

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 student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the 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. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 - Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 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

Student Service Program Name: Library

Student Service Program Mission: 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, workforce preparation, 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.

Total number of Full Time Faculty:	4.0
Total number of Part Time Faculty:	0.0

Existing Classified positions:	Senior Library Technicians (3 in Circulation, 3 in Technical Services)

Program Review Team and Departments:

Name	Department	Position
Micaela Agyare	Library	Instruction Librarian
Kay Jones	Library	Technical Services Librarian
Mary Thomas	Library	Collection Development Librarian
Pam Wilkes	Library	Systems Librarian

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served			
a. Gate count on library exit	241,212	272,413	281,957
b. Reserve book loans	22,857	26,841	21,813
c. Non-reserve book loans	15,279	14,936	12,420
d. Library instruction			
i. Sessions	57	84	46
ii. Students	1,776	2,446	1,250
e. Reference questions			
i. In depth	2,784	2,954	2,635
ii. Quick reference or directional	3,741	4,206	4,363
f. Database usage			
i. Searches	381,591	555,334	1,901,565
ii. Full-text retrievals	222,121	331,010	131,793
g. GoPrint printing			
i. Print jobs	20,412	32,852	45,317
ii. Pages printed	66,384	106,881	157,356
Full-time FTEF	4.5	3.75	3.0
Part-time FTEF	0.6	0.9	1.0
Full-time Staff	6.0	6.0	6.0
Part-time Staff	0.0	0.0	0.0

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 Dean.

1. Students served (How was this tracked? What is the trend?):

The library has a variety of mechanisms for tracking the usage of our resources, services, and facility. As our gate count shows, with a 17% increase over the three-year period, the number of students coming in to the library continues to grow every year. One factor in the increase is the huge jump in the number of students using the library for printing – print jobs from the library's 23 computers increased 122% over the three year period, reflecting the college's shift away from instructors providing student handouts and requiring students to print their handouts and other materials instead.

While the library is more heavily trafficked than ever, in 2011-2012 we saw a decline in our loan numbers, both for course reserve materials and the library's book and periodical collections. These numbers are tracked via the library's automated catalog system. The gradual decline in usage of our print collections roughly parallels the college's enrollment decrease, and we also see this as reflective of the general shift on the part of students to rely more heavily on online resources as well as the increased percentage of classes offered online. Less understandable is the drop in reserve loan numbers since this continues to be an extremely busy service desk. The numbers for 2011-2012 are roughly comparable to 2009-2010, both of which show an increase over 2008-2009, so the sharp increase in 2010-2011 may simply be an anomaly.

In the area of library instruction, the numbers reflect the retirement of our longtime instruction librarian at the end of 2010-2011 and, before that, her professional development leave during part of 2009-2010. During those periods, other librarians shifted their own responsibilities to provide as much coverage as possible, but instructor demand for in-class library instruction was not fully met. In 2012-2013 we have a new full-time librarian who is reinvigorating the library instruction program and our expectation is that we'll see an increase in the number of students served as a result of her efforts.

The trends in our database usage are suddenly difficult to assess since the implementation of the new "discovery" layer (EBSCO Discovery Service) in 2011-2012. The discovery service enables students to search multiple databases as well as our online catalog and e-books simultaneously, which makes their research easier and more efficient. The downside is that it has completely changed the nature of our statistics and skewed the numbers in unexpected ways. From our direct observation, students are clearly learning about and using our online databases for a wide variety of courses, and teaching students the effective use of these resources is a primary activity of all the librarians. Getting a handle on these changes in our statistical usage tracking is crucial to making informed database renewal decisions, and this is among the highest priorities for us to accomplish in the coming year.

In summary, the considerable number of students served across all these dimensions shows the library to be a vital, heavily trafficked facility that provides a variety of essential services and resources to the college's students.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

The library does not engage in any tracking that enables us to assess the ethnic breakdown of the students we serve. Since the library serves all students across the curriculum and all three core missions, and based on daily observation, we believe that our demographics reflect those of the college in general.

3. Please describe services offered off campus and how these services are assessed and measured.

As noted in the report from last year's accreditation site team, the library provides extensive online resources that are available to all students 24 hours a day, seven days a week. These resources include e-books, streaming video, reference materials, and article databases supporting the college's curriculum that students can access from anywhere with a computer, an internet connection and their student ID.

To help with the use of this "virtual library," the library home page provides a comprehensive online guide to "Off-Campus Library Services"; this guide received almost 1,600 uses during 2011-2012. The library also has developed a number of self-paced online tutorials for students, covering how to do research using a variety of library resources.

Reference service is available to off-campus users by phone and also via the "Ask a Librarian" form on the library website. Questions submitted via the web receive a response from a librarian within 24 hours.

Both our guide to "Off-Campus Library Services" and our "Ask a Librarian" service are well-highlighted for online students on the Foothill Global Access website.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

The library has experienced a number of cuts to staffing since 2008-2009 that severely impact our ability to function effectively. Three of six full-time librarians, including the library coordinator, have retired; only the instruction librarian has been replaced as of 2012-2013. One of four circulation technician positions was eliminated in 2009-2010, and the library lost its administrative assistant due to reorganization.

The most visible consequence of these staffing cuts was the reduction in the library's open hours in 2009-2010, when we went from being open from 8 am-9pm Monday through Thursday to closing at 7 pm. Students have become increasingly outspoken, through our student survey and via ASFC, about wanting the library to be open both earlier in the morning and later in the evening. Unfortunately, the latest staffing reduction has been the elimination of our part-time librarians effective 1/1/2013. These librarians, working just 16 hours per work, have made it possible for the library to remain open until 7 pm. Without this coverage, we are looking at having to further reduce this most basic aspect of our operation, keeping the facility open.

Librarian FTE (full- and part-time) has been cut from 6.5 to 4.0 (over 38%) since 2008-2009. The four full-time librarians short-change their own responsibilities in order to absorb the most critical aspects of the work done by the two librarians who have not been replaced. The lack of a library coordinator in particular negatively impacts everyone on the staff. With those responsibilities partially redistributed since 1/1/2010 on an ad hoc voluntary basis, along with those of our administrative assistant, the full-time librarians are keenly aware that we are unable to function in anything more than a triage mode. Work outlined in our job descriptions that should be done to maintain and improve our services and our collections is perpetually on the back burner.

The reduction in circulation technician staffing by 25% since Fall 2009 also makes it problematic to provide the longer open hours that students want. Our peak service hours are 9 am-2 pm, with 11 am-noon seeing the most activity at the circulation/reserve desk. The logistics of providing sufficient staffing to cover the peak service time as well as the early morning and evening hours are complicated by occasional staff absence due to illness or other reasons. On those occasions the staffing is insufficient to cover the service volume in the middle of the day as well as the open hours at either end of the day. To satisfy student demand to have the facility open longer hours a fourth circulation technician position needs to be added.

A further consequence of our succession of library faculty retirements is that there is now only one librarian with an 11-month contract instead of three. This creates a staffing issue every summer, particularly since one of the retired librarians had primary responsibility for providing reference desk coverage during summer session. One librarian with an 11-month contract is not sufficient to cover all the days of summer session, and this has been addressed in an ad hoc way for the past three years by patching together coverage with temporarily extended assignments. This recurring staffing shortage needs to be addressed in a more permanent way, ideally by extending the contracts of two of the librarians. This would provide for adequate reference coverage while still enabling the current 11-month librarian to work on the library systems projects that were the basis for the 11-month contract in the first place.

5. General budget analysis by category of expenditures.

- a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Library Instructional Equipment	2008-2009	2009-2010	2010-2011	2011-2012
Books	\$115,996	\$58,986	\$71,007	\$49,343
Online resources	\$109,110	\$80,377	\$80,436	\$65,029
Periodicals	\$46,464	\$40,733	\$41,953	\$40,023
Audiovisual materials	\$3,969	\$661	\$12,978	\$3,327
Automation system	\$26,742	\$27,485	\$29,134	\$26,159
Online selection & cataloging tools	\$6,932	\$7,192	\$7,568	\$7,150
All Category Total	\$309,213.00	\$215,434.00	\$243,076.00	\$191,031.00
Library B Budget	2008-2009	2009-2010	2010-2011	2011-2012
Supplies for library operations, including student printing	n/a	n/a	\$11,793	\$11,749
Printing reimbursement from Student Activities	n/a	n/a	-\$9,069	-\$15,560
Photocopier contract	n/a	\$4,864	\$4,393	\$6,272
Student workers	n/a	\$10,595	\$13,856	\$17,618
Part-time librarians	n/a	\$34,975	\$37,771	\$35,988
All Category Total			\$58,744.00	\$56,067.00

The library has been well supported by the college even throughout the recent years of the state budget crisis. This was made possible through large instructional equipment allocations, which have been used to cover all of our print acquisitions, library systems costs, and databases and other online resource subscriptions. The breakdown from 2008-2009 is included here to show how much we have decreased our book budget and database spending over the last four years in an effort to stretch the non-replenishing instructional equipment funding as long as possible. Last year (2011-2012) we spent just 51% of the amount spent in 2008-2009 on books and databases. The accreditation site team wrote in its report that, although reduced, the resources provided by the library are “adequate.”

Based on our current costs, in spite of these efforts at conservation, we estimate that the college’s instructional equipment funds will be exhausted within the next two years or so, and we are anxious to plan with the college for an alternate funding source in advance.

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 library has established the following initiatives to support basic skills programs:

- The library collection includes a well-used special collection of several thousand ESL books that supports the college’s Basic Skills/ESL Initiative.
- The library licenses databases geared to students at a basic reading level; for example, *Opposing Viewpoints in Context* indicates the lexile range of each source and allows users to limit by lexile range.
- The library instruction program provides in-class sessions at the request of instructors teaching basic skills classes, including English and ESL.
- We would like to develop a credit course in information literacy intended for basic skills students, but the library faculty are currently stretched too thin to accomplish this.

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.

The library collection supports all academic departments, including transfer-level classes. In particular, the library has established the following initiatives to support transfer programs:

- In addition to a carefully selected book collection, the library provides access to thousands of scholarly journals in print and online. We are proud to offer academic article databases from Elsevier, JSTOR, and the American Psychological Association as well as online access to American Chemical Society Journals and the Journal of the American Medical Association.

- The library offers a variety of sources to assist in the transfer process: college directories, guides on how to write a transfer essay, and CollegeSource, an online resource containing over 68,000 digital college catalogs.
- The library instruction program offers a one-unit course that is transferable to CSU and UC. In addition, librarians provide in-class sessions at the request of instructors teaching transfer classes such as microbiology, English, philosophy, and sociology. “Information literacy” is more than showing students how to locate a book in the library. It is teaching students how to recognize when information is needed, and how to effectively find, evaluate, and use that information in an ethical way. In the 21st century, information literacy is critical to performing well academically and being ready for the challenges of transferring to a four-year school.

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.

The library has established the following initiatives to support workforce/career technical education programs:

- The library collection includes subject-specific book and journal collections that support certificated programs such as Paramedic, Veterinary Technician, and Dental Hygiene, as well as current career guides for a variety of fields.
- The library instruction program provides in-class sessions at the request of instructors in workforce/career technical education programs, including allied health and veterinary technology.

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.

The library has established the following initiatives to support student equity efforts at Foothill College:

- The library addresses the digital divide by providing computers with internet access and printing capability.
- The library’s reserve book collection provides students in every academic department with free access to textbooks and calculators.

- To ensure that audiovisual materials are accessible to all students, we purchase only videos that are closed captioned or subtitled; we also provide closed-captioned streaming educational videos through our license with Films on Demand.
- The library presents monthly art and cultural heritage exhibitions that support the college's heritage month series and reflect the diversity and talents of Foothill students. The exhibits celebrating Black History, Women's History, Latino Heritage, and Native American Heritage support our goal of providing a welcoming and varied multicultural environment in the library. In 2011-2012 the heritage month art exhibits were complemented by colorful book displays and resource guides available on the web through the library home page.

Section 2. Learning Outcomes Assessment Summary

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

See 2011_12 Library SAO Report-TracDat.pdf, attached.

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

2.3.a What findings can be gathered from the SA-SLOs assessments?

Thanks to an adequate budget and careful selections by the librarians, students have access to a robust, well-balanced, up-to-date collection of information resources in a variety of formats. Students are generally satisfied with the library's books, journal/periodical availability, and online resources, and ninety-five percent responding to our survey indicated that the library has sufficient materials for them to complete class assignments. There has been a general shift in the library collection away from print periodicals and books as students rely more heavily on online sources. A decline in usage in 2011/12 reflects the college's decline in enrollment and may also be attributed to the reduced number of librarians, which meant that we were far less able to promote awareness of our resources and instruct students in their use.

Faculty and students alike are satisfied with the librarian-led instruction sessions in their classes, and these sessions seem to make a difference: students who attended a library instructions session were as likely to cite an article from a library database as a website, and some used peer-reviewed journal articles and/or books. The significant reduction last year in the number of presentations offered and our unprecedented inability to meet demand shows that having a full-time instruction librarian is vital.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

Regarding information resources, we will continue the shift already in progress from print to digital. In order to maintain the currency of our resources, revisions are necessary to funding and staffing. Instructional Equipment funds are currently used to pay for books and databases, but this non-replenishing categorical fund will be exhausted within three years, so the college must find a different source of funding.

It is also essential to restore library FTEF. A fundamental driver of our selection decisions and promotion of resources is the liaison relationship between each academic division and a librarian, but some divisions lack a liaison due to our reduced staffing. Also, in addition to buying *new* books, part of keeping the library collection current and useful is discarding *old* books. In order to make the best use of space, improve the appearance and browsability of the collection, and identify materials that need repair or replacement, we planned to begin the first phase of a major weeding project in 2008, but the loss of library faculty made it impossible to implement. The library remodel

scheduled to begin in Spring 2014 now makes this weeding project even more imperative.

Regarding library instruction, a significant change occurred in 2012/13 with the addition of a full-time instruction librarian. While the library's FTEF is still only two-thirds of what it was in 2008/09, it will be interesting to evaluate this SA-SLO at the end of 2012/13.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

The SA-SLO regarding information resources reflects the efficacy of the library collection in meeting students' needs for information. The SA-SLO regarding library instruction is about information literacy, the ability to identify an information need and find, evaluate, and use information to meet that need; it does reflect the knowledge, skills and abilities students need from the library in order to succeed.

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

Because the librarians have a long history of collecting data on usage and patron satisfaction in order to assess our resources and services and also have focused on developing information literacy since the statewide Academic Senate declared it a graduation requirement in 2001, it is not clear that identifying and assessing library SA-SLOs has led to a significant improvement in student success at Foothill College.

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
Operational Goal: Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	Ongoing	<p>Installed additional electrical outlets for students to charge laptops and mobile devices.</p> <p>Created book displays and web guides in conjunction with the College's Heritage Months.</p> <p>Began planning Measure C renovation project.</p>	<p>Though improved, student demand for electrical outlets continues to exceed availability. The number of computer workstations (23) is also inadequate to meet student demand.</p> <p>Although intended to be self-service, in practice printing in the library requires considerable staff assistance. Malfunctioning card readers and an outdated server cause regular problems for students and staff.</p> <p>A district-level initiative is under way to upgrade campus printing services, including flexible payment methods.</p> <p>With input from LRC staff, the Project Design Team produced a "Detailed Project Program" draft (May 25, 2012). The LRC's participation in planning meetings will continue in 2013.</p>
Operational Goal: Acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives.	Ongoing	<p>Added materials to library collection to maintain currency and balance in subject matter.</p> <p>Discarded a small portion of materials that are no longer appropriate for the collection. Instead of recycling most</p>	<p>Expenditures for books and online resources have declined. We estimate that the non-replenishing Instructional Equipment funds that the college has provided to pay for books and databases will be exhausted within two to three years.</p>

		<p>discards, shipped them free of charge to Better World Books, which sells books online, returning a portion of their proceeds to the library and donating a portion to literacy initiatives worldwide .</p> <p>Provided robust online resources (reference sources, periodical databases, e-books, and a new streaming educational video collection, available with closed captioning or subtitles to ensure accessibility to all students.).</p> <p>Maintained necessary periodical subscriptions.</p> <p>Continued providing textbooks (using ASFC funds) to students in all academic departments. .</p>	<p>Systematic weeding of the book collection has not been accomplished due to library faculty shortages.</p> <p>Print periodicals continue to be reviewed for currency, relevancy, and possible replacement through online resources.</p>
<p>Operational Goal: 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>Ongoing</p>	<p>Continued to add self-service research and course guides available through library website.</p> <p>Provided individualized point-of-use instruction as the reference desk.</p> <p>Offered library instruction sessions to classes across disciplines.</p> <p>Continued to provide 24/7 reference support to students off-campus through the “Ask A Librarian” service accessible through the Library web page.</p>	<p>With the addition of an Instruction Librarian we have been able to meet the demand for research strategy sessions.</p> <p>Due to the shortage of library faculty, LIBR 10 (formerly LIBR 71) was not offered in 2011/12 or Fall 2012.</p> <p>The looming elimination of part-time librarian hours makes reductions in service inevitable.</p>
<p>Operational Goal: Collaborate with students, faculty, college student service areas, administration, regional and</p>	<p>Ongoing</p>	<p>Participated in campus governance (Academic Senate, College Curriculum Committee, Operations Planning Committee, Tech Task Force, Onizuka Education Center Planning Committee),</p>	<p>Due to library faculty shortages, not all academic divisions have library liaisons.</p>

<p>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>Participated in the annual campus wide open house "Day on the Hill" for new students, parents and community members.</p>	
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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
<p>Reduce print collections</p>	<p>Long term (18 - 24 months)</p>	<p>General trend in academic libraries, will improve student success by opening up more study space, improving the appearance and browsability of the collection, and identifying materials that need repair or replacement. Important to complete before library remodel.</p>	<ol style="list-style-type: none"> 1. Identify materials for discard. 2. Pull materials from stacks. 3. Remove records from library catalog. 4. De-process materials. 5. Sort materials for sale or recycling.
<p>Develop new versions of LibGuides and other library resources and applications for use on mobile devices</p>	<p>12 - 18 months</p>	<p>Providing effective access to the library's online resources and services via mobile devices will encourage increased student use, which in turn will improve student success.</p>	<ol style="list-style-type: none"> 1. Research availability of mobile versions of the library's licensed resources and services. 2. Develop a prioritized list for implementation. 3. Schedule implementation. 4. Develop plan for introduction and promotion to students.
<p>Increase the access to library instruction to students.</p>	<p>2013-2014</p>	<p>Research has proven that 1) those students who have stronger library skills get higher grades, 2) those students who frequently use the library have a higher comfort level with college, and 3) those students who receive in-depth library instruction get higher grades and have higher retention rates [Roselle and Vargas. Retention of Disadvantaged</p>	<ol style="list-style-type: none"> 1. Promote the library instruction program to academic departments on campus. 2. Assist faculty in incorporating information literacy into their courses. 3. Explore ways to provide library instruction to students at the Middlefield campus. 4. Research and pilot support for distance

		Students: The Library's Role. AACC presentation].	learning courses such as online tutorials and embedded librarianship. 5. Explore the possibility of developing LIBR10 online via Etudes.
Continuously improve the library instruction program through ongoing assessment and refinement.	Ongoing	Assessment is critical to student success because it provides information about student achievement, helps us appraise the effectiveness of the instruction program, and provides valuable feedback to students.	<ol style="list-style-type: none"> 1. Identify best practices and set benchmarks. 2. Create an assessment plan. 3. Develop library instruction assessment tools such as surveys, pre/post-tests, and rubrics. 4. Survey faculty to determine if the instruction program meets their needs.
Adopt new technologies that enhance access to library resources and services.	Ongoing	Successfully utilizing new technologies can improve student success by improving access to information and facilitating student engagement.	<ol style="list-style-type: none"> 1. Research instructional technologies for use in the new library classroom.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s new, unfunded resource requests. 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
Librarian – Coordinator/Public Services Librarian		Relates to all goals in 3.2. Library faculty staffing, reduced by 38% in the last four years, is inadequate to provide for a well-run college library that effectively maintains and builds collections and services fundamental to student success.
Librarian – Reference Coordinator		Relates to all goals in 3.2. Library faculty staffing, reduced by 38% in the last four years, is inadequate to provide for a well-run college library that effectively maintains and builds collections and services fundamental to student success.
Increase 10-month faculty positions to 11-months		Needed to provide adequate staffing for library hours during summer session.
Library technician, circulation/reserves		Needed to allow the library to extend service hours to provide requested increase in student access.
LRC administrative assistant		While receiving support from the Language Arts Division Assistant, the LRC needs on-site support for addressing the staff, facilities, and budget issues inherent in a large-scale library operation.

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

Section 5: Program Strengths/Opportunities for Improvement

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

Staffing and funding were the areas of concern that were identified by our dean in last year’s program review cycle, and these remain areas of concern for us as documented throughout this year’s program review.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

One of the most basic functions of a college library is to be open and provide sufficient access to the students who need resources, services, and a place to study. The library is now insufficiently staffed, both in terms of faculty (particularly with the elimination of part-time librarian hours) and classified staff (with only three circulation/reserve technicians), to be able to provide the service schedule that students have said they need.

A further area of concern for the library faculty is the lack of an administrator with library expertise who is available full time to provide leadership and vision for the faculty and classified staff and be responsible for day-to-day operations. Two years ago, the statewide Academic Senate adopted “Standards of Practice for California Community College Libraries” which call for the library to be “under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library” and who possesses “the minimum qualifications of the library discipline.” In terms of these standards of practice, the current administration of the library is not what it should be.

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

The library is a core service area for any academic institution, as evidenced by Section II.C. (“Library and Learning Support Services”) in the ACCJC accreditation standards. The site team report noted that budget cuts “have taken a toll”; but despite the “harsh level of reductions” to library staffing and book purchases and database subscriptions, the team found adequate library resources for students. Despite our deficiencies in staffing and budget, the library team continues to be dedicated to supporting student success, and we work hard to understand students’ evolving needs and provide the best library resources and services we can, given our constraints.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

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

The library and its services continue to be in high demand on the campus. Increasing gate counts tell only part of the story; it’s also in reference inquiries and in print jobs and in student searches. Institutions are collections of people and the library’s people work hard to make the library a welcoming and valuable experience for students, faculty, and staff.

I’m also excited by the plans to remodel and upgrade the library and the LRC. Again, the process was made possible by the strong and vital participation of all faculty and staff.

The hiring of an instruction librarian has revitalized this service of the library, and the work all the librarians have been doing to hone the library’s collections and serve our students is commendable and laudatory. The library exceeds expectations in meeting the information needs of the campus.

6.2 Areas of concern, if any:

Staffing continues to be a problem for the library with staffing levels below their historic highs for both faculty and staff, and the need for administrative assistance in the library and LRC is manifest in myriad ways.

I am further concerned by the impact of declining enrollment on the library, since declines in enrollment narrow the focus of college expenses dictated by the “50% law,” and therefore put pressure on the college to minimize expenditures that are not directly related to the direct cost of instruction. Expenditures in the library do not count towards the direct cost of instruction, further constraining the college’s ability to respond to the needs of the library.

6.3 Recommendations for improvement:

While advocacy on behalf of the library's needs is a primary approach to having those needs fulfilled, I also believe the library could explore ways to generate WSCH by developing new curriculum or revising existing curriculum.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College SA - Library

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Library - Information Resources - Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs.</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Measure the number of information resources the library has in various formats.</p> <p>Assessment Method Type: Data</p> <p>Target: Current information</p>	<p>09/27/2012 - The library's current print collection includes 92,145 books and 238 print periodical subscriptions. Non-print/online resources include 3597 videos (DVD and VHS), 337 audiobooks, 3597 online videos, 12,222 e-books, 26,316 e-journals and 40 databases. Special collections include 1245 ESL books and 70 guides in the college/career collection.</p> <p>With a healthy budget over several years, the library built a collection of resources in a variety of formats that meet the information needs of students across all three college core missions: basic skills, transfer, and career education and training. The library collection supports all academic departments and includes a special collection of ESL books that supports the college's Basic Skills/ESL Initiative, and subject-specific collections that support certificated programs such as Paramedic, Veterinary Assistant and Dental Hygiene. The library's reserve book collections helps students in every academic department have access to textbooks.</p> <p>The increasing availability of resources in digital format has resulted in a significant portion of the print collection being replaced or supplemented by online resources. Over 3000 e-journals were added in 2012 to the existing 26,000 e-journal titles and 4000 online videos have been added to the collection through a new streaming video product, Films on Demand. Due to vendor issues no additional e-books were added to the collection (currently at 12,222) in 2012. However, a more extensive e-book collection is planned when a viable source for this product is found. Reflecting the current budget crisis and the transition to</p>	

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		<p>digital information, fewer books (1160) were added to the collection than in previous years, and only one print periodical subscription was added, while 15 were canceled. We keep the collection vibrant by discarding materials that no longer meet student needs (202 books and 58 VHS videos).</p> <p>The library's Annual Student Services Program Review for 2011-2012 reflects on the library collection's expanding digital resources: "Providing more resources online, whether e-books, reference materials, or magazines and journals, means students have ready access to a far larger collection than we could house physically, and they can use them any time of the day without having to come to the library." Digital resources also provide greater access for distance learning students to library resources.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Related Documents: Statistics on library resources</p>	
	<p>Assessment Method: Annual survey of students asks about their satisfaction with books, journal/periodical availability, online resources, and sufficient materials to complete class assignments. Survey will be conducted May 7-18, 2012 (weeks 5 and 6 of spring quarter); it will be distributed in print in the library and to selected classes receiving library orientations, and there will be a link to the survey on the library home page. Assessment Method Type: Survey Target: 80% of students who respond to these questions will be satisfied or very satisfied</p>	<p>09/27/2012 - The library conducted our annual survey between May 7 and May 18, 2012. A link to an online version of the survey was available on the library home page, and print surveys were available at the reference and circulation desks in the library. To encourage participation, we emailed the link to the online version to all Foothill students taking 10 or more units in spring quarter (4479 students) and distributed the print version to 17 students in a research strategy session. A total of 309 people responded, 282 online and 27 in print, our best response rate ever.</p> <p>The survey asked students to rate their satisfaction with the library's books, journal/periodical availability, online resources,</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>with the library's books, journal/periodical availability, online resources, and sufficient materials to complete class assignments.</p>	<p>and sufficient materials to complete class assignments. More than 90% of the respondents for whom this question was applicable indicated that they were satisfied or very satisfied. We far exceeded our target of 80% satisfaction.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Related Documents: Library survey results</p>	
	<p>Assessment Method: Statistics on circulation and in-house use of books and periodicals and on database usage Assessment Method Type: Data Target: Number of uses will be 80% of FTES.</p>	<p>09/27/2012 - There were 8,378 checkouts of the library's books and periodicals during 2011-2012. In addition, there were 2,039 full-text views of the library's e-book collection, for a total of 10,417 recorded uses of the book, e-book, and periodical collections. The library staff does not currently track in-house usage. This number is 78.6% of Foothill's credit/non-credit FTES for 2011-2012, using the FTES figure provided in the summary report on the Chancellor's Office Data Mart website.</p> <p>We measured database usage in terms of the number of full-text articles received. Looking just at the statistics for our primary database provider (EBSCO), there were 38,732 full-text articles retrieved during 2011-2012, which is 292% of our FTES.</p> <p>While the usage target has very nearly been met in the case of our book, e-book, and periodical collections, and met almost three times over in terms of our online resources, when we compare these statistics to those in 2010-2011, we see a decrease of about 16% in the number of checkouts and a 15% decrease in full-text articles retrieved from EBSCO. This is roughly parallel to the 14% decrease in FTES from 2010-2011 to 2011-2012, according to the FTES figures</p>	<p>09/27/2012 - In 2012-2013, our full-time librarian staffing increases from three to four, with the addition of a new instruction librarian. Her work will be key to reestablishing a coordinated approach to informing instructors and students about the library's resources and providing instruction in their use.</p> <p>Our follow up on this assessment should include a discussion and possible revision of the target ("number of uses will be 80% of FTES") to ensure that we have a measure that can be applied sensibly to both print and online information resources.</p> <hr/>

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		<p>provided on the Chancellor's Office Data Mart website.</p> <p>Apart from the decline in enrollment, there are other factors that may account for a decline in usage of the print collections. There has been a general shift away from print periodicals and books as students rely more heavily on online resources and a higher percentage of classes are offered online. The demand for books as seen anecdotally at the reference desk is still substantial, however, and in fact a number of instructors require students to locate books as part of their assignments.</p> <p>The most significant factor affecting online usage (apart from enrollment) is probably our reduced number of librarians, which reached its all-time low in 2011-2012. With only three librarians, and no full-time instruction librarian, we were far less able to be proactive about working with faculty and students to promote awareness of the resources available and instruct students in their use. This was only partially countered by the implementation of more self-service instructional options on our website, which still require promotion of their availability.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
<p>SA - Library - Library Orientations - Students who receive a librarian-led research strategy session (library orientation) in a class are able to find relevant resources that meet their information needs.</p> <p>Start Date:</p>	<p>Assessment Method: Number of sessions and students served. Assessment Method Type: Data Target: All instructors who request a session will receive one.</p>	<p>06/29/2012 - 1250 students in 46 classes received a librarian-led research strategy session in 2011-2012. In addition, 133 students in 3 evening classes received a library tour. 7 requests for presentations were turned down due to inadequate staffing.</p>	<p>06/29/2012 - We expect a dramatic improvement next year when we have a new instruction librarian.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>09/26/2011 End Date: 06/29/2012 SA-SLO Status: Active</p>		<p>Turning down requests for presentations is almost unprecedented, but when our instruction librarian retired last spring, she was not replaced, and we were faced with the prospect of not providing any research strategy sessions at all this year. However, these sessions, in which a librarian delivers a one- or two-hour workshop on library research to students in a class that requires some kind of research assignment, is a fundamental and effective way to develop information competency in our students. As a result, the librarians agreed with the support of our dean that we would offer a more limited instruction program with the collection development librarian offering two presentations a week in lieu of teaching LIBR 10.</p> <p>With this limit in place, it is not surprising that we did not meet our goal that every instructor who requests a session would receive one. We also served substantially fewer students than normal (1250 compared to an average of 2450). However, given our reduced staffing, it is laudable that we reached as many students as we did.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2011-2012</p>	
	<p>Assessment Method: Survey select instructors who received an orientation for their class. Assessment Method Type: Survey Target: 90% of instructors will be satisfied with the quality of resources students found to complete their assignment.</p>	<p>06/29/2012 - In Winter 2012 a survey was designed with assistance from the college researcher and distributed to eleven instructors whose classes had received a library orientation that quarter; eight surveys were returned. All eight agreed or strongly agreed that "In-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources." In Spring 2012 the survey was distributed to nine instructors, and none were returned.</p> <p>Instructors for classes that received a librarian-led</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>research strategy session all agreed that their students were able to find relevant resources, but how can we tell what difference the research sessions made? At the beginning of a session, I ask students what they do when they need to find something out, and the usual response is "check Google." In the absence of library instruction, one may assume that they would mostly cite websites in their assignments, but instructors reported that these students were just as likely to cite an article from a library database as a website; some used peer-reviewed journal articles and even books.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This outcome is also known as information competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them.</p> <p>Related Documents: Faculty survey</p>	
	<p>Assessment Method: Annual survey of students asks about their satisfaction with library orientations. Survey will be conducted May 7-18, 2012 (weeks 5 and 6 of spring quarter); it will be distributed in print in the library and to selected classes receiving library orientations, and there will be a link to the survey on the library home page.</p> <p>Assessment Method Type: Survey</p> <p>Target: 80% of students who respond to this</p>	<p>06/29/2012 - The library conducted our annual survey between May 7th and May 18th. A link to an online version of the survey was available on the library home page, and print surveys were available at the reference and circulation desks in the library. To encourage participation, we emailed the link to the online version to all Foothill students taking 10 or more units in spring quarter (4479 students) and distributed the print version to 17 students in a research strategy session. A total of 309 people responded, 282 online and 27 in print, our best response rate ever.</p>	<p>06/29/2012 - A new instruction librarian has been hired to begin work in Fall 2012, and we expect to revitalize the library instruction program under her leadership.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>question will be satisfied or very satisfied with their library orientation.</p>	<p>One of the questions on the survey asked students to rate their satisfaction with "in-class library workshops." 95% of the respondents for whom this question was applicable indicated that they were satisfied or very satisfied. We far exceeded our target of 80% satisfaction.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: Student Survey</p>	