

### Basic Program Information

**Department Name:**

Media Center

**Division Name:**

Learning Resource Center

**Program Mission(s):**

The Media Center supports students and faculty by providing access to non-print materials and media technologies in an environment that promotes interdisciplinary and trans disciplinary exploration. The mission of the Media Center is to anticipate and Provide for the intellectual and physical assess to these materials and technologies and to foster inquiry by bridging the cultural divide.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Linda Robinson	Media Center	Instructional Associate
Julie Riggins	Media Center	Instructional Associate

<b>Total number of Full Time Faculty:</b>	
<b>Total number of Part Time Faculty:</b>	

**Please list all existing Classified positions:**

*Example: Administrative Assistant I*

Instructional Associate

### Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

	2011-2012	2012-2013	2013-2014
Students Served Head Count:	69,847	62,184	44,635
Students Served Gate Count:	197,962	99,574	110,378
Non-Print Items Circulated:	1,360	725*	402
Non-Print Titles in Collection	1,775	1,603	1,544
<i>(some titles have multiple copies or subsets, referred to as items, which are not included in this stat)</i>			

This data was obtained via the following sources:

\_\_\_\_\_ CCC Apply; \_\_\_\_\_ Ask Foothill; \_\_\_\_\_ Credentials; \_\_\_\_\_ SARS  
 \_\_\_X\_\_\_ Other (List) \_\_\_X\_\_\_ Security Gate Data, Hourly Head Count \_\_\_X\_\_\_

**Usage Stats:** There is no tracking system in place to accurately monitor student use. *Observable Head Counts* are taken by staff and student workers every hour and recorded. Though this data is not scientifically accurate, trends can be inferred. For 2013-2014, a decline in Head Count was due to our swing space move Spring Quarter and the loss of seating for approximately 46 students.

*The Gate Count* records students who pass through our main entrance. There was no Gate Count for Fall 2012 due to landscape renovation and the forced closure of our main entrance. There is no Gate Count for Spring 2014 due to the Media Center's relocation to a swing space during the LRC's renovation.

**Non-Print Circulation Stats:** There has been a decline in circulation of non-print media as instructors turn to other forms of display such as streaming video, and the internet. The use of personal media is also a factor.

The LRC subscribes to "Films on Demand" which is an online streaming provider with 12,014 ADA compliant videos. A subset of World Cinema videos was recently added, increasing the number of titles. Feedback from faculty continues to be mixed.

\*This stat has been adjusted from the prior total of 944 to 725 due to DISCARDS being included in the non-print titles statistics report.

**Non-Print Items Stats:** Adjustments to the collection are on going in order to ensure that tapes are ADA compliant and the content is relevant. The number of circulating titles has declined as materials are replaced or weeded. 900 items were weeded prior

to the move to the swing space in preparation for the renovation. Some of these items were replaced with closed-captioned DVD formatted titles.

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

The Media Center is open to ALL Foothill students and is therefore reflective of the demographic makeup of the college.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

There is an inter-library loan service between our non-print library and De Anza's. The service is minimally used but is effective when accessed. We do not loan to other colleges or public libraries.

Data for this area is based on services offered at the following locations:

1. \_\_\_\_\_ Middlefield
2. \_\_\_\_\_ CCOC
3. \_\_\_\_\_ Other (List)

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The staffing structure meets the minimal operational needs of the Media Center. However, back-up support is needed to cover for staff absences. Services have been suspended due to lack of coverage.

**IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.**

**Section 1a: Data and Trend Analysis for Instructional Programs**

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

**a. Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

## Section 2: Institutional Standards

**As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.**

**Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.**

The Media Center provides tools and services that enable students to complete, enhance, and supplement their learning. By providing access and support for these services students are able to meet course completion requirements, as well as academic and professional goals.

**IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.**

### Section 2a: Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level.**

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

**b. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

**c. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

### Section 3: Core Mission Support and Student Equity

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

#### **a. Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Media Center services are available to all students. Basic skills needs students can receive additional support from staff as needed when using Media Center services. The ability to access computers, print, and utilize non-print media for enrichment can assist a basic skills student achieve academic equity.

#### **b. Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The Media Center contributes to student equity by providing a physical space that allows all students a place to access computers, print and checkout non-print media. Our staff supported services enable students to be successful learners, complete assignments and attain transfer goals.

#### **c. Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

#### Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

#### Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

#### Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

The Service Area Outcomes for the Media Center are on going. The staff will support and maintain these objectives to remain current and up to date in the area of technology and non-print media. The staff continues to assess and evaluate program services through surveys, staff observations and student and staff interviews.

The current SLO's appear to capture what students need from the Media Center and its staff to complete their coursework.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

c. How has your service area engaged in dialogue about student learning outcomes?

The Division Dean of the LRC has helped articulate goals for Media Center services as well as reviewed its student learning outcomes.

Staff frequently discusses how to improve the student experience for the Media Center. SLO's have proved to be satisfactory for this purpose

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

The Media Center's student surveys suggest that we are meeting our ongoing SLO's. Requests for more computers, adding additional operating hours and the need for more quiet study rooms are trends we see reflected yearly in our survey's comment section. Some of these issues will be addressed through our renovation.

Printing emerged as the number one issue of concern as reflected in our survey this past year with 69% of students surveyed dissatisfied. Finding a workable print solution has been a cyclic problem for the Media Center and the district at large. A migration to a new print system took place Fall 2013. A district-wide evaluation of our print system is currently taking place with input from the LRC and Media Center.

e. What summative findings can be gathered from the Program Level Assessments?

Media Center services remain consistent with the exception of printing. Budget and staffing constraints remain a challenging aspect of the program.

**Section 5a: SLO Assessment and Reflection for Instructional Programs**

**Based on your assessment data and reflections, please respond to the following prompts.**

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

- d. If your program has other outcomes assessments at the program level, comment on the findings.

- e. How has your department engaged in dialogue about student learning outcomes?

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### Section 6: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

**List Previous Program Goals from the last academic year:** check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
<b>1. Media Center will acquire, organize and maintain relevant resources to support the college's strategic teaching and learning initiatives</b>		On going	Media Center staff continues to evaluate the LRC's non-print collection. Winter Quarter 2014 the staff weeded over 4000 items from the collection in preparation for the LRC renovation. VHS tapes, audiotapes and CD's were weeded in support of new content and/or technologies. Materials were also weeded or replaced due to being non-ADA compliant.
<b>2. Media Center staff will provide a variety of responsive services and opportunities that facilitate access to and use of, resources that encourage student success and information competency.</b>		On going	Software policies and protocols are evaluated for relevancy. Computers are updated and security measures are installed quarterly. Operational hours and printing continue to be areas needing improvement.
<b>3. Promote Non-Print Collection and the use of Films on Demand</b>		On going	Continue to notify staff and faculty regarding acquisitions to the collection. Promote and evaluate the merits of Films on Demand. Continue the dialogue regarding the decline in non-print circulation.

**New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<b>1.Support the renovation to a multipurpose lab that uses the latest technology and student learning techniques and tools. Promote the Media Center's new location to room 5941 during the renovation. Make necessary adjustments to ensure a quality service while operating in a much smaller space.</b>	1-2 years	Upon completion of the renovation, students will have access to the latest in technology, space for collaborative teaching and learning, and additional student learning services.	Student and staff response
<b>2. Continue to represent the needs of the Media Center on the ePrintIT steering committee. Make recommendations, discuss alternatives and evaluate the existing print system.</b>	1 year	Provide students with a more streamline, user friendly pay for print solution.	Student and staff response will measure success.

### Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's 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 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (Y/n)

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

Has the program received college funding for reassign time in the last three years? (y/n) no	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) no	

#### Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time

#### One-Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

## Ongoing B Budget Augmentation

The Media Center Budget is supported from the Library's B budget for supplies, equipment and student support staff.

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

## Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

### Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Hire additional staff to provide backup for existing staff absences in order to prevent an interruption in services.	The LRC reorganization may address this issue.
2. Requests for media still continue but the amount of requests has declined as well as the number of items circulated.  Our current streaming video vendor "Films on Demand" changes its content, sometimes dropping titles used by instructors. Supporting both students and faculty demands is sometimes challenging.	Balance the use of streaming video with the purchase of new media. Continue to grow the collection but evaluate each acquisition. As of now, streaming media does not solely meet instructional needs.
3. Increase Media Center hours, particularly early morning hours to accommodate those needing computers or printing before class.	The renovated LRC may allow for additional operating hours.

**a. After reviewing the data, what would you like to highlight about your service area?**

The Media Center continues to serve the needs of students; especially those who need open computer lab access. The staff remains committed to providing the best customer experience for students who use the services of the center.

## Section 12: Feedback and Follow Up

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

**a. Strengths and successes of the program as evidenced by the data and analysis:**

The Media Center and its staff continue to provide topnotch customer service to the students, faculty and staff of the college, and the open computer lab remains a needed and used resource for students. The staff worked tirelessly to weed the non-print collection in order to move into the center's current swing space while the 3600 and 3500 buildings are being remodeled, and they have been forthright and steadfast in advocating for a printing system that is both student-centered and

**b. Areas of concern, if any:**

While recent declines in the circulation and use of the non-print media collection can be attributed to the move of the Media Center into its current swing space location, downward trends prior to the move suggest that demand for these materials may be being met by other means such as streaming media and the internet, and call to question the resources (staffing and otherwise) dedicated to this service.

**c. Recommendations for improvement:**

It is clear that the non-print media collection still enjoys some use and is valued by the campus community. However, it is worth exploring whether the current configuration of staffing and resources in the Media Center are the best and most efficient means of providing this resource. The current remodeling and renovation of the 3600 space represents an opportunity to undertake this exploration.

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

**d. Strengths and successes of the program as evidenced by the data and analysis:**

The Media Center provides excellent service to our students, and the staff are highly student centered and supportive, in spite of the challenges of the remodel, the move, the swing space, and the changing print systems.

**e. Areas of concern, if any:**

The dean's comments reflect upon important trends that we are seeing in student behavior, not just in the media center, related to technology and the ever changing availability of media resources online and in mobile formats.

**f. Recommendations for improvement:**

The Media Center may need to evolve and shift the way it supports students given the changes in usage, technology and student needs.

**a. Recommended next steps:**

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

*Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*