FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Library Science Program C. Thunen, M. Thomas, P. Wilkes, K. Jones, W. Scott.
2. State the program's mission. If you don't have one, create one.	The mission of the Library Science Program is to meet the learning needs and promote the success of all our culturally diverse students by teaching them information competency and helping them become lifelong learners. The information competency skills of knowing how to find, evaluate and ethically use information are vital for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer.
3. Explain how the program/department mission is aligned with the college mission?	The Library Science program strives to meet the learning needs and promote the success of all our culturally diverse students, whether they seek basic skills, career preparation, lifelong learning or transfer. Knowing how to find, evaluate and ethically use information is a vital competency not just for college students, but also for lifelong learners and all active, contributing citizens in a democracy.

II. Department and Program Description & Data

1. What are your hours of operation? M-Th 8- 7 pm 2. Fri 8 – 4:30 pm.	Our offices open at: Closed for Lunch: No x ☐ or Yes ☐ If yes, when: Our offices closed at:

	Times offered: X☐ Morning (6AM-12PM) X☐ Afternoon (12PM-4PM) X☐ Evening (4PM-10PM)	Locations offered: X☐ FH Main Campus ☐ Middlefield ☐ Off campus	Types Offered: X☐ In Person ☐ Hybrid ☐ Distance	Status Offered: X☐ Credit ☐ Non-credit
3. What types of classes do you offer, at what locations, and at what times?				

4. List current positions and descriptions for all personnel in **your area**??? on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Instruction Librarian	0	40%	Coordinates the self-paced Library Science classes. Develops course materials and curricula. Assists and teaches students in the self-paced Library Science classes. Has taught Library Science courses in the Mfumo
Position Title Collection Dev./Instruction	0	13%	Assists and teaches students in the self-paced Library Science classes. Curriculum Committee representative. Has taught Library Science 71.
Position Title Systems Librarian	0	5%	Assists and teaches students in the self-paced Library Science classes.
Position Title Technical Services Librarian	0	5%	Assists and teaches students in the self-paced Library Science classes.
Position Title Library Coordinator	0	5%	Assists and teaches students in the self-paced Library Science classes.
Position Title	0	0	

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Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		

5. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	A sharp decline in enrollment in 2004/05 may be attributed to a tightening of standards in the self-paced courses (Library Science 1 and 50); fewer sections of these two courses have been offered each year. To the extent that Library Science 1 and 50 focus on traditional print resources, it is also possible that they are less relevant to the way students now access information. Library Science 71, which always had a low enrollment, has not been offered since Spring 2008 due to reduced staffing (there was no leave replacement for librarians on PDL, and a retired librarian has not been replaced).
6. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	Retention has declined from 93% to 83% since 2004/05, and success has declined from approximately 83% to approximately 70% in the same time period; our retention and success rates are both below the average rates for the college. (The Library Science program does not award degrees or certificates.) The decline may be attributed in part to the tightening of standards mentioned in #5. A high proportion of EOPS students, athletes, and international students (who may not care about their grades, but only about accumulating enough units to maintain their student status or student visas) and our willingness to accommodate students who want to add

	after the second week of the quarter may also contribute to the low success rates. Library Science 50 was also offered as a Learning Community with the Mfumo program in Spring 2006 and with the Puente program is Winter 2008, at which times the success rates dropped to 69% and 68%, respectively. These declines may indicate that the students served by these programs were not yet ready for library research courses, which were taught in the traditional classroom setting.
7. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	No trends stand out with respect to underrepresented students. All groups, including Asian and white students, failed to pass or withdrew at higher rates than the college average. (Only 139 students enrolled in Library Science in 2007/08, so it is difficult to describe trends. For example, Native Americans and Pacific Islanders had a 100% success rate, but they were only four students.)
8. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	Every librarian contributes to the self-paced courses: each provides one-on-one, face-to-face assistance to students at the reference desk, and many also help revise the workbooks and grade. Any reduction in library faculty thus impairs our ability to offer these courses. While enrollment has declined in recent years, staffing has decreased as well. No leave replacement was provided for library faculty on PDL during four quarters in 2007/08 and 2008/09, nor was a substitute provided for a library faculty on extended medical leave in Winter 2009. In 2009/10 budget constraints have cut part-time librarians (who were a major component of the self-paced sections) by a third, and a retired full-time librarian has not been replaced. Due to reduced staffing, we are offering no Library Science courses at this time.
9. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those	NA

of comparable traditional format courses.	
10. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Students in Library Science 1, 50, and 71 were asked to complete anonymous evaluations of the courses. Although the samples were small, the overall feedback was positive. 86% of Library Science 50 students were satisfied or very satisfied that they spent time on the course, and 95% felt the course improved or greatly improved their library and research skills. 77% of Library Science 1 students were satisfied or very satisfied that they spent time on the course, and 92% indicated that the course improved or greatly improved their library and research skills. Students in each course said they would recommend it to others; for example, Library Science 71 students commented, "I learned a lot and now I can be confident in writing research papers. It's worth your time. Every student should take this class." While most comments were positive, a comment on the relevance of Library Science 1 reflected common verbal comments to librarians: "I think this class would have been great if we didn't have the internet (sic). Now that we have internet, many information are now online & easy to research. To learn using the printed reference may not be practical."
11. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	The present Library Science courses, though self-paced, deal mainly with printed resources and materials that must be accessed in the library. Now the majority of students want to do research online. They expect the flexibility to find information 24/7, without having to go to the library. There is a trend is to move toward the virtual library where students can find reliable and credible information online. To better meet the needs of this Millennial Generation we plan to offer offer hybrid and/or online courses with an increased focus on online resources and effective search strategies.

Summary of Planning Goals & Action Plans				
12. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Increase the number of students receiving information competency instruction.	x ☐	x ☐	x ☐	☐
Develop one or more hybrid and/or online courses with increased focus on online resources and effective database searching skills.	x ☐	☐	☐	☐
	☐	☐	☐	☐
Work with the College Skills Initiative Committee to become part of an integrated program model, where library resources and research skills are taught.	x ☐	☐	x ☐	☐
Improve retention.	x ☐	☐	☐	☐
	☐	☐	☐	☐

13. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Increase the number of students receiving information competency instruction	Market the library courses more actively. (Librarian on PDL in Winter 2010 will draft a marketing plan for the library.) Explore with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. Provide library faculty to teach these courses.	
Develop one or more hybrid and/or	Provide library faculty to develop and	

online courses with increased focus on online resources and effective database searching skills.	teach these courses.	
Work with the College Skills Initiative Committee to become part of an integrated program model, in which information competency is taught.	Address load issues so that librarians can serve on the College Skills Committee, help develop a new First Year Experience (FYE) designed for basic skills students, and teach information competency in the program. The Committee has acknowledged that the fully integrated program it is planning will require more time than usual from faculty.	
Improve retention.	Do not add students after the second week, and communicate this policy to the counselors. Drop students when work is not completed by deadlines, and state this policy on the course syllabus. . Provide courses that allow for flexible scheduling of assignments and course work.	

14. 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.**
Replace retired librarian.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a

		collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Replacing the retired librarian will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty.
Part-time librarians	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Hiring part-time librarians will help provide the time needed to update the Library Science curriculum (revise content and

		offer additional delivery methods), improve outreach, and collaborate with faculty. If a TBA hour is added to courses taught during the summer, part-time librarians will be essential for summer session.
Extend contract for Instruction Librarian from 10 to 11 months.	Teach Library Science courses and TBA hours during summer session.	The Instruction librarian coordinates, develops course materials for, and teaches Library Science courses. If these courses are offered in the summer, the contract extension will allow the instruction librarian to teach during that time. If a TBA hour is added to courses taught during the summer, library faculty will be essential for summer session.

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	Most course sections were self-paced, so that students had the flexibility to read and physically handle resources at their own pace. For those who needed one-on-one instruction, there was always a librarian available at the reference desk to provide that assistance.	
2. How does your curriculum respond to changing community, student, and employer needs?	As more technology was available to access information, this was incorporated into the courses.	
3. How does your curriculum support the needs of other certificates or majors?	The courses focused on how to find, evaluate, and use a variety of information sources from a variety of subject areas in many disciplines.	
4. Do your courses for the major align with transfer institutions?	NA	
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	None of the Library Science courses has a prerequisite. LIBR 71 has an advisory for familiarity with Macs or PCs.	NGL
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	Deactivate LIBR 1 and 50. Title V update for LIBR 71. Develop one or more hybrid and/or online courses with increased focus on online resources and effective database searching skills. Teach information competency in College Skills FYE. Continue to develop and measure student learning outcomes.	
7. Does your program offer distance education courses?	Not yet	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Personal email outside of Etudes. Online office hour chat. Telephone contact.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Chat room, group discussions	

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College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)		
10. What college skills should a student have before entering your program?	Familiarity with computers and online connectivity.	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	N/A	
12. In what ways are you addressing the needs of the college skills students in your program?	Library courses taught as a learning community with Puente and Mfumo address the needs of college skills students.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Two librarians are part of the College Skills Initiative Committee to develop courses and programs that address the needs of these students.	
Program Mapping		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	N/A	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	N/A	
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	N/A	
Course Scheduling & Consistency		
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	The self-paced courses were available whenever the library was open. Library Science 71 has been tried on different days of the week in the morning and the afternoon; offering it online would probably be the best way to meet students' scheduling needs. (Library Science 71 is available to be taught online via ETUDES.)	

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	N/A
19. How does the department determine that classes are taught consistently with the course outline of record?	Course syllabus for online Library Science 71 course has been reviewed by all librarians. Library Science 1 and 50 course materials are standardized to the course outline of record.

Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	Develop hybrid and/or online curriculum with increased focus on online resources and effective database searching skills. Work with the College Skills Initiative Committee to become part of an integrated program model in which information competency is taught to basic skills students. Explore with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. Goals will be measured by approved curriculum and program data.

21. Are additional resources needed to accomplish your curriculum 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.**

| Replace retired librarian. | Provide one-on-one instruction at the reference desk. Share in curriculum development. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses. | The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Replacing the retired librarian will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty. | |

| Part-time librarians. | Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses. | The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour.   Hiring part-time librarians will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty. If a TBA hour is added to courses taught during the summer, part-time librarians will be essential for summer session. | |

Extend contract for Instruction Librarian from 10 to 11 months.	Teach Library Science courses and TBA hours during summer session.	The Instruction librarian coordinates, develops course materials for, and teaches Library Science courses. If these courses are offered in the summer, the contract extension will allow the instruction librarian to teach during that time. If a TBA hour is added to courses taught during the summer, library faculty will be essential for summer session.	

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IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? 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.**

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	Standing librarian committee each week; the librarians make decisions regarding the library, its resources and services and function as the department curriculum committee.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Each librarian is a liaison to an academic division. Library faculty worked with BSS faculty in an effort to form learning communities between LIBR 71 and various history and social science courses. Instruction Librarian works with faculty from various subject disciplines to develop and teach library and information research sessions to these classes.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	The library is a member of BayNet, a multi-type library association in the Bay Area, and we have met with librarians from Los Altos Public Library. . Librarians have also met with SJSU library students to discuss internships, and assist with surveys. The Library Coordinator meets annually with the deans and directors of California community college libraries.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	None.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	LIBR 1 is transferable to UC and CSU. LIBR 50 and LIBR 71 are transferable to CSU.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Work with the College Skills Initiative Committee to become part of an integrated program model, where library resources and research skills are taught, and explore with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency.

7. Are additional resources needed to accomplish departmental engagement 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.**
Replace retired librarian.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Replacing the retired librarian will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty.

Part-time librarians	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Hiring part-time librarians will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty. If a TBA hour is added to courses taught during the summer, part-time librarians will be essential for summer session.
Extend contract for Instruction Librarian from 10 to 11 months.	Teach Library Science courses and TBA hours during summer session.	The Instruction librarian coordinates, develops course materials for, and teaches Library Science courses. If these courses are offered in the summer, the contract extension will allow

		the instruction librarian to teach during that time. If a TBA hour is added to courses taught during the summer, library faculty will be essential for summer session.	

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Workshops and convocations provided by the college on student learning outcomes.. Workshop presented by Council of Chief Librarians on student learning outcomes. Internet Librarian Conference LINC-072C.01 INDESIGN 1. LINC-085A.01 FLASH 1. LINC-085B.01 FLASH 2 . ETUDES training
2. What opportunities does your department take to share professional development experiences with colleagues?	Weekly meetings provide an opportunity to report on these events.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty incorporate new knowledge and trends in course development (traditional and online), online screencast tutorials, library research orientations and individually to students.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	N/A
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Two librarians will be participating in the College Skills Initiative program that requires offsite visits, meetings, and workshops. We plan to request part-time librarian hours to support this participation.

Summary of Planning Goals and Action Plans

6. What are your goals with respect to professional development and how will those goals be measured?	Goals are to improve teaching and learning and to keep current with new technologies and pedagogies that enable us to offer library courses that are relevant and meet the needs of today's students. The goals will be measured by program data (enrollment, retention, and success rates) and course evaluations.
7. Are additional resources needed to accomplish professional development 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.**

VI. Professional Development		
Part-time librarians	To cover the duties of the librarians who wish to participate in professional development activities to improve teaching and learning.	Because the library is short-staffed, it is difficult to cover the reference desk when a librarian is attending a workshop or conference. Part-time librarians would alleviate this shortage. Professional development will help librarians update the Library Science curriculum to better meet the needs of today's students and contribute to building a community of scholars, put access into action by reaching more students, and collaborate with faculty to integrate information competency into subject curriculum.

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes | No	PAUL: IS LESLYE AVAILABLE???
2. Are there sufficient college and departmental computer labs available to support this program?	No	NO- there is no classroom for library instruction or for courses. For subject-specific library research sessions, the librarian must waste valuable time searching for a smart classroom with enough computers for every student in the class.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	No	The current budget crisis has reduced print resources (books and periodicals) and online databases.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	No	Some classrooms do not have adequate electrical outlets, so extension cords are used, which can be a tripping hazard,.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	
7. Are general tutorial services adequate?	Yes | No	N/A
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources?	No	Computers in classrooms (necessary to access online resources) are sometime inadequate or don't function. Computers in the library are due to be upgraded.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	Two librarians have taken ETUDES training.
Marketing & Outreach		

11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	It is vital for Library Science courses to appear in the college catalog, class schedule, and online schedule, but errors in these resources have impaired their effectiveness. We hope to better interface with these services in order to improve the information about the courses.
12. What impact does the college or departmental website have on marketing your program?	The college website has not been used to advertise our classes. The department website does not reflect the current Library Science courses due to lack of staff time to implement changes.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Need additional assistance with updating the library webpage to market the Library Science courses and with marketing our courses in the various college venues that are available: Foothill Fusion, Heights, college home page, and campus plasma screens.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Collaborate with outreach staff to create a brief presentation on what the library has to offer that a librarian would give during campus tours that include the library. Participate in orientations preceding fall quarter.
Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	None.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	None.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Get more support from the facilities on campus that can help promote our classes and services. These will be measured by the number of times the library courses or services will be promoted in the various venues on and off campus. Librarian on PDL in Winter 2010 will draft a marketing plan for the library.
18. Are additional resources needed to accomplish your support services 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.**

Marketing, public relations & design services.	To advertise our courses in the various sites available: Foothill Fusion, Heights, college home page, and campus plasma screens.	We want to help build a community of scholars and put access into action by increasing the number of students who receive information competency instruction.	
Funding to print brochures and flyers.	Design, print, and distribute brochures and flyers to advertise our courses.	We want to help build a community of scholars and put access into action by increasing the number of students who receive information competency instruction.	

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	N/A
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	N/A
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	N/A
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	N/A
5. What is the projected average percentage of salary increase in 2 years? 4 years?	N/A
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	N/A
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	N/A

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	N/A	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	N/A	
11. How does this program prepare students for competitive employment?	N/A	
Advisory Board		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	N/A	
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	N/A	
Program Accreditation		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	N/A	
16. What is the program's accreditation status?	N/A	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	N/A	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A	

19. What indicators does your program use to determine success of our students after completion?	N/A
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	N/A
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	N/A

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	N/A

24. Are additional resources needed to accomplish career and technical education 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.**
N/A		

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

Faculty	
1. How does your PT/FT ratio impact the program?	Part-time librarians played a major role in the self-paced library courses. When part-time hours were reduced, the self-paced courses were discontinued. PAUL – DOES KAREN GILLETTE COUNT AS PART-TIME? SHOULD WE SAY ELIMINATED INSTEAD OF REDUCED?
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	In order to grow the program, we need librarians who can devote their time to developing and teaching the courses throughout the academic year, including summer session, doing outreach, and collaborating with other faculty. We need to increase the 10 month contract for the instruction librarian position to 11 months, so that these courses can be continued through the summer session. At present, a retired librarian has not been replaced, and a librarian is on extended family medical leave. Three faculty are or will be eligible for PDL in the four years. The instruction librarian may also retire in the next four years, which will impact the program.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	N/A
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	No. In order to optimize teaching and learning in the Library Science courses, the library requires a dedicated classroom with a video projection unit, screens, and enough computers with internet access for every student in the class.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Resources are adequate for online courses, but not for physical classrooms. The library has no dedicated classroom with a video projection unit, screens, and enough computers with internet access for every student in the class.

6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The PC used with Camtasia software to develop previous screencasts was not powerful enough to use the full functionality of the software, ie. closed captioning and quiz/test components.	
Technology & Equipment Definitions		
• **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.		
• **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.		
• **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.		
• **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.		
Facilities		
7. Are your facilities accessible to students with disabilities?	No. The library has no elevator access to the stacks on the mezzanine, and the doors that open onto the courtyard from the Library and the Media Center do not conform with ADA specifications.	
8. List needs for upgrades for existing spaces	Upgrade room 3523 by installing larger screens and a white board. Provide dependable elevator access to the mezzanine in order to comply with ADA requirements. The entrance gate to the library, the doors between the main library room and the Quiet Study Area, and doors leading out of the main library onto the external courtyard between the library and Media Center should be made to conform with ADA specifications.	
9. List any new spaces that are needed	Provide a dedicated library smart classroom with enough computers and internet access for every student in the class.	
10. Identify any long-term maintenance needs.	Ongoing tech support for the smart classroom and the computers.	

11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	NO- there is no classroom for library instruction or courses. For subject specific library research sessions, the librarian must waste valuable time searching for an appropriate room.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	ETS response to classroom emergencies is excellent, but the library facility itself is not well maintained (leaky roof, inadequate electrical outlets and internet ports, poor lighting); library surveys consistently show dissatisfaction with the restrooms.	
Budget		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	A decline in the A-budget allocation has made it all but impossible to offer Library Science courses. A decline in B budget allocation has reduced the library's print and online resources. Lack of screencast software for use on a Mac inhibits ability to develop more online tutorials.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	Revising the workbooks for the self-paced classes is labor-intensive, so we are exploring more efficient ways to deliver this content.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	Restore staffing to level of Fall 2009. Provide replacements for library faculty on PDL. Make available a smart classroom with enough computers for every student in the class. Purchase screencast software.	
17. 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.		
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.**

Replace retired librarian.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Replacing the retired librarian will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty.

Part-time librarians.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Hiring part-time librarians will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty. If a TBA hour is added to courses taught during the summer, part-time librarians will be essential for summer session.	
Dedicated library smart classroom with enough computers and internet access for every student in the class	To demonstrate online resources and search strategies and give students hands-on practice in Library Science classes and in subject-specific library research sessions	For subject-specific library research sessions for various disciplines, the librarian must waste valuable time searching for an appropriate room. . A dedicated smart classroom with enough computers and Internet access for every student in the class will help us to meet the goals listed above.	

PC with 2.0 GB RAM, and 115 MB of hard-disk space for program installation.	Develop **fully functional** online tutorials that can be used in the online and hybrid courses	Online tutorials will help us meet the goals above.
Leave replacements for librarians on PDL.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	Every librarian contributes to the Library Science program. More than one develops and revises curriculum and teaches classes. Two represent the library on the College Curriculum Committee. Each provides one-on-one, face-to-face instruction at the reference desk. If a replacement is not provided for a librarian on PDL, his or her contribution to the instruction program is lost, and to the extent that other librarians are covering for him or her, they may be pulled from instruction as well. PDL replacements are thus crucial if effective information competency instruction is to be available for students. Without replacements, the remaining librarians' ability to teach courses or TBA hours, improve outreach, and collaborate with faculty will be compromised.
Extend contract for Instruction Librarian from 10 to 11 months.	Teach Library Science courses and TBA hours during summer session.	The Instruction librarian coordinates, develops course materials for, and teaches Library Science courses. If these courses are offered in the summer, the contract extension will allow the instruction librarian to teach during that time. If a TBA hour is added to courses taught during the summer, library faculty will be essential for summer session.

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

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Increase the number of students receiving information competency instruction.. Action Plan: Market the library courses more actively. Librarian on PDL in Winter 2010 will draft a marketing plan for the library. Explore with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. Hire part time librarians or provide overload assignments that enable full time librarians to teach these courses.

Improve retention. Action Plan: Do not add students after the second week, and communicate this policy to the counselors. Drop students when work is not completed by deadlines, and state this policy on the course syllabus. Provide courses that allow for flexible scheduling of assignments and course work.

Develop one or more hybrid and/or online courses with increased focus on online resources and effective database searching skills. Action Plan:. Provide library faculty to develop and teach these courses.

Work with the College Skills Initiative Committee to become part of an integrated program model, in which information competency is taught. **Action Plan:** Address load issues so that librarians can serve on the College Skills Committee, help develop a new First Year Experience (FYE) designed for basic skills students, and teach information competency in the program. The Committee has acknowledged that the fully integrated program it is planning will require more time than usual from faculty.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

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, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
Replace retired librarian.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses.	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Replacing the retired librarian will help provide the time needed to update the Library Science curriculum (revise content and offer additional delivery	???

		methods), improve outreach, and collaborate with faculty.	
Part-time librarians.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to improve teaching and learning, develop curriculum, and teach courses. .	The information competency skills of knowing how to find, evaluate and ethically use information are vital in diverse disciplines and for all college students, whether they seek basic skills, career preparation, lifelong learning or transfer. Information competency is integral to a comprehensive curriculum, and our goals are all directed to building a community of scholars. We plan to teach more students information competency skills and to honor a range of learning styles and pedagogies. We will help promote a collaborative environment by working with other faculty on the College Skills Committee to teach information competency to basic skills students and by exploring with discipline faculty the possibility of adding to a course that requires research a TBA hour in which a librarian would teach and assess information competency. We also plan to put access into action by more effectively marketing our courses and integrating library instruction into courses requiring research via a TBA hour. Hiring part-time librarians will help provide the time needed to update the Library	???

		Science curriculum (revise content and offer additional delivery methods), improve outreach, and collaborate with faculty. If a TBA hour is added to courses taught during the summer, part-time librarians will be essential for summer session.	
Dedicated library smart classroom with enough computers and internet access for every student in the class	To demonstrate online resources and search strategies and give students hands-on practice in Library Science classes and in subject-specific library research sessions	For subject-specific library research sessions for various disciplines, the librarian must waste valuable time searching for an appropriate room. . A dedicated smart classroom with enough computers and Internet access for every student in the class will help us to meet the goals listed above.	
PC with 2.0 GB RAM, and 115 MB of hard-disk space for program installation.	Develop fully functional online tutorials that can be used in the online and hybrid courses	Online tutorials will help us meet the goals above.	
Leave replacements for librarians on PDL.	Provide one-on-one instruction at the reference desk. Share in curriculum development. Teach courses. Enable other librarians to attend meetings (Curriculum Committee, College Skills Committee, etc.), pursue relevant professional development to	Every librarian contributes to the Library Science program. More than one develops and revises curriculum and teaches classes. Two represent the library on the College Curriculum Committee. Each provides one-on-one, face-to-face instruction at the reference desk. If a replacement is not provided for a librarian on PDL, his or her contribution to the instruction program is lost, and to the extent that other librarians are covering for him or her, they may be	???

	improve teaching and learning, develop curriculum, and teach courses.	pulled from instruction as well. PDL replacements are thus crucial if effective information competency instruction is to be available for students. Without replacements, the remaining librarians' ability to teach courses or TBA hours, improve outreach, and collaborate with faculty will be compromised.	
Marketing, public relations & design services.	To advertise our courses in the various sites available: Foothill Fusion, Heights, college home page, and campus plasma screens.	We want to help build a community of scholars and put access into action by increasing the number of students who receive information competency instruction.	
Funding to print brochures and flyers.	Design, print, and distribute brochures and flyers to advertise our courses.	We want to help build a community of scholars and put access into action by increasing the number of students who receive information competency instruction, and advertising will help us achieve these goals.	
Extend contract for Instruction Librarian from 10 to 11 months.	Teach Library Science courses and TBA hours during summer session.	The Instruction librarian coordinates, develops course materials for, and teaches Library Science courses. If these courses are offered in the summer, the contract extension will allow the instruction librarian to teach during that time. If a TBA hour is added to courses taught during the summer, library faculty will be essential for summer session.	

Foothill College Program Planning & Review

Supervising Administrator Signature		*Completion Date*		