

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College administrative units are reviewed annually, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Vice President/President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Administrative Unit Name: Learning Resource Center (LRC)

Administrative Unit Mission:

Whether through the media center, or the library, or tutorial center, the Learning Resource Center is committed to providing an educational environment that meets the information, media/technology, student support needs of the entire campus community.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

| Name | Department | Position |
|-------------|------------|----------|
| Paul Starer | LRC | Dean |
| | | |
| | | |
| | | |
| | | |

| |
|---|
| Section 1. Data and Trend Analysis |
|---|

1.1. Program/Department Data

| Dimension | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------|-----------|-----------------|-----------------|
| Students Served | | 25,000 estimate | 28,000 estimate |
| Faculty Served | | 100+ | 100+ |
| Staff Served | | 50+ | 50+ |
| Full-time FTEF | | 3.75 | 3.00 |
| Part-time FTEF | | .9 | .1 |
| Full-time Staff | | 8 | 8 |
| Part-time Staff | | 1 | 1 |

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):
 - a. Locations/times of service (Day, Evening, Off Campus, etc.)

The LRC has served the needs of students, faculty, and staff during the day and evening both on and off campus.

- b. How was this tracked?

Tracking the use of the LRC is done through many methods: gate count, observation, interaction, reserve book loans, library instruction sessions, tutorial sessions, etc. The program data is derived by triangulating on the patrons served through this variety of means.

- c. What is the trend?

Overall the trend demonstrates an increasing demand for LRC services, even as student enrollments have declined.

2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
 - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?

Issues related to the 50% law have made it necessary to reduce service hours in the library.

- b. For Instructional AU, please comment on the effectiveness of your divisional

curriculum processes, including any suggested areas of improvement or needed support.

3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
- i. Which aspects of the work are key to the institution's mission?

All aspects of the LRC are key to the institution's mission. Whether it's meeting the information needs of students through the library or bridging the digital divide in the media center, the LRC provides integral services to Foothill students.

- ii. Has the staff increased, decreased or remained the same to meet those changes?

Staffing in terms of both faculty and staff have declined in recent years.

- iii. How has technology affected the workload in your office?

Technology has changed the way students access information, but also increased their demand for information.

- iv. Does the workload have significant peaks and valleys during the year? If so, describe.

The LRC is busiest at predictable points in the quarter; the start of the quarter for example, but demand for the LRC's services remains high throughout the year, including the summer term.

- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
- vi.

If the college is successful in reversing declining enrollment trends, I anticipate the workload will increase in the next few years. Additionally, the workload has remained fairly constant in the last few years, while staffing levels have decreased, so the workload is more intense.

- vii. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

Some cross training with staff might help with this, as would reorganizing staff positions.

- viii. What strategies have been used to improve the delivery of support services within the program or department?

We are reorganizing tutorial services to make them self-sustaining with supplemental learning courses. And the LRC remodel will make more efficient use of physical space.

4. Budget analysis:

- a. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.

The individual areas or the LRC (Library, Media Center, Tutorial Center) function relatively independent of each other. The budget provided to each of these areas has at times required adjustment in order that each of the roles could be maintained. So far this has not produced any friction.

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

The LRC continues to support this core mission in all regards. With an instruction librarian now on staff and with the reorganization of the Tutorial Center, the LRC will be even better positioned to serve this mission.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

Transfer continues to receive widespread support from all areas of the LRC. The reorganization of the tutorial center may shift resources currently directed towards certain transfer programs, but the need for a self-sustaining, apportionment generating model in the tutorial arena makes this shift a necessity.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

Workforce/CTE programs also receive widespread support from the areas of the LRC.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

As a crossroads of the campus, the LRC serves all targeted student populations.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

This is the first year we have done an AU program review for the LRC; there is no four column report generated yet.

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

AU-SLOs are still being developed for the LRC.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

AU-SLOs are still being developed for the LRC.

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

AU-SLOs are still being developed for the LRC.

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution?

AU-SLOs are still being developed for the LRC.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|---|-------------------|---------------|----------------------|
| This is the first year we've done a division level program review in the LRC. | | | |
| | | | |
| | | | |

3.2 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives | Action Steps |
|---|----------------------------|---|--|
| Reorganize tutorial center to provide supplemental learning | Long | This will help provide support for students in their reading and writing classes and be apportionment generating | Working with English and ESL faculty to provide curriculum, and working with remodeling of LRC to provide space and location for service |
| Increase Hours of Service in Library | Short | Providing more hours of service in the library will increase the opportunity for students to study in clean, well lighted place | Work with District to ensure that non-teaching faculty do not place the college on the wrong side of the 50% law |
| Maintain high standards of customer service | Long | The LRC has a primary duty of providing outstanding customer service | Work with faculty and staff to continue to ensure that students' needs are being met. |

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-------------------------|-----------|---|
| Public Services/Library | | Maintain standards of customer service |

| | | |
|----------------------------|--|--|
| Coordinator | | |
| Reference Librarian | | Maintain standards of customer service |
| Senior Library Tech | | Maintain standards of customer service |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-----------------|------------------|--|
| | | |
| | | |
| | | |

One-time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|--------------------|------------------|--|
| | | |
| | | |
| | | |

Ongoing B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------------------|------------------|--|
| | | |
| | | |
| | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|---|------------------|---|
| Instructional Equipment Funding | \$250,000 | Provide for the costs of data bases and collections development, meet students' needs and expectations. |
| | | |
| | | |

| |
|---|
| Section 5: Program Strengths/Opportunities for Improvement |
|---|

5.1 Address the concerns or recommendations that were made in prior program review cycles.

Though this is the first administrative unit program review for the LRC, I think many concerns raised in prior department level program reviews will be addressed by the remodeling of the LRC.

Still morale is low as the budget continues to impact the ability of the LRC to provide the top notch service students have come to expect. The faculty and staff continue to do their best and

I am hopeful we will turn a budget corner in the not too distant future. Until then I will work with faculty and staff to document the needs of the LRC.

5.2 What statements of concern have been raised in the course of conducting the program review?

Staffing continues to be a primary concern, as does the ability to maintain sufficient hours of operation in order to serve students.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

Given several years of worsening budgets and their disproportionate impact on non-teaching, student services, I remain optimistic, because I can see what the faculty and staff do to maintain the vibrancy of the service. They have never once lost sight of the students we serve.

I'm also pleased we are able to expand our instructional programs and outreach to campus faculty; thanks to the hiring of our instruction librarian.

Section 6: Feedback and Follow Up

This section is for the Vice President and/or President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The LRC, with all three of its components, is core to the mission of the college, and provides much needed support and learning to students, faculty and staff. The foot traffic continues to increase, and the hiring of the new instructional librarian has allowed the library to interact even more than before with the instructional programs.

The current plans for remodeling the physical space will provide much needed improvements to the learning environment.

6.2 Areas of concern, if any:

The program review highlights the challenges caused by a reduction in funding and staffing. The review requests more funding and increased staffing. However, the fiscal picture in CA in general, and at FH in particular, is still uncertain. The administration needs to collaborate with the faculty and staff to find new ways to serve students, as well as to identify services and functions that might be able to be delivered in a different way.

6.3 Recommendations for improvement:

I agree with the dean's suggestions for cross training staff, and for looking for ways to improve efficiencies.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review