Basic Program Information

Student Service Program Name: Library

Student Service Program Mission: The mission of the Foothill College Library is to support and collaborate with all academic and other student support programs of the College in providing excellent education for all of our students, whether in basic skills, workforce preparation, or transfer. The Library promotes student learning, retention, and success by striving to meet the evolving information needs of an increasingly technology-based global community.

Program Review Team:

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

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served			
a. **Gate count on library exit**	222,137	241,212	272,413
b. **Reserve book loans**	18,856	21,115	24,492
c. **Non-reserve book loans**	13,553	10,216	10,010
d. **Library instruction**			
i. **Sessions**	78	57	84
ii. **Students**	2,490	1,776	2,446
e. **Reference questions**			
i. **In depth**	4,284	2,784	2,954
ii. **Quick reference or directional**	4,359	3,741	4,206
f. **Database usage**	269,403	381,591	555,334
i. **Searches**	297,363	222,121	331,010
ii. **Full-text retrievals**			
Full-time FTEF	5.8	4.5	3.75
Part-time FTEF	0.5	0.6	0.9
Full-time Staff	8	8	8
Part-time Staff	0	0	0

1.2. Narrative Analysis

Underlying the trends reflected in the library's numbers over this three-year period are the following significant factors:

− Just prior to this period, at the end of 2007/2008, the library's classified staff was reduced by 20%. The positions lost were a senior library technician (one of four) at the circulation/reserve desk and the administrative assistant who supported the library staff as well as the vice-president who was located in the library.

− In 2009/2010, after analyzing usage patterns, we cut our service hours by 13% (8 hours) a week. This was to cope with (a) the 20% reduction in classified staff in the previous year; (b) the elimination of part-time librarian hours (18 hours/week); and (c) the 25% reduction in full-time faculty due to retirements.

–   Also as of 2009/2010, two of the library's credit courses, Library 1 and Library 50, were no longer offered, again a consequence of the reduction in full-time faculty and elimination of part-time librarian hours.

With these factors as backdrop, we nonetheless see an increase of more than 50,000, or 23%, over the three-year period in the number of students and other campus users passing through our gate, for a total of 272,413 in 2010/2011. The number of reserve book loans jumped 30% over the same period to over 24,000 in 2010/2011, signifying a sharp increase in students' reliance on the library for textbooks and other essential course materials. Usage of our online databases, those resources available to students 24x7 whether they are in traditional face-to-face or distance learning classes, has also increased significantly, with over half a million searches performed in 2010/2011 and more than 331,000 full-text articles or other documents retrieved online.

At the same time, running counter to these increases, we've seen an overall drop in loans from our non-reserve book collection (a 26% decrease, for a net decline of about 3,500 book loans) and a similar decrease in the number of in-depth reference questions. These decreases actually occurred between 2008/2009 and 2009/2010, and then the numbers more or less held steady in 2010/2011. The decrease in loans from our circulating collection is probably a reflection of the overall migration from print to online usage that all libraries are experiencing. Reinforcing this is the fact that in 2007/2008 we began adding e-books to the collection at a rate of about 3,000 a year, and e-book usage is not tracked in the same way as our print collection lending statistics. The drop in in-depth reference statistics may be partly due to the reduction in our service hours and librarian staffing, but probably is most of all a result of the Library 1 and Library 50 classes being discontinued. These were self-paced, workbook-based classes that required students to be in the library making heavy use of our print resources. Staff at the reference desk frequently assisted students with these assignments, and longer interactions would be counted as part of our in-depth reference statistics. Once the classes were discontinued, the in-depth instruction in the use of print reference sources declined dramatically.

Support for core missions
Overall, we believe the numbers show the library to be a vital, heavily trafficked facility that provides a variety of essential services to the college's students across all three core missions. Our library instruction program provided an average of 2.2 in-class sessions per week from 2008/2009 to 2010/2011 at the request of instructors in allied health, microbiology, English (both basic skills and transfer), ESL, philosophy, counseling, physical education, and veterinary technology, preparing students to do research in general, using the library's resources in particular. Our reserve collection supports students in every academic department, providing access to textbooks, supplemental reading, and practice exams supplied by instructors. Two recent projects in collaboration with math faculty set up specialized quarter-long lending programs for textbooks used in Math 108 (accelerated algebra) and calculators for the new Statway statistics sequence. Our ESL book collection, numbering 1,230 titles selected with the help of the ESL faculty, accounted for about 20% of our book loans from 2008/2009 to

2010/2011. Providing resources that directly support the curriculum in basic skills, workforce, and transfer drives the library faculty's selection decisions, whether it is buying new books to update the collection or seeking out new online resources to complement those already being well used.

Staffing

The library's staffing is, at this point, a perennial problem. Our full-time FTEF is now down from six to three due to retirements since 2007/2008, and our classified staff is down from ten to eight. In addition to reducing our hours of service in 2009/2010, we have had to curtail our library instruction course offerings and scale back our liaison support to several academic divisions. We have an additional 0.96 part-time FTEF in the current year providing 36 out of 52.5 hours per week of reference desk coverage. The three remaining full-time librarians work the balance of the reference desk hours and attempt to cover the responsibilities once handled by three other librarians, in addition to our own original full-time responsibilities.

In 2010/2011 PaRC approved an FTEF request to replace our library coordinator, but the hiring was suspended due to budget cuts. In the current year, we've received approval to hire a replacement for our instruction librarian; we hope that this recruitment will go forward and we'll be up to four FTEF in 2012/2013.

On the classified staff side, even when our library faculty number increases, it will be difficult to increase our hours of service with only three circulation/reserve technicians. Our peak hours of activity are between 9 am and 2 pm, with the 11-to-noon hour being the heaviest. As noted above, the reserve loan activity has increased 30% from 2008/2009 to 2010/2011, and though non-reserve loans have decreased over the same period, we still have a net increase of over 2,000 loan transactions annually. In addition, the reserve loan process is more involved and time-consuming than simply checking out a book from the non-reserve collection. We've observed that the logistics of providing sufficient staffing to cover the peak hours as well as early morning and evening hours are complicated by occasional staff absence due to illness or other reasons. When three technicians are reduced to two, the staffing is insufficient to cover the service volume at peak times as well as the extended hours at either end of the day.

Effects of technology

Technology is a mixed bag for us. We continue to look for ways to improve efficiency at our circulation/reserve desk using our library automation system; this has been particularly important with the staffing in this area being cut from four to three library technicians at the start of 2008/2009. Notices of overdue materials and library fines are sent automatically via email, as are courtesy reminders three days ahead of an item's due date. Renewals can now be handled via self-service on the web. Providing more resources online, whether e-books, reference materials, or magazines and journals, means students have ready access to a far larger collection than we could house physically, and they can use them any time of the day without having to come to the library. In 2010/2011 a subscription to a new product called LibGuides enabled all the librarians to begin developing web-based self-service instructional resources. Based on templates, they can be quickly produced and easily revised. Some of these have been used for specific classes or programs, such as Biology 41 and dental assisting, while

others are general how-to's, such as the Library Research Basics LibGuide that has already had almost 2,000 views just in the past year.

On the down side of technology, the library staff is often overwhelmed by issues associated with the current GoPrint print system, which requires a student ID (Owl) card for self-service payment of prints from the library's computers. Students heavily use both the library and media center to print assignments and class materials that instructors are now providing on the web, and every student requires an introduction and a walkthrough to understand the system requirements. Add to this the volume of students who don't have their card for whatever reason, plus the frequency of technical malfunction in some aspect of the system, and a theoretically self-service operation becomes extremely staff-intensive. The library staff also gets called upon to provide technical support to students using their laptops and the campus wireless network, as well as various software programs on the library computers, since the district provides no help desk technical support to students.

Organizational inefficiency
Another area of organizational inefficiency is caused by the loss of the library's administrative assistant at the end of 2007/2008. Though also supporting the vice-president whose office was in the building, the library's administrative assistant also managed facilities issues such as work orders and other repairs, purchasing requisitions and supply orders, budget tracking, and numerous other support activities required by a large-scale library operation. These responsibilities have since been partly absorbed in a haphazard way by the remaining classified staff and faculty, and all would agree that the status quo is neither effective nor efficient.

Budget
The library has been well supported in its budget requests, even throughout the recent years of state budget crisis. Our primary concern is that the majority of our budget since 2008/2009 has come from instructional equipment funding, which we understand to be a dwindling, non-replenishing resource. In the current year we received an instructional equipment allocation of $270,000 that will be used to fund our database subscriptions, periodical subscriptions, book acquisitions, and the annual maintenance contract for our library automation system. Because the instructional equipment allocation will cover these expenditures, our "B" budget will be used only to fund our part-time librarians, the student workers in the circulation/reserve and technical services areas of the library, and library supplies, all of which should total less than $80,000. In 2010/2011 we used about $65,000 of our "B" budget allocation (which was $127,693 plus a $10,000 augmentation); this year we received the same allocation of $127,693 plus the unspent balance from last year, for a total of about $190,000, of which just $80,000 is likely to be spent.

Rather than making annual instructional equipment allocation requests with repeat justification for our book acquisitions, recurring subscriptions, and system contract renewal, and knowing that eventually there will be no further instructional equipment funding forthcoming, we'd like to see this imbalance with our current "B" budget addressed and other ongoing funding sources identified as necessary.

Section 2. Learning Outcomes Assessment Summary

In 2009 library faculty and staff identified four overarching goals for the Learning Resource Center and two service area outcomes, but with no administrative guidance and reduced staffing, we did not follow through with an assessment cycle. In Fall 2011 two Library SA-SLO's were entered in TracDat, and the first assessment cycle will be completed this academic year.

Unit Assessment Report - Four Column
Foothill College
SA - Library

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Library - Information Resources - Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs. **Year(s) to be Assessed:** 2011-2012 **SA-SLO Status:** Active	**Assessment Method:** Measure the number of information resources the library has in various formats. **Assessment Method Type:** Data **Target:** Current information	11/07/2011 - Test **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
	Assessment Method: Annual survey of students asks about their satisfaction with books, journal/periodical availability, online resources, and sufficient materials to complete class assignments. **Assessment Method Type:** Survey **Target:** 80% of students who respond to these questions will be satisfied or very satisfied with the library's books, journal/periodical availability, online resources, and sufficient materials to complete class assignments.		
	Assessment Method: Statistics on circulation and in-house use of books and periodicals and on database usage **Assessment Method Type:** Data **Target:** Number of uses will be 80% of FTES.		
SA - Library - Library Orientations - Students who receive a librarian-led research strategy session (library orientation) in a class are able to find relevant resources that meet their information needs.	**Assessment Method:** Number of sessions and students served. **Assessment Method Type:** Data **Target:** All instructors who request a session will receive one.	11/17/2011 - Test **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

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Section 3: Program Goals and Rationale

Program goals should be broad and incorporate <u>some sort of measurable action</u> that connects to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Library strives to identify and meet the research and information needs and promote the learning success of all our culturally diverse students across disciplines, whether they seek basic skills, workforce preparation, or transfer. Having access to information and knowing how to find, evaluate, and ethically use it is vital for college students and all active, contributing citizens in a democracy.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Operational Goal: Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	Ongoing	Provided comfortable seating and places for solitary and group study.

Provided equipment, including computers, printers, and photocopiers, and wireless internet access.

Library computers were updated in Fall 2011 as part of the college's five-year refresh cycle. | Student demand for computers continues to exceed available computer stations.

Student demand for printing services continues to grow.

A mini-project to install additional electrical outlets for student laptops has been repeatedly postponed, and maintenance (such as roof and HVAC replacement and adequate lighting) continues to be unaddressed in anticipation of a facility-wide Measure C renovation project. |
| **Operational Goal:** Acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives | Ongoing | Added materials to library collection to maintain currency and balance in subject matter.

Discarded a small portion of materials in | Library budgets for print and online resources remainstable and sufficient.

Systematic weeding of the book collection has not been accomplished |

		targeted areas that are no longer appropriate for the collection. Provided robust online resources (reference sources, periodical databases, e-books). Maintained necessary periodical subscriptions.	due to library faculty shortages.
Operational Goal: Provide a variety of responsive services and instructional opportunities that facilitate access to and use the library's resources, both on and off campus, and encourage student success, information competency, and digital literacy	Ongoing	Increased the effectiveness of the library home page as an online gateway to the library's resources and services by adding general self-service research and course guides (LibGuides). Provided individualized point-of-use instruction at the reference desk. Implemented EBSCO Discovery Service in Fall 2011 to maximize access to online resources. Offered research strategy sessions to classes across disciplines and a credit course in research paper search strategies.	Due to retirement of the Instruction Librarian, credit Library Science classes are not currently being offered, and the number of research strategy classes has been reduced. College approved the hiring of an Instruction Librarian for Fall 2012. We have not pursued the development of TBA hours in which a librarian teaches and assesses information competency in conjunction with courses that require research. The library's longer service hours have not been restored.
Operational Goal: Collaborate with students, faculty, college student service areas, administration, regional and statewide consortia and other	Ongoing	Participated in campus governance (Academic Senate, College Curriculum Committee, Operations Planning Committee, Integrated Planning & Budget Task	Due to library faculty shortages, the marketing plan developed in 2010 has not been implemented. Due to library faculty

groups to enhance access to and quality of resources and services for the Foothill community in support of the College's programs and initiatives		Force, Teaching & Learning Center Task Force, and Tech Task Force). Systems Librarian attended the statewide community college library Deans & Directors meeting in Spring 2011 and participated on NetLibrary e-book selection committee along with other California community college librarians.	shortages, not all academic divisions have library liaisons.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	Ongoing	Continue to provide comfortable seating and places for solitary and group study. Continue to provide sufficient equipment (i.e. computers, printers, and photocopiers) and wireless internet access. Provide improved facilities infrastructure such as roof and HVAC replacement, adequate lighting, and electrical outlets for student laptops. Increase the number of public-access computers. Explore strategies to ensure computers are used for academic purposes and consider dedicating one or two workstations for express printing.	The library as place is an extension of the classroom and the principal location on campus where students can gather as a community of scholars to complete assignments and study for exams together. The library also provides a quiet place to study and computers with internet access for the students who do not have these resources at home.

Acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives	Ongoing	Continue to add print materials and online resources that directly support the curriculum in basic skills, workforce, and transfer and maintain currency and balance in subject matter. Discard materials that are no longer appropriate for the collection. Maintain necessary periodical subscriptions.	Students primarily use the library's information resources to do research and complete course assignments. They also use library resources to study for exams, improve study and language skills, and learn about financial aid, transfer institutions, and careers. The library's resources are also a critical component in the accreditation of several vocational programs.
Provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library's resources, both on and off campus, and encourage student success, information competency, and digital literacy.	Ongoing	Continue to provide a library home page that serves as an effective online gateway to the library's resources and services, provide individualized point-of-use instruction at the reference desk, and offer research strategy sessions across disciplines. Offer credit Library Science courses. Provide adequate staff and part-time faculty to restore the library's evening hours.	"Information competency is essential to student success in the Information Age,"[i] and digital literacy "is essential to education and workforce preparation."[ii]

Collaborate with students, faculty, college student service areas, administration, regional and statewide consortia and other groups to enhance access to and quality of resources and services for the Foothill community in support of the College's programs and initiatives.	Ongoing	Continue to participate in campus governance. Investigate ways to promote use of online resources in connection with online and hybrid classes. Implement marketing plan to promote greater awareness of library resources and services. Develop mechanisms for working with other California community college librarians, including participation in professional activities and informal networking.	This kind of collaboration informs the library faculty and staff of what students need to succeed. It also makes the Foothill community more aware of the library so that faculty and staff across campus can promote library resources and services to students in addition to direct outreach from the library.

Section 4: Program Resources and Support

4.1 Using the tables below to summarize your program's resource requests.

Full Time Faculty and/or Staff

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Instruction Librarian		Relates to all goals in 3.3	
Public Services Librarian		Relates to all goals in 3.3	
Division Administrative Assistant		Relates to all goals in 3.3	
Library technician, circulation/reserves		Relates to third goal in 3.3 (extending service hours to provide increased access)	

B Budget Augmentation

B Budget FOAP	**$ Amount**	**Related Goal from Table in section 3.3**	**Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)**

Facilities and Equipment

Facilities/Equipment Description	**$ Amount**	**Related Goal from Table in section 3.3**	**Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)**
Materials budget for books, databases, periodicals plus budget for library automation system maintenance renewal	$250,000	Relates to second goal in 3.3 (acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives)	Instructional equipment

One-time/Other: (Release time, training, etc.)

Description	**$ Amount**	**Related Goal from Table in section 3.3**	**Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)**

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The College has provided a healthy budget for resources, and librarians exercise professional judgment in thoughtful selection of resources, including a conscientious assessment of data each year before renewing periodicals and databases.	The number of library users has increased even as the college's FTES has declined.
Weaknesses	The Library does not meet the *Standards of Practice for California Community College Libraries*, which call for the library to "be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library," who possesses "the minimum qualifications of the library discipline," and is "positioned in the administrative structure to effectively interact with other administrators and have a direct link to the instructional vice president." Due to staff shortages, the library is unable to provide extended service hours frequently requested by students. In addition, important collection maintenance, innovative technology, and other projects are deferred while the remaining staff deals with the immediate demands of the day-to-day. The library is unable to handle	The Fall 2009 Student Services Survey revealed that 37.4% of Foothill students had never heard of or had never used the library. In recent years the College has paid for library resources with Instructional Equipment funds, a categorical fund which the state no longer replenishes.

	students' increasing demand for printing.	
Opportunities	Measure C funding is available for long-awaited renovation, and the College has approved an Instruction Librarian position for 2012/2013 to replace one of our three recent retirees.	The growing availability and popularity of e-books and emerging information technology in general make it possible to serve students off-campus and 24 x 7.
Threats	Loss of library faculty in the last three years has made it challenging to do the kind of assessment and planning needed to keep the library as vital and successful an organization as our students deserve.	Some students perceive that all the information they need is available for free on the Internet and that the library is hard to use.

5.2 Are there any <u>critical issues</u> you expect to face in the coming year? How will you address those challenges?

Morale among faculty and staff is at an all-time low.

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

In spite of the weaknesses, threats, and critical issues mentioned above, there is no doubt that the library remains a viable program. A student comment on the Library's survey in Spring 2010 says it best: "I think you are all doing a great job, despite the financial situation. Thank you so much!"

5.4 Address the concerns or recommendations that were made in <u>prior program review cycles</u>.

Several activities recommended in the 2009/10 and 2010/11 Program Reviews concern ongoing objectives. We continue to provide comfortable seating and places for solitary and group study, acquire books and videos to maintain currency and balance in subject matter, provide better-than-adequate online resources, maintain necessary periodical subscriptions, provide individualized point-of-use instruction at the reference desk, and participate in campus governance. We also improved the library home page, which serves as an online gateway to the library's resources and services, by adding web-based general and course-specific research guides.

One of our goals was to provide a fast and easy web-based search mechanism (a Google-like search box) that effectively searches across the library's online content, including the catalog, online journals, and databases, and this year we were among the first California community

college libraries to implement EBSCO Discovery Service. Available through the link "Search Multiple Databases" on our home page, this service maximizes access to our online resources.

Due to the reduction in classified staff and library faculty, we were unable to meet several of our objectives. Due to the retirement of the Instruction Librarian, we are offering no Library Science courses, and the number of research strategy sessions has been reduced. We have not been able to restore our hours, and we see students lining up and waiting longer at the circulation, reserves, and reference desks for assistance. We have not developed a marketing plan or ongoing mechanisms for working with other California community college librarians. In 2009/10 we began investigating ways the library might generate WSCH by offering TBA hours (in which a librarian teaches and assesses information competency) in conjunction with courses that require research, but were not able to pursue the idea. In 2008 we planned to begin a systematic weeding of the book collection in order to make the best use of space, improve the appearance and browsability of the collection, and identify materials that need repair or replacement, but this has not been accomplished.

The college failed to meet a number of goals for the facility. Maintenance of the physical plant (HVAC replacement, lighting, roof leaks, water damage, noise attenuation, and electrical) continues to be deferred, and the library is still out of ADA-compliance in several areas. The lack of a dedicated library classroom with computers and online access for each student restricts the effectiveness of our instruction program. Although the library's public-access computers were replaced with new Macs and PCs, demand continues to exceed availability, and we have not been able to implement sufficient strategies to ensure that computers are always used for academic purposes. No new electrical outlets that support student laptop use have been added.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

The classified staff and library faculty are dedicated, hard-working professionals, and students consistently give us high rankings for knowledge, helpfulness, and approachability. The library is a busy place with more users than ever, and a healthy budget for resources means that a robust suite of databases complements our books, print periodicals, and audiovisual materials.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

As is true of all programs, the library's greatest strengths are its people. While this program review painstakingly documents the many deficits the library has contended with over the past few years, what remains noteworthy, impressive, and laudable is how ably the library faculty and staff have risen to provide service to our students, faculty, and staff. Even though the

library has been down three full-time faculty and two classified staff, it is remarkable how little the library's core functions have suffered. Yes, we cannot provide the library orientations and library science instruction that we used to, and it's true the expanded hours of the library have been contracted, and other important but less visible functions of the library have suffered; nevertheless the library faculty and staff have done a yeoman's job minimizing the impact of these losses on the end users of the library. There can be no doubt that the staff and faculty of the library are determined, dedicated and committed professionals.

6.2 Areas of concern, if any:

Staffing and funding are my primary concerns for the library. While the college has authorized two full-time librarian positions, this will still not bring the library up to its prior fulltime faculty level. And there is a clear need for administrative assistance in the library specifically and the LRC in general.

The library and LRC operate right on the margin in regards to classified staff. If one member of the circulation staff calls in sick it's a problem. If two members of the circulation staff are absent, it impacts the entire operation of the library.

In addition, to the funding and staffing requests called out in this program review, I would advocated for a "floating" staff position, a person cross trained in all areas of the LRC who would primarily staff the circulation desk, but who could be called upon to support other LRC functions should the need arise.

6.3 Recommendations for improvement:

I have none at this time.

6.4 Recommended next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

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[i] ASCCC, http://asccc.org/node/174895
[ii] Executive Order S-06-09 by the Governor of the State of California, http://www.ictliteracy.info/rf.pdf/Digital%20LiteracyMaster_July_2010.pdf