



FOOTHILL COLLEGE

Program Planning and Review - Student Services

(650) 949-7240 | <http://www.foothill.edu/staff/irs/programplans/programreview.html>

Department: Library

* Please note that sections IV and VI have changed from the 09-10 version. All departments are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Library Kirsi Engels, Art Hand, Barbara Harding, Susanne Hinds, Pam Hodges, Kay Jones, Karen Smith, Mary Thomas, Charlotte Thunen, Pam Wilkes</p>
<p>2. State the program’s mission. If you don’t have one, create one.</p>	<p>The mission of the Foothill College Library is to support and collaborate with all academic and other student support programs of the College in providing excellent education for all of our students, whether in basic skills, career preparation, lifelong learning, or transfer. The Library promotes student learning, retention, and success by striving to meet the evolving information needs of an increasingly technology-based global community.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>The Library strives to identify and meet the research and information needs and promote the learning success of all our culturally diverse students across disciplines, whether they seek basic skills, career preparation, lifelong learning, or transfer. Having access to information and knowing how to find, evaluate, and ethically use it is vital not just for college students, but also for lifelong learners and all active, contributing citizens in a democracy.</p>

II. Department and Program Description & Data

<p>1. Indicate all locations and service delivery options available.</p>	<p>Locations offered:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input checked="" type="checkbox"/> Off campus 	<p>Delivery options offered:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online 	
<p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>			
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Library Coordinator (Vacant due to retirement 1/1/2010)	1	0	Coordinate the library's day-to-day operations, supervise library circulation and media center services.
Position Title Collection Development Librarian	1	0	Select books, review requests from librarians and faculty for books and videos, evaluate donations, and oversee book budget. Teach research classes and conduct library tours.
Position Title Instruction Librarian (Vacant due to retirement 7/1/2011)	1	0	Collaborate with classroom faculty to provide their students subject-specific research sessions, provide general orientations to counseling classes, coordinate the self-paced Library Science classes, develop course materials and curricula.
Position Title Reference Librarian (Vacant due to retirement 7/1/2009)	1	0	Answer questions and provide point-of-use instruction at the reference/information desk.
Position Title Systems Librarian	1	0	Responsible for all aspects of library's integrated catalog system, including both public and staff clients, as well as all technical aspects of library's online resources, including set-up and maintenance.
Position Title Technical Services Librarian	1	0	Plan, organize and direct workflow in serials, cataloging (including database maintenance), acquisitions, and interlibrary loan units. Develop

			and document departmental policies and procedures.
			In addition, each full-time librarian answers questions and provides point-of-use instruction at the reference/information desk, serves as library liaison to one or more academic divisions, and collaborates in decision-making regarding the library, its resources and services, in consultation with the division dean.
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Dean, Language Arts and Learning Resource Center	1	0	Division dean, Language Arts and Learning Resource Center.
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Division Assistant, Language Arts and Learning Resource Center	1	0	Provide administrative support for the Language Arts Division and Learning Resource Center.
Position Title Senior Library Technician, Circulation	3	0	Staff the circulation/reserves desk; maintain the book and periodical stacks and reserves areas; obtain reserve items and create records in the library catalog system; hire, train, and supervise student workers; manage overdue and lost materials; compile statistics; assist students with library equipment (public computers, photocopiers, and printers).
Position Title Senior Library Technician, Acquisitions	1	0	Purchase books and media selected by library faculty; receive and verify shipments; track book budget spending and generate acquisitions statistics; hire, train, and supervise student workers.
Position Title Senior Library Technician, Cataloging	1	0	Catalog library materials. Upgrade bibliographic records for permanent collection. Process withdrawn materials and update catalog accordingly. Hire, train and supervise student

			workers. Order book processing supplies as needed.
Position Title Senior Library Technician, Serials	1	0	Order, receive, and check in periodicals; process invoices for payment; maintain periodical and microfilm holdings; weed periodicals and update holdings; process interlibrary loans; repair books and periodicals; hire, train, and supervise student workers.
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Circulation student assistant	36-42	11	Assist library users at circulation/reserves desk; shelve books and periodicals; shelf read and straighten book and periodical stacks to maintain order in the collections.
Technical services student assistant	30	12	Assist with physical processing of new books, periodicals, and other media added to the library and media center collections; unpacking book shipments and verifying against invoices and packing slips; basic book repair.

<p>3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?</p>	<p>Review of circulation statistics for the past three years shows overall materials checkout, including reserves, has increased slightly overall, averaging about 35,000 items per year. Reserve textbook usage has jumped sharply, with a 24% increase in transactions from 2007/08 to 2009/2010.</p> <p>Beyond the activity at the circulation desk, gate statistics continue to show a daily average of more than 1,200 visitors a day for 2009/2010. At the reference/information desk, we answered more than 60 questions daily on average in 2008/2009, ranging from simple directional questions to in-depth research support and instruction in how find relevant materials, including use of our online resources.</p>
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	<p>Our database usage statistics show a significant increase in use from calendar year 2008 to 2009, with a 17% jump in search sessions (numbering more than 126,000) and an 84% increase in searches submitted.</p> <p>Student usage of the library in person thus appears to be continuing at a substantial volume, while the trend in usage of our online resources – which are available to students from off campus 24/7 – has grown significantly. In the meantime, we’ve had staffing decreases among both our library faculty and library technicians, which threaten our ability to sustain the level of in-person service. Likewise, we’ve had a substantial decrease in our online database budget in 2009/2010, resulting in fewer database subscriptions, which is also likely to negatively affect our level of service to students on and off campus.</p>
<p>4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?</p>	<p>Circulation/reserve statistics show similar patterns for all three academic quarters in 2009/2010, while our number of visitors (as tracked by gate count) and our reference desk statistics peak in the fall, when we frequently answer more than 100 questions a day. Throughout each quarter, we tend to see peaks in usage in weeks 2 through 4 and then again around week 8, presumably mirroring student need for reserve and circulating materials as well as research assistance at these points in the quarter.</p> <p>Our peak hours are between 9 am and 2 pm, with 11 to noon being the heaviest. On Friday afternoons we see our transactional activity (materials checkout and reference questions) drop off, but we still have a large number of students using the library for studying.</p> <p>Having lost public service staff among both the library faculty and the library technicians since 2007/2008, we did a detailed analysis</p>

	<p>of our daily patterns of use in order to consider shortening our evening hours. This analysis showed a drop-off in transactional use after 4 pm daily, followed by an additional drop-off after 7 pm. This was the basis for changing our closing time from 9 pm to 7 pm Monday through Thursday, which allows us to concentrate our reduced library circulation desk staffing in the earlier part of the day when the demand is much heavier.</p>	
<p>5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>Data not available.</p>	
<p>6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Data not available.</p>	
<p>7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Data not available.</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>Due to the reduction in classified staff and library faculty, we see students lining up and waiting longer at the circulation, reserves, and reference desks for assistance. We have also noted increased demand and frequent queuing for the library’s public access computers, even as the number of students bringing in laptops has noticeably increased.</p>	

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library's resources, both on and off campus, and encourage student success, information competency, and digital literacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with students, faculty, college student service areas, administration, regional and statewide consortia and other groups to enhance access to and quality of resources and services for the Foothill community in support of the College's programs and initiatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities	Measures	Timeframe	
Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research	Provide comfortable seating and places for solitary and group study. Provide sufficient equipment such as	Number of seats, group study rooms, computers, printers, photocopiers, electrical	Ongoing	

<p>and study.</p>	<p>computers, printers, and photocopiers, and wireless Internet access. Provide improved facilities infrastructure such as cleaner restrooms, adequate lighting, and electrical outlets for laptops.</p>	<p>outlets, etc. User satisfaction as measured by surveys.</p>	
<p>Acquire, organize, and maintain relevant resources that support the College’s strategic, teaching, and learning initiatives.</p>	<p>Add materials to library collection to maintain currency and balance in subject matter. Discard materials that are no longer appropriate for the collection. Provide adequate online resources (reference sources, periodical databases, e-books). Maintain periodical subscriptions.</p>	<p>Statistics on acquisitions and sizes of collections. User satisfaction as measured by surveys.</p>	<p>Ongoing</p>
<p>Provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library’s resources, both on and off campus, and encourage student success, information competency, and digital literacy.</p>	<p>Provide a library home page that serves as an effective online gateway to the library’s resources and services. Provide point-of-use instruction at the reference desk. Offer Library Science courses, research strategy sessions to classes across disciplines, and TBA hours (in which a librarian teaches and assesses information competency) to courses that require research. Investigate unified web-based discovery service to maximize access to online resources.</p>	<p>Statistics on home page use, reference, number of research sessions offered and students reached. Data on enrollment, retention and success in Library Science classes. User satisfaction as measured by surveys.</p>	<p>Ongoing</p>
<p>Collaborate with students, faculty, college student service areas, administration, regional and statewide consortia and other groups to enhance access to and quality of resources and services for the Foothill community in support of the College’s programs and initiatives.</p>	<p>Offer library research strategy sessions to classes across disciplines, and TBA hours (in which a librarian teaches and assesses information competency) to courses that require research. Develop a marketing plan to promote greater campus awareness</p>	<p>Statistics on number of research sessions offered and students reached. Data from student services survey and library survey showing percentage of students who have heard of the library and</p>	<p>Ongoing</p>

	of library resources and services. Participate in campus governance. Develop mechanisms for working with other California community college librarians, including participation in professional activities and informal networking.	have used its services and found it helpful. Data from library survey on faculty and staff awareness and satisfaction with the library's resources and services.	
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.	
Staffing <ul style="list-style-type: none"> - Faculty: 2-3 full-time librarians to replace recently retired faculty - Part-time librarians to cover evening hours - Classified staff: Restore fourth library technician position to circulation/reserves - Student workers 	Provide adequate staffing to meet strong student demand for library services, including extended library hours.		
Book budget, online database funding, and other budget line items for library materials	Provide adequate funding to maintain a current and relevant collection of library materials, including books and core online research databases.	Up-to-date print resources and comprehensive online database subscriptions support students in completing their coursework across the curriculum as well as helping them develop critical thinking skills as they learn to do research. Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.	
Unified web-based discovery service, such the EBSCO Discovery Service	Provide a fast and easy web-based search mechanism (a Google-like single search box) that effectively searches across the	This technology would maximize all of the library's licensed online content by making it searchable and retrievable in a fully integrated	

	library's online content, including the catalog, online journals, and databases	way. This would substantially improve the online research process for students. Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.
Library smart classroom	Provide a dedicated classroom, or priority access to scheduling such a classroom, equipped with computers and other technology for teaching library courses and library instruction sessions.	
Library remodel and facilities upgrade	<p>The library has many long-deferred physical maintenance issues pending Measure C funding that impact the comfort and usability of the facility. These include HVAC replacement, lighting, roof leaks, water damage, noise attenuation, and electrical.</p> <p>In addition, to address the shift in student study behavior patterns from mostly solitary to collaborative group study, we want to remodel and reconfigure some of our existing space to provide comfortable and convenient group study space.</p>	
Public access computers	As we have increased the proportion of online research resources, and as more classes are offered as online or hybrid courses, the demand for public access computers has grown beyond the 23 we currently provide. The library computers are also heavily used by students to print course materials, homework assignments, and research papers.	Providing more public access computers facilitates access to the library's research resources and the library faculty's ability to provide instruction in how to use those resources. Since the library catalog is on the web, access to a computer is essential to identifying relevant materials in the library's print collection as well Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.

III. Service Evaluation	
<i>Service Evaluation Overview</i>	
<p>1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?</p>	<p>The Fall 2009 Student Services survey showed that 57.6% of the students surveyed had used the library and found it helpful (25%) or very helpful (32.6%). Just 5% had used the library and did not find it helpful. These results suggest that the library is effective in providing the resources and services that a majority of students need.</p> <p>A substantial percentage, 34.1%, had heard of the library but never used it; only 3.3% had never heard of the library. We need to understand whether those students who have heard of the library but never used it are aware of the resources and services the library offers. If it's an awareness issue, we need to pursue ways to familiarize all Foothill students with the library's offerings, through marketing and working with instructional faculty to promote awareness. An alternative explanation is that these students have different information needs than we currently address, in which case we need to identify what they are and work toward providing for them.</p> <p>Trend data is not currently available.</p>
<p>2. "Internal" Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<p>An internal survey was distributed to all library faculty and classified staff in Fall 2009, and five responses were received. There is general agreement that we are meeting our four operational goals, that we need at least one additional librarian and an additional circulation technician, and that the library mezzanine and courtyard are not accessible to patrons in wheelchairs. Many concerns about the facility were also expressed: leaky roof, mold, dust, poor lighting, need for more electrical outlets for student laptops.</p>

<p>3. “External” Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<p>The library has done an annual survey for the past four years, and separated out faculty/staff responses from student responses. Results for the Spring 2011 survey have not yet been compiled.</p> <p>We typically receive two to three dozen faculty/staff responses. For each of the past three years for which results are available, respondents have indicated a high level of satisfaction (over 90%) with the library website, library catalog, and online resources. Satisfaction with the book collection improved from 79% in 2007/2008 to 92% in 2008/2009.</p> <p>Satisfaction with staff knowledge and staff helpfulness has ranged between 96-100% for all three years. Satisfaction with the library’s tours and orientations and library science classes has also been high, ranging from 88-100%.</p> <p>These satisfaction levels suggest that for this relatively small number of respondents, the library is effective in providing appropriate resources and services, and our staff is perceived as both helpful and knowledgeable.</p> <p>We see consistently lower satisfaction ratings for the library’s restrooms (down to 75% in 2008/2009), probably due to the volume of use, the level of custodial need relative to the frequency of custodial service, and the lack of hot water. As for the library’s hours, each year has seen a decrease in satisfaction, down to 65% in Fall 2009, when we had to cut our evening hours from 9 pm to 7 pm due to decreased staffing</p>	
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<p>4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service. Are there changes over time? What are the implications for your department/program?</p>	<p>The library’s annual survey has had between 90-140 student respondents for the past three years for which data is available. As with the faculty/staff responses, the student responses indicate a high degree of satisfaction (over 90%) with the library’s website, the library’s catalog, and the library’s online resources. Satisfaction with the library’s books and journals has improved from 89% to 92-95%.</p> <p>Satisfaction with staff knowledge has been over 95% for all three surveys and staff helpfulness has improved to 94% in the most recent survey. Satisfaction with the library’s tours and orientations and library science classes has also been high, ranging from 92-98%.</p> <p>As with the faculty/staff respondents, these results suggest that the library is effective in providing students with appropriate resources and services, and our staff is perceived as both helpful and knowledgeable.</p> <p>The student respondents are less satisfied with the restrooms (79% satisfaction); the library’s noise level (78%); availability of computers (74%); and the library’s hours (66%). These last two, in particular, have shown a downward trend over the three years of the survey. Satisfaction with the library’s GoPrint system for printing from the public computers has stayed steady in the 83-85% range. In the Spring 2011 survey, though the numerical analysis is not yet available, student dissatisfaction with library hours, computer availability, and noise level appears to continue to be on the rise.</p>
<p>5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).</p>	
<p>6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.</p>	

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Provide adequate computing resources and increased electrical outlets for laptops.	Increase the number of public access computers to meet the increased student demand for going online in the library for a variety of purposes. Identify, evaluate, and implement strategies to ensure computers are used for academic purposes. Set up a few workstations that are dedicated for printing and library catalog lookups. Work with Measure C project planners to increase distribution of electrical outlets throughout the library.	Data from library survey regarding student satisfaction with availability of computers and electrical outlets for laptops. Document incidence of queuing for computers during peak times.	One year?
Increase campus awareness (students, faculty, and staff) of library's resources and services, especially those available online.	Develop marketing plan. Investigate ways to promote use of online resources in connection with online or hybrid classes. Offer library research strategy sessions to classes across disciplines, and TBA hours (in which a librarian teaches and assesses information competency) to courses that require research.	Data from student services survey and library survey showing percentage of students who have heard of the library and have used its services and found it helpful. Data from library survey on faculty and staff awareness and satisfaction with the library's resources and services.	Two years
Extend library service hours to better meet student need.	The action plan for this goal relies on increased staffing at the circulation/reserve and reference desks.	Data from library survey regarding student and faculty/staff satisfaction with library service hours.	Ongoing

8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.
Public access computers	More public access computers are needed to provide students with access to the library's online research resources. Since the library catalog is on the web, access to a computer is essential to identifying relevant materials in the library's print collection as well.	Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.
Electrical outlets	Students who bring in their own laptops need electrical power; library currently has very few outlets available.	
Staffing <ul style="list-style-type: none"> - 2-3 faculty librarians to backfill for retirements - Part-time librarians to cover evening hours - Classified staff: Restore fourth library technician position to circulation/reserves 	Needed to provide adequate staffing to meet student and instructor demand for library services and extended library hours.	

IV. Service Area Outcomes

Service Area Outcome Assessment

1. **Be sure and complete your service area outcomes. SAOs are entered through the C3MS and archived in the public database found at: http://www.foothill.fhda.edu/schedule/learning_outcomes.php**

2. Are additional resources needed to accomplish your service area outcome goals?
If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
Book budget, online database funding, and other budget line items for library materials	Provide adequate funding to maintain a current and relevant collection of library materials, including books and core online research databases	Up-to-date print resources and comprehensive online database subscriptions support students in completing their coursework across the curriculum as well as helping them develop critical thinking skills as they learn to do research. Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.
Unified web-based discovery service, such as the EBSCO Discovery Service	Provide a fast and easy web-based search mechanism (a Google-like single search box) that effectively searches across the library's online content, including the catalog, online journals, and databases	This technology would maximize all of the library's licensed online content by making it searchable and retrievable in a fully integrated way. This would substantially improve the online research process for students. Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.

<p>Library smart classroom</p>	<p>Provide a dedicated classroom, or priority access to scheduling such a classroom, equipped with computers and other technology for teaching library courses and library instruction sessions.</p>		

V. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

<p>1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>From June 2009 to July 2011, the library faculty has decreased from 6 to 3 full-time librarians due to retirements. This decrease has already undermined our ability to cover the full range of our responsibilities and provide high quality, comprehensive library services. Examples of the impact include:</p> <ul style="list-style-type: none"> - Shorter service hours (closing at 7 pm instead of 9 pm daily) - Several academic divisions are now lacking a library liaison, including Biological & Health Sciences and the Fine Arts & Communication - No library science courses are currently offered <p>The number of librarians on 11-month contracts has also decreased due to retirements, from 3 to 1, which affects our ability to provide library services during the six-week summer session and accomplish a variety of operational projects that must be scheduled when the library is not open to the public.</p>
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Classified Staff

<p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>In Fall 2008, the number of library technician positions at the circulation/reserve desk decreased from 4 to 3, while activity in terms of circ/reserve checkouts increased by more than 3%. More significantly, reserve material checkouts (a more time-consuming process than for material from our circulating collection) increased 24% from 2007/2008 to 2009/2010. Even after reducing our service hours by closing at 7 pm instead of 9 pm, there are many days when this staffing is inadequate to support student demand. The current staffing represents the bare minimum, with no redundancy and any staff absence results in major logistical issues for scheduling.</p>
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<i>Technology and Equipment (see definitions below)</i>	
<p>3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.</p>	<p>The number of public access computers in the library (23) is insufficient to meet student demand for online access and printing.</p> <p>Issues with the Capture/OwlCard system, which interfaces with the GoPrint print system for printing from the library’s public access computers, intermittently results in interruptions to the library’s heavily used printing services. We would benefit significantly from a more robust printing solution that entails far less staff intervention.</p>
<p>4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.</p>	<p>No. We have received complaints about the entrance gate being a barrier to students in wheelchairs. Estimates to find a compliant replacement gate range to upwards of \$20,000.</p>
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. 	
<ul style="list-style-type: none"> • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. 	
<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. 	
<ul style="list-style-type: none"> • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
<p>5. Are your facilities accessible to students with disabilities? If no, explain.</p>	<p>No. There is no ADA-compliant elevator access to the book stacks on the mezzanine. The doors between the main room of the library and the book stacks area and the doors that open onto the courtyard from the library and the media center also do not conform with ADA specifications.</p>

<p>6. List needs for upgrades for existing spaces.</p>	<p>Anecdotal evidence and library surveys show a strong demand for more electrical outlets for student laptops and other wireless devices.</p> <p>The circulation/reserve area needs remodeling, to provide improved staff workspaces with additional telephone wiring, and more space to accommodate the large reserve collection.</p> <p>The main library reading room has significant areas that can be repurposed after consolidating our periodical stacks and removing the microfilm cabinets. We envision a “learning commons” area with increased space for students working collaboratively in groups. This would entail replacing or adding to the current furnishings with moveable, modular, technology-friendly furniture.</p> <p>In addition, many facilities needs identified in our previous program review in 2003 remain unmet:</p> <ul style="list-style-type: none"> – Provide an efficient HVAC system; – Provide an efficient air filtration system; – Provide an efficient and effective lighting system throughout the building; – Pest-proof the building; – Provide safe, dependable elevator access to the mezzanine in order to comply with ADA requirements; – The main entrance gate to the library, the doors between the main library reading room and the library stacks area, and doors leading out of the library onto the external courtyard between the library and Media Center should be made to conform with ADA specifications; – Repair all water-damaged and mold-damaged areas of the ceilings in the entire building; replace the roof; – Remove any remaining asbestos.
<p>7. List any new spaces that are needed.</p>	<p>To encourage collaborative study and group work, more group study rooms are needed. To offer library courses and to provide library instruction sessions for other classes, a smart classroom is needed with enough computers for every student in the class.</p>

<p>8. Identify any long-term maintenance needs.</p>	<p>Many facilities needs identified in our previous program review in 2003 remain unmet:</p> <ul style="list-style-type: none"> - Provide an efficient HVAC system; - Provide an efficient air filtration system; - Provide an efficient and effective lighting system throughout the building; - Pest-proof the building; - Provide safe, dependable elevator access to the mezzanine in order to comply with ADA requirements; - The main entrance gate to the library, the doors between the main library reading room and the library stacks area, and doors leading out of the library onto the external courtyard between the library and Media Center should be made to conform with ADA specifications; - Repair all water-damaged and mold-damaged areas of the ceilings in the entire building; replace the roof; - Remove any remaining asbestos.
<p>9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.</p>	<p>To encourage collaborative study and group work, more group study rooms are needed.</p>
<p>10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.</p>	<p>Our experience with district maintenance is that work orders, repairs, and support are adequate and timely. Like the media center, the library has recurring ceiling leaks and storm-related water damage, and we have good support from district maintenance in following up on these repairs.</p> <p>Our biggest daily maintenance issue is with the restrooms, which are heavily used and apparently not serviced frequently enough by custodians. We get regular complaints about the lack of soap and towels, and the overall condition. Library surveys consistently show dissatisfaction with the restrooms.</p>
<p><i>Budget</i></p>	

<p>11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?</p>	<p>The library has lost 50% of its faculty and 25% of its classified staff due to reorganization and several retirements. The current staffing level significantly impairs our ability to provide comprehensive library services to the campus community.</p> <p>Our B budget allocation is sufficient only if the library receives funding from other sources (i.e., Instructional Equipment) to cover our major materials expenditures (books, periodicals, and databases), as has been the case in the past several years.</p>
<p>12. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>The historical allocation the library received for its materials budget – covering additions to the book, reference, periodical, and media collections – enabled the library to provide up-to-date resources across the curriculum. We have already cancelled several dozen periodical and reference subscriptions in the past two years or so. Further budget reductions this year especially limit the acquisition of new books and DVDs.</p> <p>Likewise, our online database budget has been substantially reduced in the past two years or so, and the state TTIP allocation for library technology has been eliminated. As a result, we have had to cancel some of our core database subscriptions, and we no longer provide comprehensive resources for students to use online from off campus. In addition, faculty have continued to request a number of new database resources in a number of specialized areas that we would like to be able to provide eventually.</p> <p>The reduced budget amount allocated for student workers has also been an issue. Student workers assist at the circulation/reserve desk – additional coverage that has been especially essential with the reduced classified staffing in that area; shelve books and perform various book stacks maintenance responsibilities; and assist in our cataloging, acquisitions, and serials operations to process newly received materials and ready them for public availability. We hire work-study students whenever possible, which helps mitigate the reduced budget allocation, but work-study students are now less available than in the past.</p>

<p>13. Are there ways to use existing funds differently within your department/program to meet changing needs?</p>	<p>Beginning in the 2006/2007 academic year we have gradually reduced our print periodical and reference set subscriptions in favor of providing online access to the same or similar resources. We have also cancelled all our subscriptions to microfilm periodical backfiles, again with the intention of providing online access to these resources. This migration from print to online results in improved access and greater usability by making the resources available to students from off campus 24/7 in a format that students prefer. The downside, however, is that now that our online database funding from the campus has been cut and the state TTIP funding for the library eliminated, we're no longer providing comprehensive online coverage for those print resources that have been cancelled.</p>
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Summary of Planning Goals and Action Plans		
<p>14. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p>Staffing: Increase staffing among library faculty and circulation/reserve technicians and restore funding for part-time librarians in order to meet demand for longer service hours.</p> <p>Technology & equipment: Increase number of public access computers for student use. Advocate for increased reliability and usability of the heavily used OwlCard/GoPrint system (or its replacement).</p> <p>Facilities: Work with campus planners on Measure C-funded improvements to the library facilities, including electrical upgrades, ADA-compliance issues, and remodeling of some areas to increase useful student study spaces and greater efficiency at the circulation/reserves desk. A smart classroom is needed with enough computers for every student in the class in order to offer library courses and provide library instruction sessions for other classes.</p> <p>Budget: In better budget times, the library needs to have an adequate, consistent, and continuing budget that provides for the annually recurring costs of providing the resources and services students need. With the current reductions, we will continue to actively assess the tradeoffs of every book purchase and database subscription in order to provide students with the best possible combination of resources our current budget allows.</p> <p>Measures: Data from student services and library surveys gauging student, faculty, and staff satisfaction with the library as a study and work space, as well as a collection of resources and services integral to student learning and success.</p>	
<p>15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.</p>

<p>Staffing</p> <ul style="list-style-type: none"> - Faculty: 2-3 full-time librarians to replace recently retired faculty - Part-time librarians to cover evening hours - Classified staff: Restore fourth library technician position to circulation/reserves - Student workers 	<p>Provide adequate staffing to meet strong student demand for library services, especially extended library hours.</p>	
<p>Book budget, online database funding, and other budget line items for library materials</p>	<p>Provide adequate funding to maintain a current and relevant collection of library materials, including books and core online research databases.</p>	<p>Up-to-date print resources and comprehensive online database subscriptions support students in completing their coursework across the curriculum as well as helping them develop critical thinking skills as they learn to do research. Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.</p>
<p>Library remodel and facilities upgrade</p>	<p>The library has many long-deferred physical maintenance issues pending Measure C (previously Measure E) funding that impact the comfort and usability of the facility. These include HVAC replacement, lighting, roof leaks, water damage, noise attenuation, and electrical.</p> <p>In addition, to address the shift in student study behavior patterns from mostly solitary to collaborative group study, we want to remodel and reconfigure some of our existing space to provide comfortable and convenient group study space.</p>	

<p>Library smart classroom</p>	<p>A smart classroom is needed with enough computers for every student in the class in order to offer library courses and provide library instruction sessions for other classes.</p>		
<p>Public access computers</p>	<p>More public access computers are needed to provide students with access to the library's online research resources. Since the library catalog is on the web, access to a computer is essential to identifying relevant materials in the library's print collection as well.</p>	<p>Supports all three core missions (transfer, basic skills, and workforce) as well as overall student learning and success.</p>	

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
The college cannot be accredited without a functioning library. Current faculty staffing levels are well below those specified in Title V and insufficient to provide the full range of services.	Faculty FTE: – Librarian, Coordinator – Librarian, Reference – Librarian, Instructor		Supports all three core missions (transfer, basic skills, and workforce)
Materials and systems budget to cover new book acquisition, periodical and database subscriptions, and annual library automation system license.	\$260,000 in instructional equipment funding		Supports all three core missions (transfer, basic skills, and workforce)

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>