I. PROGRAM MISSION: In your view, what is the primary educational objective of your program? (Enter in priority numbers if more than one applies.)
The Library Science Program offers curriculum that promotes information literacy, as well as critical thinking skills, enabling students to learn how to learn. This curriculum includes a variety of learning/teaching strategies, including the use of current electronic technologies, for students to learn how to locate, evaluate and effectively use library information and resources. The Library Science Program strives to meet the needs of all students, including non-traditional, reentry, and culturally diverse students.

Transfer X  Degree/Certificate X  Career Development X  Basic Skills X  Other X Information Competency
Number of degrees issued this academic year:__  Certificates (<27 units)__  Certificates (>27 units)___

II. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS
Internal Assessment:
Curriculum:
• Courses that transfer to UC and/or CSU campuses.
• Two courses (LIRB 1 and 50) taught in the independent study mode, whereby students receive assistance from knowledgeable library faculty during hours of operation (60.5 hours/week, if plans to close on Saturdays due to budget constraints remain in effect).
• Two courses taught using traditional learning mode (LIBR 57 and 61).
• Clear standards of assessment provided for each course.
• Students learn to evaluate and apply information to solve a problem, enabling them to learn how to solve problems in the future.
• Promotes the dynamic access to information, which is available in a variety of ways and formats.
• Based on 2001/02 evaluation forms of independent study courses, the Library Program meets or exceeds students’ expectations 94% of the time.

Other:
• State-of-the-art automated Library system that lists holdings of not only Foothill Library, but many local public and academic libraries, national and international resources, as well as provides access to the Internet and other online databases.
• Multimedia classroom equipped with a projection unit, screen, and 10 Macs that have network capabilities and Internet access.
• Strong involvement by librarians in campus activities, particularly in curriculum and general education requirements as related to library acquisitions and materials.
• Need for adequate, consistent library budget to maintain the library book and materials collection.
• Need for adequate staffing of librarians, where demands for instruction, service, hours, and materials exceed resources available.
• Need for resources to allow new Library Science courses to be offered with less than 20 students.
• Need additional computers in classroom whereby Library Science courses/orientations could be offered.
• Need for more timely technical support for automated system and on-line databases.

External Assessment
• Technology and access to information continues to evolve.
• Information continues to grow exponentially and students need to know how to access/evaluate and use it.
• Costs of information (print and non-print) and electronic access (hardware and software) continue to increase.
• State funding for Library is unpredictable.

III. CURRENT STAFFING
Full-time faculty:  Head count:____.38  Percent reassigned time:___  Short-term adjustments (e.g., professional development leave):____
Comments: One full time librarian coordinates and develops instructional material 38% of load. Much of this development time takes place outside of the normal contract period, during summer months.
Part-time faculty:  Average quarterly load: 0.0286  On a scale of one (easy) to five (very difficult), rate the difficulty of finding and keeping part-time faculty to teach in this discipline: 4  Comment: None.

Classified staff:  Head count: NA  Of these, specify any who are less than full-time, 12-month: NA

Describe any unusual staffing circumstances, e.g., positions which have been vacant for all or part of the year due to professional development leave, reassignment, or other reasons:  Other comments: None.

IV. ACTION PLANS
   A. Program Goals Related to EMP and PFE:
      Continue to offer and promote courses dealing with electronic information resources such as the Internet, that cover how to locate, evaluate, and use information, while integrating information literacy and critical thinking skills within the curriculum.
   B. Other Program Improvement Plans
      • Continue to increase enrollment in both independent study courses, as well as other Library Science courses.
      • Continue to promote the importance of the courses and the Library Science Program at Division meetings, with counselors, during library orientations, and at flex day activities.

V. RESOURCES NEEDED:
   A. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
      • Extend contract of the Bibliographic Instruction Librarian from ten-months to twelve-months in order to update/revise course materials for Library Science Program and be ready for the start of the academic year.
      • Provide faculty and staff adequate funding and time to attend relevant meetings, conferences, and workshops that directly relate to improved/expanded knowledge, thus benefiting students/services.
   B. FACILITIES:
      Continued support for the Library’s need of priority scheduling in room 3525 classroom (facility built with State library funding) and/or room 3523.
   C. CAPITAL PROJECTS:
   D. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
      • Continue to update hardware/software in room 3525.
      • Update and increase hardware and software in Room 3523.
      • Add Library Science Program budget of approximately $600. per quarter for student orientation handouts and pathfinders.
   E. DIVISION PRIORITY LEVEL:

VI. STUDENT EQUITY:
   • Based on most recent data we continue to have a high success rate for the Library Science Program.
   • We continue to serve a strong, diverse student population.
   • Independent study courses meet the needs of the flexible, culturally diverse, self-directed learner; the student fits the course work to his/her time, and at his/her own pace.
   • Traditional courses meet the needs of the culturally diverse learner.