Basic Program Information

Department Name: Library

Library

Division Name: Language Arts

Learning Resource Center

Program Mission(s):

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.

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

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

Total number of Full Time Faculty:	4.0
Total number of Part Time Faculty:	0.36 in 2012-2013; 0.85 in 2013-2014

Please list all existing Classified positions:
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Circulation/Reserves
Senior Library Technician, Periodicals & Interlibrary Loan
Senior Library Technician, Cataloging
Senior Library Technician, Acquisitions

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 submitted to your Dean/Director.

Dimension	2009-2010	2010-2011	2011-2012	2012-2013
Students Served				
a. Gate count on library exit	241,212	272,413	281,957	282,634
b. Reserve book loans (including renewals)	22,857	26,841	21,813	22,214
c. Non-reserve book loans (including renewals)	15,279	14,936	12,420	11,161
d. Library instruction				
i. Sessions	57	84	46	79
ii. Students	1,776	2,446	1,250	1,886
e. Reference questions	6,525	7,160	6,998	7,360
f. Database usage (full-text retrievals)	222,121	331,010	131,793	222,464
g. GoPrint printing				
i. Print jobs	20,412	32,852	45,317	50,739
ii. Pages printed	66,384	106,881	157,356	174,860
h. LibGuides on the web				
i. Number of guides			38	68
ii. Total views			10,637	22,868
Full-time FTEF	4.5	3.75	3.0	4.0
Part-time FTEF	0.6	0.9	1.0	0.4
Full-time Staff	6.0	6.0	6.0	6.0
Part-time Staff	0.0	0.0	0.0	0.0

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

The library has a variety of mechanisms for tracking the usage of our resources, services, and facility. As our gate count shows, with a 17% increase over the four-year period, the number of students coming in to the library continues to grow every year. One factor in the increase was the huge jump in the number of students using the library for printing – print jobs from the library's 23 computers increased 149% over the four-year period, reflecting the college's shift away from instructors providing student handouts and requiring students to print their handouts and other materials instead.

While the library is more heavily trafficked than ever, in 2012-2013 we again saw a decline in our loan numbers for the library's book and periodical collections. These numbers are tracked via the library's automated catalog system, and the gradual decline roughly parallels the college's enrollment decrease. On the other hand, reserve loan numbers

increased slightly, keeping the circulation/reserve desk an extremely busy service point, and database usage (measured by number of full-text articles retrieved) jumped 69% from the previous year.

This combined result – holding relatively steady in the area of print collection usage and increased usage of our online resources – is in line with the growth of the college's online course offerings. In fact, given the percentage increase of enrollment comprised of distance education FTES over the last several years, the continued use of our print collections is a validation of the ongoing value of these physical resources in an increasingly online educational environment.

In the area of library instruction, the numbers reflect the arrival in 2012-2013 of a new full-time librarian who is reinvigorating the library instruction program. The number of students receiving an information competency workshop as part of another course increased 72%, close to the maximum we can provide with existing staffing.

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

     This data was obtained via the following sources:

_____ CCC Apply

_____ Ask Foothill

_____ Credentials

_____ SARS

__X__ Other (List): library gate count; library's automated catalog system; usage data from library database vendors; statistics maintained by Instruction Librarian; DeskTracker reference desk software

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

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

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

To help with the use of this "virtual library," the library home page provides a comprehensive online guide to "Off-Campus Library Services"; this guide received almost 1,400 uses during 2012-2013. The library also has developed a number of self-paced online tutorials for students, covering how to do research using a variety of library resources.

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

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

Data for this area is based on services offered at the following locations:
1. ___X__ Middlefield
2. _____ CCOC
3. ___X__ Other (List): FGA

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

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

The most visible consequence of these staffing cuts was the reduction in the library's open hours in 2009-2010, when we went from being open from 8 am-9pm Monday through Thursday to closing at 7 pm. The latest staffing reduction was the elimination of our part-time librarians effective 1/1/2013. (These librarians, working just 16 hours per week, had made it possible for the library to remain open until 7 pm.) In Winter and Spring 2013, we used emergency funding from the library's foundation account to provide 12 hours of part-time librarian coverage and keep the library open at least till 6 p.m., but 30% of the students who responded to our spring library survey (112 out of 373) wrote in complaints about our current library hours. In our experience, this constitutes a significant level of documented pushback from students in response to repeated reductions to our service hours.

The number of full-time librarians has been reduced by 33% (from six to four) since 2008-2009. The remaining full-time librarians short-change their own responsibilities in order to absorb the most critical aspects of the work done by the two librarians who have not been replaced. The lack of a library coordinator in particular negatively impacts everyone on the staff. With those responsibilities partially redistributed since 1/1/2010 on an ad hoc voluntary basis, along with those of the administrative assistant position that was eliminated, the full-time librarians are keenly aware that we are unable to function in

anything more than a triage mode. Work outlined in our job descriptions that should be done to maintain and improve our services and our collections is perpetually on the back burner.

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

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

Section 2: 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.

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

- The library collection includes a well-used special collection of over 1,200 ESL books selected by ESL instructors and organized by ESL reading level.
- The library licenses databases geared to students at a basic reading level; for example, Opposing Viewpoints in Context indicates the lexile range of each source and allows users to limit by lexile range.
- The library instruction program provides in-class sessions at the request of instructors teaching basic skills classes, including English and ESL. In 2012-13, we provided sessions for ENGL 1S, ENGL 1T, ENGL 209, and ESLL 210A. In addition, several LibGuides were created to support

students conducting research in ENGL 1S and ENGL 1T, as well as one providing overall support to ESL students.

- We are currently exploring ways to expand our outreach to basic skills students, including the development of a credit course in information competency and partnerships with other departments on campus including the Teaching and Learning Center.

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

- In addition to a carefully selected book collection, the library provides access to thousands of scholarly journals in print and online. We are proud to offer academic article databases from Elsevier, JSTOR, and the American Psychological Association as well as online access to American Chemical Society Journals and the Journal of the American Medical Association.
- The library offers a variety of sources to assist in the transfer process: college directories; guides on how to write a transfer essay; and CollegeSource, an online resource containing over 68,000 digital college catalogs.
- The library instruction program offers a one-unit course that is transferable to CSU and UC. In addition, librarians provide in-class sessions at the request of instructors teaching transfer classes such as microbiology, English, philosophy, and sociology. "Information competency" is more than showing students how to locate a book in the library. It is teaching students how to recognize when information is needed, and how to effectively find, evaluate, and use that information in an ethical way. In the 21st century, information competency is critical to performing well academically and being ready for the challenges of transferring to a four-year school.

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.

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

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

d. **Student Equity**

To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

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

- The library addresses the digital divide by providing computers with internet access and the full suite of Microsoft Office software.
- The library's reserve book collection provides students in every academic department with free access to textbooks and calculators.
- To ensure that audiovisual materials are accessible to all students, we purchase only videos that are closed captioned or subtitled; we also provide closed-captioned streaming educational videos through our license with Films on Demand.
- The library presents monthly art and cultural heritage exhibitions that support the college's heritage month series and reflect the diversity and talents of Foothill students. The exhibits celebrating Black History, Women's History, Latino Heritage, and Native American Heritage support our goal of providing a welcoming and varied multicultural environment in the library. In 2012-2013 the heritage month art exhibits were complemented by colorful book displays and up-to-date resource guides available through the library home page.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 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 4: 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 library's Service Area-Student Learning Outcomes (SA-SLOs) support the college mission of educational excellence by providing a balanced collection of print and non-print information resources and opportunities to develop information competency to all students across the core missions of basic skills, transfer, and workforce.

The library's first SA-SLO relates to our information resources: "Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs." Our assessment and reflection show that through careful and collaborative materials selection by librarians, faculty, and students, the library provides access to a well-balanced, up-to-date collection of information resources in various formats to help students succeed in meeting their information needs across the core missions of basic skills, transfer, and workforce, as detailed in Section 2. High levels of use and student satisfaction confirm the value of the library's information resources.

The library's second SA-SLO relates to how library orientations provide information competency: "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." The College has demonstrated its value of information competency by infusing it across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. In 2012/13, with a new full-time librarian on board, the library was able to meet all requests for library orientations in basic skills, transfer, and workforce classes, and both faculty and students expressed a high level of satisfaction with the sessions. In our reflection, however, we recognized that the courses we reached represent a small percentage of the courses for which information competency is an Institutional/General Education SLO. This represents a growth opportunity for the library's instruction program, but with current staffing at maximum capacity for offering sessions, we are unlikely to be able to significantly increase the number we provide.

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

Not applicable

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

Each year as part of the process of completing the annual Student Services Program Review the librarians review the library service area outcomes, assessments and data gathered throughout the year relating to these outcomes. The librarians divide up the SAOs, assessments and related data. Each librarian then analyzes the data and writes a reflection on the assessment. The librarians meet again to review the reflections and as a group determine the final reflection for each SAO assessment.

During the year the librarians also discuss how to best assess the library's service area outcomes. A variety of mechanisms for tracking the usage of the library's resources and services have been established, including circulation statistics reflecting use of print resources and database usage gathered through individual database vendors. Student and instructor surveys are conducted throughout the year in the library, online and in library instruction sessions. The librarians recognize the importance of assessing the resources and services offered through the library. Through ongoing dialogue, goals are set, service outcomes are established, and mechanisms are put in place to assess services and resources.

Section 5: Service/Program Goals and Rationale

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

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

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Operational Goal: Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	Ongoing	Yes	The library continues to be an extension of the classroom and the principal location on campus where students gather as a community of scholars to work independently or collaboratively with other students to complete assignments. The library continues to provide students with computers that provide access to the Internet and the library web page, which is the gateway to a collection of resources that support students in completing assignments. The library continues to provide space where students can work together and space for individual quiet study.
2. Operational Goal: Acquire, organize, and maintain relevant resources that support the College's strategic, teaching, and learning initiatives.	Ongoing	Yes	Students primarily use the library's information resources to do research and complete course assignments. The collection has continued to develop in various formats to support the overall curriculum of the college with particular attention to the core missions: basic skills, transfer and workforce. There has been a targeted reduction in the size of the print collection as the result of a weeding project that commenced in Spring 2013 and continues through Winter 2014. The weeding project will support student success by creating a more up-to-date and accessible collection. In contrast, the library continues to make available an increasing number of online resources, available to students 24/7 regardless of location.
3. Operational Goal: Provide a variety of responsive services and instructional opportunities that	Ongoing	Yes	With our new instruction librarian on board in 2012-2013, we were able to accommodate instructor demand for research strategy sessions. 79 in-class sessions and library tours were provided, serving a total of 1,569 students.

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
facilitate access to and use of the library's resources, both on and off campus, and encourage student success, information competency, and digital literacy.			Due to the shortage of library faculty, LIBR 10 was offered only in Winter 2013. We continued to develop self-service web-based course and research guides; provided individualized instruction at the reference desk; and provided reference support to off-campus students via our "Ask a Librarian" service offered via the library website.
4. Reduce print collections	No	Yes	This general trend in academic libraries was made urgent at Foothill by the upcoming library remodel. We discarded 794 books in 2012/13 and ramped up in 2013/14 with the temporary addition of support staff (10,000 books discarded as of 12/6/13)
5. Develop new versions of LibGuides and other library resources and applications for use on mobile devices	No	Yes	- Created 16 new LibGuides including 8 course-related guides, 4 subject related guides, and 2 guides targeted to faculty. All of these guides are configured for mobile devices. - Development of a mobile web site was put on hold due to other priorities and depleted staff.
6. Increase the access to library instruction to students.	No	Yes	- Promoted the library instruction program through the library newsletter, and by emailing departments. - Due to the hiring of a full-time instruction librarian in 2012, there was an increase in the total number of instruction sessions of 72% from the previous academic year when the position was vacant. This increase represents a return to previous levels when the library did have a full-time instruction librarian on-board. - All requests for library instruction by faculty were accommodated. - Developed and offered a Professional Development workshop to faculty on seamlessly integrating online library resources into their courses. - Developed online version of LIBR10 via

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
			Etudes to be offered in 2013-2014.
7. Continuously improve the library instruction program through ongoing assessment and refinement.	Ongoing	Yes	- Two librarians completed an Infopeople course, *Creating Effective Surveys*, on how to successfully design and implement surveys. - Survey for faculty who receive an orientation for their class was converted from paper to an online version to increase participation. - Investigated the effectiveness of the Survey/Form Builder in LibGuides as an assessment tool. Will be useful for in-class evaluations and other forms (including an online instruction request form), but offers limited question types for in-depth assessment at this time.
8. Adopt new technologies that enhance access to library resources and services.	Ongoing		The intention of this goal was to ensure that the library keeps pace with technological advances in providing library instruction and access to resources. However, due to staffing constraints and the demands associated with the planning and preparation for the library's major remodel, this particular goal has been on the back burner, and we propose to table it for the current year.

b. **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?
1. Operational Goal: Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.	Ongoing	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.	- Annual student library survey results - Gate count on library exit - Number of Heritage Month Displays - Number of art exhibits

2. Operational Goal: Acquire, organize and maintain relevant resources that support the Colleges strategic, teaching and learning initiatives. - Reduce print collections	Ongoing Short-term	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.	- Annual library survey results - Number of reserve book loans - Number of non-reserve book loans - Number of books discarded - Number of books in storage due to remodel - Number of full-text retrievals from online databases
3. Operational Goal: Provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library's resources, both on and off campus, and encourage student success, information competency, and digital literacy. - Develop new versions of LibGuides and other library resources and applications for use on mobile devices - Increase the access to library instruction to students. - Continuously improve the library instruction program through ongoing	Ongoing Short-term Long-term Long-term	Research has shown that 1) those students who have stronger library skills get higher grades; 2) those students who frequently use the library have a higher comfort level with college; and 3) those students who receive in-depth library instruction get higher grades and have higher retention rates (Roselle and Vargas. Retention of Disadvantaged Students: The Library's Role. AACC presentation) The central premise of a paper adopted by the statewide Academic Senate in Spring 1998 ("Information Competency in the California Community Colleges") is that "Information competency is a critical skill for student success." ACCJC Standard II.C.1.b specifies that the college should provide "ongoing instruction for users of library and other learning support services so	- Annual library survey results - Number of LibGuides - Total number of LibGuides views - Number of reference questions - Number of instruction sessions - Number of students attending an instruction session - LIBR 10 offerings - Faculty survey results - Research information competency assessments that can be applied at the program and/or college level. - Explore other information competency curricular models (required course, co-requisite course, online tutorials, etc.)

		that students are able to develop skills in information competency." Executive Order S-06-09 by the Governor of the State of California (July 2010) states that digital literacy "is essential to education and workforce preparation."	
assessment and refinement.			

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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)
Reference/Instruction Librarian, 11 months (priority #1)		Relates to all three operational goals (a shared responsibility of the library faculty, who now number only 4 instead of 6), but especially #3, concerning library instruction. Our Instruction Librarian is at capacity in providing research strategy sessions, and an additional librarian with responsibility for providing library instruction would allow us to teach these critical skills to more students in a classroom setting. Sharing instruction responsibilities would also free up our current instruction librarian to pursue other information competency curricular models that may help us scale the provision of this instruction differently.	No
Access Services Librarian, 11 months (priority #2)		Relates to all three operational goals (a shared responsibility of the full-time library faculty, who now number only 4 instead of 6). Since the retirement of our library coordinator in 2010, no librarian has been assigned to have lead responsibility for working with	Yes. Previously requested as library coordinator position; approved by PaRC in 2010-2011 and 2011-2012.

		circulation and reserves, which are a major component of the library's services to students. Having no librarian to work as liaison with our circulation/reserves staff undermines our ability to work effectively as a team and results in an uneven and uncoordinated approach to our policies and procedures aimed at supporting students.	
Increase 10-month faculty positions to 11 months		Relates to Operational Goal #1 and 3. Needed to provide adequate staffing for library hours during summer session.	No
Library Technician, Circulation/Reserves		Relates to Operational Goal #1. Needed to allow the library to cover and eventually extend service hours, which is frequently requested by students. Current coverage at circulation and in the media center is insufficient when any staff person is absent.	No
Program Coordinator, Learning Resource Center		Relates to Operational Goal #1. The LRC as a whole has an acute need for a staff member responsible for providing direction and guidance to the day-to-day operations.	No

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

Has the program received college funding for reassigned time in the last three years? (y/n)	**If yes, indicate percent of time.**
Has the program used division or department B-budget to fund reassigned time? (y/n)	

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

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)
Library collections and automation budget - Books - Online resources - Periodicals - Automation system - Audiovisual materials - Collection development and cataloging tools	$250,000 Breakdown: $ 75,000 $ 90,000 $ 40,000 $ 33,000 $ 5,000 $ 7,500	Relates to Operational Goal #2, concerning our collection resources. The library needs a stable, predictable source of funding for the annual costs of providing the print and online resources that support the College's strategic, teaching, and learning initiatives.	Yes. Funded entirely out of Instructional Equipment & Library Materials every year since 2009. Unless state funding of this account is resumed, there will be insufficient funds to cover these library expenses in 2014-2015. Prior to the state budget crisis, the library covered these annual costs out of a mix of B budget, lottery, instructional equipment & library materials, and TTIP funding. Level of funding for these resources was over $400,000 in 2006-2007.

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)
Turnitin.com annual subscription for college-wide use	$25,000 (estimate based on cost for 2013-2014)	This is not a library request, but one on behalf of the college as a whole for Turnitin's online writing and evaluation service, which includes anti-plagiarism tools for instructors and students. This request supports the college's commitment to promoting a culture of academic integrity. So far	Yes. Funded out of lottery in 2013-2014.

		in Fall 2013, 52 instructors and almost 1,400 students have submitted 4,420 papers for originality review.	

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			

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 <u>all measures except non-transcriptable completion</u>. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Section 8: Student Equity and 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. (For a complete description of the institutional standard, please see the instructional cover sheet)

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/declines 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 9: Learning Outcomes Assessment Summary

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 10: SLO Assessment and Reflection

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?

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

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

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

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

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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
Staffing and funding were the areas of concern that were identified by our dean in last year's program review cycle, and these remain areas of concern for us as documented throughout this year's program review.	One of the most basic functions of a college library is to be open and provide sufficient access to the students who need resources, services, and a place to study. The library is now insufficiently staffed, both in terms of faculty and classified staff (with only three circulation/reserve technicians), to be able to provide the service schedule that students have said they need.
In last year's program review, the Dean was "concerned by the impact of declining enrollment on the library, since declines in enrollment narrow the focus of college expenses dictated by the "50% law," and therefore put pressure on the college to minimize expenditures that are not directly related to the direct cost of instruction. Expenditures in the library do not count towards the direct cost of instruction, further constraining the college's ability to respond to	This continues to be an issue.

the needs of the library."	
In last year's program review, the Dean recommended that the library explore ways to generate WSCH by developing new curriculum or revising existing curriculum.	With the hiring of a new instruction librarian, we are exploring new avenues of enhancing and expanding our curricular offerings.

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

First, in 2012/13 we began to reverse the trend of decreased staffing with the hiring of a full-time faculty librarian, who is reinvigorating the library instruction program. Second, in anticipation of the library renovation—which will decrease the space allocated to book stacks to gain more student study space – the library team has undertaken the "Big Weed," a major project to reduce the library's book collection by 20%, made possible from a staffing standpoint by a temporary increase in part-time librarian hours and the hiring of a TEA.

Finally, the library is a core service area for any academic institution, as evidenced by Section II.C. ("Library and Learning Support Services") in the ACCJC accreditation standards. Despite our deficiencies in staffing, the library team continues to be dedicated to supporting student success, and we work hard to understand students' evolving needs and provide the best library resources and services we can, given our constraints.

Section 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 library faculty and staff continue to do a yeoman's job in serving the campus. It is no understatement to say that the library is a hub of activity and scholarship and to stand in the reference area at noon on any given day is to understand just how vital the services our library faculty and staff provide are. In particular it is worth noting how much the faculty and staff have accomplished this fall in terms of the weeding project necessitated by the pending remodel and move into the 3600 building. The strengths of the library remain its people who have and continue to provide the best service and experience to our students.

b. Areas of concern, if any

I continue to be concerned about ongoing funding sources for the library's resource needs. While the demands of the remodel of the entire LRC complex have enabled us to expend resources this year, I am troubled by what will happen when the remodel is complete and the resources are still needed. In particular, the use of part-time librarians has enabled the library to remain open until 7pm M-TH and hours of operation remain a student interest on the part of the library. I am also troubled by what may be the end of Instructional Equipment funding on the part of the state. These funds have been the primary source for the library's informational resources such as data bases and periodicals and without them these resources may need to be dramatically reduced.

a. **Recommendations for improvement:**
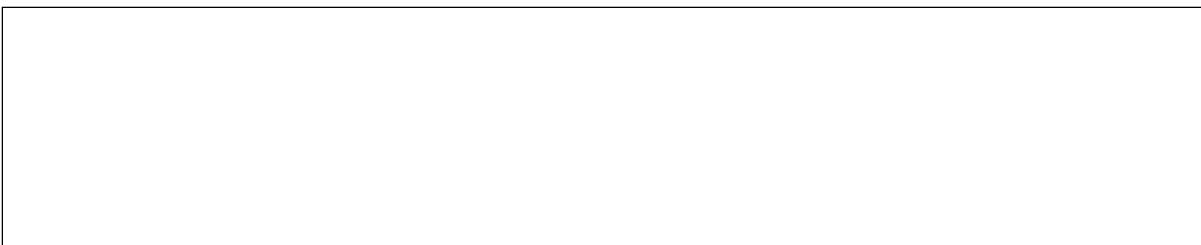
One potential funding replacement source could be lottery funds which have not been distributed to the library in many years. I encourage the college to support at least some part-time librarian hours and to extend the contract of at least one full-time librarian to 11 months.

d. Recommended next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review
Upon completion of section 12, the Program Review should be returned to service area/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.