW

Dissaggregated Library Instruction data is an overview of survey results of students taking four online workshops and library appointments. Survey data was collected over a period of two years and consists of 4,485 total student responses.

Disaggregated Instruction Survey

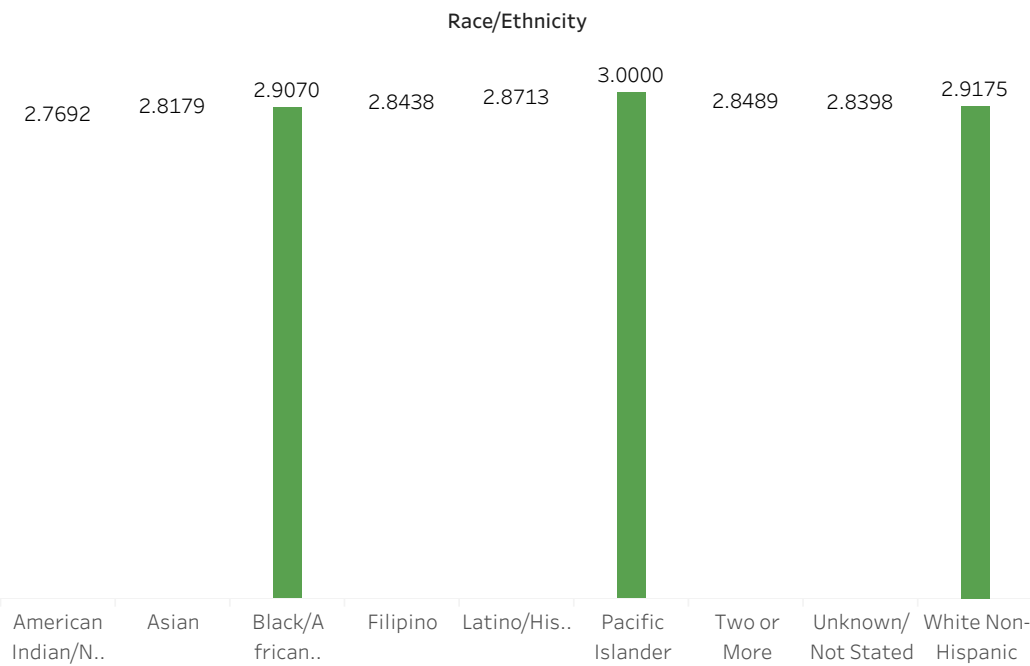
Spring 2020 to Spring 2022

Report Overview	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
-----------------	--------------------	-------------------------	------------------------------------	----------------------	---------------

Preparedness Score

Score from 1 - 3 based on student answers to: **After the library instruction, how prepared do you feel for your next research assignment?**

Disaggregated by Ethnicity



Survey

- AP
- Book a librarian
- ES
- LO
- RB

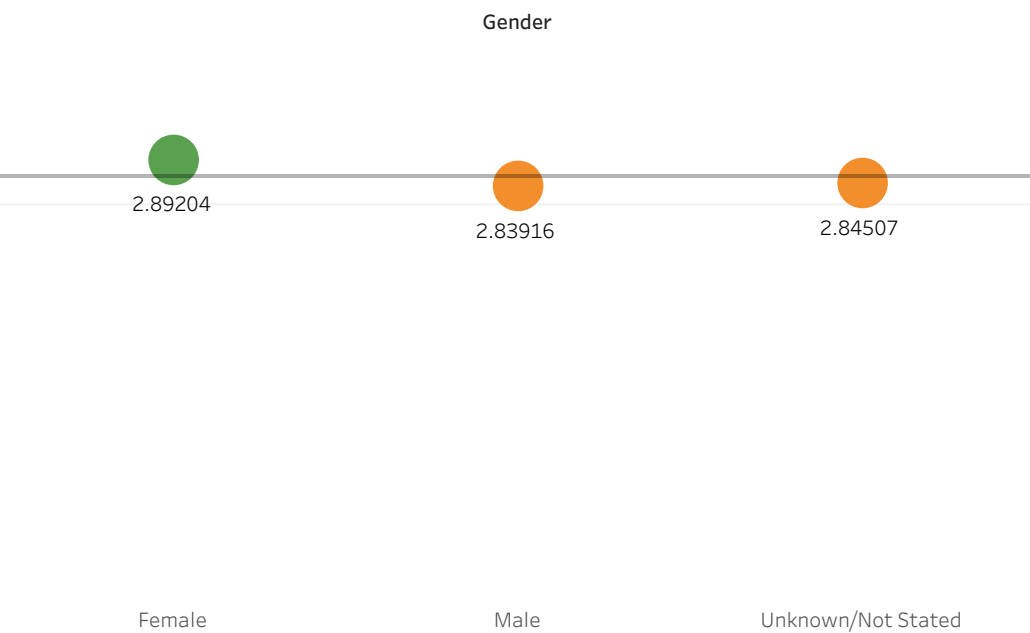
Race/Ethnicity

- American Indian/Nati..
- Asian
- Black/African Americ..
- Filipino
- Latino/Hispanic
- Pacific Islander
- Two or More
- Unknown/Not Stated
- White Non-Hispanic

Gender

- Female
- Male
- Unknown/Not Stated

Disaggregated by Gender



Disaggregated Instruction Survey

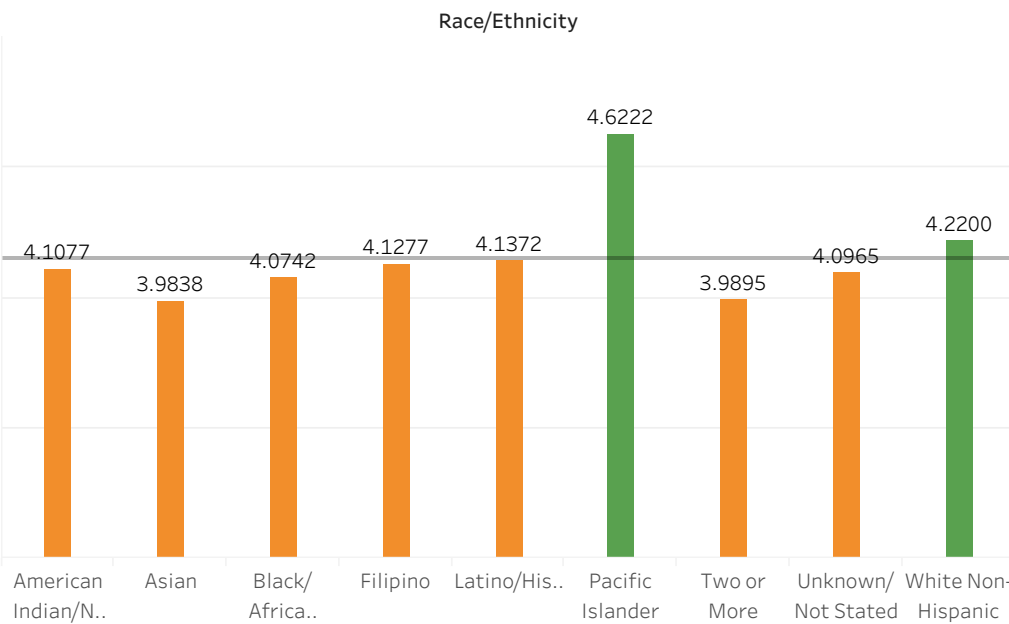
Spring 2020 to Spring 2022

Report Overview	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
-----------------	--------------------	-------------------------	------------------------------------	----------------------	---------------

Comfort with Research Score

Score from 1-5 based on student responses to a Likert scale (Much less comfortable to Much more comfortable): **After the library instruction, how comfortable are you with each of the following: Doing research on your own, Asking a question of a librarian, Coming up with search terms, Evaluating sources, Forming a research strategy.**

Disaggregated by Ethnicity



Survey

- AP
- Book a librarian
- ES
- LO
- RB

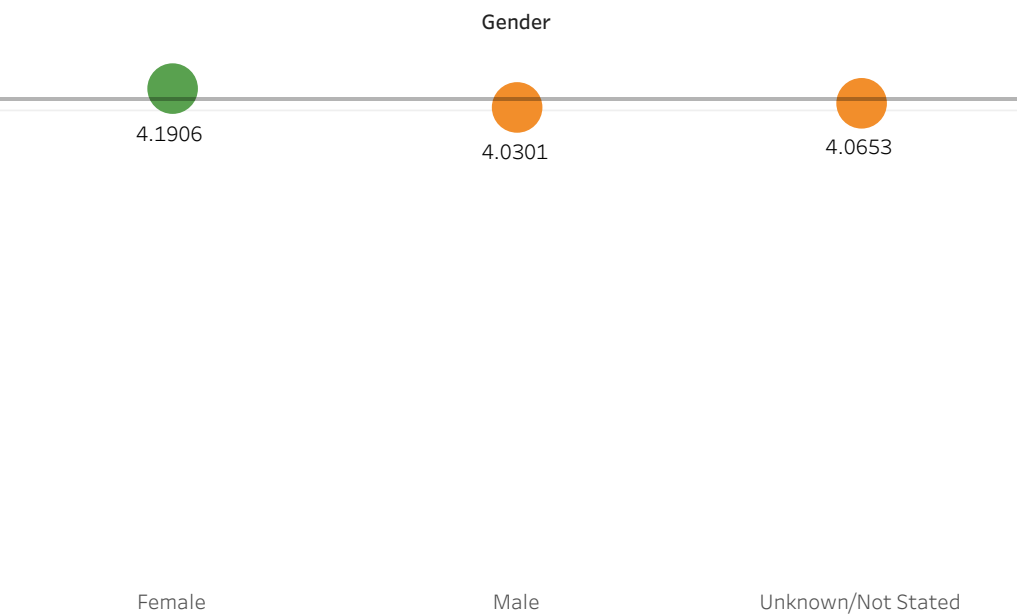
Race/Ethnicity

- American Indian/Native
- Asian
- Black/African American
- Filipino
- Latino/Hispanic
- Pacific Islander
- Two or More
- Unknown/Not Stated
- White Non-Hispanic

Gender

- Female
- Male
- Unknown/Not Stated

Disaggregated by Gender



Disaggregated Instruction Survey

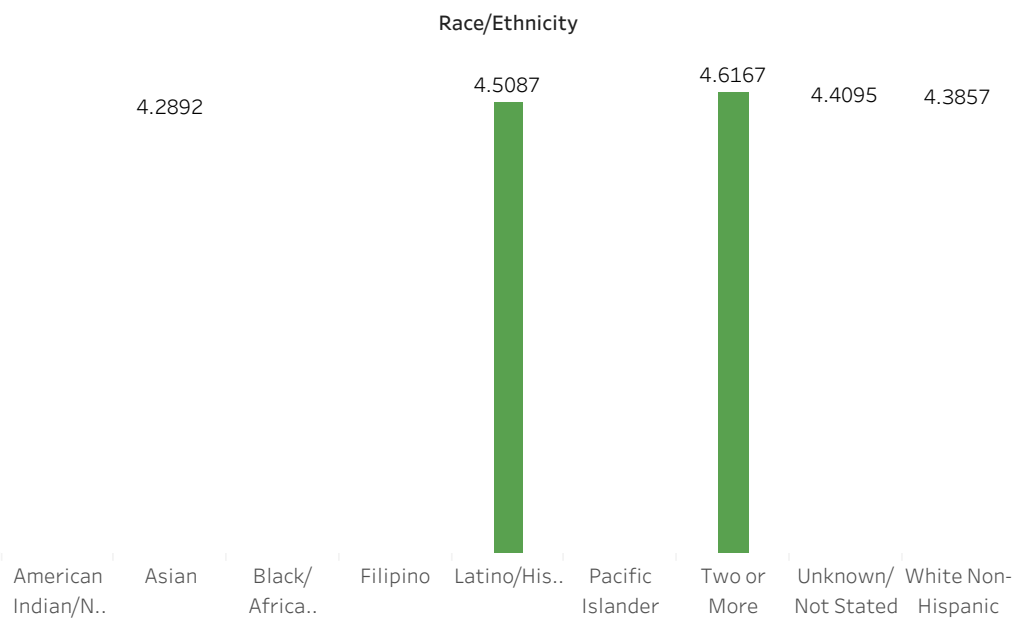
Spring 2020 to Spring 2022

Report Overv..	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
----------------	--------------------	-------------------------	------------------------------------	----------------------	---------------

Comfort with Avoiding Plagiarism Score

Score from 1-5 based on student responses to Likert Scale Question (Much less comfortable to much more comfortable):
 After completing the workshop, how comfortable are you with the following: Identifying different types of plagiarism, Forming a strategy to avoid plagiarism while doing research, Forming a strategy to avoid plagiarism while writing, Evaluating your own work for potential plagiarism, Asking a librarian a question.

Disaggregated by Ethnicity



Survey

- AP
- Book a librarian
- ES
- LO
- RB

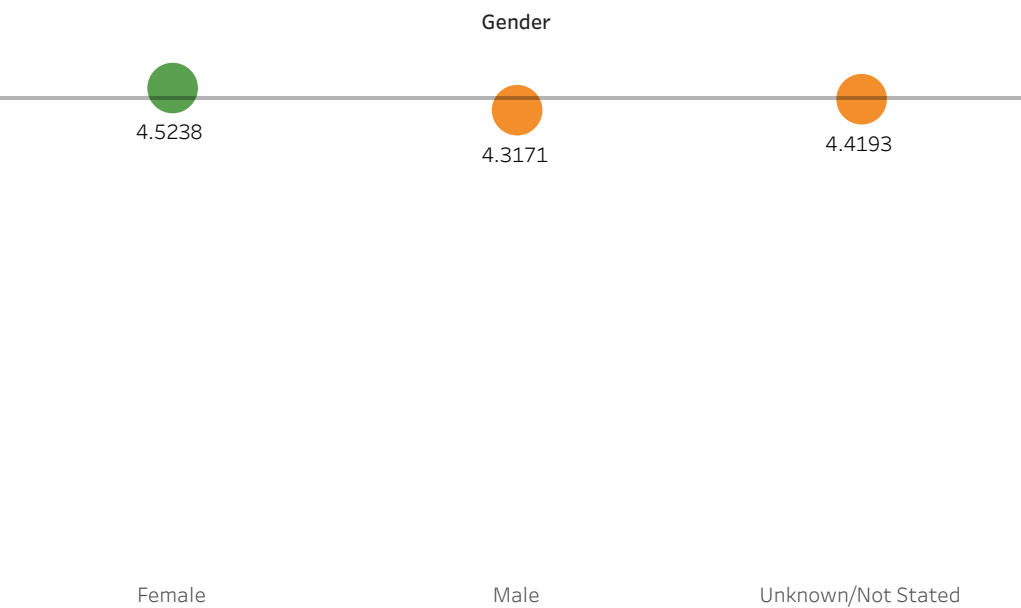
Race/Ethnicity

- American Indian/Nati..
- Asian
- Black/African Americ..
- Filipino
- Latino/Hispanic
- Pacific Islander
- Two or More
- Unknown/Not Stated
- White Non-Hispanic

Gender

- Female
- Male
- Unknown/Not Stated

Disaggregated by Gender



Disaggregated Instruction Survey

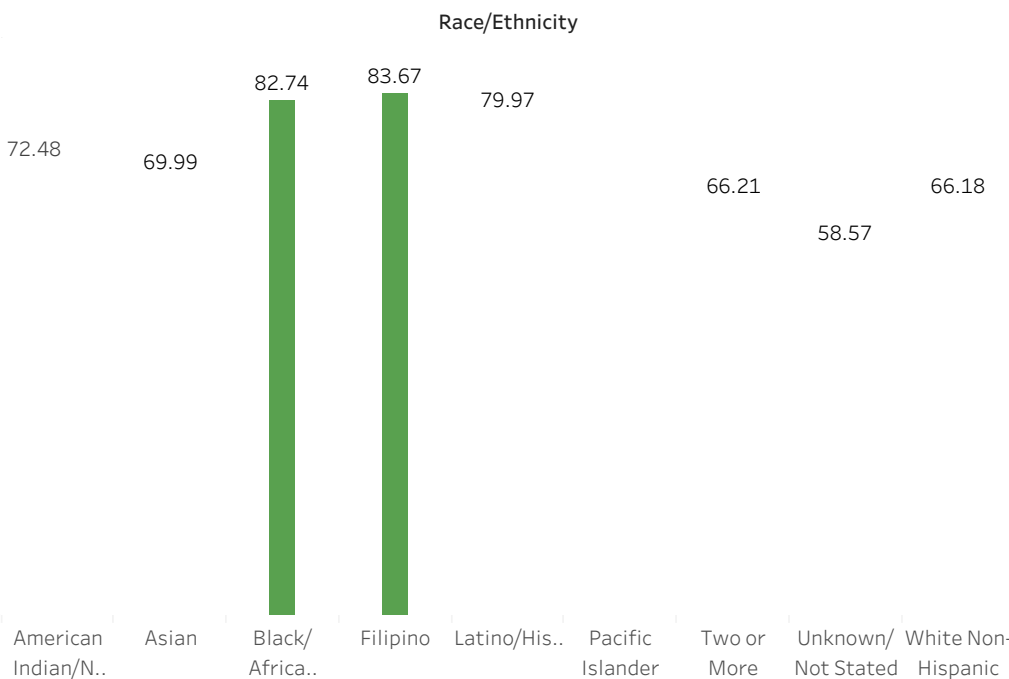
Spring 2020 to Spring 2022

Report Overv..	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
----------------	--------------------	-------------------------	------------------------------------	----------------------	---------------

Recommendation Score

Based on Net Promoter Score. Answers to question: **On a scale from 1-10, how likely are you to recommend library instruction to another student?**

Disaggregated by Ethnicity



Survey

- AP
- Book a librarian
- ES
- LO
- RB

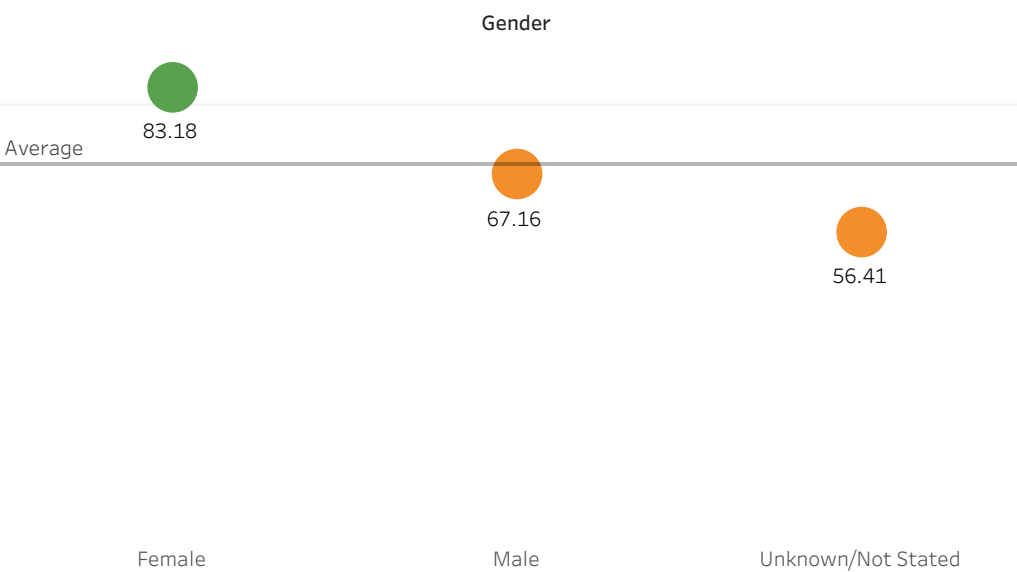
Race/Ethnicity

- American Indian/Nati..
- Asian
- Black/African Americ..
- Filipino
- Latino/Hispanic
- Pacific Islander
- Two or More
- Unknown/Not Stated
- White Non-Hispanic

Gender

- Female
- Male
- Unknown/Not Stated

Disaggregated By Gender



Average

Disaggregated Instruction Survey

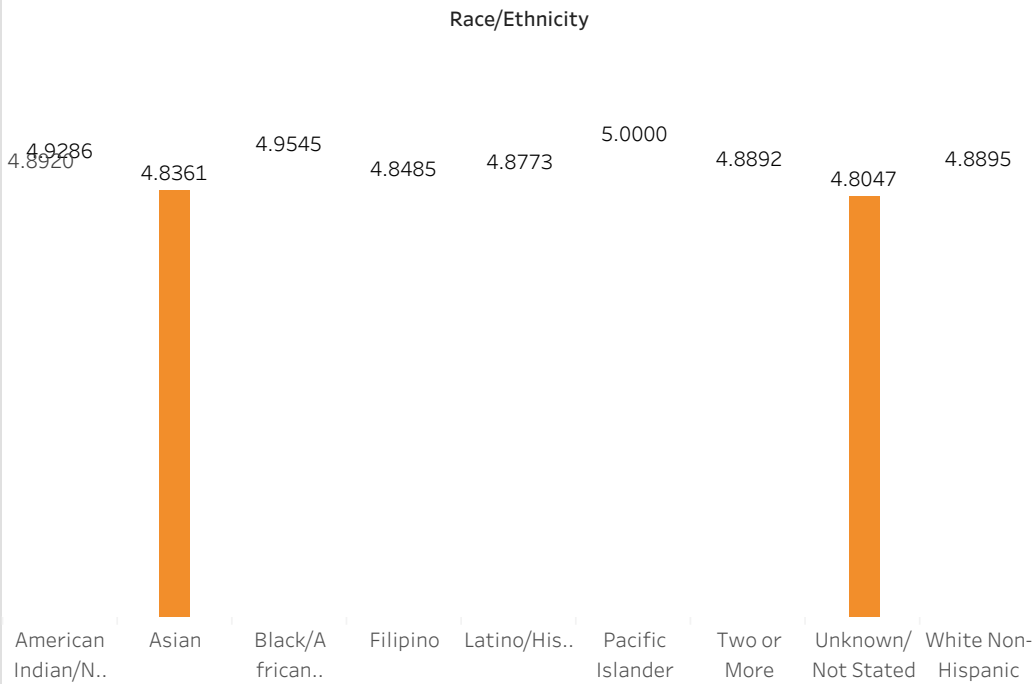
Spring 2020 to Spring 2022

Report Overv..	Preparedness Score	Comfort Score: Research	Comfort Score: Avoiding Plagiarism	Recommendation Score	Clarity Score
----------------	--------------------	-------------------------	------------------------------------	----------------------	---------------

Clarity Score

Score from 1-5 based on student answers to: **How clear was the information presented by the librarian?**

Disaggregated by Ethnicity



Survey

- AP
- Book a librarian
- ES
- LO
- RB

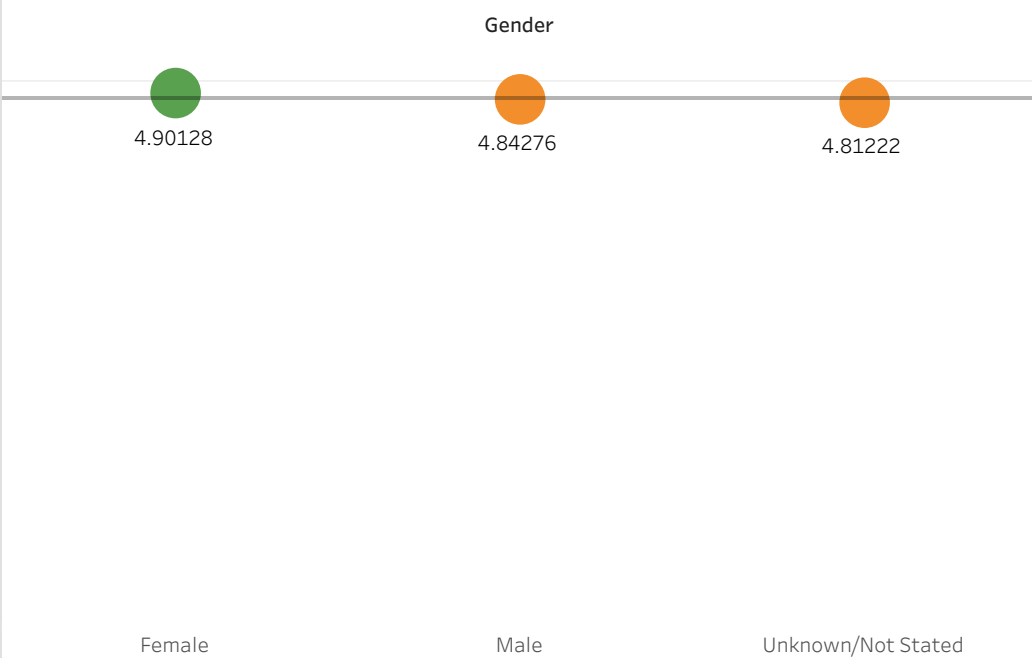
Race/Ethnicity

- American Indian/Nati..
- Asian
- Black/African Americ..
- Filipino
- Latino/Hispanic
- Pacific Islander
- Two or More
- Unknown/Not Stated
- White Non-Hispanic

Gender

- Female
- Male
- Unknown/Not Stated

Disaggregated by Gender





E – Faculty Collaboration Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Faculty Collaboration Metrics

Overview	Faculty Survey Evaluation	Faculty Participation Overtime	Service Reach Among Faculty	Faculty Reserves
----------	---------------------------	--------------------------------	-----------------------------	------------------

LIBRARY GOAL

Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

SUPPORTED COLLEGE GOAL

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills

OVERVIEW

Librarians support and promote in-person and remote instruction. Instruction can be custom tailored for specific course needs. Faculty can request instruction sessions, workshops or other instruction options and work directly with a librarian for any customization requests. Advertised instruction options include:

- * In-Person Instruction in the library classroom
- * Virtual Zoom Instruction
- * Canvas Workshops
- * Custom Canvas Modules
- * Canvas-Integrated Games
- * Custom Course Guides

Faculty and Departments collaborate with the library by making course material available for loan through the Course Reserves program. Faculty and Departments supply the materials and the library provides access and administers loans. Both digital and physical reserves are available.

OUTCOMES

- 1) Faculty are satisfied with library instruction enough to promote it to other faculty.
- 2) Faculty agree that the library instruction service was a good fit for their students.
- 3) Faculty connect their students with the library (in instruction sessions, workshops or programs) and continue the partnership over multiple semesters.
- 4) Faculty and departments collaborate with the library to provide student access to course materials.

REPORT MEASURES

Recommendation Score - A proxy measure of faculty satisfaction with the library instruction service. Derived from the NPS and is a condensed alternative to a satisfaction survey. (Supports Outcome 1 above).

Instruction Material Evaluation Scores - Measures of some instruction dimensions that can be adjusted to improve fit to course needs. (Supports Outcome 2 above).

Number of Instructors Booking a Library Instruction Session - Indicator of repeat service use. Sessions may be in-person or via Zoom, and are tailored to course requirements. (Supports Outcome 3 above)

Number of Instructors Booking an Online Workshop - Indicator of repeat workshop use. Online workshops are asynchronous via Canvas. (Supports Outcome 3 above)

Percentage Interactions By Division - Measure of library instruction reach and popularity in each division and a proxy for how well tailored library instruction is for those areas.

Division and Department Interaction Counts - Breakdown of library instruction reach by division and department.

Percent Repeat Interactions - Proportion of faculty who have booked more than one instruction session or workshop. (Supports Outcome 3 above)

Number of Instructors Providing Course Reserves By Division - Measure of reserves service popularity in each division. (Supports Outcome 4 above)

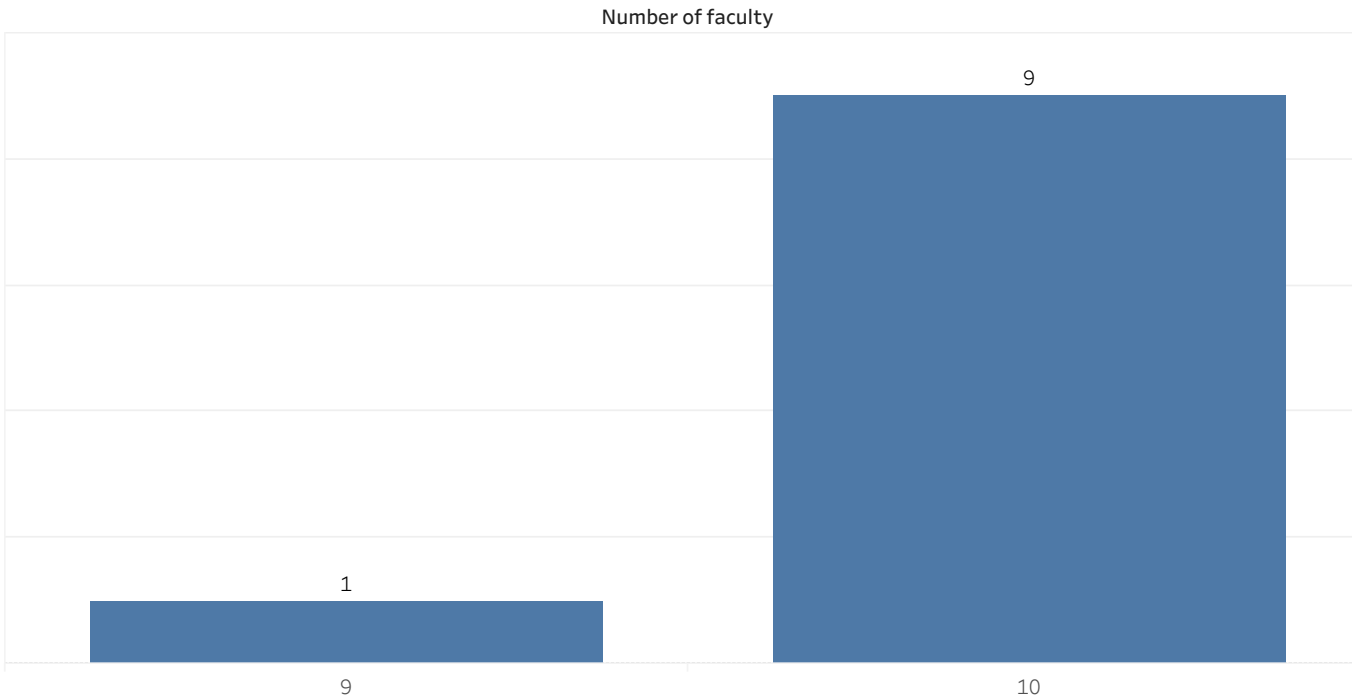
Number of Titles On Course Reserves By Division - Secondary measure of reserves service popularity in each division.

Number of Course Reserves Loans By Division - Measure of student use of library reserve materials and the library reserve process. (Supports Outcome 4 above)

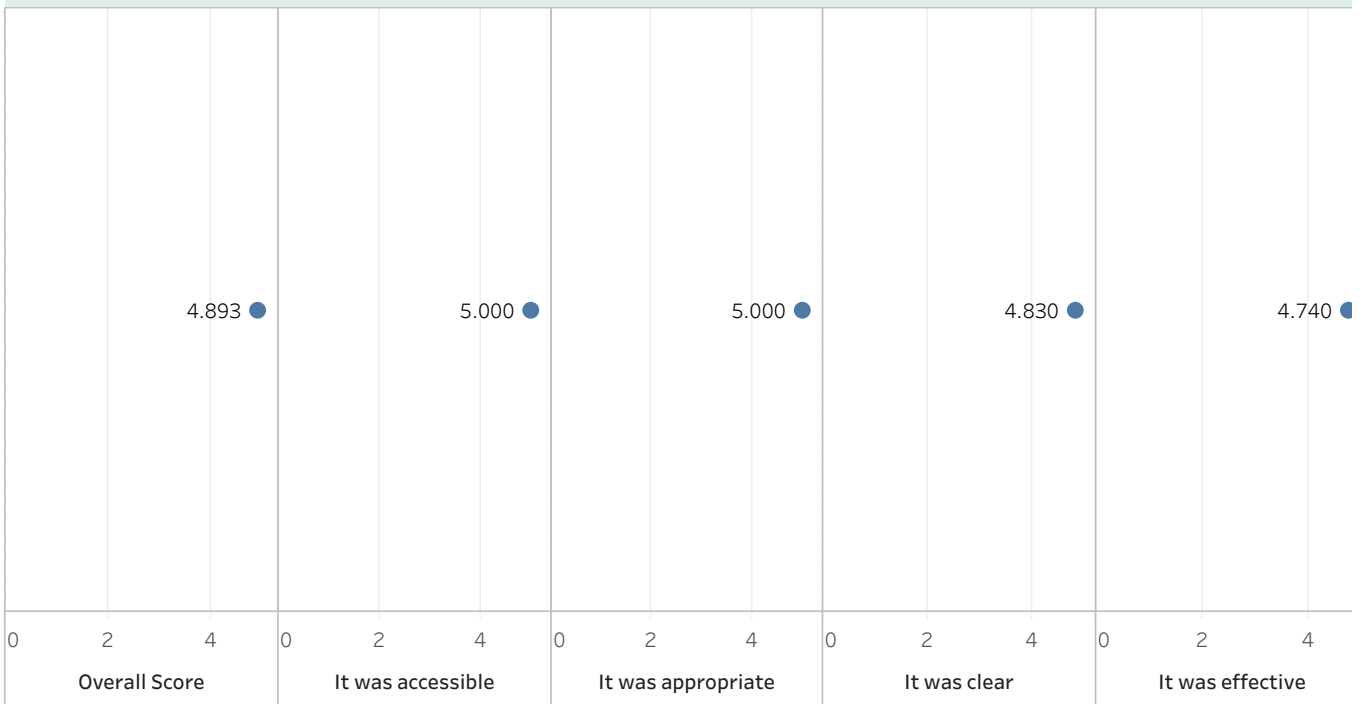
Faculty Collaboration Metrics

Overview	Faculty Survey Evaluation	Faculty Participation Overtime	Service Reach Among Faculty	Faculty Reserves
----------	---------------------------	--------------------------------	-----------------------------	------------------

On a scale of 1 -10 how likely are you to recommend library instruction to a colleague



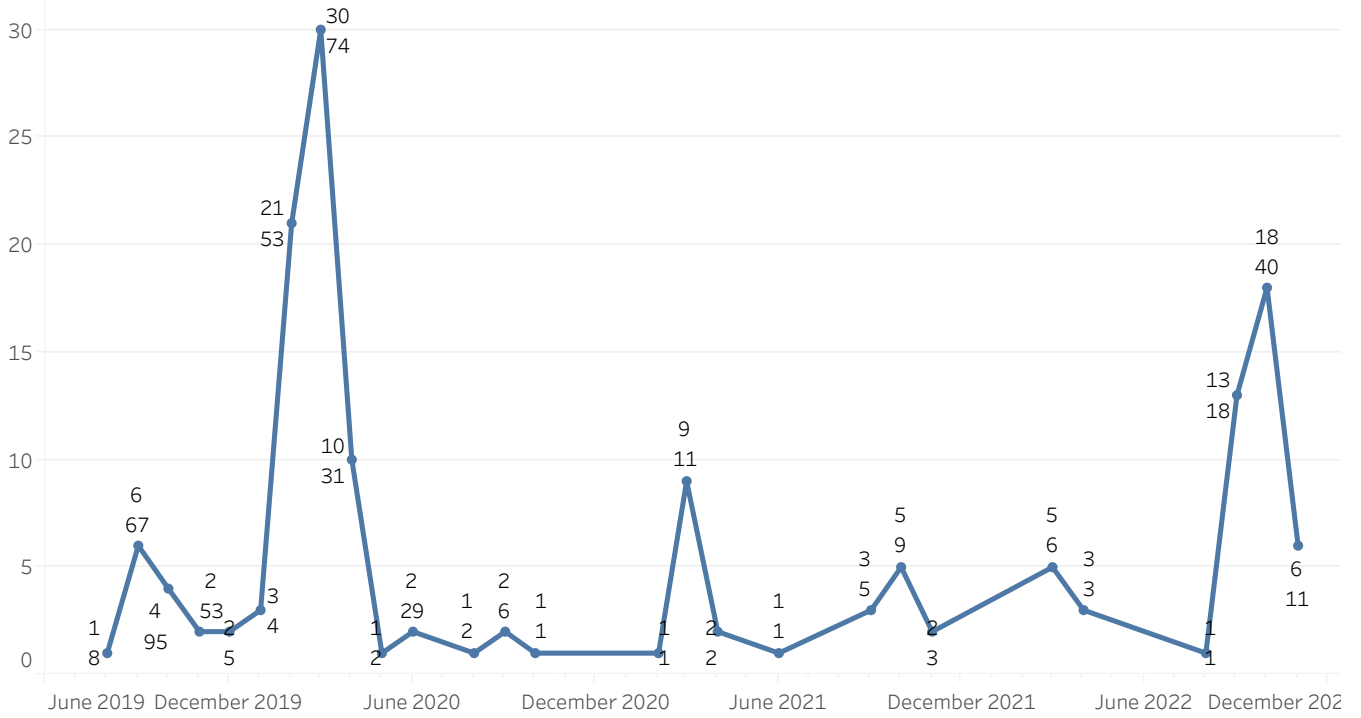
Instruction Material Evaluation



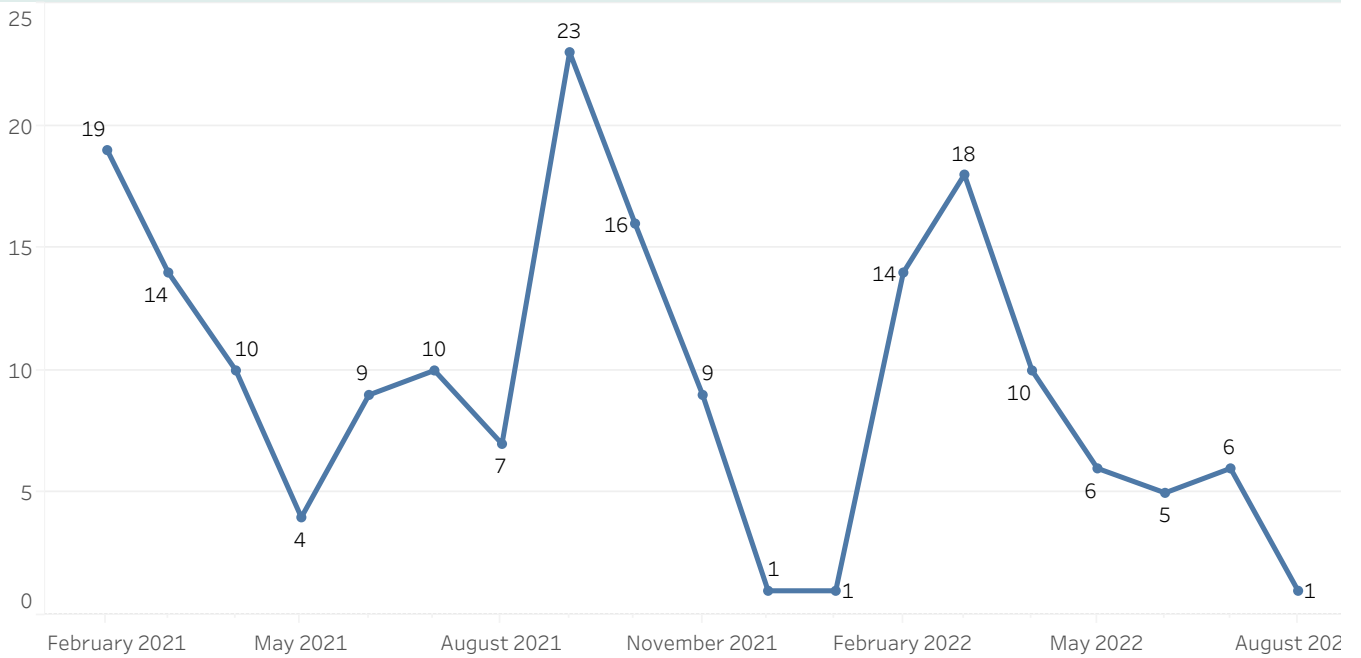
Faculty Collaboration Metrics

Overview	Faculty Survey Evaluation	Faculty Participation Overtime	Service Reach Among Faculty	Faculty Reserves
----------	---------------------------	--------------------------------	-----------------------------	------------------

Number of Instructors Booking Library Instruction Sessions (In-Person or Zoom)



Number of Instructors Booking Workshops



Faculty Collaboration Metrics

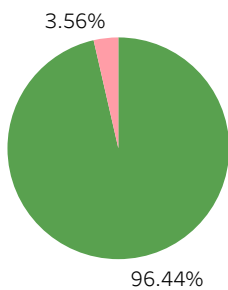
Overview	Faculty Survey Evaluation	Faculty Participation Overtime	Service Reach Among Faculty	Faculty Reserves
----------	---------------------------	--------------------------------	-----------------------------	------------------

Interaction Analysis

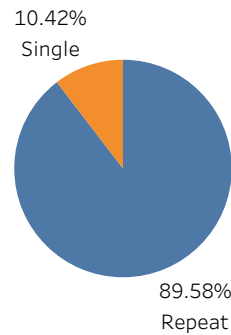
- Division**
- Null
 - BUSINESS AND COMF
 - COUNSELING AND ST
 - FINE ARTS
 - HUMANITIES
 - LIBRARY/LEARNING .
 - MATHEMATICS AND .
 - NATURAL SCIENCES
 - SOCIAL SCIENCES

Division	Department	# Participating Faculty	# Interactions with Library
Null	Null	2	4
BUSINESS AND COMPUT..	Business	2	8
COUNSELING AND STUD..	Null	3	12
FINE ARTS	Null	1	13
	Art	1	7
HUMANITIES	Null	6	76
	Communication Studies	1	15
	English	22	285
	English as a Second Langua..	1	3
LIBRARY/LEARNING RES..	Library	4	141
MATHEMATICS AND CO..	Mathematics	1	1
NATURAL SCIENCES	Chemistry	1	14
SOCIAL SCIENCES	Ethnic Studies	1	3
	Psychology	1	3
	Sociology	1	4

Percent Interactions by Department



Percent Repeat Interactions



Faculty Collaboration Metrics

Overview	Faculty Survey Evaluation	Faculty Participation Overtime	Service Reach Among Faculty	Faculty Reserves
----------	---------------------------	--------------------------------	-----------------------------	------------------

Reserve Title Count Per Department

Division	Department	Number of Instructors	Number of Titles	Number of Loans
BUSINESS AND COMPUTER INFORMATION SYSTEMS	Null	9	8	1
	Accounting			
	Business			
	Computer Information Systems	12	11	5
	Marketing			
COUNSELING AND STUDENT SERVICES	Paralegal	4	0	0
	Real Estate			
FINE ARTS	Null	45	45	79
	Art		5	
	Music			
	Theatre Arts			
HUMANITIES	Null	26	24	382
	Communication Studies			
	English	115	107	416
	English as a Second Language	22	22	
	Foreign Languages			23
LIBRARY/LEARNING RESOURCES	Library			
MATHEMATICS AND COMPUTER SCIENCE	Null			
	Computer Science	13	13	10
NATURAL SCIENCES	Mathematics			
	Null	7	7	
	Anatomy and Physiology			109
	Biology	27	27	
	Chemistry			263
	Earth Sciences	9	8	
	Environmental Sciences			28
	Foods and Nutrition	2	2	
	Health Education			119
	Horticulture			
Physics and Astronomy	4	4	19	
PHYSICAL EDUCATION	Null			
SOCIAL SCIENCES	Null			41
	Anthropology	13	11	
	Child Development and Education			5
	Economics			
	Ethnic Studies	17	17	73
	Geography			
	History	50	50	140
	Philosophy and Religious Studies	8	6	
	Political Science			
	Psychology	24	24	120
	Sociology			
TECHNOLOGY AND ENGINEERING	Null	13	12	11
	Administration of Justice			
	Architecture			
	Automotive Technology	11	10	21
	Communication Studies			
	Construction Technology			
	Cosmetology	14	14	0
	Drafting			
	Engineering			
	Fashion Design and Merchandising	32	32	11
	Interior Design			
	Journalism	1	1	0
	Machine Technology			
	Photography	1	1	
	Printing Technology			16
Radio	6	6		
Welding Technology				
Grand Total		0 200 400 600 800	0 200 400 600 800	0K 1K 2K 3



F – Material Access Support Trends

2019-2022 PROGRAM REVIEW

Fullerton College Library

Material Access Support Trends

Report Overview	All Guide Views	Top Guides	Guides Homepage & Database A-Z Page	Appointments with a Librarian
-----------------	-----------------	------------	-------------------------------------	-------------------------------

LIBRARY GOAL

Enable users to access and discover information in all formats through effective use of technology and organization of knowledge.

SUPPORTED COLLEGE GOAL

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills

OVERVIEW

The library creates Library Guides that provide a written supplement for students to use when researching a topic. Resources typically include recommendations for library books and databases, as well as how-to guides for research, evaluation and citation. Faculty can request Library Guides customized to their course needs. Library Guides are a great tool for pointing students in the right direction when a librarian may not be available (such as outside of library hours) or for students who prefer to discover material on their own. Guide types include:

- * Resource Guides - Guides that summarize the library resources available for any given topic and how to access them.
- * Research How-To Guides - Guides that educate students about research best practices (also evaluated as library instruction).
- * Custom Topic Guides - Guides requested by faculty on broad resources available for a given topic, such as Fake News or US History.

Librarian appointments are also available for students who prefer help from an expert librarian. Appointments are booked online (students can also get help through walk-in reference or chat, which are evaluated as Reference).

STUDENT ORIENTED OUTCOMES

1) Students regularly request librarian assistance and access resource guides to help find information. - **Guide Usage**

2) Students, faculty, and department collaborators make resource requests that are made available for access. - **Guide Counts**

OTHER MEASURES

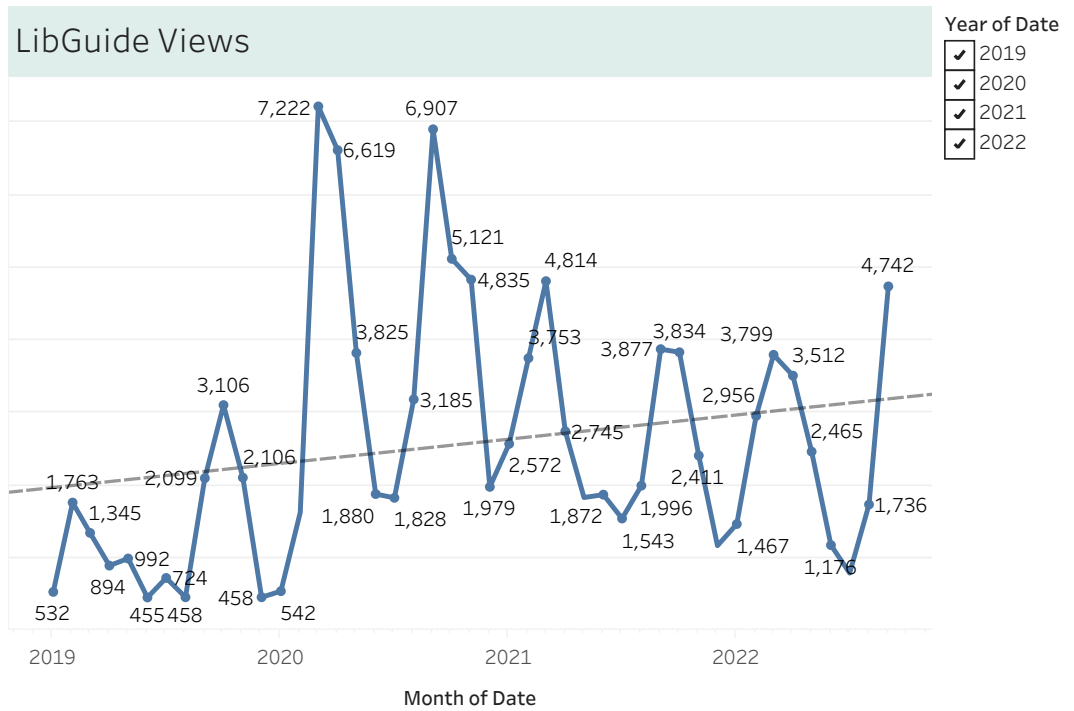
Views per Headcount - Proportion of the student body that has viewed a library guide

Database A-Z Landing Page Views - Views for the page listing all library databases

LibGuide Homepage Views - Views for the page listing all library guides

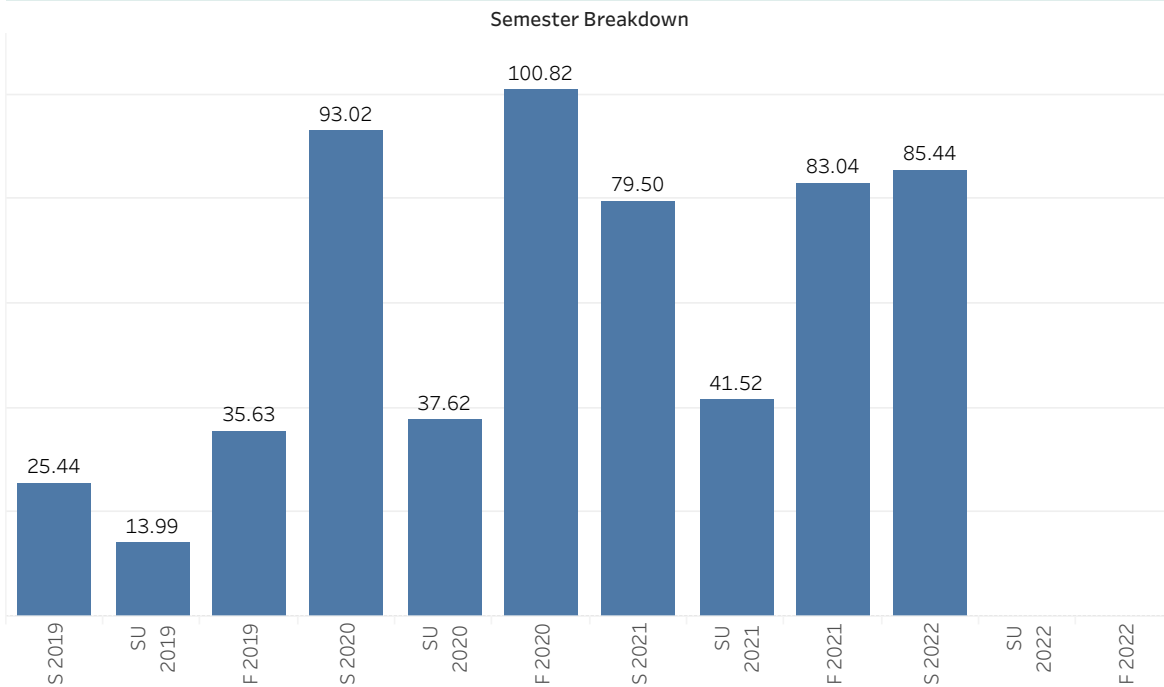
Material Access Support Trends

Report Overview	All Guide Views	Top Guides	Guides Homepage & Database A-Z Page	Appointments with a Librarian
-----------------	-----------------	------------	-------------------------------------	-------------------------------



Views per Headcount

(LibGuide Views/College Headcount)*100



Material Access Support Trends

Report Overview	All Guide Views	Top Guides	Guides Homepage & Database A-Z Page	Appointments with a Librarian
-----------------	-----------------	------------	-------------------------------------	-------------------------------

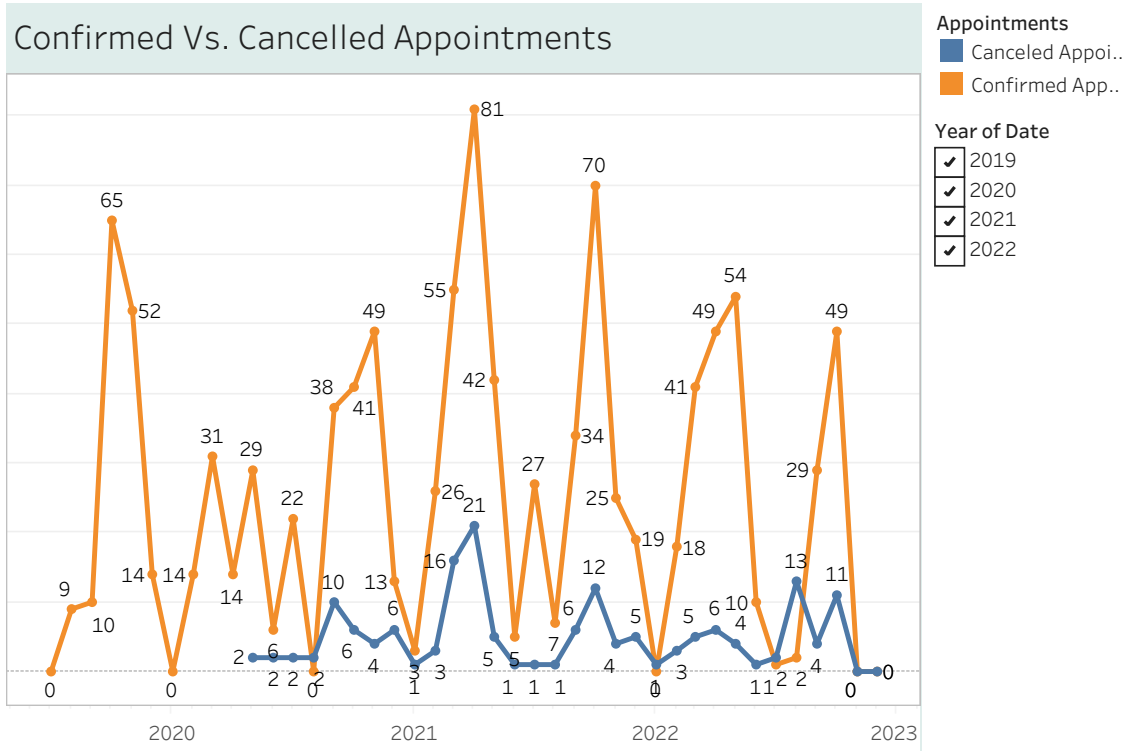
Guide Name	Date				Grand T..	Year of Date	
	2019	2020	2021	2022		<input checked="" type="checkbox"/> 2019	<input checked="" type="checkbox"/> 2020
Information Literacy and "Fake News" Research 101	1,832	3,431	4,214	3,216	12,693	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Stop watching Netflix and check out free eBooks and stuff	1,596	3,802	3,476	2,283	11,157	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library Workshop Video Repository	0	7,717	1,511	938	10,166	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100/101/103/201 Rosen	0	3,658	3,277	1,422	8,357	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OER: Open Educational Resources	1,423	1,974	1,640	771	5,808	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology Resource Guide	602	1,148	1,031	668	3,449	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Faculty Online Teaching Resources	707	643	1,181	811	3,342	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100 - Trujillo/Kageyama	0	2,328	585	181	3,094	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fashion Subject Guide	0	1,593	756	681	3,030	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paralegal Studies Research Guide	369	967	682	569	2,587	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
APIA Scholarships	635	373	793	567	2,368	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Race and Racism: A Resource Guide	0	0	0	2,102	2,102	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History of the United States	0	144	290	1,535	1,969	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100/101 Musical Cultures/Ishibashi	313	902	485	178	1,878	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dia De Los Muertos Interactive Resource Guide	0	1,238	242	75	1,555	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
STEM Research Guide	0	445	371	325	1,141	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AJ 100 Robertson/Ishibashi	0	275	655	168	1,098	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SENSE Survey Results - Fall 2019	460	228	315	47	1,050	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethnic Studies	0	730	237	14	981	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 101 Vandervort Spring 2021/Ishibashi	0	537	324	120	981	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100 Schulze/Ishibashi 2019	0	350	523	66	939	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Basic	842	39	0	0	881	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
World War II : Japanese American Incarceration	0	328	146	399	873	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	0	0	322	533	855	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100 Schulze Spring 2021/Ishibashi	52	470	147	114	783	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Banned Books 2022 @ Fullerton College	0	0	567	167	734	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
COUN 151/Rosen	0	0	0	716	716	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Noodle Tools	476	196	35	7	714	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scholarly Peer-reviewed vs. Popular Sources	0	0	271	392	663	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 100 - England/Kageyama	0	339	246	75	660	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cyber Security	0	640	4	0	644	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Copyright	0	145	337	161	643	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGL 207 - Flores/Kageyama	0	99	501	33	633	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rauda	0	593	26	0	619	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Electronic Reserves	0	114	380	107	601	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English 103 Library Resource Guide / A. Henderson	0	195	207	185	587	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
World War I	0	0	425	118	543	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AJ 100 Robertson/Rosen	0	364	154	9	527	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Political Science Resource Guide	38	457	19	0	514	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AJ 110 Robertson/Ream	82	132	204	78	496	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENG 101 Vandervort Spring 2020/Ishibashi	334	91	45	5	475	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health Sciences	0	453	8	0	461	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular Reads	144	211	50	35	440	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	0	203	110	82	395	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Material Access Support Trends

Report Overview	All Guide Views	Top Guides	Guides Homepage & Database A-Z Page	Appointments with a Librarian
-----------------	-----------------	------------	-------------------------------------	-------------------------------

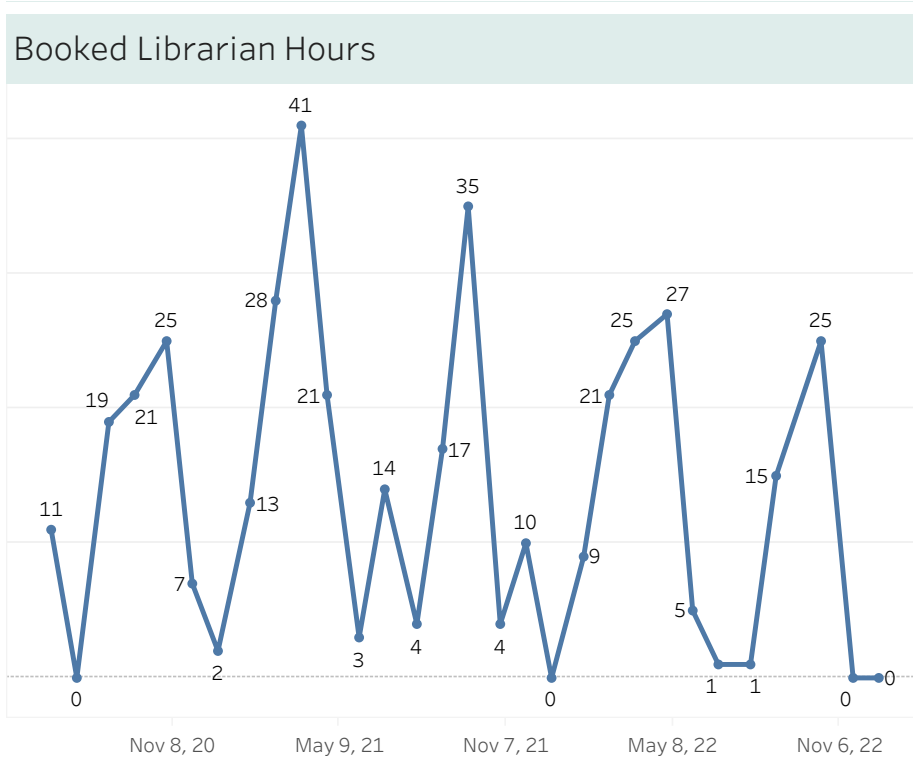
Confirmed Vs. Cancelled Appointments

1,054
Total
Confirmed
Appointments



Booked Librarian Hours

404
Total Booked
Librarian
Hours





G – Physical and Digital Spaces Report

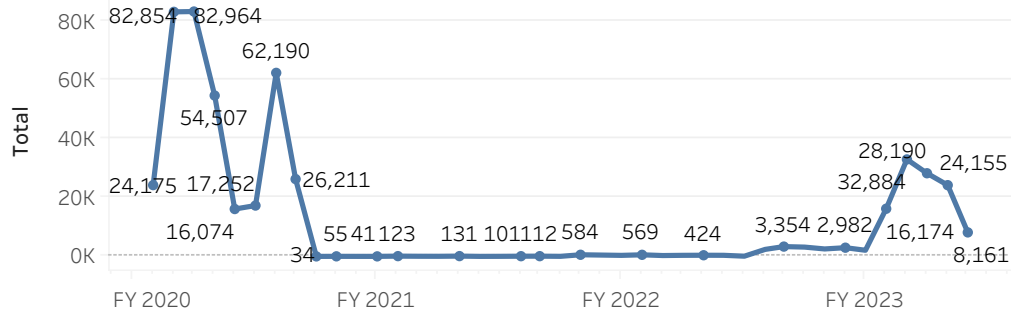
2019-2022 PROGRAM REVIEW

Fullerton College Library

Library Foot Traffic

Total Traffic
496,984
Sum of all doors

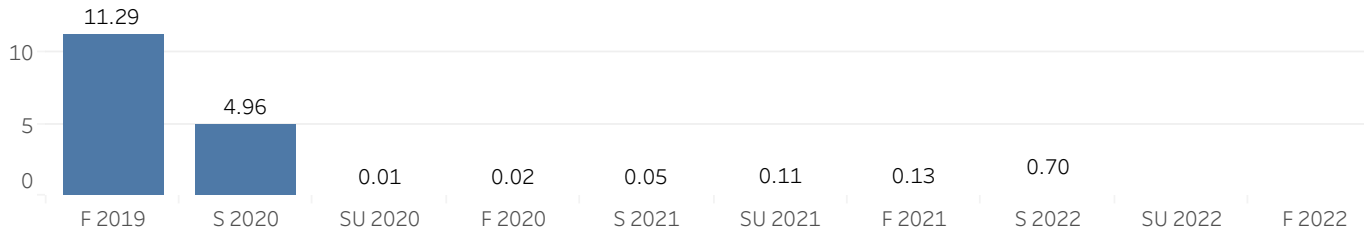
Traffic: Total Library In and Out



- Year of Date
- FY 2019
 - FY 2020
 - FY 2021
 - FY 2022
 - FY 2023

Traffic Count/Enrollment Headcount

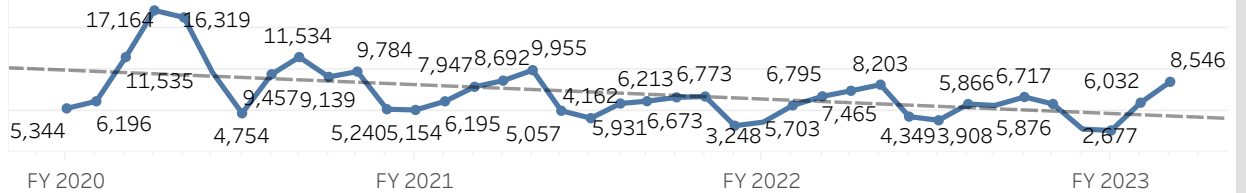
Semester Breakdown



Website Users

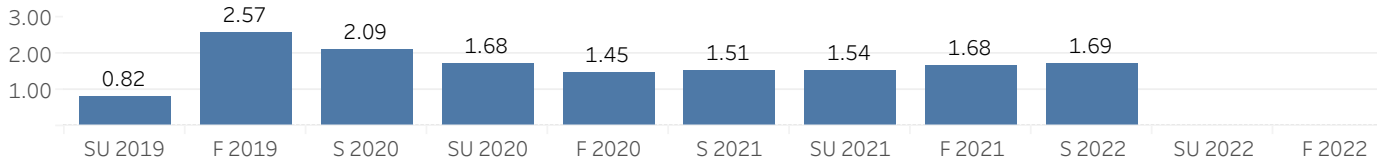
Website Users
276,505

User Count



Website Users/Enrollment Headcount

Semester Breakdown





H – Programs Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Program Metrics

Report Overview

Programs and Promotions

LIBRARY GOALS

- 1) Apply equity-minded practices that create inclusion and foster a sense of community for a diverse student body.
- 2) Partner in the educational mission of Fullerton College to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

SUPPORTED COLLEGE GOALS

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills.

Goal 2: Fullerton College will strengthen and support a diverse and inclusive campus culture.

Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed.

OVERVIEW: LIBRARY PROGRAMS

Librarians run an on-going set of programs centered around reading and relaxing in library spaces. Programs help foster a sense of belonging by creating intellectual spaces where students can discuss issues important to them, such as questions of identity, culture, race, belonging and personal growth. Programs are also promoted together with reading suggestions and book displays. Evaluated library programs include:

- * Banned Books Essay Contest
- * Game Social
- * Leisure Reading Book Group
- * Queer Book Club

STUDENT ORIENTED OUTCOMES

- 1) Students agree that the library program helps to foster a sense of belonging where all are welcome.
- 2) Students, faculty and department collaborators access library resources (books, databases, librarians, etc.) as a result of library activities (outreach, programs, instruction, etc.)

OTHER METRICS

Number of Participating Students - used to gauge popularity of programs and available resources.

Net Promoter Score - alternative measure to student satisfaction with the program.

Expectation Score - a secondary measure of student satisfaction with the program.

Program Metrics

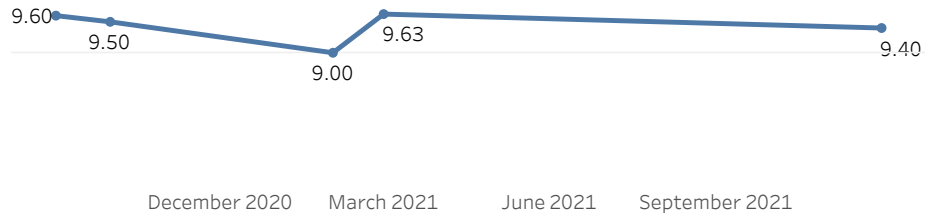
Report Overview

Programs and Promotions

Programs

Meets Expectations?
9.43
Score out of 10

How well did this program meet your expectations? (Score out of 10)



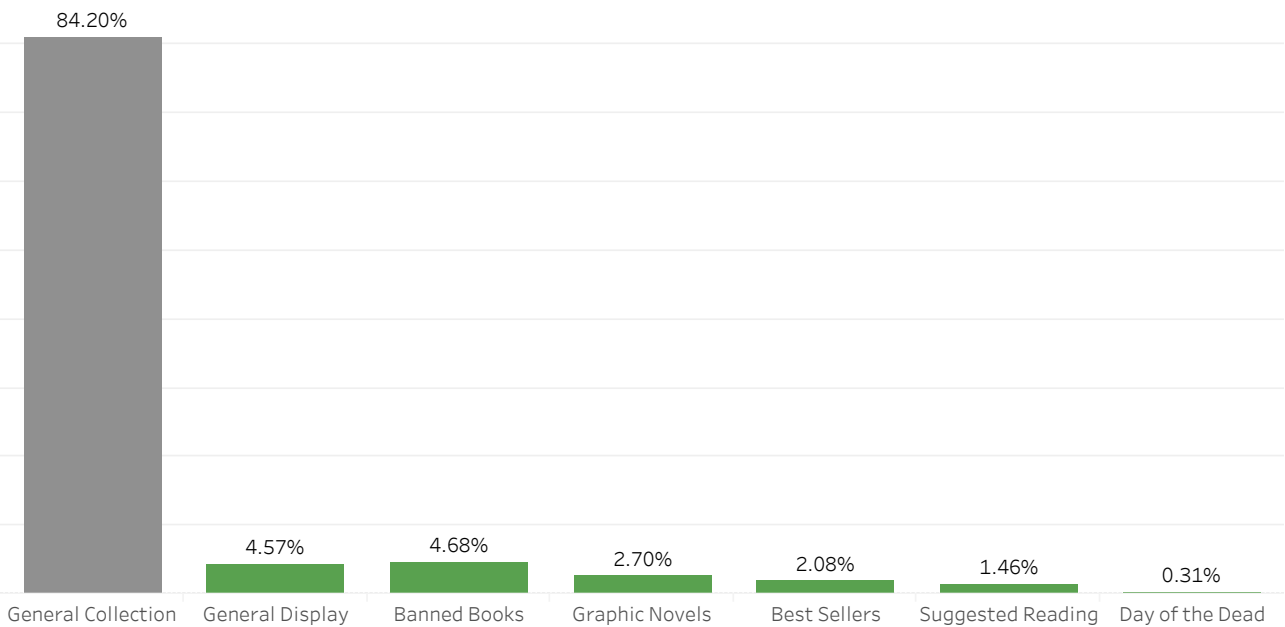
Number of Participants
74

NPS Score
91
(Promoters - Detractors)/Passives

Sense of Belonging
4.75
Score out of 5

Promotions vs. General Collection Loans

Promotions
General Collection





I – Questions Asked in the Library Report

2019-2022 PROGRAM REVIEW

Fullerton College Library

Questions Asked In The Library

Report Overview	Reference Question Types	Reference Question Methods	Circulation Chat	Help Desk
-----------------	--------------------------	----------------------------	------------------	-----------

LIBRARY GOAL

Enable users to access and discover information in all formats through effective use of technology and organization of knowledge.

SUPPORTED COLLEGE GOAL

Goal 1: Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 3: Improve student critical thinking skills

OVERVIEW: LIBRARY INFORMATION ACCESS SUPPORT

The Reference Desk Librarian specializes in answering questions about research, citation, books and general information literacy. Also provides support for printing, directions and other campus service information. Offered both in-person and online.

The Circulation staff specializes in helping students loan physical library materials and spaces, answer questions about the loan process, and collaborate with faculty and departments to make materials available on reserve.

The Help Desk staff specializes in assisting students with navigating the second floor of the library, including opening and closing of study rooms.

STUDENT ORIENTED OUTCOMES

Students regularly request librarian assistance, and users routinely access resource guides to help find information (evaluated by number of questions asked).

OTHER MEASURES

Question types - Categorizes questions into common types. Used to evaluate if extra support is needed. For example, if there is an increase in questions about database login, there may be an issue with the proxy service and may require the Systems Librarian's attention.

Question length - Records the amount of time it takes to answer a question. Used to evaluate workload and if more people may be needed at the reference desk. For example, before the pandemic, there were a good number of printing questions in the morning and two librarians would be scheduled at the reference desk.

Question method - Records where the question is being asked (online or in-person). Used to plan and schedule librarians time in person and online.

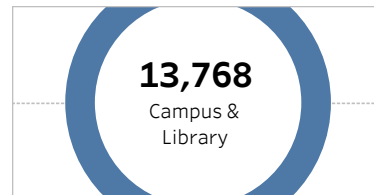
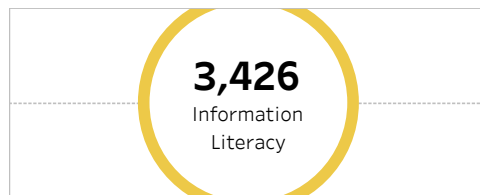
Resource sufficiency - Records whether the librarian had enough available resources to answer a question. A measure of how often extra support or resources may be needed. For example, if a librarian could not find a book a student was asking for, they may flag the interaction as insufficient to indicate that the library should acquire that book.

Questions Asked In The Library

Report Overview	Reference Question Types	Reference Question Methods	Circulation Chat	Help Desk
-----------------	--------------------------	----------------------------	------------------	-----------

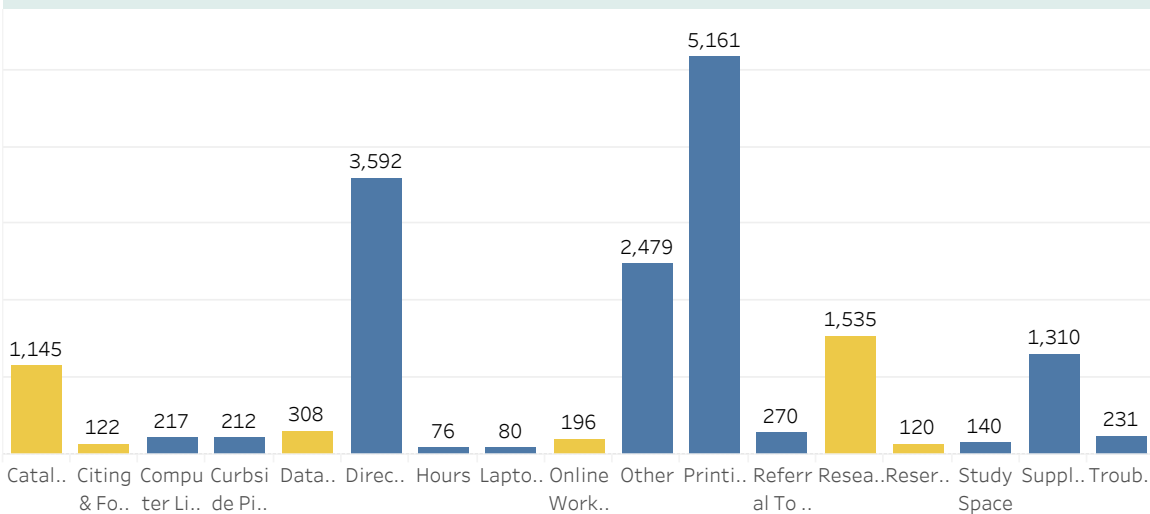
Reference Desk Trends

17,225
Total Reference Questions



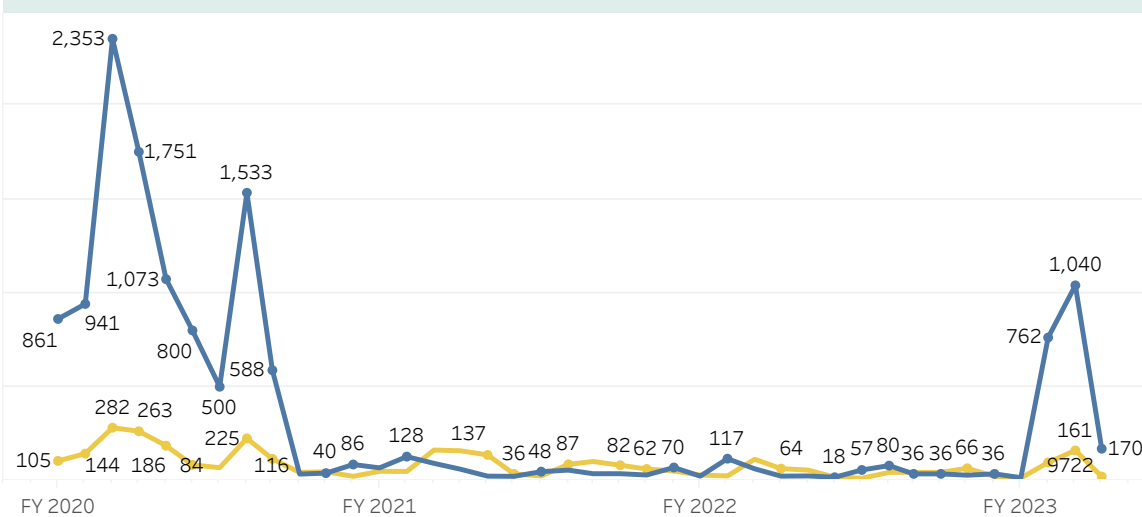
- Year
- FY 2019
 - FY 2020
 - FY 2021
 - FY 2022
 - FY 2023

Types of Reference Questions Asked



- Question Center
- Campus & Library
 - Information
- Method (group)
- Null
 - By Appointment
 - Email or Chat
 - In Person
 - Phone or Text

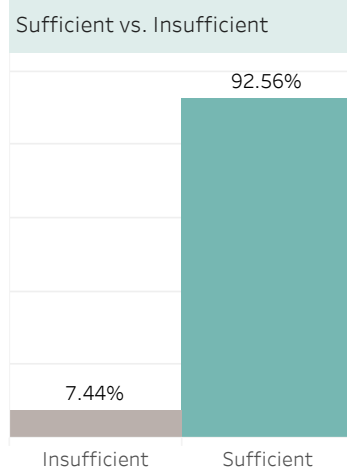
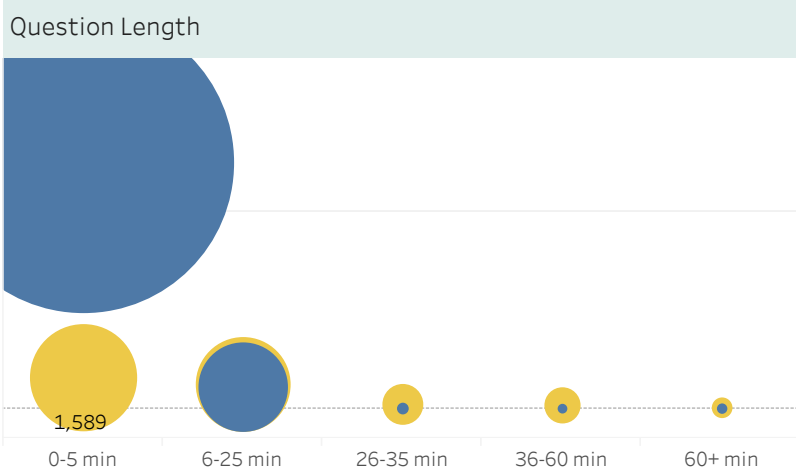
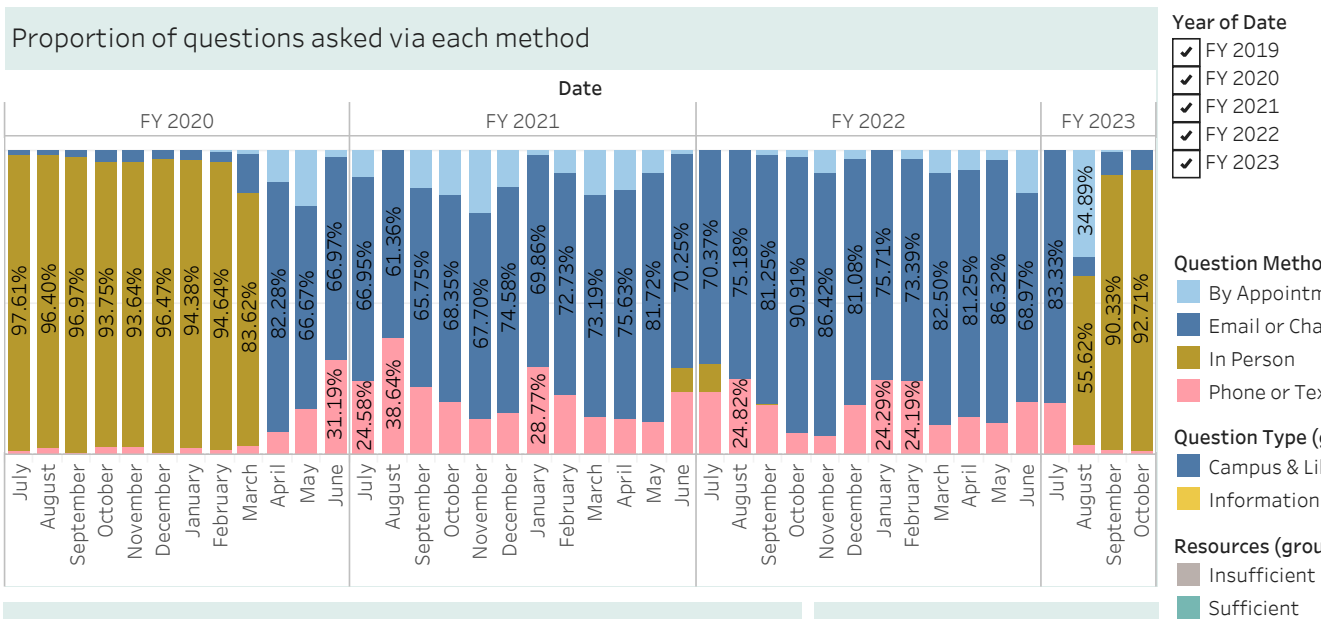
Reference Question Trends



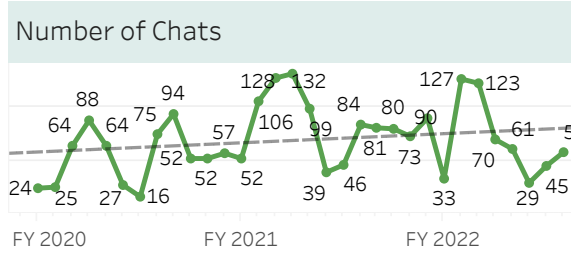
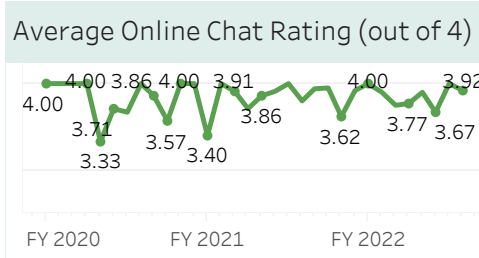
Questions Asked In The Library

Report Overview	Reference Question Types	Reference Question Methods	Circulation Chat	Help Desk
-----------------	--------------------------	----------------------------	------------------	-----------

Methods of Communication



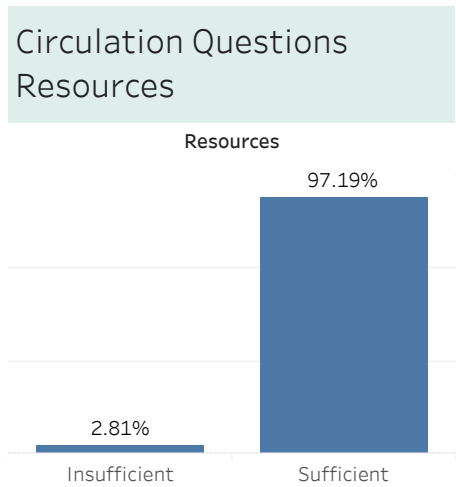
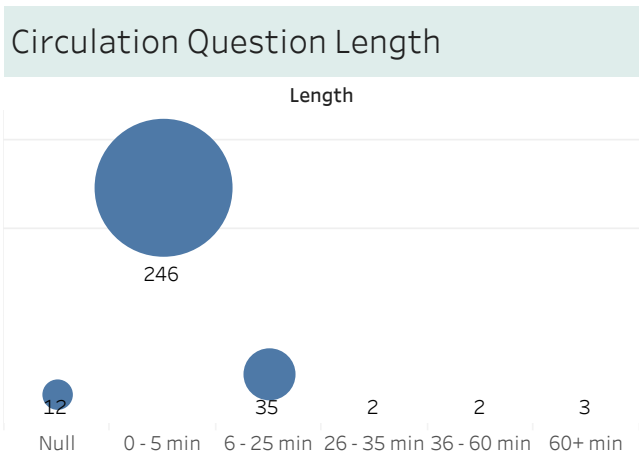
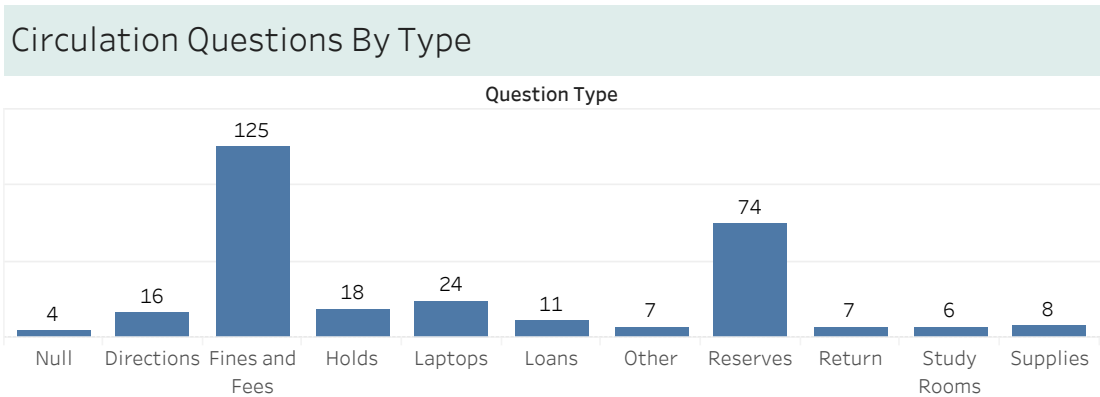
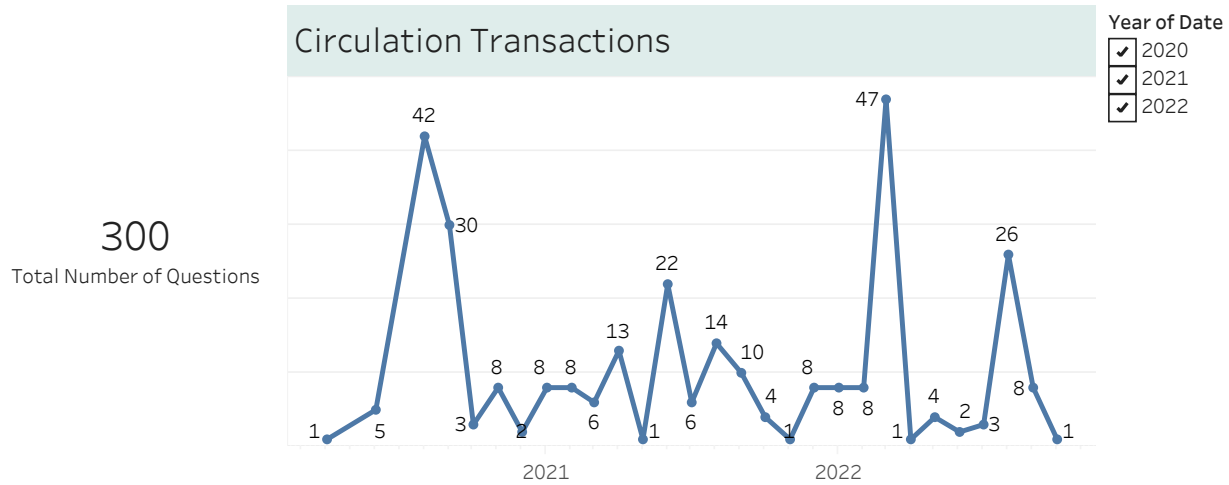
Chat Satisfaction
Average
3.72
Out of 4



Questions Asked In The Library

Report Overview	Reference Question Types	Reference Question Methods	Circulation Chat	Help Desk
-----------------	--------------------------	----------------------------	------------------	-----------

Circulation Questions

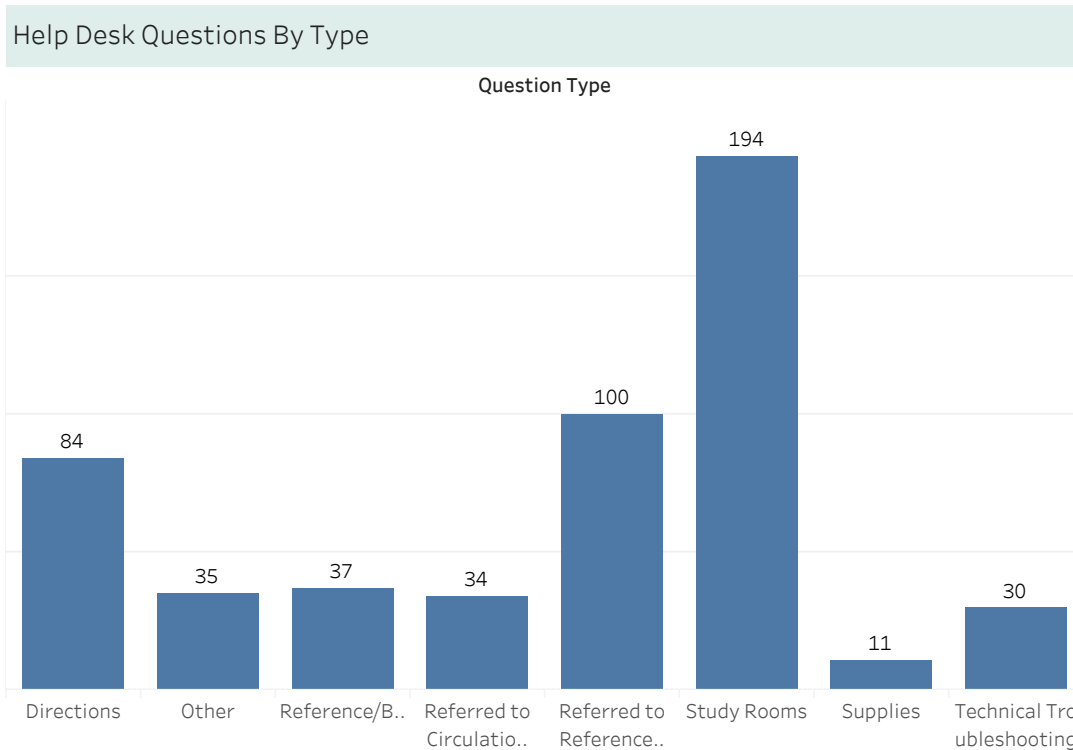
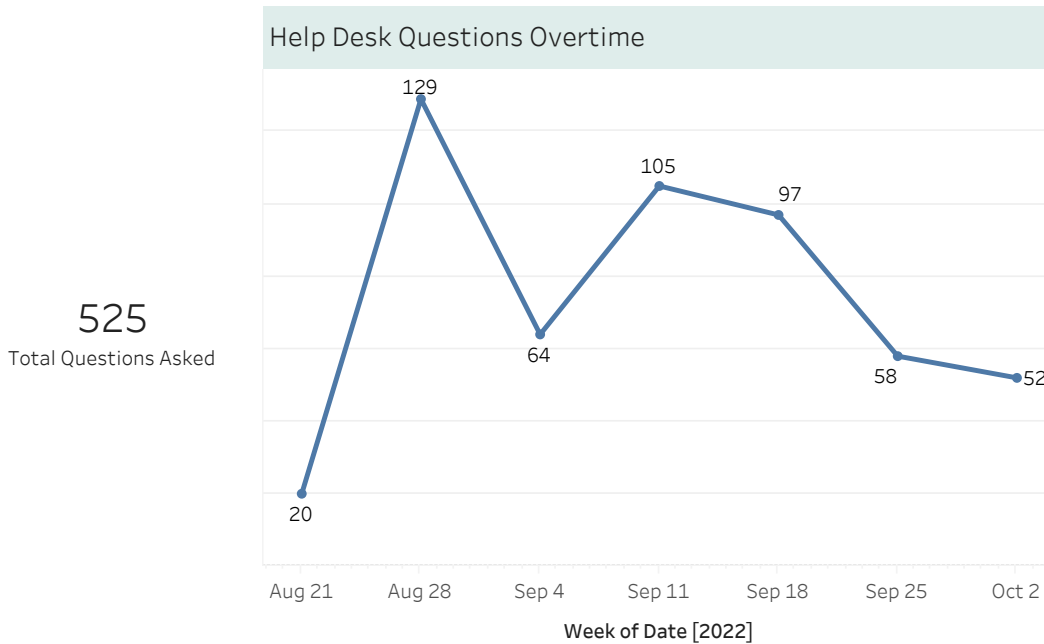



Questions Asked In The Library

Report Overview	Reference Question Types	Reference Question Methods	Circulation Chat	Help Desk
-----------------	--------------------------	----------------------------	------------------	-----------

Help Desk Questions

Year of Date
 2022





J – Lib100: Appendix A and eLumin Reports

2019-2022 PROGRAM REVIEW

Fullerton College Library

**Fullerton College
Instructional Program Review
Fall 2021**

APPENDIX A

Library Technology

The following packet of information contains data for the comprehensive Instructional Program Review process for the Library Technology program.

Data cover a five-year period: Summer 2016 - Spring 2021, which includes the 2016-2017 academic year through the 2020-2021 academic year. Data are current through August 1, 2021.

NOTE: An academic year includes the Summer, Fall, and Spring terms, so the AY 16/17 includes the Summer 2016, Fall 2016, and Spring 2017 terms.

If you have questions about the data packet, please contact the Office of Institutional Effectiveness.

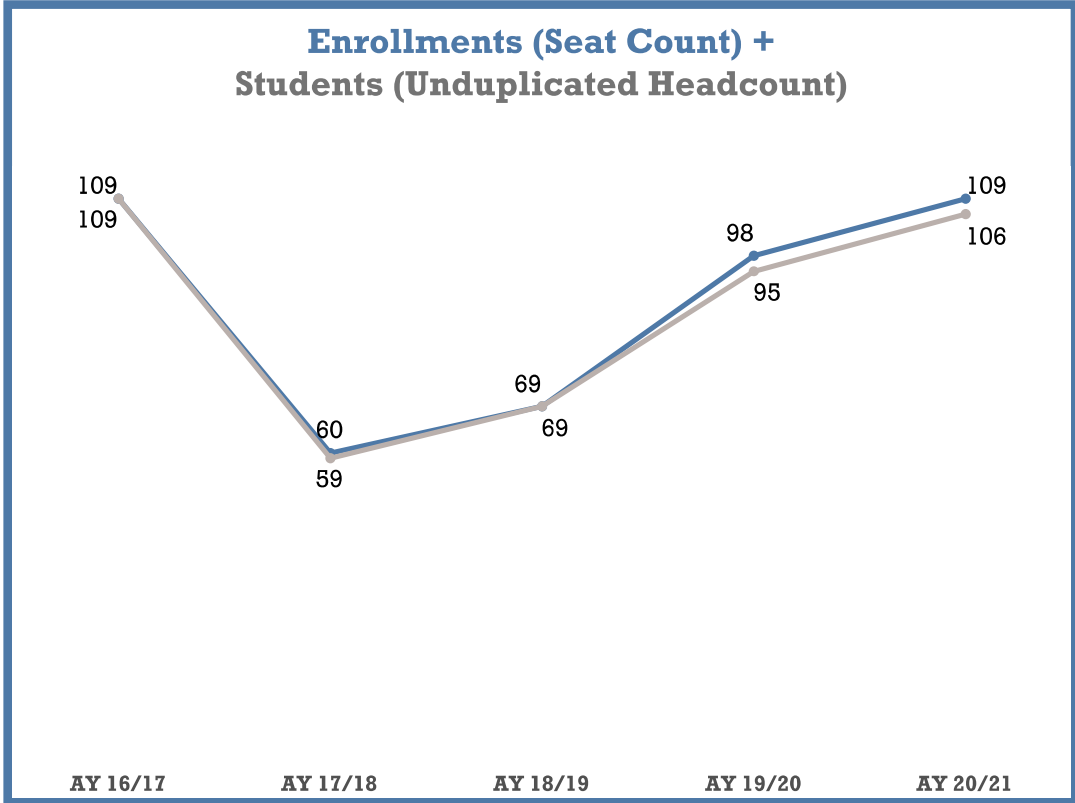
Program Selector:

Library Technology

APPENDIX A
Fall 2021 Instructional Program Review

Library Technology

SECTION 3.1.1: Enrollment Demographics: Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.



The "Enrollments and Students" graph to the left shows the number of **enrollments (seat count)** and the number of **unique students (headcount)** enrolling each academic year in the **Library Technology** program.

5-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 16/17 and AY 20/21.

Note the table shows the change for "**This Program**" as well as the change for all other programs combined at the College.

5-Year % Change in Enrollments	All Other Programs	-11.9%
	This Program	0.0%
% Change in Headcount	All Other Programs	-11.7%
	This Program	-2.8%

1-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 19/20 and AY 20/21.

Note the table shows the change for "**This Program**" as well as the change for all other programs combined at the College.

% Change in Enrollments	All Other Programs	-3.6%
	This Program	11.2%
% Change in Headcount	All Other Programs	-3.3%
	This Program	11.6%

SECTION 3.1.1: Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

**Enrollments (Seat Count) by Course for:
Library Technology**

Course	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
LIB 100 F	73	40	64	86	74
LIB 100HF	36	20	5	12	35
Grand Total	109	60	69	98	109

**1 Year
Comparison
AY 19/20 v.
AY 20/21**

AY 20/21
-14%
192%
11%

**5 Year
Comparison
AY 16/17 v.
AY 20/21**

AY 20/21
1%
-3%
0%

Note: This page(s) is for any program that would like to add commentary on course-level enrollment trends for Section 3.1.1. This table shows course-specific enrollments from AY 16/17, AY 19/20, and AY 20/21. If additional data are needed, please consult FC's KPI Dashboard or connect with OIE.

The number of different courses offered by the Library Technology Program over the last 5 years:

2

Course Enrollment for: Library Technology

NOTE: For programs with < 45 courses, this page will be blank.

1 Year Comparison AY 19/20 v. AY 20/21	5 Year Comparison AY 16/17 v. AY 20/21

The number of different courses offered by the Library Technology Program over the last 5 years:

2

Course Enrollment for: Library Technology

NOTE: For programs with < 90 courses, this page will be blank.

1 Year Comparison AY 19/20 v. AY 20/21	5 Year Comparison AY 16/17 v. AY 20/21

The number of different courses offered by the Library Technology Program over the last 5 years:

2

SECTION 3.1.2: Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain...

Enrollments in Library Technology Compared to All Other Programs: AY 20/21

% Degree Transfer	All Other Programs	77%	This Program	70%
% Certificate	All Other Programs	3%	This Program	2%
% Career Dev.	All Other Programs	6%	This Program	8%
% Special Admit	All Other Programs	3%	This Program	10%
% Age: Under 20	All Other Programs	32%	This Program	46%
% Age: 20 - 24	All Other Programs	42%	This Program	31%
% Age: 25+	All Other Programs	26%	This Program	23%
% Majors	All Other Programs	20%	This Program	0%
% 3+ Program Courses / Year	All Other Programs	7%	This Program	0%
% Special Admit Last Year	All Other Programs	7%	This Program	17%
% 24+ Unit Attempts This Year	All Other Programs	22%	This Program	42%
% College Grad	All Other Programs	7%	This Program	4%
% DSS	All Other Programs	6%	This Program	8%
% Foster Youth	All Other Programs	1%	This Program	2%
% LGBT	All Other Programs	9%	This Program	15%
% Low-Income	All Other Programs	74%	This Program	75%
% Veteran	All Other Programs	2%	This Program	1%

AY 20/21 Enrollments (Seat Count) for "This Program" Library Technology

109

AY 20/21 Enrollments (Seat Count) for "All Other Programs"

129,874

Library Technology Enrollments by Race | Ethnicity | Ancestry

	All Other Prog..	This Program
Amer. Indian Alaska N..	0.2%	
Asian	11.2%	10.1%
Black African Amer.	2.9%	2.8%
Filipino	2.7%	0.9%
Latinx	57.7%	56.9%
Native Hawaiian Pacifi..	0.2%	0.9%
Two or More	3.4%	3.7%
Unknown	5.6%	7.3%
White	16.0%	17.4%

Library Technology Enrollments by Gender

	All Other Programs	This Program
Female	53.0%	66.1%
Male	42.5%	31.2%
Different Ident..	4.6%	2.8%

SECTION 3.1.2: Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain...

**AY 20/21
Enrollments in
Library
Technology
courses for Majors**

**AY 20/21
Enrollments in
Library
Technology
courses for
Non-Majors**

109

Majors vs. Non-Majors in Library Technology Courses: AY 20/21		
% Degree Transfer	Non-Majors	70%
% Certificate	Non-Majors	2%
% Career Dev.	Non-Majors	8%
% Special Admit	Non-Majors	10%
% Age: Under 20	Non-Majors	46%
% Age: 20 - 24	Non-Majors	31%
% Age: 25+	Non-Majors	23%
% Majors	Non-Majors	0%
% 3+ Program Courses / Year	Non-Majors	0%
% Special Admit Last Year	Non-Majors	17%
% 24+ Unit Attempts This Year	Non-Majors	42%
% College Grad	Non-Majors	4%
% DSS	Non-Majors	8%
% Foster Youth	Non-Majors	2%
% LGBT	Non-Majors	15%
% Low-Income	Non-Majors	75%
% Veteran	Non-Majors	1%

Library Technology Enrollments by Race Ethnicity Ancestry	
	Non-Majors
Asian	10.1%
Black African Amer.	
Filipino	
Latinx	56.9%
Native Hawaiian Pacifi..	
Two or More	
Unknown	
White	17.4%

Library Technology Enrollments by Gender	
	Non-Majors
Female	66.1%
Male	31.2%
Non-Binary	
Unknown	

SECTION 3.1.3: Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, online, hybrid)? Please explain.

SECTION 3.1.5: Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

**5 Courses with Most Enrollments
(5 Year Totals)**

Course	Enrollments	Sections	% Online	% Evening
LIB 100 F	337	25	33%	0%
LIB 100HF	108	12	15%	0%

Average* Number of Sections Offered and Enrollment by Semester
**(5-Year Avg.)*

	Avg. Sections	Avg. Enrollments
Summer	3	31
Fall	2	32
Spring	2	26

Number of Summer, Fall, and Spring Terms, respectively, a course has been offered in the last 5 years.

(5 = Course has been offered every Fall term in the last 5 years; 4 = Course has been offered 4 of the last 5 fall semesters, etc.)

Course	Summer	Fall	Spring
LIB 100 F	5	5	5
LIB 100HF	4	3	4

Number of Summer, Fall, and Spring Terms, respectively, a course has been offered in the last 5 years.

(5 = Course has been offered every Fall term in the last 5 years; 4 = Course has been offered 4 of the last 5 fall semesters, etc.)

Course	Summer	Fall	Spring
LIB 100 F	5	5	5
LIB 100HF	4	3	4

SECTION 3.1.5: Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Continued

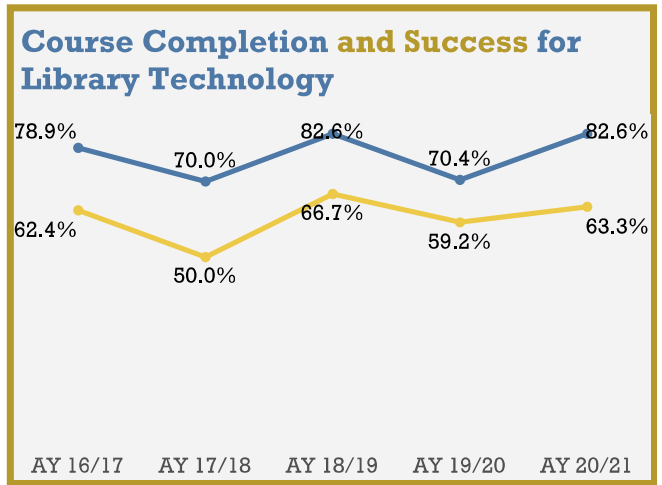
Continued

Course Completion + Course Success

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: **completion**, **success**, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

Course Completion and Success for Library Technology

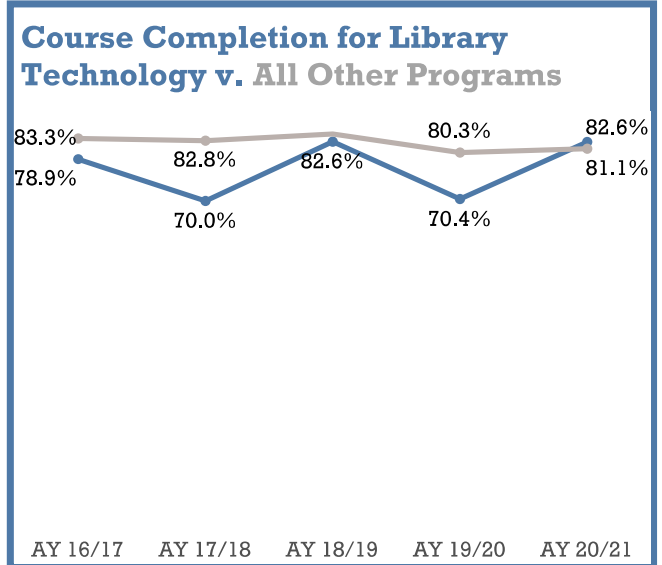
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	78.9%	70.0%	82.6%	70.4%	82.6%
Course Success	62.4%	50.0%	66.7%	59.2%	63.3%



Course Completion and Success for Library Technology Relative to All Other Programs

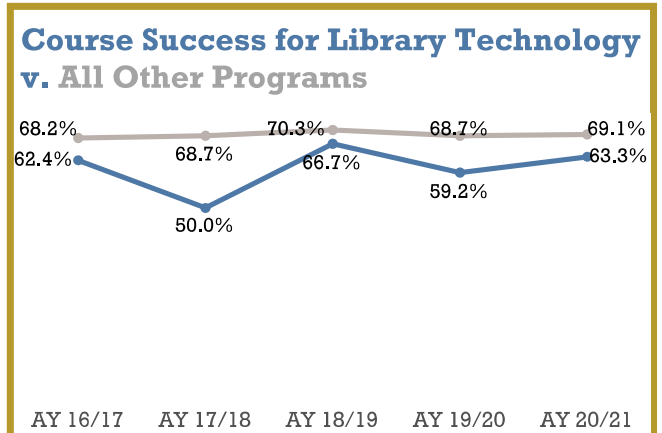
Course Completion for Library Technology

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	78.9%	70.0%	82.6%	70.4%	82.6%
All Other Progra..	83.3%	82.8%	84.3%	80.3%	81.1%



Course Success for Library Technology

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Program Match	62.4%	50.0%	66.7%	59.2%	63.3%
All Other Progra..	68.2%	68.7%	70.3%	68.7%	69.1%



Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, **degrees/certificates**, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

# of Unique Students Earning a Program Award in Last 5 Years in Library Technology	# of Unique Students Earning a Program Award by Type in Last 5 Years in Library Technology
---	---

Program Awards by Year Total Awards
--

Program Awards by Type Degrees, State Approved Certs + Local Certs

Students Earning an Award by Year Unique Students
--

Program Awards AA/AS, ADT, Cert: <30 Units, Cert: 30 - 59 Units, Cert: 60+ Units, Local Certs

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, **degrees/certificates**, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

# of Unique Students Earning a Program Award in Last 5 Years in Library Technology	Total Program Award in Last 5 Years in Library Technology
---	--

of Students Earning a Program Award by Award Type
--

Program Award Details for Library Technology Unique Students by Award Type by Year

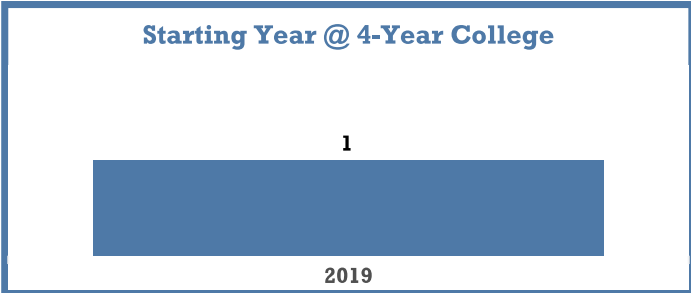
Program Award Details for Library Technology Total Specific Awards by Year

Transfer

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, **transfer**, licensing, job placement, wage improvements (not all of these measures apply to every program).

Total Transfer Students from Library Technology
1

Transfers by Award Earners or Majors	
Major	1



Transfer by Destination	
CSU	1

Transfer by Race Ethnicity Ancestry		
	Transfers	%
Unknown	1	100%

Transfer by Destination by Award Earner or Major	
Major	
CSU	1
Total	1

Most Popular 4-Year College Destination (Top 7)	
CALIFORNIA STATE UNIVERSITY - LONG BEACH	1

Job Placement + Wage Improvement

Section 3.2.1: Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, **job placement, wage improvements** (not all of these measures apply to every program).

**Strong Workforce Program
(TOP Code)**

Chancellor's Office Strong Workforce Program dashboard. That dashboard, and additional documentation, can be found at: calpassplus.org/Launchboard/SWP.aspx

Program Selector
Library Technology

SWP Students: All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) excluding Special Admit students on a TOP code that is assigned to a vocational industry sector.

SWP Units: Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

SWP: Job Close to Field of Study: Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

Attained the Living Wage: Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

Median Change in Earnings: Among Strong Workforce Program students **who exited and who did not transfer** to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended

Median Annual Earnings: Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

COURSE COMPLETION: Equity Analysis for Library Technology

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

by Race | Ethnicity | Ancestry

	Enrollments	Course Co..	Gap
Amer. Indian Alaska Native			
Asian	67	92.5%	
Black African Amer.	14	64.3%	
Filipino	15	66.7%	
Latinx	228	73.2%	-19
Native Hawaiian Pacific Island..			
Two or More	22	63.6%	
Unknown	30	90.0%	
White	62	82.3%	

by Gender

	Enrollments	Course Co..	Gap
Different Id..	14	78.6%	
Female	279	76.3%	
Male	152	78.9%	

by DSS

	Enrollments	Course Completion	Gap
Not DSS	415	77.1%	
DSS	30	80.0%	

by Foster Youth

	Enrollments	Course Completion	Gap
Not Foster Y..	440	77.7%	

by LGBT

	Enrollments	Course Completion	Gap
Not LGBT	410	78.3%	
LGBT	35	65.7%	

by Low Income

	Enrollments	Course Completion	Gap
Not Low Income	90	78.9%	
Low Income	355	76.9%	

by Military Status

	Enrollments	Course Completion	Gap
Not Military	441	77.1%	

COURSE SUCCESS: Equity Analysis for Library Technology

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

by Race | Ethnicity | Ancestry

	Enrollments	Course Success	Gap
Amer. Indian Alaska Native			
Asian	67	82.1%	
Black African Amer.	14	42.9%	
Filipino	15	40.0%	
Latinx	228	54.8%	-28
Native Hawaiian Pacific Islander			
Two or More	22	59.1%	
Unknown	30	73.3%	
White	62	67.7%	

by Gender

	Enrollments	Course Success	Gap
Female	279	61.3%	
Male	152	58.6%	
Different Id..	14	78.6%	

by DSS

	Enrollments	Course Success	Gap
Not DSS	415	60.2%	-41
DSS	30	70.0%	

by Foster Youth

	Enrollments	Course Success	Gap
Not Foster Youth	440	61.1%	

by LGBT

	Enrollments	Course Success	Gap
Not LGBT	410	62.2%	
LGBT	35	45.7%	

by Low Income

	Enrollments	Course Success	Gap
Not Low Income	90	68.9%	
Low Income	355	58.9%	-36

by Military

	Enrollments	Course Success	Gap
Not Military	441	60.8%	

Degrees + Certificates: Equity Analysis for Library Technology

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

of Unique Students Earning a Program Award by Type in Last 5 Years in Library Technology

Library Technology Majors in Library Technology Courses vs. Library Technology Award Earners

**Enrollments Among Library
Technology Majors by Race | Ethnicity
| Ancestry**

Program Awards in Library Technology by
Race | Ethnicity | Ancestry

Unknown	100%
---------	------

Section 3.3.1: Gateway Course Information. Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, **gateway courses**, and bottleneck courses. (Not all of these measures apply to every program.)

5 Most Enrolled Courses in Library Technology

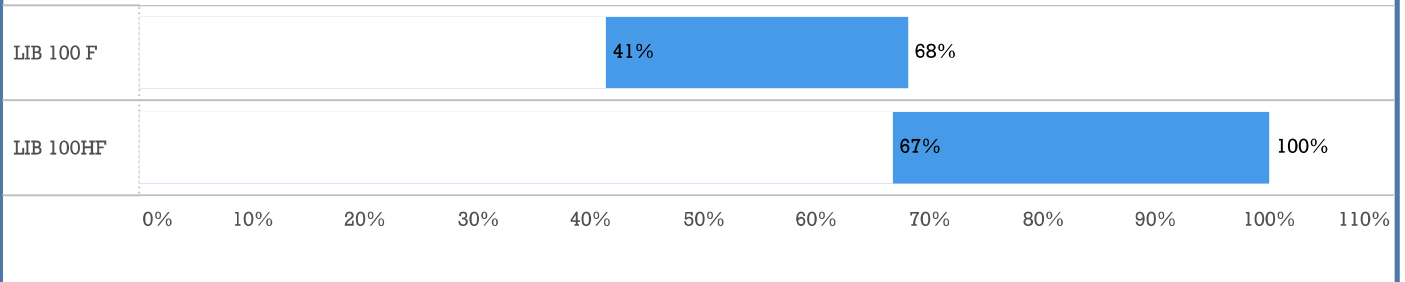
NOTE: 5-year totals

	Enrollments	Students Repeating	% of Students who Repeated	Course Completion	Course Success	Withdraw Rate
LIB 100 F	337	11	3.4%	74%	55%	26%
LIB 100HF	108	4	3.8%	87%	79%	13%

Range of Success Rates by Section:

20th Percentile v. 80th Percentile

(At least 10 Sections Offered)



Disproportion Impact in Top 5 Enrolled Courses by Course by Race | Ethnicity | Ancestry

NOTE: Only Identities with Calculated Disproportion Impact Appear

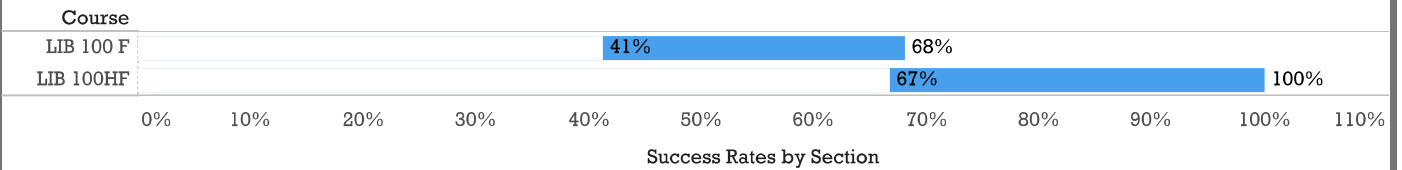
		Enrollments	Course Success	Gap
LIB 100 F	Filipino	12	25.0%	-4
	Latinx	183	51.9%	-13
LIB 100HF	Latinx	45	66.7%	-9

Section 3.3.1: Bottleneck Analysis: Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and **bottleneck** courses. (Not all of these measures apply to every program.)

Within the last 5 years, courses by course success rate (ascending 5 courses).		Within the last 5 years, the 5 courses with highest % of students repeating the course (NOTE: Some courses may allow for repeat enrollment)		Within the last 5 years, the 5 courses with the highest # of withdrawals		Within the last 5 years, the 5 courses with the highest % of withdrawals	
LIB 100 F	55.2%			LIB 100 F	87	LIB 100 F	25.8%
LIB 100HF	78.7%	LIB 100HF	3.8%	LIB 100HF	14	LIB 100HF	13.0%
		LIB 100 F	3.4%				

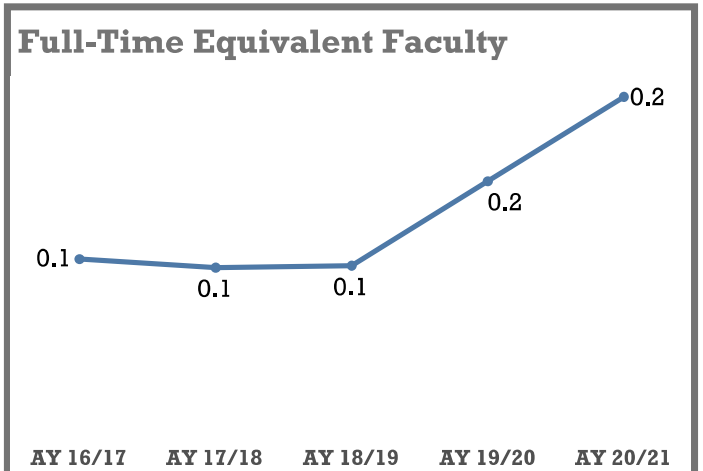
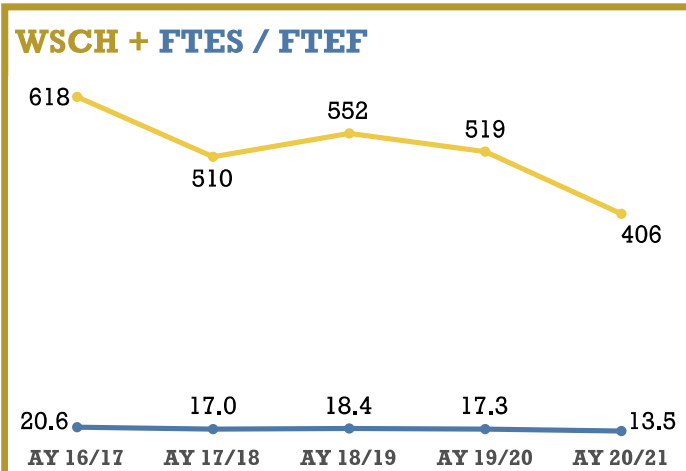
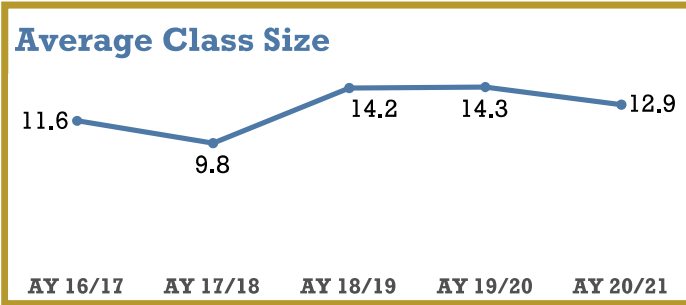
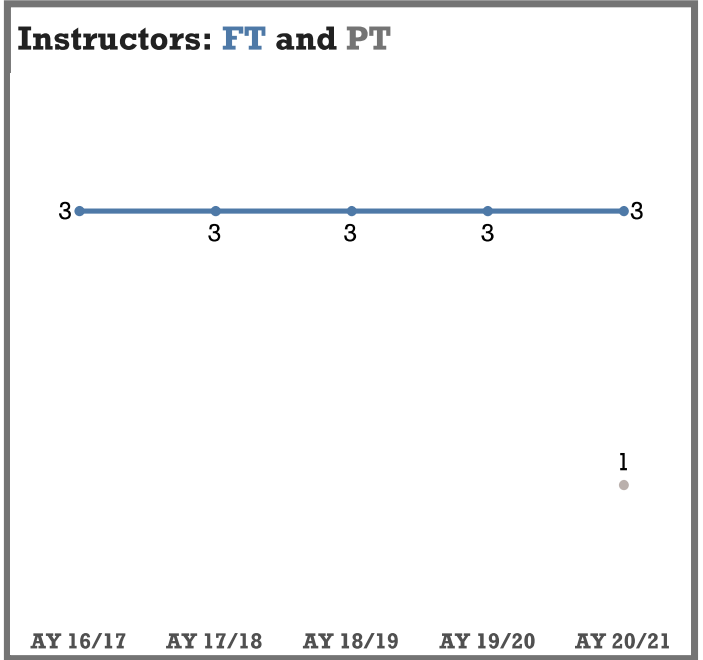
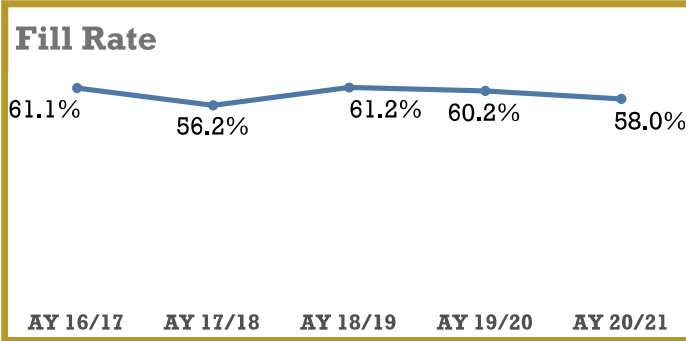
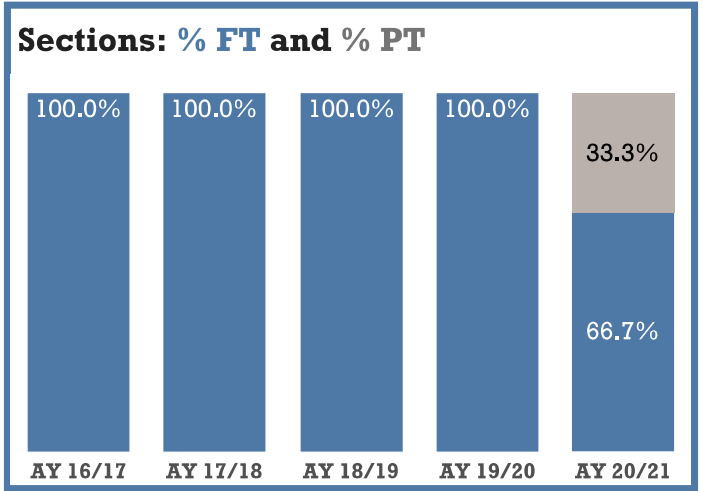
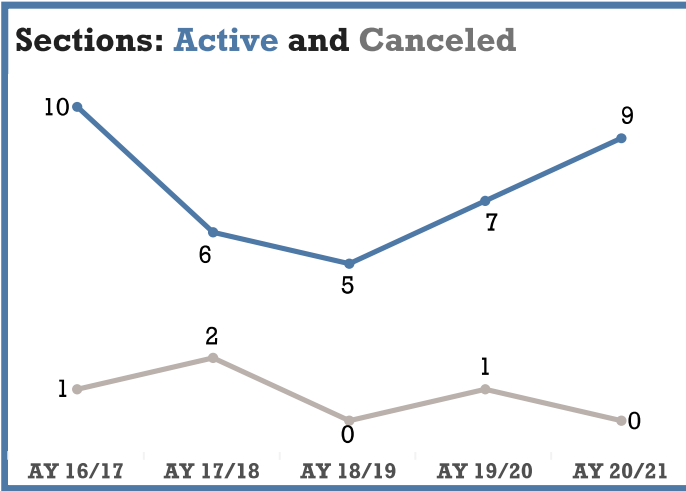
**Range of Success Rates by Section:
20th Percentile v. 80th Percentile**

(>=10 Sections, 100+ Enrollments, >=25 % Point Difference)



Library Technology Faculty:

Section 3.4.1 Faculty: Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)



Library Technology General Education:

Section 5.1: Your Department and General Education.

% of Enrollments Over the Last 5 Years in GE Courses

	% of Enrollments	Enrollments
Non-GE Enrollments	100.0%	445.0

Courses that Fulfill CSU General Education Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)

(CSU and IGETC: 1 = Yes; 0 = No)



SLO Performance Report

by SLO with Demographic Category

The purpose of this report is to present the number and percent of assessment scores at each mastery level for each program or institution learning outcome for a given term(s) or assessment cycle(s) for a given department, program, or course group. You can also choose to show this information by course.

Department: Library/Learning Resources Dept.

SLOs: Library Data

Courses: All Courses

Date: 10-05-2022

Terms: Fall 2022, Spring 2022, Fall 2021, Spring 2021, Fall 2020, Summer 2020, Spring 2020

Demographics Categories and Elements:

Gender: F, M, N, X
Economically Disadvantaged Status: UNKNOWN, Y
Ethnicity: African American, American Indian/Alaskan Native, Asian, Filipino, Hispanic, Pacific Islander, Unknown, Unspecified, White Non-Hispanic

CSLO: Construct an effective search strategy to locate information on a particular subject.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	7	58.33%	0	0.00%	5	41.67%
Spring 2021	0	0.00%	0	0.00%	4	36.36%	0	0.00%	7	63.64%
Fall 2021	0	0.00%	0	0.00%	10	100.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	24	66.67%	0	0.00%	12	33.33%

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	3	50.00%	0	0.00%	3	50.00%
Spring 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	56.25%	0	0.00%	7	43.75%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	10	55.56%	0	0.00%	8	44.44%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Spring 2022	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	24	66.67%	0	0.00%	12	33.33%
M	0	0.00%	0	0.00%	9	56.25%	0	0.00%	7	43.75%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	9	52.94%	0	0.00%	8	47.06%
Spring 2021	0	0.00%	0	0.00%	5	38.46%	0	0.00%	8	61.54%
Fall 2021	0	0.00%	0	0.00%	10	76.92%	0	0.00%	3	23.08%
Spring 2022	0	0.00%	0	0.00%	6	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	30	61.22%	0	0.00%	19	38.78%

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	10	55.56%	0	0.00%	8	44.44%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Spring 2022	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	30	61.22%	0	0.00%	19	38.78%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

*Too few to report

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	7	58.33%	0	0.00%	5	41.67%
Spring 2021	0	0.00%	0	0.00%	3	42.86%	0	0.00%	4	57.14%
Fall 2021	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	19	65.52%	0	0.00%	10	34.48%

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	2	50.00%	0	0.00%	2	50.00%
Spring 2021	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2021	0	0.00%	0	0.00%	3	60.00%	0	0.00%	2	40.00%
Spring 2022	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	10	55.56%	0	0.00%	8	44.44%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Spring 2022	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	19	65.52%	0	0.00%	10	34.48%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%

Overall by Term for CSLO: Construct an effective search strategy to locate information on a particular subject.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	10	55.56%	0	0.00%	8	44.44%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Spring 2022	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Category for CSLO: Construct an effective search strategy to locate information on a particular subject.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%
Economically Disadvantaged Status	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%
Ethnicity	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%

CSLO: Construct and implement an effective search strategy to locate information on a particular subject.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	6	75.00%	0	0.00%	2	25.00%
Fall 2021	0	0.00%	0	0.00%	3	50.00%	0	0.00%	3	50.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%

*Too few to report

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	69.23%	0	0.00%	4	30.77%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	4	44.44%	0	0.00%	5	55.56%
Spring 2022	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%
M	0	0.00%	0	0.00%	9	69.23%	0	0.00%	4	30.77%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	4	44.44%	0	0.00%	5	55.56%
Spring 2022	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%

*Too few to report

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	4	44.44%	0	0.00%	5	55.56%
Spring 2022	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	3	75.00%	0	0.00%	1	25.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	6	75.00%	0	0.00%	2	25.00%
Fall 2021	0	0.00%	0	0.00%	2	33.33%	0	0.00%	4	66.67%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	8	57.14%	0	0.00%	6	42.86%

*Too few to report

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	4	44.44%	0	0.00%	5	55.56%
Spring 2022	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	8	57.14%	0	0.00%	6	42.86%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Overall by Term for CSLO: Construct and implement an effective search strategy to locate information on a particular subject.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	4	44.44%	0	0.00%	5	55.56%
Spring 2022	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Category for CSLO: Construct and implement an effective search strategy to locate information on a particular subject.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Economically Disadvantaged Status	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Ethnicity	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%

CSLO: Evaluate and determine the validity of websites using appropriate criteria.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	6	75.00%	0	0.00%	2	25.00%
Fall 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%

*Too few to report

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	3	75.00%	0	0.00%	1	25.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	8	61.54%	0	0.00%	5	38.46%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	5	55.56%	0	0.00%	4	44.44%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
M	0	0.00%	0	0.00%	8	61.54%	0	0.00%	5	38.46%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	5	55.56%	0	0.00%	4	44.44%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%

*Too few to report

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	5	55.56%	0	0.00%	4	44.44%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	3	75.00%	0	0.00%	1	25.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	5	71.43%	0	0.00%	2	28.57%

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	6	75.00%	0	0.00%	2	25.00%
Fall 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%

*Too few to report

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%

*Too few to report

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	5	55.56%	0	0.00%	4	44.44%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	5	71.43%	0	0.00%	2	28.57%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%

Overall by Term for CSLO: Evaluate and determine the validity of websites using appropriate criteria.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Fall 2021	0	0.00%	0	0.00%	5	55.56%	0	0.00%	4	44.44%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Category for CSLO: Evaluate and determine the validity of websites using appropriate criteria.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Economically Disadvantaged Status	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%
Ethnicity	0	0.00%	0	0.00%	19	67.86%	0	0.00%	9	32.14%

CSLO: Evaluate and determine the validity of websites using appropriate criteria.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	9	75.00%	0	0.00%	3	25.00%
Spring 2021	0	0.00%	0	0.00%	4	36.36%	0	0.00%	7	63.64%
Fall 2021	0	0.00%	0	0.00%	9	90.00%	0	0.00%	1	10.00%
Spring 2022	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	24	66.67%	0	0.00%	12	33.33%

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	3	50.00%	0	0.00%	3	50.00%
Spring 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	56.25%	0	0.00%	7	43.75%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	12	66.67%	0	0.00%	6	33.33%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	24	66.67%	0	0.00%	12	33.33%
M	0	0.00%	0	0.00%	9	56.25%	0	0.00%	7	43.75%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	11	64.71%	0	0.00%	6	35.29%
Spring 2021	0	0.00%	0	0.00%	5	38.46%	0	0.00%	8	61.54%
Fall 2021	0	0.00%	0	0.00%	9	69.23%	0	0.00%	4	30.77%
Spring 2022	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	30	61.22%	0	0.00%	19	38.78%

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	12	66.67%	0	0.00%	6	33.33%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	30	61.22%	0	0.00%	19	38.78%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

*Too few to report

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	7	58.33%	0	0.00%	5	41.67%
Spring 2021	0	0.00%	0	0.00%	3	42.86%	0	0.00%	4	57.14%
Fall 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	18	62.07%	0	0.00%	11	37.93%

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	3	75.00%	0	0.00%	1	25.00%
Spring 2021	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2021	0	0.00%	0	0.00%	3	60.00%	0	0.00%	2	40.00%
Spring 2022	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	12	66.67%	0	0.00%	6	33.33%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	18	62.07%	0	0.00%	11	37.93%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	9	64.29%	0	0.00%	5	35.71%

Overall by Term for CSLO: Evaluate and determine the validity of websites using appropriate criteria.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	12	66.67%	0	0.00%	6	33.33%
Spring 2021	0	0.00%	0	0.00%	5	35.71%	0	0.00%	9	64.29%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Category for CSLO: Evaluate and determine the validity of websites using appropriate criteria.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%
Economically Disadvantaged Status	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%
Ethnicity	0	0.00%	0	0.00%	33	62.26%	0	0.00%	20	37.74%

CSLO: Compile a bibliography of relevant print and online resources on a given topic.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	7	87.50%	0	0.00%	1	12.50%
Fall 2021	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	12	85.71%	0	0.00%	2	14.29%

*Too few to report

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	3	75.00%	0	0.00%	1	25.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	8	61.54%	0	0.00%	5	38.46%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Fall 2021	0	0.00%	0	0.00%	6	66.67%	0	0.00%	3	33.33%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	12	85.71%	0	0.00%	2	14.29%
M	0	0.00%	0	0.00%	8	61.54%	0	0.00%	5	38.46%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Fall 2021	0	0.00%	0	0.00%	6	66.67%	0	0.00%	3	33.33%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	21	75.00%	0	0.00%	7	25.00%

*Too few to report

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Fall 2021	0	0.00%	0	0.00%	6	66.67%	0	0.00%	3	33.33%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	21	75.00%	0	0.00%	7	25.00%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	6	75.00%	0	0.00%	2	25.00%
Fall 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%

*Too few to report

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Fall 2021	0	0.00%	0	0.00%	6	66.67%	0	0.00%	3	33.33%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Overall by Term for CSLO: Compile a bibliography of relevant print and online resources on a given topic.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%
Fall 2021	0	0.00%	0	0.00%	6	66.67%	0	0.00%	3	33.33%
Spring 2022	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Category for CSLO: Compile a bibliography of relevant print and online resources on a given topic.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	21	75.00%	0	0.00%	7	25.00%
Economically Disadvantaged Status	0	0.00%	0	0.00%	21	75.00%	0	0.00%	7	25.00%
Ethnicity	0	0.00%	0	0.00%	21	75.00%	0	0.00%	7	25.00%

CSLO: Compile a bibliography of relevant print and online resources on a given topic.

Demographic Category: Gender

F

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	11	91.67%	0	0.00%	1	8.33%
Spring 2021	0	0.00%	0	0.00%	5	45.45%	0	0.00%	6	54.55%
Fall 2021	0	0.00%	0	0.00%	8	80.00%	0	0.00%	2	20.00%
Spring 2022	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	26	72.22%	0	0.00%	10	27.78%

M

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Spring 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Fall 2021	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	11	68.75%	0	0.00%	5	31.25%

N

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

X

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	16	88.89%	0	0.00%	2	11.11%
Spring 2021	0	0.00%	0	0.00%	6	42.86%	0	0.00%	8	57.14%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Gender

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
F	0	0.00%	0	0.00%	26	72.22%	0	0.00%	10	27.78%
M	0	0.00%	0	0.00%	11	68.75%	0	0.00%	5	31.25%
N	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
X	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Economically Disadvantaged Status

UNKNOWN

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	15	88.24%	0	0.00%	2	11.76%
Spring 2021	0	0.00%	0	0.00%	5	38.46%	0	0.00%	8	61.54%
Fall 2021	0	0.00%	0	0.00%	9	69.23%	0	0.00%	4	30.77%
Spring 2022	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	34	69.39%	0	0.00%	15	30.61%

Y

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Term for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	16	88.89%	0	0.00%	2	11.11%
Spring 2021	0	0.00%	0	0.00%	6	42.86%	0	0.00%	8	57.14%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Economically Disadvantaged Status

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
UNKNOWN	0	0.00%	0	0.00%	34	69.39%	0	0.00%	15	30.61%
Y	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Demographic Category: Ethnicity

African American

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

American Indian/Alaskan Native

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Asian

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
Spring 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%

*Too few to report

Filipino

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	10	83.33%	0	0.00%	2	16.67%
Spring 2021	0	0.00%	0	0.00%	4	57.14%	0	0.00%	3	42.86%
Fall 2021	0	0.00%	0	0.00%	4	66.67%	0	0.00%	2	33.33%
Spring 2022	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	22	75.86%	0	0.00%	7	24.14%

Pacific Islander

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unknown

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Unspecified

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

White Non-Hispanic

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Spring 2021	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
Fall 2021	0	0.00%	0	0.00%	4	80.00%	0	0.00%	1	20.00%
Spring 2022	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%

Overall by Term for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	16	88.89%	0	0.00%	2	11.11%
Spring 2021	0	0.00%	0	0.00%	6	42.86%	0	0.00%	8	57.14%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Ethnicity

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	22	75.86%	0	0.00%	7	24.14%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White Non-Hispanic	0	0.00%	0	0.00%	11	78.57%	0	0.00%	3	21.43%

Overall by Term for CSLO: Compile a bibliography of relevant print and online resources on a given topic.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2020	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2020	0	0.00%	0	0.00%	16	88.89%	0	0.00%	2	11.11%
Spring 2021	0	0.00%	0	0.00%	6	42.86%	0	0.00%	8	57.14%
Fall 2021	0	0.00%	0	0.00%	10	71.43%	0	0.00%	4	28.57%
Spring 2022	0	0.00%	0	0.00%	6	85.71%	0	0.00%	1	14.29%
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Category for CSLO: Compile a bibliography of relevant print and online resources on a given topic.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	38	71.70%	0	0.00%	15	28.30%
Economically Disadvantaged Status	0	0.00%	0	0.00%	38	71.70%	0	0.00%	15	28.30%
Ethnicity	0	0.00%	0	0.00%	38	71.70%	0	0.00%	15	28.30%



K – Promotional Materials

2019-2022 PROGRAM REVIEW

Fullerton College Library

Past and Rotating Programs



DESIGN-A-BOOKMARK ART CONTEST 2019



BANNED BOOKS ESSAY CONTEST 2018



EDIBLE BOOK FESTIVAL 2019



EDIBLE BOOK FESTIVAL 2018

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Fullerton College Library

APA Workshop

Don't spend time trying to work out how to do APA citation on your own. Get support from your friendly college librarians. If you have a paper due that requires citations in APA, this workshop is for you! Learn some strategies and tips to start off with a good start.

When

Wednesday, February 26

2:00 - 3:30 P.M.

Where

Academic Support Center

Room 801 C

Details

Seating is limited, so come early.

Proof of attendance will be given upon request.

Contact

Questions? Contact Librarian Valentin Macias, VMacias@fulcoll.edu

Workshop Resources

7th Edition Sample Paper with Changes (Antioch College)

Key Changes Between APA 6th and 7th Comparison (Auckland University)

Noodle Tools How-To

APA New Style Guide

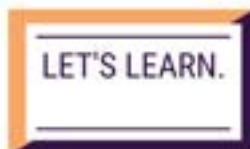
APA Model Paper

APA Workshop 2020

APA Sample Paper

APA References List

ARE YOU READY?



Wednesday February 26, 2020
ASC Room 801C 2:00 - 3:30
P.M.

Do you have an APA paper due, but don't know what it is?
Do you know your APA, but wonder about some of the 7th edition changes?
Do you want to know what tools are available to help you?
Just need to brush up? This workshop is for you.



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2. Referencing the book you have chosen, answer the following question: in what way(s) did reading a controversial book liberate you?
3. Using examples from your chosen text, argue for the benefits of reading a potentially controversial book.
4. Explain why you feel the banning / censoring of your selected text was (not) justified for its time.

First, second and third place winners will be awarded \$200, \$100, and \$50 respectively.

Winners will be announced on October 23, 2018.

Contact: Val Macias | vmacias@fullcoll.edu

Details

Eligibility:

All currently enrolled Fullerton College students are eligible to participate.

Steps:

1. **Choose and Read:** Select and read a banned book: A banned book can be defined as, "any book that has been banned, censored, challenged or restricted." The selected book can be any banned or challenged book. Ask any FC librarian with assistance in selecting or researching a banned book. The book does not have to be from FC Library.

2. **Write:** Compose a 500 -1,000 word essay answering only one of the four essay prompts below using supporting ideas from the banned book of your choosing. Essay Prompts:

1. What are the consequences of banning books that some people or groups deem inappropriate?
2. Referencing the book you have chosen, answer the following question: In what way(s) did reading a controversial book liberate you?
3. Using examples from your chosen text, argue for the benefits of reading a potentially controversial book.
4. Explain why you feel the banning / censoring of your selected text was (not) justified for its time.

3. **Proofread carefully:** Faculty from English and other departments will evaluate each essay on the following criteria:

- Organization
- Strength of argument
- Adherence to the prompt
- Supporting details
- Format
- Language mechanics (i.e., grammar, spelling, and punctuation)

Use of the MLA format is encouraged.

4. **Submit:** Send your essay (.docx or .doc format only) to vmacias@fullcoll.edu with the subject line "2018 Essay Contest Submission" due Friday, October 12, 2018, 3:00 P.M. Include your first name, last name, and Banner ID number on the essay. No hand-delivered paper submissions, please. Submissions sent after the posted date and time will not be considered.

Banned Books

Select a title from list of [banned books for the 2018 contest](#).

Prizes:

Three winners (first, second and third place) will be announced on October 23, 2018. The prizes are as follows:

- \$200 for first place
- \$100 for second place
- \$50 for third place

Certificates of achievement will be issued to the winners. Certificates of participation will be awarded to all participants upon request. An essay-reading event to announce the winners is planned for all participants and guests.

Contact:

Come talk to any librarian at the reference desk for more details. You can also e-mail Val Macias at vmacias@fullcoll.edu.

BANNED BOOKS

Fullerton College Library 3rd Annual Essay Contest



essay questions

1. What are the consequences of banning books that some people or groups deem inappropriate?
2. Referencing the book you have chosen, answer the following question: In what way(s) did reading a controversial book liberate you?
3. Using examples from your chosen text, argue for the benefits of reading a potentially controversial book.
4. Explain why you feel the banning / censoring of your selected text was (not) justified for its time.

prize

First: \$200
Second: \$100
Third: \$50

length

500 - 1,000 typed words

due

Friday, October 12, 2018 @ 3:30 p.m.

Contact: Val Macias | vmacias@fullcoll.edu
See other tabs for very important details.

Academic Honesty:

Fullerton College's policy on plagiarism fully applies. Participating students who submit essays are responsible for submitting academically honest work by submitting original written work, with credit given to any sources where required, which includes the full, proper and complete use of citations and works cited pages. Essays with suspected plagiarism will be disqualified.

For more information on Banned Books week, please visit the American Library Association page:

<http://www.ala.org/advocacy/bbooks/banned>



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Plagiarism and Image Copyright Workshop

March 11, 2019

12:30PM-1:30PM
Room 827

Come and learn more about copyright: fair use and what you need to know to avoid infringement!

Also, info on plagiarism: what it is and how to avoid it.

Workshop Materials

These materials will be available at the workshop:

[Copyright Workshop Presentation](#)

[Fair Use Myths and Facts](#)

[Fair Use Fundamentals](#)

[Fair Use Checklist](#)

[Creative Commons License Types](#)

[copyright workshop flyer](#)

[Copyright Infringement Teachers Notice](#)

When

March 11, 2019
12:30 - 1:30

Where

Room 827

Details

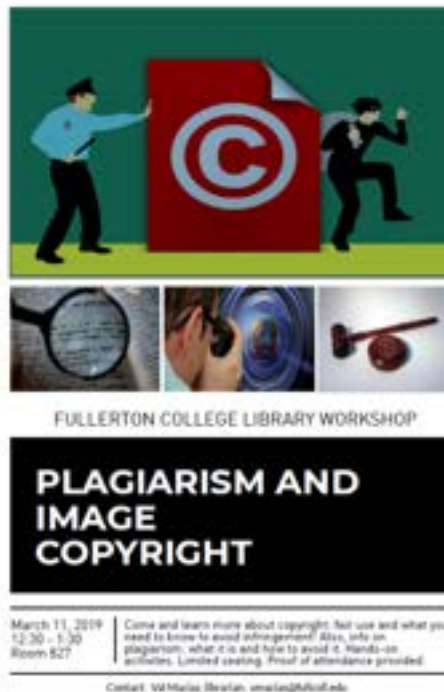
Hands-on activities on understanding copyright and plagiarism. Learn what each means and how to best use available resources fairly and ethically.

Seating is limited, so come early.

Proof of attendance will be given upon request.

Contact

Questions? **Contact Librarian Valentin Macias**, VMacias@fullcoll.edu



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The top-8bookmarks will be selected and reproduced for distribution in bookmark form to promote our library services with the student's name and design prominently featured on each bookmark. Each selected student will also get 100 bookmarks with their design.

Copyright Info

Participating students who submit bookmarks are responsible for submitting original work. Derivative artwork from other licensed or copyrighted works are NOT allowed and will be disqualified. Neither Fullerton College nor the NOCCCD are liable for any copyright violations committed by students. All submissions are the intellectual property of the creating student.

Miscellaneous

Please direct any questions and concerns related to the contest to the student programming librarian, Val Macias at vmacias@fulcol.edu or art professor Vonn Sumner at vsumner@fulcol.edu. This contest is generously sponsored by FC Friends of the Library, FC Printing Technologies and the FC Art Department.

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NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
OFFICE OF DIVERSITY & COMPLIANCE

NOCCCD Asian Pacific Islander Faculty & Staff Association and the Office of Diversity and Compliance recognize the Day of Remembrance with

Wednesday

1:00-2:30pm

[Zoom Link](#)

Meeting ID: 954 6134 4320

Password: 774774

REGISTER FOR THIS EVENT ON EDVANTAGE



Eric Yamamoto

Fred T. Korematsu Professor of Law and Social Justice

University of Hawai'i at Manoa, School of Law

2022 marks the 80th anniversary of Executive Order 9066 initiating the World War II incarceration of 120,000 Japanese Americans on what turned out to be falsified claims of group disloyalty. This mass racial treatment, and the U.S. Supreme Court's 1944 Korematsu decision legally validating it, remain startlingly significant today. What will happen when those detained, harassed or discriminated against in the name of national security turn to the courts for legal protection? How will the U.S. courts respond to the need both to promote security and to protect fundamental democratic liberties enshrined in the Bill of Rights?

Professor Yamamoto is nationally and internationally recognized for his legal work and scholarship on civil procedure as well as national security and civil liberties, civil and human rights and social justice, with an emphasis on reconciliation initiatives and reparations for historic injustice. His presentation will be informed by his recent book, *In the Shadow of Korematsu: Democratic Liberties and National Security*.

Part of the Pluralism, Inclusion, and
Equity Series:
Anti-Racism Campaign

The FC Library Edible Book Festival is modeled after the first International Edible Book Festival founded by librarian Judith Hoffberg and author-artist Beatrice Coron in 2000 as a way to "unite bibliophiles, book artists and food lovers to celebrate the ingestion of culture and its fulfilling nourishment." Libraries worldwide celebrate books at this fun springtime festival. For more details, visit the official IEBF website at <http://www.books2eat.beatricecoron.com/index.html>.
Winners will be selected for the following award categories:



- Most creative
- Student best - exclusive to students
- Healthiest
- Weirdest
- Most minimalistic

Student winners will receive a \$25 gift certificate good at various retail stores. Departments and clubs that win will get a premium-quality frameable achievement certificate to potentially display in their common areas (along with bragging rights).

Questions?

Contact librarian Val Macias at vmacias@fulco.edu



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Fullerton College Library

Edible Book Festival 2019 Winners



One Hundred Years of Solitude

Faculty Category Winner: Weirdest



The Very Hungry Caterpillar

Student Category Winner: Weirdest, Most Nutritious and Student Best



One Fish Two Fish Red Fish Blue Fish

Faculty Category Winner: Most Creative



The Gift that I Can Give

Student Category Winner: Most Creative

Edible Book Festival 2019

Create edible art that looks like a book or is inspired by it!

Participation open to students, departments and clubs!

\$25 gift cards for student winners!

Certificates (and bragging rights) for winning clubs and departments!

RSVP: **Val Macias**, vmacias@fullcoll.edu, (714) 992-7381

Monday, April 1

10:00AM - 2:30PM

Library Lobby, 1st Floor

Details

Create edible works of art that: look like books, are inspired by books or have content from books. Participants are limited only by their imagination! Google "edible books festival" for some inspiration!

Winners will be selected for the following award categories:

- Most creative
- Student best - exclusive to students
- Most nutritious
- Weirdest
- Most minimalistic

Student winners will receive a **\$25 gift certificate** good at various online and retail stores.

Faculty, staff, or departments that win will not get gift cards, as those can only be awarded to students, but they will be given a premium-quality frameable achievement certificate and "bragging rights."

Who:

Students, divisions, departments and clubs are encouraged to participate.

When:

Monday, April 1, 2019, from 9 a.m. to 2 p.m.

Set-up:

10 - 11 a.m.

Browsing and photography:

11 a.m. - 2 p.m.

Judging:



EDIBLE BOOK FESTIVAL 2019

Monday, April 1st 10 a.m. - 2:30 p.m. Library Lobby 1st Floor

Several \$25 gift card prizes to be awarded

RSVP: E-mail Val Macias @vmacias@fullcoll.edu More details on our website:

library.fullcoll.edu

Where:

Library lobby, 1st floor

Questions?

Contact librarian Val Macias at vmacias@fulcoll.edu

About the Festival

The FC Library Edible Book Festival is modeled after the first International Edible Book Festival founded by librarian Judith Hoffberg and author-artist Beatrice Coron in 2000 as a way to "unite bibliophiles, book artists and food lovers to celebrate the ingestion of culture and its fulfilling nourishment." Libraries worldwide celebrate books at this fun springtime festival. For more details, visit the official IEBF website at <http://www.books2eat.beatricecoron.com/index.html>

Winners will be selected for the following award categories:

- Most creative
- Student best - exclusive to students
- Most nutritious
- Weirdest
- Most minimalistic

2018 WINNERS



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Escape Room Dates

Coming Soon!

Faculty, request this workshop for your class(es).

3 PUZZLES & 30 MINUTES TO SEE IF YOU CAN

HACK THIS ROOM

Two students are set on releasing a computer virus if they cannot retrieve their research project from a classmate's online account, a classmate who has suddenly disappeared. Can you figure out this student's account password before it's too late?

Learning Objective: Learn about the library services and sources that will help you with your coursework and research assignments.

Sessions: 20-minute introduction to library databases, 30-minute escape room challenge, and 10-minute review. Finish the challenge to receive a certificate of completion.

For more information contact Instruction Librarian Jill Kageyama at (714) 992-7380 or jkageyama@fullcoll.edu.



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GENDER



LITERACY 101

1:30-4PM

FRIDAY, OCTOBER 25TH

ROOM 1440

**STUDENTS & STAFF ARE INVITED TO A GLAAD
PRESENTATION/Q &A**

**TO SUPPORT & BETTER UNDERSTAND
THE DYNAMIC, DIVERSE
TRANSGENDER, NON-BINARY, &
GENDER NON-CONFORMING
COMMUNITY @ FULLERTON COLLEGE**

Presenter: Scott Turner Schofield, Special Projects, Trans Media &
Representation GLAAD Media Institute Trainer

Presented by: Fullerton College Library & Cadena Cultural Center

In collaboration with the Staff Development Office

and Q&A: Queer Straight Alliance (an LGBTQIA+ United Faculty subcommittee)

STAFF, PLEASE RSVP VIA THE CALENDARS TAB IN MYGATEWAY

STUDENTS, PLEASE RSVP VIA EMAIL: AMEZZANO@FULLCOLL.EDU

[Programs](#) / [Game Day at the Library](#)

What's Game Day?

Come play board games at the Fullerton College Library. We will have games like Settler's of Catan, Exploding Kittens, Jenga, Monopoly, Cranium, and more. Meet other like-minded students, faculty and staff.

Snacks will be provided!

Questions? **Contact Librarian Lynn Chung**, LChung@fullcoll.edu

Thursday, May 17th

1-4PM
Meets in room 820-P

Details

Come play board games at the Fullerton College Library. We will have games like Settler's of Catan, Exploding Kittens, Jenga, Monopoly, Cranium, and more.

Who:

Students, divisions, departments and clubs are welcome.

When:

Thursday, May 17th from 1pm to 4pm.

Where:

Library Conference Room, 820-P, 2nd Floor

How:

Please RSVP to Val Macias at vmacias@fullcoll.edu or Lynn Chung at Lchung@fullcoll.edu.

Remember, space is limited!

Why:

Come join us at the library for a little bit of fun, meet other people who like games, and get to know your school's library.

Questions?

Contact Val Macias at vmacias@fullcoll.edu or Lynn Chung at Lchung@fullcoll.edu.





If I get kicked off Jackbox.TV on my mobile device (or if it freezes):

- Refresh your mobile device's browser screen (or go to jackbox.tv).
- Re-enter your name and room code. The room code will always be displayed on the main screen while the game is running. **The room code in the illustration below is just an example. Your room code will be different.**



Make sure you **enter your name exactly as you had it at the beginning** of the game or your entry may be denied and you will have to join as audience instead.

If the game host gets kicked out of Zoom:

Hang in there and be patient. They should reconnect soon.

If the game server kicks everyone out:

Sometimes, the game server will reset and kick us all out through no fault of our own. If that happens, we have no choice but to start a new game.

What if there are more people that want to play than the number of players the game can hold?

Jackbox games can hold anywhere between five to six players, depending on the specific game. Like any real-life board game, we simply take turns playing. Just like in real-life board games, non-playing players can also temporarily sit on the virtual sidelines to influence the game. In sum, even though 5-8 players can play at any one time, anyone can join in the fun at any time by simply plugging in the game code. There's fun for everyone!

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Library Academic Support Center Basic Skills Honors Program Staff Development Study Abroad

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GENDER



LITERACY 101

1:30PM-4:00PM

FRIDAY, OCTOBER 25TH

ROOM 1440

**STUDENTS & STAFF ARE INVITED TO A GLAAD
PRESENTATION/Q &A**

**TO SUPPORT & BETTER UNDERSTAND
THE DYNAMIC, DIVERSE
TRANSGENDER, NON-BINARY, &
GENDER NON-CONFORMING
COMMUNITY @ FULLERTON COLLEGE**

Presenter: Scott Turner Schofield, Special Projects, Trans Media &
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In collaboration with the Staff Development Office

and Q&A: Queer Straight Alliance (an LGBTQIA+ United Faculty subcommittee)

STAFF, PLEASE RSVP VIA THE "CALENDARS" TAB IN MYGATEWAY

STUDENTS, PLEASE RSVP VIA EMAIL: AMEZZANO@FULLCOLL.EDU



Special Guest Lecture

Lucien Runge

About the Lecture

Lucien Runge is the owner and chief architect of R2A Architecture. He is responsible for the design of the Fullerton College Library, the renovated NOCE Wilshire Center, as well as other buildings throughout Orange County. Come and listen to the fascinating story of how Fullerton College's centerpiece came to be.

Light snacks and refreshments will be served.

May 3rd, 2018

3pm - 4pm
Library 2nd Floor, Room 827

Details

Presented by the Fullerton College Friends of the Library and NOCCCD Planned Giving

For a little background reading about Fullerton College Library history, including images of the library throughout the ages, go to: [FC Pictorial History](#).

Who:

Open to all students, staff, faculty and community residents.

When:

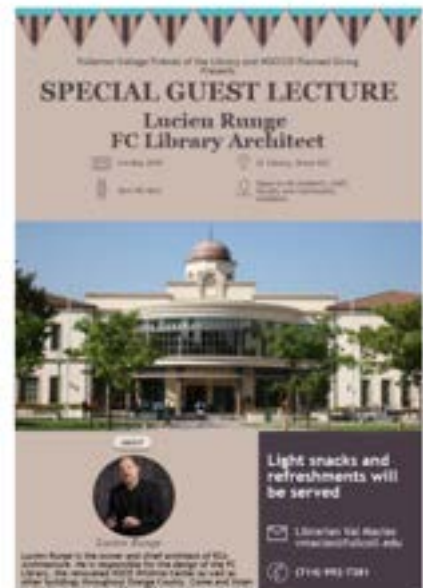
May 3rd, 2018, From 3:00 PM to 4:00 PM.

Where:

Fullerton College Library, 2nd Floor, Room 827

Questions?

Contact Librarian Val Macias, vmacias@fulcoll.edu.



Japanese American Incarceration LibGuide created for the Day of Remembrance, the 80th Anniversary of the signing of Executive Order 9066 that led to the wrongful incarceration of 120,000 Japanese Americans during World War II. The guide was used to support Ethnic Studies, History, and Political Science courses as well as to provide accompanying material for two speaker events (Eric Yamamoto, Law Professor, and John Tateishi, author, civil rights advocate and camp internee).

https://fullcoll.libguides.com/Japanese_American_Internment

World War II : Japanese American Incarceration 

 Mar 7, 2022  355

- Home
- Accessing the Databases
- Search Tips
- Finding Keywords for your searches
- Limiting Your Search
- Primary Sources / Historical Newspapers
- Websites
- Library Books & eBooks
- Films
- Citation Formats
- Getting Help from the Library
- Please give us your feedback about this guide

Welcome

Welcome! This research guide will provide you with search tips and links to resources on the Japanese American experience in the 20th century with a particular focus on their incarceration during World War II.

If you have any suggestions or questions about this guide, please contact Jane Ishibashi, Librarian, at jshibashi@fullcoll.edu

Thank you!



All photos taken at Manzanar National Historic Site by Jane Ishibashi

A History of KinderCaminata

Since 1995 KinderCaminata has been proudly hosted by Fullerton College every year.

The KinderCaminata experience was founded in 1993 by Galat Kermalian and the Los Amigos of Orange County (a service organization dedicated to enhancing opportunities in the community) to celebrate the life and accomplishments of César Chávez. The event is traditionally scheduled on or near César Chávez Day on March 31st.

Fullerton College has hosted a KinderCaminata event for 25 years since its first event in 1995. Other community colleges in the state host similar KinderCaminata events, including Santa Ana & Cypress Colleges. Dr. Christine Lamen, Professor of Child Development and Education Studies (CDES), took charge of the KinderCaminata event in 1996 and was an active advocate for the importance of introducing children to college early in their educational journey.

With the help of CDES Professors Nina Root, Sharon Deleon, Thomas Chantrevaux, Pablo Gomez, Ethnic Studies professor Abida Lopez and many others, developed KinderCaminata into what it is today. After the death of Dr. Lamen in 2013, Diana Kyle, professor of Psychology, took over as event coordinator to ensure the event's success and continuation for the future. Currently KinderCaminata continues to be a faculty-led project with the assistance of a part-time event coordinator.

Funded primarily through the Student Equity Fund and personal donations by faculty to buy supplies, KinderCaminata quickly became an important yearly educational field trip for kindergarten classes in local school districts. In 2013 after Dr. Christine Lamen retired and subsequently passed away, the KinderCaminata event was institutionalized by Fullerton College President, Dr. Rajen Warden. Interim President Greg Shultz is committed to providing institutional support to continue this important tradition at Fullerton College for many years to come.



Instilling the Importance of Education

The KinderCaminata experience is in honor of César Chávez, an important person in United States history that has made a positive difference in the lives of all children and families living in California.

"*¡Sí, se puede!*" (Yes, you can!), is Chávez's motto and has been the theme of KinderCaminata since the beginning in 1994. The primary goal is to plant the seeds of education at its earliest stages.

This county-wide program provides an interactive experience for kindergartners, their teachers, and families. Kindergartners are inquisitive, eager learners and during their first year of formal education they learn about their community and the many jobs and occupations needed to support the community.

It is never too early to instill the importance of a good education and staying in school to reach their dreams and goals. It is important to let students know early in their education that college can be a realistic part of their future - that college is for everyone and the path to future success!

How can I Help? Volunteer Now!

We need at least 200 individual student, staff and faculty volunteers to help prepare materials beforehand and assist during the event. We need at least 50 faculty, academic and student services departments and/or student clubs to host interactive Career Stations.

All individual student volunteers must participate in a Volunteer Orientation & Training Session. Go online using the Sign Up button below for dates and times. Some classes with Service Learning requirements may arrange training during class time. Sample volunteer roles and tasks include:

- Preparing classroom bags and boxes
- Tour guides
- Career stations

Sign Up Online

Volunteers

I'm Signed Up Now What? Download Information Sheets

Download Volunteer
Information Sheet

Download Volunteer
Training Presentation

Career Station Hosts

Please download the document below in order to prepare for your Career Station.

Download Career Station Preparation



Thank you for your interest!

Volunteers are positive role models and are what makes KinderCaminata come alive for thousands of young children.

More Information Contact Us

Melissa Hafer

714.992.7179

kindercaminata@fulcoll.edu

Teachers & Schools

KinderCaminata supports teachers & parents in providing a venue on a college campus where students can experience college and explore "what they want to do when they grow up."

The following school districts participate in the KinderCaminata event: Fullerton, La Habra, and Anaheim City school districts. Not all kindergarten classes attend every year, some of the larger districts rotate schools in different years.

Event Time is 8:00am - 12:00pm

Bus Transportation is paid for and coordinated by each school district. Schools should contact their school district for bus drop off/pick up times. Follow your district's transportation policies.



Teachers Lesson Plans and Workshops

Cesar Chavez & College/Career Exploration Classroom Lesson Plans

Children learn about the life and accomplishments of Cesar Chavez and explore the concept of college and careers in their classrooms before coming to the event.

Teachers are provided a Teacher Pro-Event Bag before the event containing a picture book about Cesar Chavez and sample lesson plans that are aligned with the California State Standards and Common Core.

After the event teachers receive a Classroom Box containing KinderCaminata - My Lucky Pencils and Fullerton College composition books for students to write about their experiences. All students receive a Certificate of Participation to take home to their parents and family.

Download Sample Classroom Lesson Plans

Download Lesson Plan

Presentations and Resources

KinderCaminata Presentation

This Power Point presentation contains photos & information about the KinderCaminata Event that schools can share with their teachers, students & parents to help them get excited about the upcoming event.

[Download KinderCaminata Fieldtrip Presentation](#)

College Making It Happen Parent & Family Presentation

Schools can use these presentations to host a parent & family College-Making It Happen workshop to educate parents and family members about basic college & financial aid information. The presentations also provide parents with tips on ways to promote college in the home and support their child's academic success at school.

[Download Presentation - English](#)

[Download Presentation - Spanish](#)

Age-Appropriate Resources for Schools & Parents on College, Careers, Financial Aid

A variety of FREE printed brochures, e-publications, and media resources are available through the Department of Education, Federal Student Financial Aid, and other public and private sources.

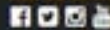
[Parent & Teacher Resources](#)



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Library Card Catalog Art Contest

Create a winning art piece that features historic FC Library (FCL) catalog cards. Artwork may be inspired by the text on the catalog cards – or your experience of libraries/books.

Winners earn prizes and a chance to have their art work displayed throughout the library.

Questions?

Contact Monique Delatte Starkey: mstarkey@fulcoll.edu, (714) 992-7379.

Artwork Drop-Off:

1:45 PM

April 18th, 2020

Unselected Work Pick-Up:

Through May 23, 2020

Include with your submission:

[2020 Catalog Card Art Contest Submission Form](#)

Prizes

1st place: \$125 Fullerton College Bookstore gift card

2nd place: \$100 Fullerton College Bookstore gift card

3rd place: \$75 Fullerton College Bookstore gift card

Four honorable mention awards: \$50 Fullerton College Bookstore gift card

How to Enter

- Choose your favorite catalog cards from among the thousands available at Fullerton College Library's reference desk.
- Create a 2-D or 3-D artwork that follows the rules below.
- Submit to Fullerton College Library by the deadline (April 18th, 2020) along with the [completely filled out entry form](#). Please print legibly.

Contest Rules

- Some of the text from the catalog card(s) must be visible.
- All 3-D works must have a stable base or flat bottom. Mobiles accepted if ready to hang.
- All 2-D works must be ready to hang; no wet work accepted, works on paper must be matted or mounted, indicate top of work if needed, no sawtooth hanging clips.
- Presentation of work must be secure and stable.
- Entries must be original. Entries are limited to 1 artwork per student.
- Students must completely fill out the [entry form](#).
- There is no submission fee.
- Winning art will be displayed in the Fullerton College Library.
- Students must drop off and pick up work during specified periods.
- Fullerton College Library cannot guarantee that submissions will be protected from damage. [Save & Exit](#)
- Students who do not retrieve their work by the deadline forfeit their work to Fullerton College Library.
- Fullerton College Library reserves the right to keep, store, donate, sell, or dispose of unclaimed artwork.
- All work will be juried by Fullerton College faculty and an administrator.

Fullerton College Library
Catalog Card Art Contest

Students: Want to tap your talent to earn cash?

Create a winning art piece that features historic FC Library (FCL) catalog cards. Artwork may be inspired by the text on the catalog cards—or your experience of libraries/books.

Prizes:
 1st place: \$125 FC Bookstore gift card
 2nd place: \$100 FC Bookstore gift card
 3rd place: \$75 FC Bookstore gift card
 4 honorable mention awards: \$50 FC Bookstore gift card

Deadline:
 1:45 PM, April 18th, 2020
 Questions? Contact Monique Delatte Starkey: mstarkey@fulcoll.edu, (714) 992-7379.

Choose your favorite catalog cards from among the thousands available at FCL's reference desk.

Some of the text from the catalog card(s) must be visible.
 All 3-D works must have a stable base or flat bottom. Mobiles accepted if ready to hang.
 All 2-D works must be ready to hang; no wet work accepted, works on paper must be matted or mounted, indicate top of work if needed, no sawtooth hanging clips.
 Presentation of work must be secure and stable.
 Entries must be original. Students must completely fill out the entry form.
 There is no submission fee.
 Winning art will be displayed in FCL.
 *Prize(s) awarded through the Friends of FCL & FC Foundation.

What's a catalog? Info now available in the online catalog of books once lived on 3" x 5" cards. Students manually looked up books by choosing a bank of drawers in the author, title, or subject section. Students then fingered through the cards to check if the library owned the book. Jot down a call number-&: Now to scour the stacks! Would the book be checked out? Libraries began transitioning to online searching in the '80s; students may now look up books without even meeting a librarian. But, we'd love to visit with you!

Fullerton College
UNIVERSITY OF CALIFORNIA

What's a catalog?

Info now available in the online catalog of books – once lived on 3" x 5" cards. Students manually looked up books by choosing a bank of drawers in the author, title, or subject section. Students then fingered through the cards to check if the library owned the book. Jot down a call number-&: Now to scour the stacks! Would the book be checked out? Libraries began transitioning to online searching in the '80s; students may now look up books without even meeting a librarian. But, we'd love to visit with you!

Friends of the Library

FRIENDS OF THE LIBRARY

Prizes and contest are funded through the [Friends of the Library](#) and [Fullerton College Foundation](#).

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MOBILE SCAVENGER HUNT

WHAT: Play this mobile scavenger hunt competition as a fun way to learn more about the library's services and sources that will help you with your coursework. Though the scavenger hunt is a competition, all participants completing the challenge will receive a certificate of completion.

WHERE: FC Library, room 827 (upstairs, towards the back)

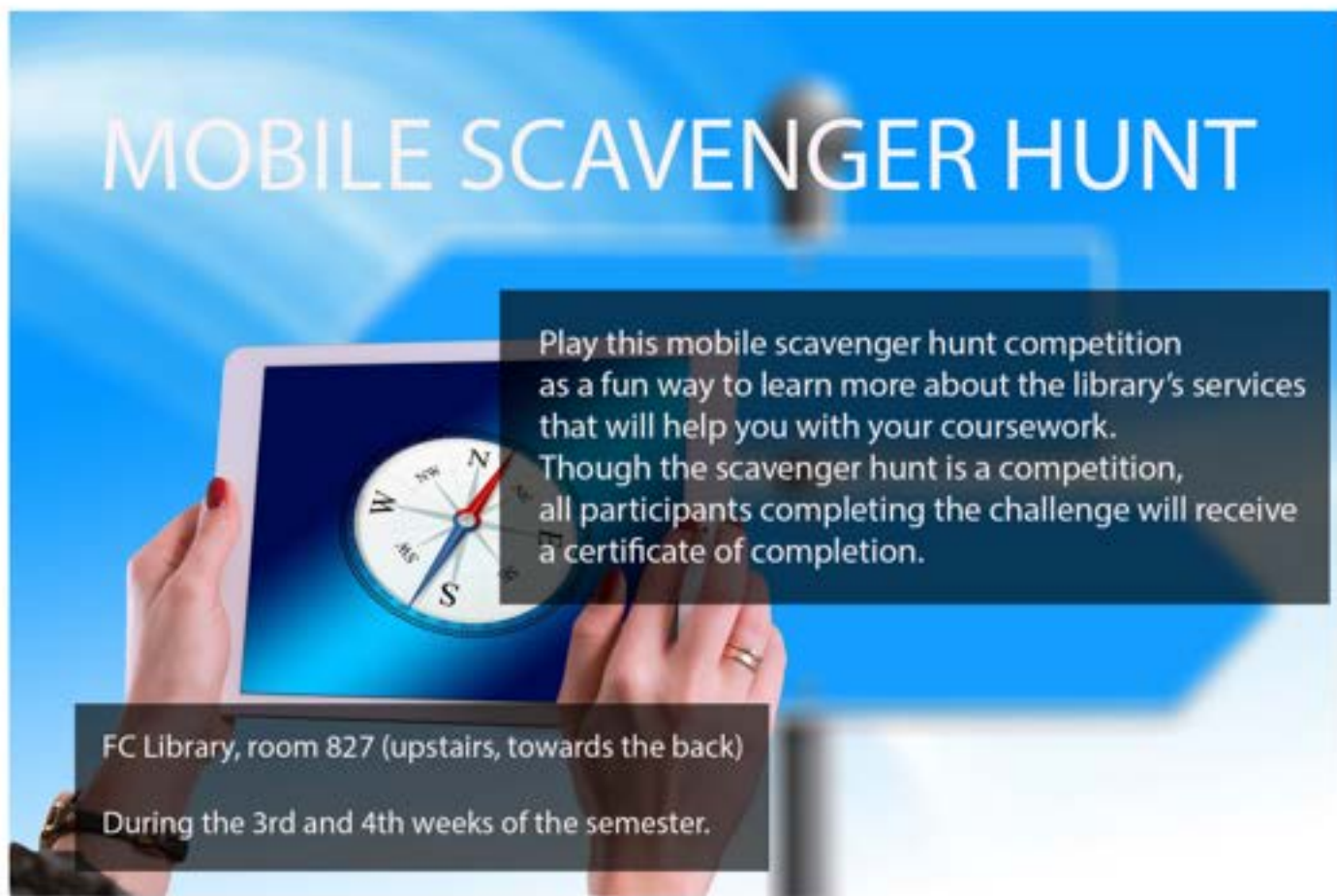
WHEN: During the 3rd and 4th weeks of the semester.

HOW: Before the game begins, download [GooseChase](#) to your mobile device from (Store or Google Play) and log in. Note: You will not be able to find or open the game until you reserved start time.

For more information, contact Instruction Librarian JB Kageyama at (714) 992-7380 or jkageyama@fulcoll.edu.

Reserve Your Spot Today!

[Student Sign-Up](#)





FALLING IN LOVE WITH HOMINIDS BY NALO HOPKINSON

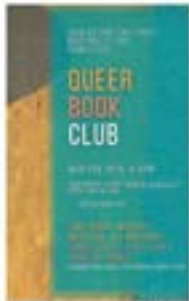
Critic Jason Heller writes that Hopkinson's stories "dazzle with a hard-won sense of hope."

ON A SUNBEAM BY TILLIE WALDEN



LA Times Book Prize - Winner, Hugo Award - Nominee, Lambda Literary Award - Nominee, Publishers Weekly Best Books of the Year, Harvey Award, Washington Post Best Books of the Year

THE SONG OF ACHILLES BY MADELINE MILLER



New York Times bestseller, Orange Prize

Pulitzer Prize for Drama, Tony Award for Best Play, Desk Award for Outstanding Play

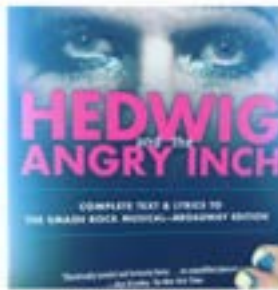
STONE BUTCH BLUES BY LESLIE FEINBERG



1994 Lambda Literary Award Finalist in the category of Lesbian Fiction

1994 American Library Association Gay & Lesbian Book Award

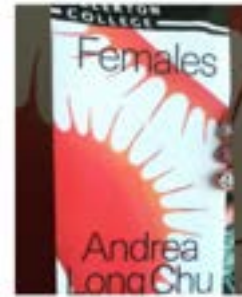
HEDWIG & THE ANGRY INCH BY JOHN CAMERON MITCHELL



Sundance Film Festival, Best Director Award

American Library Association Top Ten selection, Over the Rainbow Project winner, Independent Publisher Book Award for Gay/Lesbian/Bi/Trans Fiction silver award winner.

FEMALES BY ANDREA LONG CHU



Well-reviewed in Vogue, LA Times, & NPR

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Is there anything you'd like to add about your experience with the COVID-19 pandemic?

Share an image (of you, your family, your community, something you saw on a walk, something you created while sheltering in place, etc.). If minors are included in the photo, please obtain a parent or legal guardian's permission to use these photos and include their email address when submitting the form.


Choose a file to drag it here
Maximum file size: 20.0 MB

Please provide a caption for your image. It's helpful if you include names of individuals, where the image was taken, as well as any additional context. (ex: John and Jane Doe in their back yard, Fullerton, California, April 4, 2020)

By submitting my story and its associated elements (the "Story") to Fullerton College Library, I acknowledge and agree that Fullerton College may, in its sole discretion, use the Story as part of a collection of stories (the "Collection"). I hereby grant to Fullerton College a non-exclusive, worldwide, irrevocable, perpetual, sublicenseable, and royalty-free license to use, reproduce, publish, publicly perform, broadcast, publicly display, excerpt, abridge from, and distribute, in whole or in part, the Story, including my name in association with the Story, in any manner or form, and in any and all media now known or hereafter developed, in connection with or furtherance of the Collection. I waive all common law and statutory rights of publicity and privacy, moral rights, and any other rights that I may have with respect to the Story. I also acknowledge and agree that I shall have no ownership rights in the Collection and that I will receive no compensation for the use of my Story. I represent and warrant that my Story, to the best of my knowledge, does not and will not infringe the rights of any third party.

Submit

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WHO ARE THESE WOMEN



MARIE CURIE,
Nobel Prize
winner Physics
(1903),
Chemistry
(1911)



LORETTA SANCHEZ,
former H.R.
Congress-
woman 46, 47
districts of
California's
North Orange
County



KAMALA HARRIS,
U.S. Senator,
California



KARLA HAYDEN,
Librarian of
Congress

**CONGRATULATIONS
SHELBY V...**

A photograph of a woman, Shelby V., standing in a library or bookstore. She is holding a book and looking at it. In the background, there is a display for the book 'JUST MERCY' by Bryan Stevenson. The display includes a sign that says 'ONE BOOK ONE COLLEGE'.

\$15 DINING CA...
for being the first
correctly identify
duri
WOMEN'S HIST

- Guides customized to your course needs with: subject specific sources and examples, and embedded chat and appointment booking with a dedicated librarian.
- Chances are that a guide already exists for your class! We created and tested numerous library guides throughout the years. [Browse all guides](#) or check out some of our most popular resources.
- Contact Jill Kageyama at jkageyama@fulcoll.edu for more information or [request a course guide online](#).

[Fake News Course Guide](#)

[United States History Course Guide](#)

[Research 101 Course Guide](#)

Canvas-Integrated Games

Advantages for Instructors

- Want something more light-hearted for your students? We create games that help students retain what they watch or read.
- Games are custom tailored to your assignment.
- Easy to access through Canvas.
- Contact Jill Kageyama for more information.

Demo

[Play FC Library: A Virtual Treasure Hunt](#)



JILL KAGEYAMA

Instruction Librarian
jkageyama@fulcoll.edu

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Fullerton College Library



Library Study Space

Enjoy a quiet, clean, social-distanced space



22

I learned so much information through this workshop that would be very beneficial to others.

22

It was good information that I never knew existed. Very helpful information that I will use.

22

This is another excellent resource for research assignments provided by the library. Every lesson has provided invaluable information and I'm glad that they are assigned by our instructor and provided by the library staff.

Online Workshops

Earn EOPS credit

New to research and don't know where to start? Take a library workshop online. Workshops offered in:

- Library Orientation
- Evaluating Sources
- Avoiding Plagiarism
- Research Basics

The workshops can be completed in 30-60 minutes. Canvas account required to self-enroll. Take a workshop to:

- Understand how the library can help you succeed.
- Get better grades on papers.
- Learn valuable research and citation skills.
- Save time and frustration on your research.

[View Workshops](#)

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Anya Shyrokova
ashyrokova@fulcoll.edu

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Library Guide Request

Your Name:

Your Email:

Course Name and Number:

Describe research assignment and what you would like the guide to include:

Upload research assignment:



Choose a file or drag it here
Maximum file size: 20.0 MB

Will this research guide supplement an online workshop or library instruction session?

- Yes, the guide will supplement an online workshop
- Yes, the guide will supplement a library instruction session
- No, the guide will serve to instruct and support my students as they work on their research assignment(s)

By what date will you need the guide?

Library Canvas Tutorial Request

Your Name

Your Email

Course Name and Number:

Describe research assignment and what you would like the tutorial to include:

Upload research assignment:


Choose a file or drag it here.
Maximum file size: 20.0 MB

Canvas tutorials include:

1. Instructional videos and text
2. Guided practice exercises with feedback
3. An embedded librarian chat box, allowing students to work with a librarian from your Canvas course

Please specify on the form if you would like additional materials, such as a graded quiz or assignment:

By what date will you need the tutorial?

Submit

From: Fullerton College Library
Sent: Monday, March 14, 2022 7:07 PM
To: Anya Shyrokova
Subject: New! Gamified Workshops at FC Library

Sent to 283 faculty with at 77% open rate

Fullerton College Library

We're bringing back library workshops... with a twist.

ESCAPE ROOM WORKSHOPS

Hack this Room



WHAT: A game of puzzles, clues, locks, and codes. Students use uncovered clues to help them eventually hack into a student account to retrieve a missing research paper.

WHY: A fun way to introduce students to the library services and sources that will help them with their coursework.

WHEN: Games are available for student sign-up **weeks 4 & 5** OR [request this session](#) for your class(es).

Lie Detectors



WHAT: A game in which students apply the SMART method to evaluating online claims.

WHY: A fun way for students to practice evaluating sources for credibility and authority.

WHEN: Games are available for student sign-up **weeks 6 & 7** OR [request this session](#) for your class(es).

Students who complete the session will receive a certificate of completion.

[Tell Me More](#)

Students who complete the session will receive a certificate of completion.

[Tell Me More](#)

MOBILE SCAVENGER HUNT

Puzzles, checkpoints, and missions = one #wildgoosechase.
Can you beat the competition?



WHAT: A mobile scavenger hunt competition using the app GooseChase to explore the library services and sources that will help students with their coursework.

WHY: Many students come through our doors unaware of all the sources and services they can access in the library.

WHEN: Games are available for student sign-up weeks 3 & 4 OR [request this session](#) for your class(es).

[Tell Me More](#)

For more information, contact Instruction Librarian Jill Kageyama | 714.992.7380 | jkageyama@fullcoll.edu

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From: Fullerton College Library
Sent: Monday, March 14, 2022 7:08 PM
To: Anya Shyrokova
Subject: FC Library: Get to Know Us!



We're looking forward to working with you and your students in Spring 2018!

Your FT Librarians (from left to right): Tim Ream, Jill Kageyama, Jane Ishibashi, Dave Brown, Lugene Rosen, Val Macias, and Monique Delatte Starkey

Schedule an LIS

Request a hands-on instructional session designed around your research assignment. Dates fill up quickly, so schedule a 1-2 hour session today!

Book a Librarian

Encourage your students to schedule a 1-on-1 research consultation for assistance developing a research topic, locating, evaluating, or citing information sources.

CONTACT JILL KAGEYAMA FOR MORE INFORMATION
JKAGEYAMA@FULLCOLL.EDU | 714.992.7380 | OFFICE 823-D

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From: Fullerton College Library
Sent: Monday, March 14, 2022 7:03 PM
To: Anya Shyrokova
Subject: Virtual Library Research Support



We are here for you!

This fall, to support your courses held remotely, the library will continue offering virtual library instruction and research assistance.

Virtual Library Instruction

Choose one or mix and match

3 Canvas Workshops

1) Research Basics 2) Evaluating Sources 3) Avoiding Plagiarism

Submit a request and receive an assignment page that is ready for import into your Canvas course.

Customized and General Library Guides

Collaborate with a librarian to develop a customized research guide that supports your assignment, or browse our [collection of ready-made guides](#).

Zoom Research Sessions

Request a library instruction session via Zoom, and we'll customize the session to support your objectives or assignment.

[Learn More](#)

Virtual Research Assistance

Book a Librarian

Students appreciate when their instructors recommend the service. Let your students know they can request virtual reference assistance by making a Zoom appointment with a librarian, at least two days in advance.

For quicker assistance, students can also chat, email, or text a librarian from our homepage.

[Book a Librarian](#)

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From: Fullerton College Library
Sent: Monday, March 14, 2022 7:02 PM
To: Anya Shyrokova
Subject: 5 Ways the Library Can Help Your Students



5 Ways FC Librarians Can Help Your Students Complete Their Research Assignments

1. Book a Librarian

Your students need not struggle with their research assignments alone. Librarians eagerly await the opportunity to work one-on-one with students to develop a topic, search databases, evaluate information, and cite sources. Appointments can be scheduled 12 hours in advance from the library homepage. For more information, email Instruction Librarian Jill Kageyama at: jkageyama@fullcoll.edu.

It was very very helpful to me and I will be using it from now on and I am happy that I have access to such a privilege.

I went in requesting help for a topic but left with so much more of an understanding of how to navigate the databases and take advantage of them better than I was before.

They are great help and explain very well how to do your research. They even give suggestions and go through the whole research with you.

student quotes from Fall 2020 feedback survey

2. Online Workshops

The library's three online Canvas workshops are filled with robust content that can provide your students with the information literacy skills they need to complete their research assignments. Each of these workshops can be completed in around 1 hour. They are self-enrolled, and students receive a certificate of completion when they pass with a score of 80% or higher. Better yet, we score the workshops, so that's one task off your to-do list. Browse workshops from the Instruction Requests page. For more information, email Online Learning Librarian Lugene Rosen at: lrosen@fullcoll.edu.

3. Library Instruction Sessions

Your FC librarians are ready to design a synchronous session that will prepare your students to start their research assignments. Schedule a Zoom library instruction session (LIS) during your regular class time from the library Instruction Requests page. For more information, email Instruction Librarian Jill Kageyama at: jkageyama@fullcoll.edu.

4. Research Guides

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From: Jill Kageyama
Sent: Monday, March 14, 2022 7:12 PM
To: Anya Shyrokova
Subject: Schedule a Library Instruction Session



Schedule a Library Instruction Session
with your FC Librarians



With our new scheduling system, you start your request by securing an available date and time.

We provide sessions that are:
1-2 hours in length | general or specialized | traditional or gamified

Let us know your preferences on the request form.

[Request a Library Instruction Session](#)

Don't have time to bring in your class?

Tell your students they can make a research appointment for a time that works for them.

Students can request a proof-of-attendance card

[Book a Librarian](#)

Instruction research appointment request forms are also available at: library.fullcoll.edu

For more information contact:
Jill Kageyama, Instruction Librarian | [714-992-7380](tel:714-992-7380) | jkageyama@fullcoll.edu

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From: Fullerton College Library
Sent: Monday, March 14, 2022 7:01 PM
To: Anya Shyrokova
Subject: Virtual Library Research Support



We Are Here for You!

This fall, to support your remote courses, the library will continue offering virtual library instruction and research assistance.

Library Orientations

Library Orientation Workshop

Learn about library services with this workshop in Canvas. Receive a certificate upon successful completion.

[Orientation Workshop](#)



New! Tour FC Library: A Virtual Treasure Hunt

Learn about library services with this treasure hunt game in Canvas. Receive a digital badge upon successful completion.

[Treasure Hunt Game](#)



Library Workshops and Gamified Tutorials

Research Basics, Evaluating Sources, and Avoiding Plagiarism Workshops

Take one or more of these online workshops to learn information literacy skills to help you complete your research assignments. Earn a certificate for each workshop you complete with a score of 80% or higher.

[Canvas Workshops](#)



New! Escape to FC Library: A Gamified Tutorial on Searching Databases

An escape-room game that will guide you through the basics of using OneSearch to locate library sources for your research assignments. Receive a digital badge upon completion.

[Escape to FC Library](#)



Library Research Guides

Research 101

This guide has been developed to give you an overview of the research process and to provide guidance as you work on your research assignment.

[View Guide](#) | [Full List of Guides](#)



Virtual Research Assistance

Book a Librarian

Need help finding, evaluating, or citing sources for your research assignments? Schedule a Zoom appointment with a librarian for personalized assistance, at least 12 hours in advance.

[Appointment Scheduler](#)



Ask a Librarian

For quicker assistance, you can also chat, email, or text a librarian from our homepage. Request to move chat to Zoom for research assistance.

[Chat Page](#)



For more information, contact:

Jill Kageyama, Instruction Librarian | jkageyama@fullcoll.edu
Lugene Rosen, Online Learning Librarian | lrosen@fullcoll.edu

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