

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:**

**Division Name:**

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

Name	Department	Position
Agyare, Micaela	Library	Instruction Librarian
Auroprem, Lakshmi	Library	Sr. Library Technician, Circulation/Reserves
Engels, Kirsi	Library	Sr. Library Technician, Technical Services
Gamez, Laura	Library	Equity, Outreach & Instruction Librarian
Hinds, Susanne	Library	Sr. Library Technician, Circulation/Reserves
Smith, Karen	Library	Sr. Library Technician, Circulation/Reserves
Szponar, Pawel	Library	Systems & Technology Librarian
Thomas, Mary	Library	Collection Development Librarian

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

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

**List all departments covered by this review and indicate the appropriate program type.**

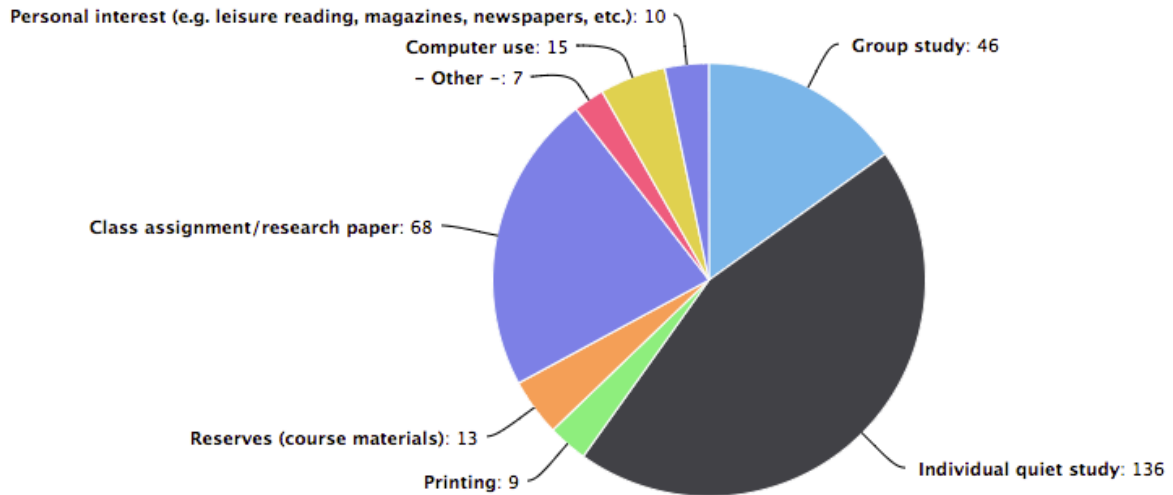
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**SECTION 1.1: SERVICE AREA DATA**

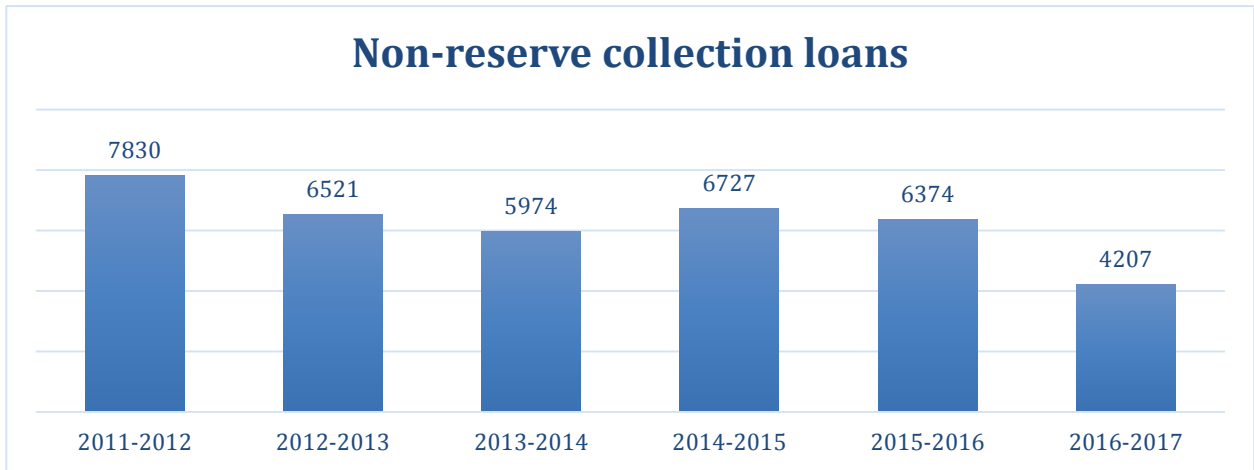
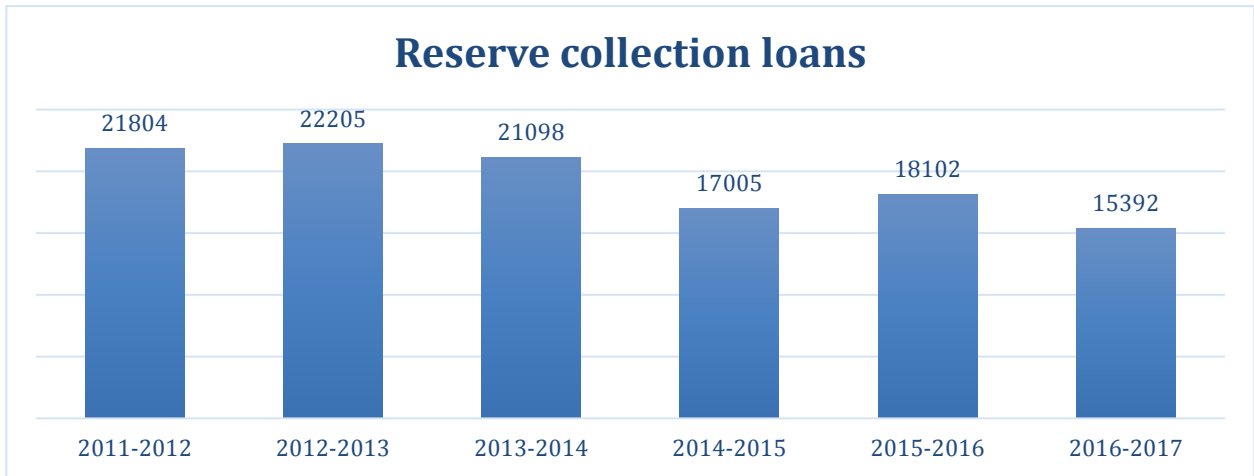
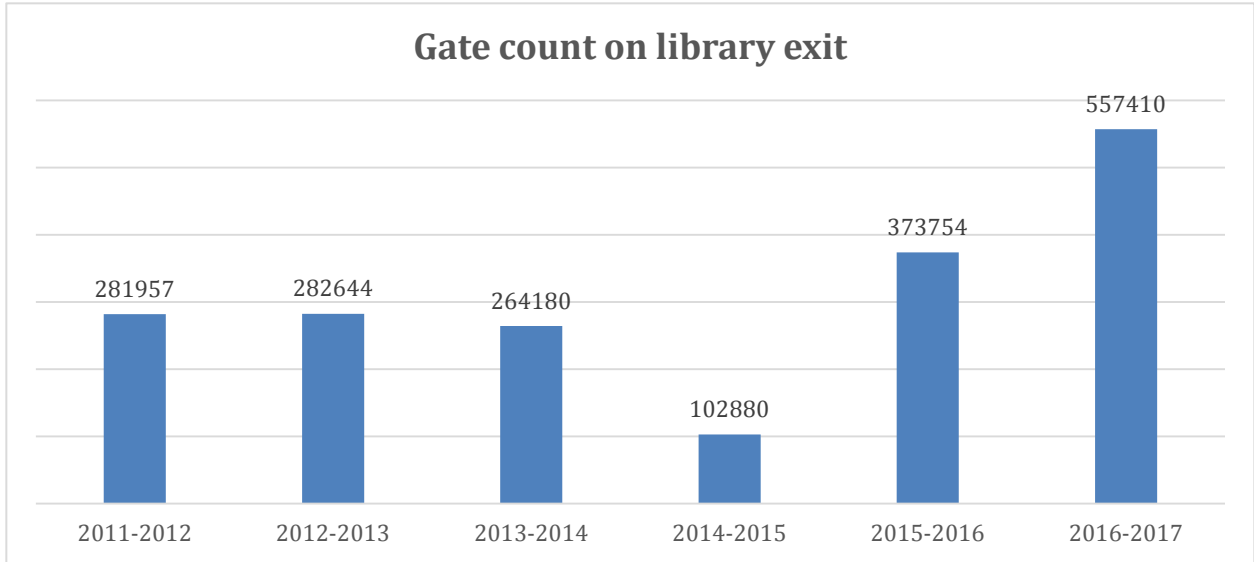
**1.1A. Service Area Data:**

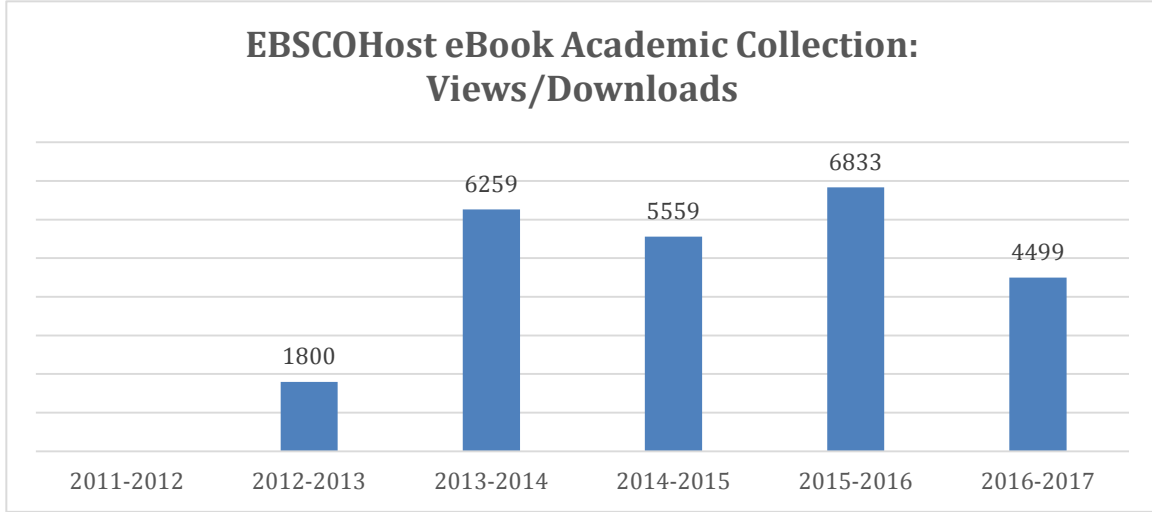
The library has a variety of mechanisms for tracking the use of our resources, services, and facility. Our security gate counter tracks the number of visits; our automated catalog system provides statistics for loans of materials from our course reserve and other collections; the companies that host our online databases and e-book collections 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. Students visit the library 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, taking advantage of the study rooms and break-out areas available in the new library.



In general, the library is a busy place. The library's instruction program continues to meet its target that "All instructors who request a session will receive one," but last year the total number of instruction sessions and number of students served was down. We think some of this decline can be attributed to changes in requirements for CNSL 5, to changes in assignments that no longer required instruction for some classes, and to a general decline in enrollment. In addition, in 2015-16 our numbers were higher due to providing approximately 15 tours to around 900 students during Middle School Day. Nevertheless, we hope that with the hiring of an additional instruction librarian, the Equity Librarian, we can increase these numbers. Library resources, with the exception of Films on Demand, by and large also received less use last year, yet more people visited the library, and librarians answered more reference questions. When the renovated library re-opened in January 2016, we saw a significant increase in library visits and were surprised to see even more growth last year. We will continue to promote library resources and services and to monitor usage trends.

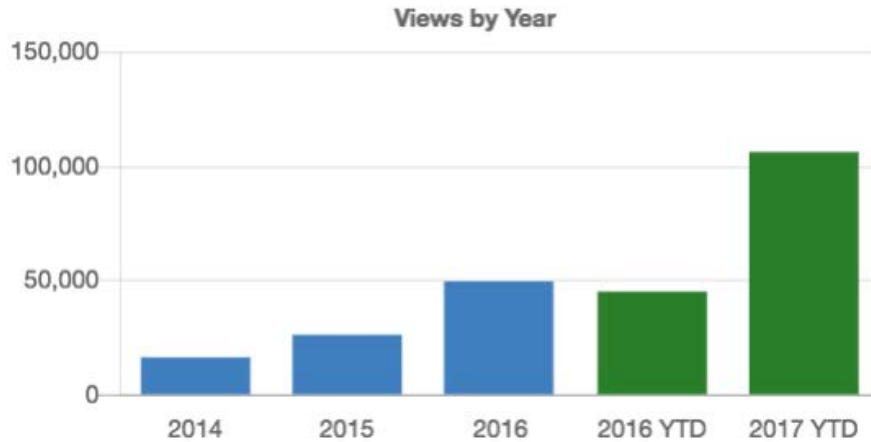




### EBSCOhost Databases (Periodical Articles)

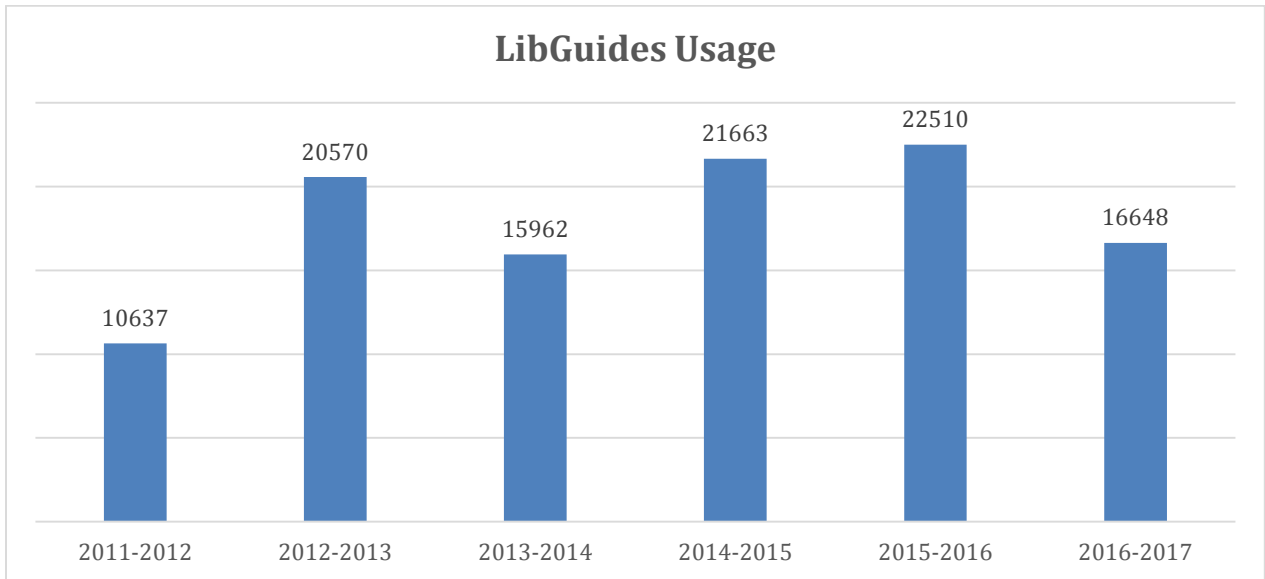
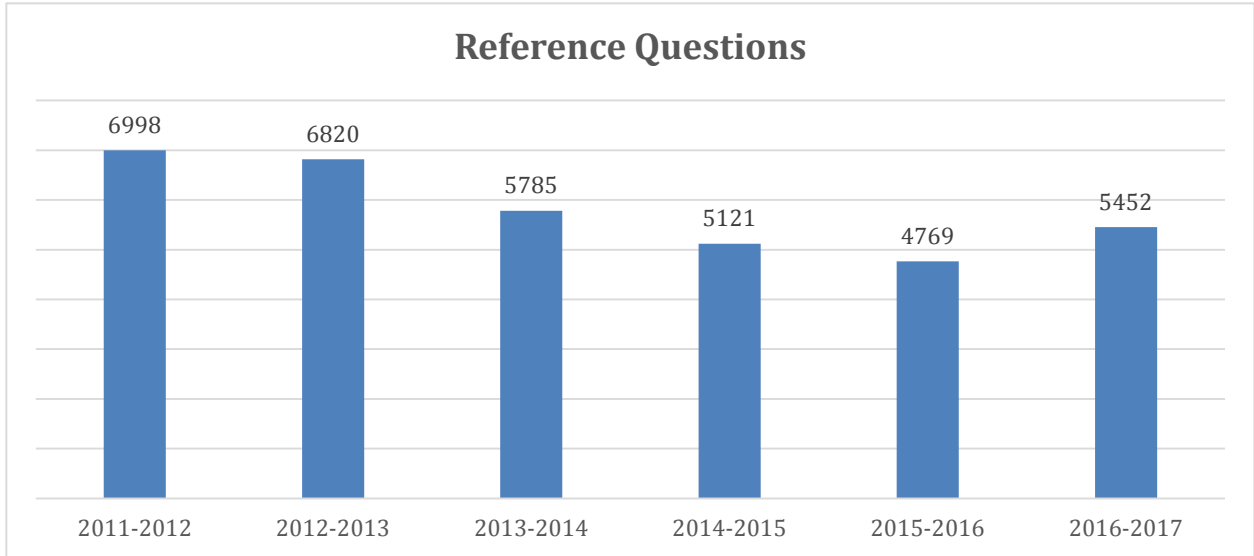
	2013-2014	2014-2015	2015-2016	2016-2017
Full-text retrievals	70,438	62,248	57,287	51,707
Searches	2,382,259	1,496,555	1,839,972	2,029,937

### Films on Demand



### Library Instruction

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Sessions</b>	46	79	84	77	89	65
<b>Students</b>	1,250	1886	1985	1954	2584	1799



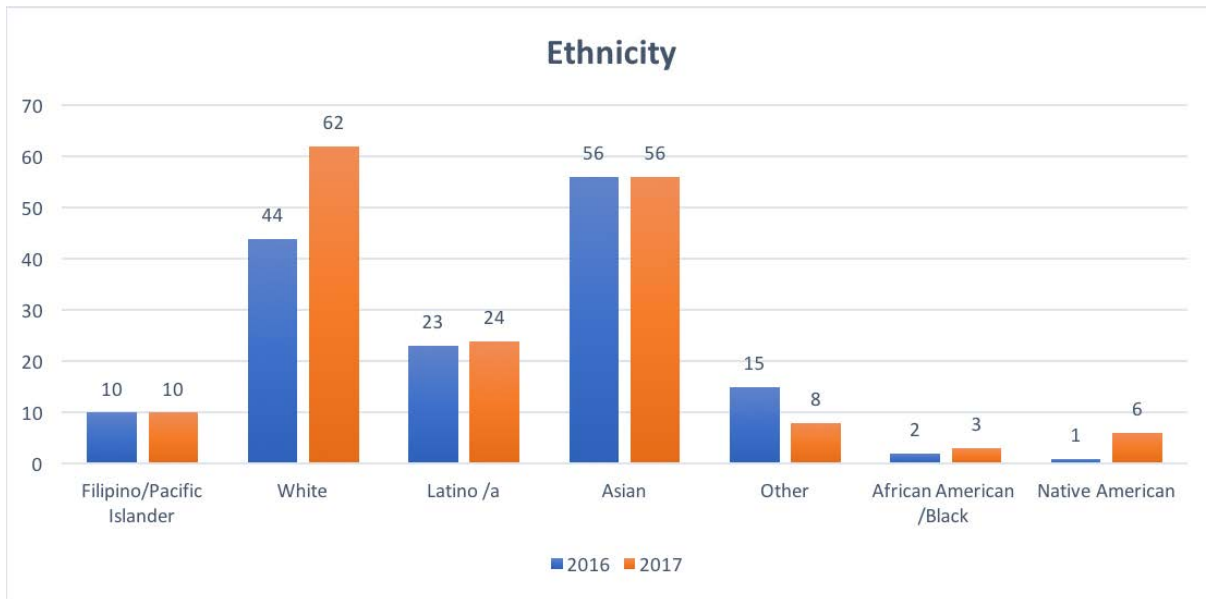
**1.1B. Student Service Trend:**

Students Served (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1.1C. Student Demographics:** Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

The library does not engage in systematic tracking that would enable us to assess the demographics of the students we serve, but in Spring 2016, we began asking respondents to our student survey to identify their ethnicity and gender. The following trends reflect data for only two years. (Note: The survey combined Filipino and Pacific Islander students in one category.)

		Increase	Steady/No Change	Decrease
African American		X	<input type="checkbox"/>	<input type="checkbox"/>
Asian		<input type="checkbox"/>	X <input type="checkbox"/>	
Filipino/ Pacific Islander		<input type="checkbox"/>	X <input type="checkbox"/>	
Latinx		X <input type="checkbox"/>	<input type="checkbox"/>	
Native American		X	<input type="checkbox"/>	<input type="checkbox"/>
White		X	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State		<input type="checkbox"/>	<input type="checkbox"/>	X
Male		X	<input type="checkbox"/>	<input type="checkbox"/>
Female		<input type="checkbox"/>	<input type="checkbox"/>	X
<25 Years Old	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
>25 Years Old	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**1.1D. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

The library does not currently participate in systematic tracking that would enable us to fully assess the demographics we serve, but in Spring 2016 we revised our annual library survey to capture ethnic and gender demographics, so we have this data from the last two years. In Spring 2017 the library sent our annual student survey to over 5,000 students that were enrolled in 10+ units, but only received 152 responses. In order to address this, we plan to look into other methods of capturing information about

the students we serve and the ways in which they use the library and to do so in an ethical way that does not violate students' privacy.

The library is committed to addressing the achievement disparity of disproportionately impacted students at Foothill College. With the addition of the Equity Librarian, the library is channeling efforts into reaching out to different student populations in order to increase library usage and contribute to their success. The Equity Librarian is providing instruction to specific learning communities including Umoja and Puente, as well as teaching the FYE section of the Library 10 course in Winter Quarter, which will be offered face to face. By reaching out to the other FYE faculty the Equity Librarian hopes to increase enrollment and course completion in the Library 10 FYE section. Another project that the Equity Librarian plans to work on in collaboration with colleagues is to revise library policies through an equity lens. This project will be worked on throughout the year and will be completed through the Chancellor's Equity for Excellence Project. We hope that by revising some of the policies the library can better serve students who have been historically underserved.

The library is a learner-centered space with features that cater to different students and their needs. In order to create a welcoming environment, the library includes group study rooms, quiet spaces for individual study, study nooks, break out rooms, and comfortable furniture. The library is also ADA compliant.

**1.1E. Service Area:** How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

After a year in which we did not do a student survey, we worked with the college researcher to revise our annual student survey to collect demographics and measure what students are able to *do* instead of their satisfaction with various resource types and discovery tools and began conducting the new survey in spring 2016. The Instruction Librarian also worked with the college researcher to improve the survey given to instructors who receive library orientations in their classes and to develop a survey for faculty who teach GE courses in Areas II and VII to determine their familiarity with information competency and how to assess it.

In response to a decline in full-text retrievals from our primary database provider, we continued to promote awareness of our resources through instruction, reference, self-service support materials such as LibGuides, and highlighting specific resources on the library website under "Featured Resources." We also worked with the Dean of Online Learning to create a link in each Canvas course to the library and hired an Equity Librarian; we expect library use by disproportionately impacted groups identified in the Student Equity Plan to increase as she facilitates collection development for and outreach to these groups. In addition, we plan in the future to compile usage data from all our periodical databases to provide a more complete picture of database usage.

**1.1E. SA-SLOs:** If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

SLO #1: Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs.

In our reflection last year, we found that the library provides current information in appropriate subject areas in a variety of formats, but we fell below our usage targets. The decline in use of print resources is an ongoing trend and was expected, and lower enrollment may partially explain the decline in use of

online sources. We hope that three of our program objectives will help increase use of library resources:

1. Review library policies through an equity lens
2. Continue to provide relevant resources that support the college's strategic, teaching, and learning initiative, coping with inflation as well as requests from students, faculty, and staff
3. Promote library resources and services

Results of the library survey suggest that our publicity needs to target online instructors and students: although 31% of Foothill College students are online, only 9% of our survey respondents take most or all of their classes online. Two past objectives specifically address online students, but have yet to pay off: 1) establish link to library resources in Canvas courses and 2) develop library instruction modules in Canvas. The link to library resources in Canvas courses was created in November 2016 although instructors have the option to disable it. Library instruction modules were developed in Canvas by the Collection Development Librarian on PDL in Winter 2017 and beta-tested in the Spring and Summer, but when the college changed its website, it also changed the library's website, making several sections of the modules obsolete. Until the Systems Librarian regains the promised permission to revise our website, we're reluctant to expend staff time on updating the modules.

SLO #2: 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.

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. The library assesses this outcome via three methods: 1) data on the number of students served, 2) a survey to faculty who have requested a library orientation, and 3) the annual student survey. All targets for these assessments were met except for number 2. The faculty survey is sent out to select instructors who received an orientation for their class. Our target has been that 90% of instructors will be satisfied with the quality of resources students found to complete their assignment. In Spring 2016, the Instruction Librarian worked with Institutional Research to revise the faculty survey to assess whether the library orientation specifically contributed to the students citing relevant resources. For the first time since assessing this outcome, the target was not met in Spring 2016. Although 100% of faculty respondents agreed or strongly agreed that "overall, the library orientation was helpful to your students in finding the required and relevant resources for your class assignment," only 75% of respondents agreed or strongly agreed that "in general, students cited required and relevant resources in their classroom assignment as a result of the material covered by the library orientation." We think this change may be attributed to the wording of the new survey questions and will make modifications to the survey in Fall 2017.

In addition, although feedback from the faculty survey is valuable in helping us improve our library orientations, unfortunately, it only reaches 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 overall. To address this issue, one of our program objectives is to "assess information competency in GE classes." As a first step in this process, the Instruction Librarian worked with the college researcher to develop a survey for faculty who teach GE courses in Areas II and VII to determine their familiarity with information competency and how to assess it. We plan to administer the survey in Winter 2018.





**SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT**

If your program has an instructional component, please complete Section 1.2.  
 If your program does not have an instructional component, please skip to Section 2.

**1.2A. Transcriptable Program Data:** Data will be posted on Institutional Research’s website 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 Program	2013-2014	2014-2015	2015-2016
n/a			

**1.2B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
n/a			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

n/a
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**1.2C. Department Level Data:**

	2013-2014	2014-2015	2015-2016	2016-2017
<b>Enrollment</b>	93	94	103	56
<b>Productivity</b>	470	475	312	283
<b>Course Success</b>	58%	70%	54%	55%
<b>Full-Time Load (FTEF)</b>	.1	.1	.1	0?
<b>Part-Time Load (FTEF)</b>	0	0	0	0?

**1.2D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1.2E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change <small>Up &amp; down 50% - 100%</small>	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X
Filipino	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X
Native American	n/a	<input type="checkbox"/>	<input type="checkbox"/>	n/a	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	n/a	<input type="checkbox"/>	<input type="checkbox"/>	n/a	<input type="checkbox"/>	<input type="checkbox"/>

White        
 Decline to State  Up & down 50% - 100%

**1.2F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level  
 Female:  Above Level  At Level  Below Level  
 <25 Years Old:  Above Level  At Level  Below Level  
 >25 Years Old:  Above Level  At Level  Below Level

**1.2G. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The college hired an Equity Librarian in 2017/2018, and the Library Curriculum Committee plans to meet with the Faculty Professional Development Coordinator to discuss ways for evaluating LIBR 10 through an equity lens.

**1.1H Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

n/a

**1.1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease  
 Program Productivity (Compared to College Goal):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program’s productivity.

Most sections were taught by a full-time librarian as part of her regular library load, but she was on PDL in Spring 2016 and Winter 2016 and will go on Article 18 in 2018-19. We have allowed sections with low enrollment (below 20), partly due to our commitment to teaching LIBR 10 in the FYE program the last two years.

If your program’s productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Except for FYE sections, we will require a minimum enrollment of 20. Note: the librarian primarily responsible for teaching LIBR 10 in the past will reduce her contract to 60% on Article 18, and we are requesting part-time hours to compensate for this reduction.

**1.1J. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard is **57%**.  
 (Note: used average for past three years)

Program Level Course Completion:  Above Standard  At Standard  Below Standard  
 Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard  
 In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**1.1K. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal  
 Targeted Student Course Completion:  Above Goal  At Goal  Below Goal  
 Online Student Course Completion:  Above Goal  At Goal  Below Goal  
 In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program’s efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

After several years of teaching LIBR 10 in person, we shifted to online in Fall 2013 and increased our enrollment, but unfortunately not our success rates. Each year the instructors make adjustments to the course, e.g. sample searches using timely topics to keep the content fresh, more deliberate scaffolding of assignments, efforts to help online students feel a sense of community (more discussions, announcements about heritage months), and efforts to create a sense of instructor presence (using Chat in Etudes for an office hour, more positive and friendly feedback on assignments, requiring each student to phone the instructor the first week). The instructor for FYE sections has participated in the FYE orientation and works closely with the other instructors teaching the cohort that quarter to tailor the course to their schedule and material.

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

The Library Curriculum Committee has two objectives to improve course completion rates for LIBR 10: meet with the Faculty Professional Development Coordinator to evaluate LIBR 10 through an equity lens and revise the course using the [Framework for Information Literacy for Higher Education](#) adopted by the Association of College & Research Libraries. However, we also wonder if the dismal success rates are inherent in the nature of the course. Because it is only one unit and is not required for a degree, do students feel less invested in it than in higher-stakes courses?

**1.1L. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program’s Student Learning Outcomes (SLOs)?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)  
 Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

A major obstacle to dialogue about the CL-SLOs for LIBR 10 is the library’s chronic staffing shortage: we used to have six full-time library faculty, but now have only four, and each librarian has taken on extra duties in addition to his/her primary area of responsibility. Although our staffing has not increased, we hope that by adding the new Equity Librarian as an instructor for FYE and establishing a separate Library Curriculum Committee (instead of trying to fit curriculum matters into the librarians’ meetings), we will facilitate more collaborative reflection on our CL-SLOs.

**1.1M. Course-Level:** How has assessment and reflection of CL-SLOs led to course-level changes?

Although individual instructors may make adjustments as mentioned in 1.1K, we have not made

any changes to the COR based on assessment and reflection of CL-SLOs.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Revise LIBR 10 to incorporate the ACRL frames (authority is constructed and contextual; information creation as a process, information has value; research as inquiry; scholarship as conversation; searching as strategic exploration). It is possible that this revision will also drive a change in our student learning outcomes for the course.

**SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**2A. Past Program Objectives/Outcomes:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Continue the duties of the Technical Services Librarian	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Provide reference and instruction during Summer 2017	Year: 2017	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Upgrade EZ Proxy	Year: 2017	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Establish link to library resources in Canvas courses	Year: 2106/17	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Develop library instruction modules in Canvas	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Assess information competency in GE classes	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Promote alternative reference services	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Provide library service at Sunnyvale	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Jump-start reserve acquisitions for fall quarter, weed reserves, inventory collection, shift stacks shelves	Year: 2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Fill Sr. Library Technician (Circulation/Reserves) position eliminated in 2010, provide coverage for shared governance participation and professional development, extend library hours	Year: 2014	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Continue to acquire relevant resources and meet faculty demand for individual streaming videos and electronic periodicals	Year: 2016/17	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Ensure the security of the library through proper locks and an alarm system.	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Develop and revise policies for signage, privacy, study room booking to support the daily operations of the renovated Library.	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Develop an emergency plan.	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Revise library survey, evaluate personal librarian service for FYE students, assess SLOs for FYE students in LIBR 10, hire Equity Librarian	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Provide an organized collection of print and online resources at the Sunnyvale Center	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Support college, division, and department accreditation efforts	Year: 2016	Completed	<input checked="" type="checkbox"/> Ongoing Ongoing	<input type="checkbox"/> No Longer a Goal
Develop department specific guidelines for online Library Science courses	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Migrate to Microsoft 365 for internal and external communication	Year: 2016	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Extend library hours	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Mitigate impact to students of reduced space in the library's temporary location during renovation	Year: 2014	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Develop new versions of LibGuides and other library resources and apps for use on mobile devices	Year:	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Continue planning for the new library	Year: 2014	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase reserve book lending	Year: 2014	Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Explore ways to develop the library's resources for African American, Latino/a, and Filipino/Pacific Islander students	Year: 2014	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

- *Continue the duties of the Technical Services Librarian.* In Spring 2017 PaRC approved hiring a Technical Services Librarian, but we had a failed search in the summer and have not received approval to try again.
- *Develop library instruction modules in Canvas.* Library instruction modules in Canvas were developed, but with the library home page in flux due to the campus conversion to a new

- website, it has not been feasible to update them.
- *Assess information competency in GE classes.* A survey for faculty who teach GE courses in Areas II and VII to determine their familiarity with information competency and how to assess it has been designed and will be administered in Winter 2018.
  - *Promote alternative reference services.* Librarians began offering research appointments, which have proven popular with students, but more can be done to promote Chat reference.
  - *Provide an organized collection of print and online resources at the Sunnyvale Center.* Students at the Sunnyvale Center have access to all the library's online resources and to a small collection of reserve books on site. Librarians have been available 14-20 hours per week since the Center's opening, and library faculty are working with our dean to assess how much service is needed and when.
  - *Jump-start reserve acquisitions for fall quarter, weed reserves, inventory collection, shift stacks shelves.* Last year we asked to extend contracts for three Sr. Library Technicians at Circulation/Reserves to twelve months in order to accomplish these tasks, but because only two technicians received extensions, the only project they were able to complete was the inventory. Stacks shifting is now desperately needed.
  - *Extend library hours.* This would require a fourth Sr. Library Technician at Circulation/Reserves, which we have requested every year since this position was eliminated in 2010, as well as additional funding for part-time librarians. In response to ongoing student demand for longer hours, in Winter 2018 we will conduct head counts and analyze reference transactions and circulation of library materials during the late afternoon and early evening to determine whether students actually need library resources and services in the evening or, as our dean has suggested, they simply want a safe, quiet, comfortable place to study.
  - *Meet faculty demand for individual streaming videos and electronic periodicals.* We only recently received notice that we have adequate Instructional Equipment funding and are working to meet faculty demand for streaming videos.
  - *Ensure the security of the library through proper locks and an alarm system.* Despite the best efforts of the library faculty, staff, and dean, issues around locks and an alarm system have not been resolved almost two years after moving into the renovated facility.
  - *Develop an emergency plan.* The librarian who was the point person for the emergency plan retired before it was completed, and she has not been replaced.
  - *Migrate to Microsoft 365 for internal and external communication.* Library faculty and staff share documents (such as this program review) on Microsoft 365, but we have not shifted entirely to this platform.
  - *Explore ways to develop the library's resources for African American, Latinx, and Filipino/Pacific Islander students.* The library hired an Equity Librarian who began work this fall and is helping us explore how to better serve these students.

Please provide rationale behind any objectives that are no longer a priority for the program.

n/a

**2B. New Program Objectives:** Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2017-2018

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>
1. Develop a plan to collect better demographic data of library users	Winter 2018	Finished plan
2. Review library policies through an equity lens	Winter - Spring 2018	Revised policies
3. Correct inaccuracies in the library catalog to prepare for migration to a new integrated library system	Spring 2019	Up-to-date catalog
4. Consider adopting ACRL's <a href="#">Framework for Information Literacy for Higher Education</a>	Spring 2018	Professional development
5. Assess need for library services at the Sunnyvale Center	Winter 2018	Recommendation to the dean
6. Continue to provide relevant resources that support the college's strategic, teaching, and learning initiatives, coping with inflation as well as requests from students, faculty, and staff	Ongoing	Collection and usage statistics; continued access to current and requested resources
7. Promote library resources and services	Ongoing	Increase in usage statistics
Continue to offer LIBR 10 each quarter	Ongoing	Class schedule
8. Review LIBR 10 through an equity lens	Winter 2018	Student success rates up by 3%
9. Review the annual survey	Winter 2018	Revised spring survey
10. Assess the need for longer library hours	Winter 2018	Usage statistics

**2C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- X Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- X Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**2D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Sr. Library Technician,		6, 7.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Circulation/Reserves						
Sr. Library Technician, Technical Services (retirement)		6, 7.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Services Librarian (retirement)		6, 7.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Director		1-10.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time hours to compensate for 40% Article 18 contract reduction		6, 7, 8.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Permanently extend the contracts of all Sr. Library Technicians, Circulation/Reserves, to 12 months		6, 7.	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

N\A.

**2F. Review:** Review the 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.

2016-17

- Technical Services Librarian: failed search.
- Adjunct hours at Sunnyvale: A librarian is available at the Sunnyvale Center 14-20 hours per week to check out library materials, answer reference questions, and provide instruction. Unfortunately, the adjunct librarian who worked in 2016-17 did not keep statistics as requested, but librarians are now tracking use. Based on their observations, demand for library service at Sunnyvale is low, and one of our goals this year is to assess the need more precisely.
- Temporary contract extension for Instruction Librarian: We provided full reference and instruction services during Summer 2017 in the absence of the Technical Services Librarian, who retired in June.

- Temporary contract extension for Systems & Technology Librarian: During the summer break he assisted students with research questions extending beyond the regular summer session, set up a new EZproxy server that is less expensive and more secure and reliable, reconfigured the Springshare suite as part of a project to share resources with De Anza library, assisted in library inventory and discarding periodicals, compiled a list of books that have not circulated recently for possible weeding, and established a framework for e-resource management using Coral.
- Extend contracts for three Sr. Library Technicians at Circulation/Reserves: Two contracts were extended. The technicians conducted an inventory of the print collection and identified books that are missing or that meet the criteria for weeding, helping to keep the collection current and the library catalog accurate. They did not have the time to weed the reserves or get a head start on reserve acquisitions for Fall 2017; reserve textbooks are very popular with students, who value having as many as possible to choose from at the beginning of the quarter.

2015-16

- Safari Tech Books Online: This is a cost-effective way to provide STEM students with current books in the field. In 2016-17 Safari received 247 searches, and 1280 sections were viewed. In addition, dozens of outdated computer science books were weeded from the print collection.
- 2 scanners: Scanners were acquired for staff use at the reference and circulation desks; they are sometimes also used by students who can't pay for photocopies.
- Equity Programs Librarian: The new Equity Librarian began work in Fall 2017; in addition to the regular duties expected of all librarians, she updated the LibGuide and created a book display for Native American Heritage Month, taught library workshops to Umoja and Puente students, created a LibGuide to support the Anti-Racism Teach-in, and is involved in the Chancellor's Equity for Excellence Project.

2014-15 – n/a

**SECTION 3: PROGRAM SUMMARY**

**3A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Staffing/Sunnyvale	<p>In recognizing that the library and its services continue to be in high demand on campus, concerns have been raised about whether the library has enough staff to successfully carry out its mission. The staffing concerns have been brought up annually, with the Dean commenting on the loss of the Technical Services Librarian due to retirement and the need to provide comparable services at Sunnyvale. "I remain concerned about the staffing arrangements in the library, and I'm particularly concerned about the ability of the library to provide comparable services to the students at our soon to be opened Sunnyvale Center without the hiring of the new faculty and staff."</p> <p>The hiring of an Equity Librarian would have alleviated some of</p>

	<p>the staffing concerns, but we were unable to fill the position of the Technical Services librarian this year. We have also explored the possibility of reducing the number of part-time librarian hours on campus and diverting some of those to Sunnyvale. The Systems Librarian has also been available for 8 hours/week at Sunnyvale as overload.</p>
<p>Technology</p>	<p>Some concerns were also raised about the library's ability to stay up-to-date with the newest technology trends in order to offer the best possible experience for the students. Thanks to hiring a new Systems Librarian, who proceeded to introduce various updates to our systems, as well as offer new avenues of contact with students (chat, text), we feel confident in our ability to meet the students where they are and provide them with all the necessary support they need to succeed at Foothill.</p> <p>However, successful migration to a new state-of-the-art ILS without the expertise of a Technical Services Librarian would be challenging.</p>

**3B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Despite our staffing shortage, we remain committed to excellent service and are proud of our facility, services, and resources. More than 90% of the students who responded to our survey over the last two years would recommend using the library to another Foothill student.

When the renovated facility was opened in Winter 2016, we volunteered to open fifteen minutes earlier at 7:45 a.m., recognizing the need of students to print materials and borrow textbooks before classes start. In fact, the library continues to be one of the most popular locations on campus for student printing, but ePrintit, the student print system, was notoriously difficult for students to use. As an example of our commitment to student success, last year the Systems Librarian helped redesign the ePrintit user interface, and this year a second student printer was added to the library, which has helped alleviate wait times and reduced problems for students. However, students still require a great deal of assistance with printing, which is not an effective use of faculty/staff time, especially given our staffing crunch. We also take on new projects that foster student success, for example, collaborating with the Biology Department to provide iClickers for their students.

Through participation in shared governance and programs like FYE and the new Dental Hygiene bachelor in science degree, we continue to be an integral part of the Foothill community. Members of our staff participate in campus committees including both the Academic and Classified Senates, the Curriculum Committee, the Professional Development Committee, the Basic Skills Workgroup, the Student Equity Workgroup, PaRC, ACE, the Academic Integrity Committee, ETAC, and the Chancellor's Equity for Excellence Project. We strive to make the library a welcoming place for all and carry that spirit out to the college community at large.

**SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**4A. Attach 2015-2016 Service-Area Outcomes:** Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**4B. Attach 2015-2016 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**SECTION 5: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**5A. Strengths and successes of the program as evidenced by the data and analysis:**

The library continues to maintain its prominence as a central hub of activity for the campus. It is an active and vibrant learning location for students. Whether studying or performing research or accessing materials for class, students continue to turn to the library and the faculty and staff to accomplish their educational objectives. In addition to the academic mission of the college, the library serves a social and cultural mission as well, providing spaces for student art displays, cultural heritage month events, and providing a welcoming space at the crossroads of the college.

The faculty and staff of the library maintain their tight focus on serving students and remain committed to ensuring that the library is a space that serves all students. I applaud the efforts of the library faculty and staff to determine which students are using the library and which services they are accessing while maintaining the high standards of privacy that are the accepted practices of academic and public libraries across the country. I'm particularly encouraged (but not surprised) by the commitment of the library faculty and staff to improve the equity outcomes of the library and its services.

The library's annual survey demonstrates the consistently high regard of the campus community for the library and its services.

**5B. Areas of concern, if any:**

While staffing in the faculty and classified ranks remains a perennial issue for the library, I have a heightened sense of concern for these issues in the current budget situation. The library's ability to respond to shifting approaches to FTES generation by the college could be hindered if budget cuts exacerbate the challenges the library faces due to staffing shortages. For example, students consistently identify longer library hours as their main concern about the library, but it is not possible to extend the hours of operation of the library without meeting the staffing needs as spelled out by state statute. The library enjoys a healthy B budget and access to categorical funds like lottery and instructional equipment and as a result is able to provide access to books, materials, databases, and periodicals as well as calculators and other instructional support materials. In addition, reference hours from part-time librarians and library staffing at the Sunnyvale Center are all possible because of the library's B budget. Cuts to these funds threaten these vital services.

**5C. Recommendations for improvement:**

Since there is no set mandate for the number of library hours we must offer at the Sunnyvale Center, I will ask the library faculty working their to carefully track usage to determine if we are over or under scheduled at the center. It would also help if Sunnyvale added a question about library needs when they survey the Sunnyvale students. With the former Technical Services librarian currently working under Article 19 at the reference desk and with little hope that the position will be replaced this academic year, I will explore the impact of using the Article 19 assignment to provide technical services support, but this will likely require some backfill at the reference desk. Work with the faculty and staff to continue to explore possible efficiencies or economies of scale we might discover and deploy.

**5D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule  
 Further Review / Out-of-Cycle In-Depth Review

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

**5E. Strengths and successes of the program as evidenced by the data and analysis:**

**5F. Areas of concern, if any:**

**5G. Recommendations for improvement:**

**5H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule  
 Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*