

Basic Program Information

Department Name:

Library

Division Name:

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
Susanne Hinds	Library	Senior Library Technician
Kay Jones	Library	Technical Services Librarian
Karen Smith	Library	Senior Library Technician
Mary Thomas	Library	Collection Development Librarian
Pam Wilkes	Library	Systems Librarian

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	4 (0.96 FTEF)

Please list all existing Classified positions:

<i>Example: Administrative Assistant I</i>
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Senior Library Technician, Circulation/Reserves

Senior Library Technician, Circulation/Reserves

Senior Library Technician, Circulation/Reserves

Senior Library Technician, Periodicals & Interlibrary Loan
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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 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
1. Gate count on library exit	281,957	282,634	264,180
2. Reserve collection loans	21,804	22,205	21,098
3. All other collection loans (books, periodicals, audiobooks, etc.)	7,830	6,521	5,874
4. e-books viewed or downloaded	n/a	1,800	6,259
5. Library instruction			
a. Sessions	46	79	84
b. Students	1,250	1,886	1,985
6. Reference questions	6,998	6,820	5,785
7. Database usage (full-text article retrievals)	131,793	225,718	285,156
8. LibGuides on library website			
a. Number of guides	38	51	51
b. Total views	10,637	20,570	15,962

*July-Dec 2013 data went missing during the library's move, so this number was extrapolated by annualizing our Jan-June 2014 data.

The library has a variety of mechanisms for tracking the use of our resources, services, and facility: Our security gate counter tracks the number of visits; our automated catalog system provides statistics for loans of materials from our course reserve and other collections; the companies that host our online databases and e-book collections also provide detailed usage statistics; and we have tracking software at the reference desk that enables us to capture statistics for reference assistance and library instruction activities as well as the use of our self-service instructional LibGuides on the web.

As our gate count shows, the library has an extremely high volume of foot traffic. Students visit the library in these large numbers for a variety of purposes: They come to borrow books and course reserve materials required for their classes; to consult with the librarians to learn how to find authoritative resources for their research papers; and for a place to study, either individually or in groups, to cite just a few examples.

In 2013-2014, after several years of gate count increases, we saw a decrease of 6.5%. This may be due in part to an extrapolated annualized number being used instead of actual figures for fall 2013 (typically the quarter where we see the heaviest use). It can also be attributed to the relocation of printing services outside the library with the district's implementation of ePRINTit during 2013-2014; instead of visiting the library for printing, students had to go elsewhere.

The library's course reserve collection remains one of our most heavily used service offerings. More than 2,800 students borrowed materials ranging from textbooks to graphing calculators, for a total of 21,098 loan transactions in 2013-2014. This number is down about 5% from the prior year, and 3% compared to 2011-2012. The decrease in the number of loans may simply be due to many more reserve items being available for 24-hour loan instead of 2-hour loan, which used to be the case for the vast majority of items. It may also be a function of the increase in online course enrollment, where fewer students are on campus to borrow reserves.

The same phenomenon is also seen with the loan statistics for our non-reserve collections (books, periodicals, audiobooks, etc.), which have been gradually declining the past several years. This is in line with the ongoing shift in most academic libraries from print to digital resources. The library's annual acquisition of print materials has slowed, and we're focusing on providing students with more access to e-books. In 2013-2014, thanks to a new subscription to a large, high-quality academic e-book collection, our e-book usage increased 248% over the previous year. Our online database usage also continues to grow, with the number of full-text article retrievals up 26%.

We believe that the key to student use of our information resources is our library instruction program, where our instruction librarian partners with faculty assigning research papers to teach students how to find relevant and reliable information. Library instruction statistics showed an increase over the prior year, with almost 2,000 students reached in these sessions. Instruction also takes place intensively one-on-one at the library reference desk. The number of interactions there has declined over the past three years, and again we would speculate that this is at least in part a function of fewer students physically on campus due to increasing online course enrollment. To help address the need for research assistance among students who are primarily off-site, we have developed several dozen LibGuides (web-based research guides) on a variety of topics; these received almost 16,000 views in 2013-2014.

This data was obtained via the following sources:

☐ CCC Apply; ☐ Ask Foothill; ☐ Credentials; ☐ SARS
☒ Other (List) library gate count; library's automated catalog system; usage data from library database vendors; statistics maintained by Instruction Librarian; DeskTracker reference desk tracking 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.

In general, the library does not engage in any systematic tracking that would enable us to assess the demographics of the students we serve. This is consistent with two of the core values of the American Library Association, which are to provide equitable access to resources and protect user privacy and confidentiality.

However, for purposes of this year's comprehensive program review and in light of the college's commitment to student equity, we identified one component of our services – student use of our physical collections – for which student IDs could be captured and provided to the college researcher for

analysis. We looked at both unique users (regardless how many times they checked out materials) as well as overall loan transactions (i.e., each student may have borrowed multiple items) to see how the demographics compared to those college wide in 2013-2014.

Our college researcher provided us with an analysis showing the breakdown by gender, ethnicity, and age group, compared to the college's unduplicated headcount. We also received data on basic skills enrollment and course success rates as well as graduation. Our data was roughly parallel to the college's in terms of gender – slightly more female than male. The age group analysis showed 49% of our circulation users and 54% of our reserve users fall into the 20-to-24 age group, higher than the college's enrollment from this age group at 42%. About one-third of our users were enrolled in at least one basic skills course in 2013-2014 and more than two-thirds of those users were successful in passing the class. The analysis pertaining to graduation showed 7-8% of our users graduated in 2013-2014, with 50-52% of those graduates receiving certificates of achievement, mostly in transfer studies. This particular result suggested to our researcher a skewing to transfer students among those users.

While the ethnicity analysis was fairly reflective of the college's distribution overall, there were several points worth noting. Reserve collection usage among African American, Latino, and Filipino/Pacific Islander students was a close match with the college's headcount percentages for these groups: 5.5% vs. 5.4% for African Americans; 21.1% vs. 21.5% for Latinos; and 5.8% vs. 5.6% for Filipino/Pacific Islanders. Usage of our non-reserve collections (books, periodicals, etc.) showed these groups slightly underrepresented compared to the overall campus population: 4.5% vs. 5.4% for African Americans; 20.0% vs. 21.5% for Latinos; and 4.4% vs. 5.6% for Filipino/Pacific Islanders. One of our goals for 2014-2015 is to explore ways to increase the library's resources specifically for these groups.

Our two largest user groups in terms of ethnicity are Asian and white, and here the analysis showed more of a disparity in comparison with the campus population. Among reserve users, Asian students were overrepresented (30.6% vs. 25.1%) and white students were underrepresented (22.6% vs. 34.7%). This contrast was even more marked when repeat usage (duplicated headcount) was taken into account: Asian students accounted for 37.1% of all reserve borrowing while comprising 25.1% of the campus population, and white students accounted for only 16.8% of all reserve borrowing while comprising 34.7% of the campus population. The same phenomenon – overrepresentation of Asian students and underrepresentation of white students, though to a lesser degree – was seen in the analysis of our non-reserve collection usage.

This first effort at demographic analysis will be our baseline for comparison in future years. While reserve and general collection use reflects only part of the services the library provides students, it is the only area where the library can capture student IDs. To try to better understand the degree of overrepresentation seen in usage by our Asian students, we plan to request additional analysis of this data in the future to look at the percentage of international students. We are also interested in looking at the percentage of students with financial aid, particularly in connection with the reserve collection, which provides students with free access to textbooks and other course-related materials.

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

As noted by the site team in the college's 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 more than 1,000 uses during 2013-2014. 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.

Links to both our guide to "Off-Campus Library Services" and our "Ask a Librarian" service are available for online students on the Foothill Online Learning website.

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

1. ☒ Middlefield
2. ☐ CCOC
3. ☒ Other (List) Foothill Online Learning

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

The library has experienced a 28.6% reduction in staffing in recent years that includes both librarian and classified positions. The most visible consequence of library staffing cuts has been a necessary reduction in the library's service hours. The importance of library hours to students was voiced strongly in the 2013 library survey where 30% of the students who responded complained that they find our hours too limited and that they would like to use the library more.

Three of six librarians have retired in the past few years, and only one has been replaced. One of the positions not replaced was the library coordinator. The lack of a coordinator continues to negatively impact library operations as it creates a serious gap in overall onsite management. Part-time librarians are currently used to cover many of our reference desk hours, which enables the remaining full-time librarians to address the responsibilities outlined in their own job descriptions plus those of the librarians who have not been replaced. Another full-time librarian retirement is anticipated in summer 2015. In addition, one of the librarians has applied for PDL beginning in 2015-2016.

Our retired instruction librarian was replaced as of 2012-2013. The current instruction librarian has increased the instruction program to the maximum number of information competency sessions

possible with current staffing levels. The number of students served continues to represent a small percentage of the courses for which information competency is an Institutional/General Education SLO. Ideally the library instruction program would serve a much larger number of students, particularly underserved and at risk populations, but it is unlikely that the program can move beyond the status quo without an increase in librarian staffing.

Our 2013-2014 resource request to convert one of our 10-month faculty positions to 11 months was approved, giving us two 11-month positions with which to cover summer session. While two 11-month contracts do provide basic summer session coverage, they do not allow for any specialized work to be accomplished by librarians for which certain 11-month contracts were intended. This particularly affects the systems librarian who is not able to complete special projects or technical maintenance while sharing public services responsibilities with just one other librarian. Consideration should be given to making any new librarian positions 11 months in order to provide more adequate summer coverage; in the meantime, some part-time librarian hours during summer session would give the full-time librarians time to accomplish the specialized responsibilities of their positions.

The library's classified staff has also been reduced overall by two positions in recent years, including the elimination of one position out of four in our circulation/reserve department and the loss of the LRC administrative assistant position due to reorganization. An additional circ/reserve position is currently unfilled due to retirement. This reduction in staff is a key limiting factor in the library's ability to provide the longer service hours that students want. Even with the staffing level of three full-time circ/reserve technicians prior to this latest retirement, any staff absence results in insufficient coverage at this extremely busy public service desk at peak service times and in the early morning and evening hours, which is why we requested a fourth circ/reserve position in our last several program reviews. We now have only two full-time permanent circ/reserve technicians. Since the administration is undertaking a reorganization of the library's classified staff without staff involvement, it is unclear to us how the staffing needs at the circ/reserve desk will be addressed.

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.

While we don't currently have a way to show a direct connection between Foothill students' library use and their course completion, certificate completion, and transfer, many studies point to the value of academic libraries for student success. In "Return on Investment: Libraries and Student Retention," Mezick analyzed IPEDS and NCES statistics and found strong relationships "between student retention and total library expenditures" (abstract). Hamrick, Schuh and Shelly likewise used IPEDS and NCES statistics and found that "higher library allocations and instructional expenditures are associated strongly with higher student graduation rates" (p. 16). In a study of Association of Research Libraries member libraries, "The Academic Library Impact on Student Persistence," Emmons and Wilkinson found "that a change in the ratio of library professional staff to students predicts a statistically significant positive relationship with both retention and graduation rates" (p. 128). Although Haddow and Jayanthi looked at only one university library in "Loans, Logins, and Lasting the Course: Academic Library Use and Student Retention," their "statistical analyses indicate that library use is associated with retention, and, importantly, that library use in the early weeks of a student's first semester is associated with retention" (p. 233). At the University of Minnesota, Soria, Fransen, and Nackerud analyzed usage data that "suggests first-time, first-year undergraduate students who use the library have a higher GPA for their first semester and higher retention from fall to spring than non-library users" (p. 147).

Foothill faculty clearly value the role of the library. For example, they have embedded information competency in the GE pattern, and they advocated for the retention of the Library and Learning Support Services as a separate Substandard in the proposed new ACCJC Standards (Academic Senate Resolution passed April 14, 2014).

Works Cited

Emmons, Mark and Frances C. Wilkinson. "The Academic Library Impact on Student Persistence." *College & Research Libraries* 72.2 (2011): 128-149. <<http://crl.acrl.org/content/72/2/128.full.pdf+html>>

Haddow, Gaby and Jayanthi Joseph. "Loans, Logins, and Lasting the Course: Academic Library Use and Student Retention." *Australian Academic & Research Libraries* 41.4 (2010): 233-244. <<http://www.tandfonline.com/doi/pdf/10.1080/00048623.2010.10721478>>

Hamrick, Florence, John Schuh and Mack Shelley. "Predicting Higher Education Graduation Rates from Institutional Characteristics and Resource Allocation." *Education Policy Analysis Archives* 12.19 (2004). <<http://epaa.asu.edu/ojs/article/viewFile/174/300>>

Mezick, Elizabeth M. "Return on Investment: Libraries and Student Retention." *Journal of Academic Librarianship* 33.5 (2007): 561-566.

Soria, Krista M., Jan Fransen, and Shane Nackerud. "Library Use and Undergraduate Student Outcomes: New Evidence for Students' Retention and Academic Success." *Libraries and the Academy* 13.2 (2013): pp. 147-164.

<https://www.press.jhu.edu/journals/portal_libraries_and_the_academy/portal_pre_print/current/articles/13.2soria.pdf>

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.

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 that can be geared to students at a basic reading level; for example, Academic OneFile and Opposing Viewpoints in Context indicate the lexile range of each source and allow 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 2013-2014, we provided sessions for multiple sections reaching approximately 330 students in the following courses: ENGL 1T, ENGL 110, ENGL 209, and ESLL 26. In addition, the LibGuides created to support basic skills courses and students received hundreds of views and were ranked in the top 20 of all library guides viewed during the 2013-2014 academic year.
- We are currently exploring ways to expand our outreach to basic skills students, including partnerships with other departments on campus, and subscriptions to specialized resources such as LearningExpress Library, a database that offers students unlimited 24/7 access to targeted skill-building interactive courses in math, reading, and writing, as well as hundreds of online interactive practice tests that prepare them for several types of exams.
- Approximately one third of students who borrowed library books or course reserves in 2013-2014 were also enrolled in a basic skills course; the majority successfully completed the course (Source: Memo from Elaine Kuo on 12/3/14 on library demographics).

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 students with access to thousands of scholarly journals in print and online. We license academic article databases from Elsevier, JSTOR, and the American Psychological Association as well as online access to American Chemical Society Journals, Science, 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, which is used by the counseling division (counselors, evaluators, and counseling specialists) for review of course descriptions and assessment/evaluation of transcripts.
- The library instruction program offers a one-unit course, LIBR10, that is transferable to CSU and UC. For the first time in several years, LIBR10 was offered every quarter during 2013-2014. In addition, it was offered online for the first time and saw an enrollment increase of 745%. In addition to the one-unit course, librarians provide in-class sessions at the request of instructors teaching transfer classes such as art history, English, microbiology, philosophy, and sociology. Library instruction 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, these skills are 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 and databases 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. In particular, during 2013-2014, the instruction librarian provided a general library orientation during the Allied Health Programs orientation, and course-related instruction to DA51, DA53, and VT51. In addition, several LibGuides were created or updated to support students in workforce/career technical programs including Dental Assisting, Dental Hygiene, Emergency Medical Technicians, and Veterinary Technology.
- A LibGuide was also created to support students who attended the Internship and Career Fair. The guide included information on participating employers, industry information, and job hunting resources. The resource was featured on the library website and the Foothill College Facebook page.

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, and Native American Heritage support our goal of providing a welcoming and varied multicultural environment in the library. In 2013-2014 the heritage month art exhibits were complemented by up-to-date resource guides available through the library website and Facebook page.
- To contribute to student equity efforts on campus, one of the librarians served on the Student Equity Workgroup in 2013-2014; in this capacity she participated in writing the Foothill College Student Equity Plan and attended the Student Equity Plan Institute in May 2014.
- The library is currently exploring ways to expand our outreach to African American, Hispanic/Latino and Filipino/Pacific Islander students through collaborations with the Student Equity Workgroup, the Office of Institutional Research and Planning, and other departments on campus. As an example, the library is interested in offering the one-unit credit course, LIBR10, as part of the First Year Experience pilot in development by the Student Equity Workgroup.

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.

See attached

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.

n/a

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.

n/a

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 library's Service Area-Student Learning Outcomes (SA-SLOs) support the college mission of educational excellence by providing (1) a balanced collection of print and non-print information resources that directly support the curriculum; and (2) opportunities to develop information competency to all students across the core missions of basic skills, transfer, workforce, and equity.

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 3. 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 that it values information competency by infusing it across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. In 2013-2014 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 or assessments at the program level, comment on the findings.

The Library does not have other outcomes or assessments at the program level.

- 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.

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

Use of the library's print collections (books, periodicals) has gradually declined, while use of electronic resources (e-books, databases) has increased. The shift from print to digital is a common trend in academic libraries and is in line with the growth of the college's online course offerings. It is also reflected in our planning: we are reducing our print collections and spending more on electronic resources, less on print.

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

With strong ongoing financial support from the college, the library provides access to a well-balanced, up-to-date collection of information resources in various formats. The library also has a successful program for teaching information literacy, but the number of students served represents a small percentage of the courses for which information competency is an Institutional/General Education SLO. Although this represents a growth opportunity for the library's instruction program, under the current curriculum model, and with current library staffing levels, the program will unlikely move beyond the status quo.

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?

With the shift to teaching LIBR 10 online, most changes have focused on better engaging students to improve retention, but SLO assessments have also driven some changes: scaffolding was added to the assignments on finding books and periodical articles, and this fall an extra-credit class discussion was added in which students could receive points for sharing a source on one of the propositions on the state ballot and also for evaluating a source one of their classmates posted.

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

The objectives and outcomes of LIBR 10 focus on information competency: how to effectively find, evaluate, and use information in an ethical way. The SLOs parallel the library's goal "to 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." The SLOs also relate to the college mission. 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 that students are able to develop skills in information competency."

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

The Library does not have a certificate/degree program.

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

The Library does not have other outcomes assessments at the instructional program level.

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

The librarians initially worked together to develop the student learning outcomes for LIBR 10, but only one librarian teaches the class, so she conducts the assessments, reflects on the findings, and develops an action plan on her own, then shares the TracDat report with the other librarians.

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

[illegible]

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
<p>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.</p> <ul style="list-style-type: none"> - 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 assessment and refinement. 	Ongoing	Yes	<p>All requests for library instruction by faculty in 2013-2014 were accommodated. 84 sessions were provided, serving a total of 1,985 students, a slight 6% increase from the previous year. However, the number of students served continues to represent a small percentage of the courses for which information competency is an Institutional/General Education SLO. Although this represents a growth opportunity for the library's instruction program, under the current curriculum model, and with current library staffing levels, the program will unlikely move beyond the status quo.</p> <p>In 2013-2014 an online survey was sent to all 41 instructors who requested library instruction for which there was a research component. 17 surveys were completed for a response rate of 41%. 94% of respondents agreed or strongly agreed that "in-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources."</p> <p>The reinstatement of part-time librarian hours made it possible to offer LIBR10 every quarter during 2013-2014 for the first time in several years. It was offered online for the first time for a total enrollment of 90 students.</p> <p>Provided individualized instruction at the reference desk and provided reference support to off-campus students via the "Ask a Librarian" service offered via the library website.</p> <p>Created 10 new LibGuides including 3 course-related guides, 6 subject-related guides, and 1 guide targeted to the Foothill Community about the library remodel. All of these guides are configured for mobile devices.</p> <p>Created a library Facebook page as a way to market the library's resources and services and create a welcoming environment.</p> <p>The instruction librarian attended several webinars and online courses in an effort to improve the library instruction program. These</p>

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
			<p>professional development opportunities included:</p> <ul style="list-style-type: none"> - How to Teach Online: A Beginners Guide Webinar - Communicating the Value of Information Literacy Instruction Webinar - Got a Minute?: How to Prepare Your Parking Lot Speech Webinar - Power Searching: Improve Your Techniques and Amaze Your Customers eCourse (4 weeks) - Teaching Information Literacy with Discovery Tools Webinar - Introduction to LibGuides 2 Webinar <p>The Instruction Librarian began to explore other information competency curricular models by surveying the California Community College listserv and by serving on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee. The committee is tasked with recommending content for a statewide open-access course that teaches information literacy and researching information literacy assessments to make recommendations on a statewide information literacy assessment exam.</p>

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?
<p>1. Operational Goal: Provide a well-equipped and welcoming multicultural environment conducive to independent and collaborative research and study.</p> <ul style="list-style-type: none"> - Mitigate the impact to students of the reduced space in the library's current temporary location 	For the duration of the library renovation.	<p>Despite the space limitations of the library's current location, the library will remain an extension of the classroom and an important location on campus where students can gather as a community of scholars to work independently and collaboratively.</p> <p>On a smaller scale, the library continues to support student learning by providing</p>	<ul style="list-style-type: none"> - Annual student library survey results - Gate count on library exit

<p>during the library renovation.</p> <ul style="list-style-type: none"> - Continue planning for the new Library and Learning Resource Center through collaboration with the project architects and construction core team. - Develop policies to support the daily operations of the new Library and Learning Resource Center. 		<p>individual and group study space, and computers that provide access to the Internet and the library web page, of particular importance to students who do not have access to these resources at home.</p> <p>The future Foothill College Library Learning Resource Center will provide a newly designed space offering additional individual and collaborative study spaces, access to the library's print and expanding virtual resource collections and an onsite classroom, all supporting student learning and student success.</p>	
<p>2. Operational Goal: Acquire, organize and maintain relevant resources that support the college's strategic, teaching and learning initiatives.</p> <ul style="list-style-type: none"> - Increase reserve book lending - Explore ways to develop the library's resources for African American, Hispanic/Latino, and Filipino/Pacific Islander students. 	<p>Ongoing</p> <p>Short-term</p> <p>Ongoing</p>	<p>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. In addition, library resources are a critical component in the accreditation of several vocational programs.</p> <p>The library's reserve book collection provides students in every academic department with free access to popular textbooks and calculators.</p> <p>Ensuring that the library's resources meet the needs of African American, Hispanic/Latino, and Filipino/Pacific Islander students supports the Student Equity Plan. Analysis of general (non-reserve)</p>	<ul style="list-style-type: none"> - Annual library survey results - Number of reserve book loans - Number of non-reserve book loans - Number of full-text retrievals from online databases - Track calculator usage

		collection usage showed these groups were slightly underrepresented relative to the overall college population in 2013-2014.	
<p>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.</p> <ul style="list-style-type: none"> - 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 assessment and refinement. 	<p>Ongoing</p> <p>Short-term</p> <p>Long-term</p> <p>Long-term</p>	<p>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)</p> <p>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 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."</p>	<ul style="list-style-type: none"> - 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 - Continue to research information competency assessments that can be applied at the program and/or college level. - Continue to explore other information competency curricular models (required course, co-requisite course, online tutorials, etc.) - Research library instruction initiatives that can support the college's student equity goals.

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Equity Programs Librarian, 11 months (faculty position)		Relates to all three operational goals, as these are a shared responsibility of the library faculty. Current staffing levels (4 FTEF after two librarians who retired have not been replaced) do not allow for the expansion of sustainable library programs and services that support college efforts to improve student equity long-term. This position would enable the library to collaborate with other equity stakeholders on campus to develop programs that improve library collections, instruction and services for traditionally underserved groups, thus improving course completion and success rates. Students who have bridged the digital divide by mastering information competency skills are more likely to succeed academically and transfer. Research has consistently shown a clear connection between the instructional support librarians deliver—and the use of library resources—with student persistence, success, and graduation rates. See <i>Standards of Practice for California Community College Library Faculty and Programs</i> (http://asccc.org/sites/default/files/Library-paper-fall2011.pdf) for a review of research on the “value of libraries to the persistence and success of college students” (adopted November 2010 by the Academic Senate for California Community Colleges).	No
Library Technician, Circulation/Reserves (classified position)		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,		Relates to Operational Goal #1. The LRC as a	No

Learning Resource Center (classified position)		whole has an acute need for a staff member responsible for providing direction and guidance to the day-to-day operations.	
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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)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 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 6 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 6 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 - Audiovisual materials - Automation system - Collection development and cataloging tools	\$225,000 Breakdown: \$ 45,000 \$ 91,000 \$ 42,000 \$ 35,000 \$ 4,000 \$ 8,000	Relates to Operational Goal #2, "Acquire, organize and maintain relevant resources that support the college's strategic, teaching and learning initiatives." Providing	Yes. 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. At that time (2006-2007), the level of funding for these resources was over \$400,000.

		<p>these print and online resources and keeping them up-to-date is one of the library's core functions. These are annually recurring costs, many of them in the form of an annual subscription.</p>	<p>Starting in 2008-2009, the college funded this support entirely out of Instructional Equipment & Library Materials, a fund that was non-replenishing but adequate to cover several years of library collections and automation expenses during the downturn.</p> <p>State funding of this account resumed in 2013-2014, and the library received an allocation of \$200,000 for 2014-2015. This is approximately \$25,000 short of the amount needed for these expenses, and the balance will have to be covered out of our B budget.</p> <p>Per our VP of Finance and Administrative Services, if Instructional Equipment & Library Material funding is not available from the state next year, other resources will have to be identified to fund the library's needs.</p>
Turnitin.com annual subscription for college-wide use	\$26,250 (2015-2016 estimate based on 2014-2015 cost plus projected 5% increase)	<p>This is not a library request per se, 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. In 2013-2014, 74 instructors and more than 3,500 students across all the</p>	<p>Yes. Funded out of lottery in 2013-2014, 2014-2015.</p> <p>Deadline is June 1, 2015 for the college to commit to a renewal for 2015-2016.</p>

		academic divisions have submitted almost 15,000 papers for originality review. Many instructors consider this an essential tool. Dean of Online Learning Judy Baker, who provides faculty training for Turnitin, supports this request.	
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Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 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.**

2013-2014

- Increase 10-month faculty position to 11 months: The contract for one full-time librarian has been extended from 10 months to 11 months beginning in 2014-2015. This extension provides for consistent coverage at the reference desk during summer session. The reference desk is a key service point where librarians offer students one-on-one instruction in research. (Requested in 2011-2012 and 2012-2013, but not approved until 2013-2014.)
- Library collections and automation budget: 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. In addition, library resources are a critical component in the accreditation of several vocational programs. (This is a recurring request that has been approved every year.)

2011-2012

- Instruction librarian: This position was filled after a vacancy of one year following a retirement and has reinvigorated the library instruction program, where the instruction librarian partners with faculty assigning research papers to teach students how to find relevant and reliable information. 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 that students are able to develop skills in information competency.”

- Provide for part-time librarians: This request was approved for 2012-2013 and has allowed the full-time librarians to manage some of the extra duties they have assumed since the retirement of the library coordinator as well as special projects, such as the major weeding project and managing the library move into our temporary location. Part-time librarians have also made it possible to keep the library open until 7 pm and offer LIBR10 every quarter.

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 continue to be areas of concern identified by our dean. He noted that “the use of part-time librarians has enabled the library to remain open until 7 pm M-Th and hours of operation remain a student interest ...” and recommended that “the college support at least some part-time librarian hours.”	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 college’s support of part-time librarians in 2014-2015 has allowed us to stay open until 7 p.m. M-Th. However, the library is insufficiently staffed, both in terms of faculty and classified staff, to be able to provide the longer service hours that students have said they need.
The dean encouraged the college to extend the contract of at least one full-time librarian to 11 months.	Our 2013-2014 resource request to convert one of our 10-month faculty positions to 11 months was approved, giving us two 11-month positions with which to cover summer session. While two 11-month contracts provide basic summer session coverage, they do not allow for any specialized work to be accomplished by librarians for which certain 11-month contracts were intended.
The dean was also troubled by the possible end of Instructional Equipment funding, which has been the primary funding source for the library’s information resources (i.e. databases, books, and periodicals) as well as the library automation system. He suggested lottery funds as a potential funding replacement.	The college received Instructional Equipment funding this year and allocated \$200,000 to the library. Since we estimate that our collection and automation expenses this year will total about \$225,000, we expect to fund the balance from our B budget.

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

2013-2014 saw the achievement of two undertakings in the library the scale of which none of us had ever seen before. First, the Big Weed. With the support of our dean, who advocated for part-time librarians to cover the reference desk and a TEA dedicated to the project, the librarians conducted a rigorous review of the collection for the first time since the library opened and trimmed it by thirty percent, discarding books that were outdated, worn, no longer supported the curriculum, or hadn’t been used in many years. The remaining collection is current, more attractive, and easily browsable, and the remodeled library will better meet the needs of our 21st century students with fewer stacks and more study space.

Second, the existing facility needed to be vacated for the renovation. The library faculty and staff worked together as a team, and months of intensive planning paid off when we moved the entire library during the second week of summer session with minimum disruption to students. Think about what it was like the last time you moved, then imagine 65,000 books on huge wooden carts being rolled from one building to another and reshelfed in correct order, and you have an idea of why we're so proud of this accomplishment.

The library is open for business in Building 3600 for the duration of the renovation. Most of our print and all of our digital materials are available, and we continue to offer our full range of services and instruction, but this year's students are paying a price for the remodeled library. Where there was seating for over 400, there is now room for fewer than fifty, and we have half the number of computers. Still, the library remains a popular destination, and one can often find a student or two sitting on the floor studying when all other seats are full. 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, and that is certainly true at Foothill. Despite our deficiencies in staffing and space, 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:

All the evidence supports the assertion that the library continues to be a vital and well-used service of the Foothill College community. The faculty and staff have worked hard to provide the blend and mix of services and resources that students expect. While there have been modest declines in print circulation, reserves and electronic sources have increased and the faculty and staff have proven themselves to be adaptable to these changes.

I particularly want to acknowledge the hard work and teamwork that the faculty and staff have evinced during the ongoing remodeling of the library space and all the attendant work it has generated. Especially noteworthy was the massive weeding project the faculty and staff undertook that resulted in a more than thirty thousand volume reduction in the books in the stacks. This undertaking is the most comprehensive and significant review of the library's collection of books since the building opened in the 1960s.

I am also impressed with the faculty and staff's commitment to the college's equity agenda and their willingness to explore ways to reach out to the targeted student populations identified in the college's Student Equity Plan. I am appreciative of the faculty's efforts to help the college track use of the library's collection while maintaining the standards and expectations of their profession.

As the crossroads and intersection of every division on campus, the library has much to celebrate in its efforts to serve the campus community.

b. Areas of concern, if any:

I continue to remain concerned about staffing in the library. It is clear to me that the library will continue to need ongoing part-time librarian support unless the campus is prepared to hire another full-time librarian. And while we have seen a return to instructional equipment funding this year, stable and predictable funding is essential to the functioning of the library, as it is for the entire college.

While student survey data continue to show demand for increased library hours, and while there is clearly some continuing interest in keeping the library open later, there is little to suggest that the actual use of the library at later times would justify the costs of keeping the library open later. The library's own data suggest that use of the library's services drops off significantly each hour after 4pm until the library closes. Rather, I suspect that students are interested in a quiet study space to work in during the evening hours. The college should explore ways of providing such a space to students in the evenings then we could see if the demand to have the library open later decreases if at all.

c. Recommendations for improvement:

I have no recommendations for improvement at this time. While I am aware of the faculty and staff's requests for resources, and I am supportive of hiring a full-time librarian, I believe staffing challenges can be achieved through structural efficiencies that would obviate the need for increased staffing. Since such changes involve personnel, it is not appropriate to discuss them in this document.

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:

Foothill College is fortunate to have a group of dedicated and talented librarians and staff to support our students. The library personnel continue to be student centered and have gone above and beyond with their contributions to the library remodel, the move, and the streamlining of the collection. In addition, the library personnel are active across the campus and the district in many governance roles, and are greatly appreciated. The addition of the Instructional librarian, as noted in this review, has been very positive for the library and the college community.

e. Areas of concern, if any:

The staffing of the library is a concern, as noted, and the challenges of operating in temporary space, and then the move itself to return to the new space, are also concerns.

f. Recommendations for improvement:

None.

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.

Unit Assessment Report - Four Column

Foothill College SA - Library

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>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.</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Measure the number of information resources the library has in various formats.</p> <p>Assessment Method Type: Data</p> <p>Target: Current information</p>	<p>12/05/2014 - 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.</p> <p>In anticipation of the library renovation, the library undertook a major weeding project in 2013/14 with two goals: (1) complete a review of the print book collection, removing titles that no longer meet the criteria established in the library's "Collection Development Policy" and (2) reduce the collection by 20% in order to decrease shelving and increase study space in the remodeled facility. This was the first comprehensive library collection review undertaken since the college opened in 1961. After a rigorous review process, we exceeded our target and reduced the book collection by over 30%, improving its currency, browsability, and appearance. In addition, we canceled six subscriptions to print periodicals. In the newly renovated library space, the library plans to maintain a "steady state" collection of print books, continue gradual weeding, and add new book titles to the book collection in both print and e-book formats. With students' increased usage of databases and other online resources, the library's digital collection will continue to expand, replacing or supplementing traditional print resources.</p> <p>The library continues to build a well-balanced and up-to-date collection in various formats that meets the information needs of students across all three college core missions: Basic Skills, Transfer, and Workforce. To support "Basic Skills" the library maintains a special collection of ESL books that supports the colleges' Basic Skills/ESL Initiative,</p>	<p>12/05/2014 - Continue library collection development and assessment to satisfy the information needs of students.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>and licenses databases geared to students at a basic reading level. To support "Transfer" the library collection supports all academic departments, including transfer-level classes, with a carefully selected book collection and access to thousands of scholarly journals in print and online. In addition, 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, a digital collection of college catalogs. To support "Workforce" the library develops subject-specific book and journal collections for certificated programs including Paramedic, Veterinary Technician, and Dental Hygiene, as well as current career guides for a variety of fields.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Continued allocation from Instructional Equipment Funding Related Documents: Library Holdings June 2014</p>	
	<p>Assessment Method: Annual survey of students asks about their satisfaction with books, journal/periodical availability, online resources, and sufficient materials to complete class assignments. Survey will be conducted Spring Quarter; it will be distributed in print in the library, and there will be a link to the survey on the library home page. 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</p>	<p>12/05/2014 - In March 2014, the librarians learned that the Chancellor's Office wanted our cooperation in conducting a California Community Colleges (CCC) 2013-14 Student Technology Engagement Survey at Foothill and would allow us to include a set of customized questions. Concerned about survey fatigue on campus, we selected the questions from the library's annual user survey that pertained to our SA-SLO reflections and program review and worked with the college researcher to plan distribution of the survey. It is not clear whether the Chancellor's Office conducted the Student Technology Engagement Survey, but in any case, we have not</p>	<p>12/05/2014 - Conduct a user satisfaction survey in 2014/15.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	availability, online resources, and sufficient materials to complete class assignments.	received the results and so do not have findings or reflections for this assessment method. Result: Target Not Met Year This Assessment Occurred: 2013-2014	
	<p>Assessment Method: Statistics on circulation and in-house use of books and periodicals and on database usage</p> <p>Assessment Method Type: Data</p> <p>Target: Number of print collection and e-book uses will be 80% of FTES. Average number of full-text articles retrieved from online databases per FTES will increase 10% over the prior year.</p>	<p>12/05/2014 - There were 5,874 checkouts of the library's books and periodicals during 2013-2014. In addition, there were 6,259 full-text views of the library's e-book collection, for a total of 12,133 recorded uses of the book, e-book, and periodical collections. This number is 91.9% of Foothill's credit/non-credit FTES for 2013-2014 (using the FTES figure provided in the summary report on the Chancellor's Office Data Mart website), well above our target of 80% and an increase of 44% over last year. Breaking this down, use of print books has gradually decreased over the last five years, while use of e-books increased dramatically in 2013-2014.</p> <p>The shift from print to digital is a common trend in academic libraries and is in line with the growth of the college's online course offerings. It is also reflected in our planning: we are reducing our print collections and spending more on electronic resources, less on print. The 248% increase in e-book usage last year can largely be attributed to a subscription, effective July 2013, to EBSCOhost eBook Academic Collection, which gives students 24x7 access to over 130,000 e-books.</p> <p>Nevertheless, 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. It's worth noting that during the last several years of budget uncertainty, the librarians slowed their usual rate of new book acquisition in an effort to</p>	<p>12/05/2014 - The library should continue to acquire new print materials, if at a slower pace, even during the upcoming location disruption caused by the building remodel. Continuous addition of relevant current titles is essential to maintaining the collection's vitality and appeal. We should also maintain our subscription to EBSCOhost eBook Academic Collection, to which new titles are continually added. Follow up should include promoting awareness of this collection and providing self-service support materials such as a LibGuide available to students via the library website.</p> <p>The work of our instruction librarian, supplemented by all the librarians providing one-on-one instruction, will continue to promote student awareness and proficiency with our online article databases, and depending on enrollment trends, we hope to see this reflected in increased usage. Many more instructors and students could be reached with the addition of another full-time librarian with responsibility for providing librarian-led research strategy sessions.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>conserve the dwindling Instructional Equipment & Library Materials funding, so the use of the print collection speaks to the quality and relevance of the new books selected.</p> <p>We measured database usage in terms of the number of full-text articles retrieved. Looking just at the statistics for our primary database provider (EBSCOhost), there were 47,702 full-text articles retrieved during 2013-2014, or an average of 3.61 full-text articles per FTES. This reflects a 1.4% decrease compared to the average of 3.66 full-text articles per FTES retrieved during 2012-2013. This number had increased 28% in 2012-2013, a jump we attributed to the great increase in the number of librarian-led research strategy sessions, with our new instruction librarian on board. We now realize that our goal of increasing that number by another 10% this year was probably unrealistic, especially given the decline in enrollment in English (8%) and ESL (15.3%) in 2013-2014. (English and ESL classes are much more research-intensive than areas like math, where enrollment increased.)</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Instruction Librarian</p>	
<p>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.</p> <p>Start Date: 09/26/2011</p>	<p>Assessment Method: Number of sessions and students served. Assessment Method Type: Data Target: All instructors who request a session will receive one.</p>	<p>12/05/2014 - All requests by instructors in 2013-14 were accommodated. There was a 6% increase in both the number of sessions offered and number of students served in 2013-14. For 2013-2014, 1777 students in 72 classes received a librarian led research strategy session, and 12 tours were given to a total of 208 students.</p>	<p>12/05/2014 - Continue to explore other information competency curricular models through participation on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
End Date: 06/29/2012 SA-SLO Status: Active		<p>The number of students served continues to represent a small percentage of the courses for which information competency is an Institutional/General Education SLO. Although this represents a growth opportunity for the library's instruction program, under the current curriculum model, and with current library staffing levels, it is unlikely that the program will move beyond the status quo.</p> <p>Under the current curriculum model at Foothill, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. Many colleges prefer this model because they do not want to add another unit of work required of students. Under this system, library orientations are requested by instructors on an ad hoc basis. There are several drawbacks to this method including that 1) it is difficult to check whether the information competency outcome is being assessed, 2) it is completely reliant on faculty support, and 3) it becomes unmanageable for the instruction librarian because the library does not generate WSCH for the sections it teaches - the number of teaching library faculty does not grow in proportion to the student population and increasing instructional demands.</p> <p>The Instruction Librarian began to explore other information competency curricular models by surveying the California Community College listserv and by serving on the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee. The committee is tasked with recommending content for a statewide open-access course that teaches information literacy. The committee developed and disseminated a survey to all California Community College libraries, and the committee is now analyzing the results and discussing next steps.</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Instruction Librarian	
	Assessment Method: Survey select instructors who received an orientation for their class. Assessment Method Type: Survey Target: 90% of instructors will be satisfied with the quality of resources students found to complete their assignment.	12/05/2014 - : A survey was sent to all 41 instructors who requested course-related instruction. 17 surveys were completed for a response rate of 41%. 94% of respondents agreed or strongly agreed that "in-text documentation and/or works cited in my students' completed assignments indicated that they were able to find relevant resources." Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This outcome is also known as information competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them. Although feedback from this survey is valuable in helping us improve our library orientations, unfortunately, it is only reaching a small percentage of faculty who have information competency as an Institutional/General Education SLO in their courses, and it is not a comprehensive assessment of the information competency skills of Foothill students in the general education pathway. The Instruction Librarian is serving on the statewide Council of Chief	12/05/2014 - Continue to research information competency assessments that can be applied at the program and/or college level through participation in the statewide Council of Chief Librarians (CCL) Information Literacy Advisory Committee. <hr/>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Librarians (CCL) Information Literacy Advisory Committee, which will be researching information literacy assessments to make recommendations on a statewide information literacy assessment exam.	
	Assessment Method: Annual survey of students asks about their satisfaction with library orientations. Survey will be conducted in Spring Quarter; it will be distributed in print in the library, and there will be a link to the survey on the library home page. Assessment Method Type: Survey Target: 80% of students who respond to this question will be satisfied or very satisfied with their library orientation.	12/05/2014 - In March 2014, the librarians learned that the Chancellor's Office wanted our cooperation in conducting a California Community Colleges (CCC) 2013-14 Student Technology Engagement Survey at Foothill and would allow us to include a set of customized questions. Concerned about survey fatigue on campus, we selected the questions from the library's annual user survey that pertained to our SA-SLO reflections and program review and worked with the college researcher to plan distribution of the survey. It is not clear whether the Chancellor's Office conducted the Student Technology Engagement Survey, but in any case, we have not received the results and so do not have findings or reflections for this assessment method. Result: Target Not Met Year This Assessment Occurred: 2013-2014	12/05/2014 - Conduct a user satisfaction survey in 2014/15.