Library Program Review 2022
A. Program Information
Program Mission Statement

1. Please enter your mission statement here.

At the Foothill College Library we are committed to meeting the evolving information needs of the Foothill Community and to collaborating with faculty and support programs to obtain equity in achievement of student outcomes and ensure that students, faculty, and staff are effective users of information. To empower students and help them achieve their goals we provide the following:

- Safe and welcoming spaces conducive to private and collaborative study
- Student-centered resources
- Inclusive services
- Objective and equitable access to a variety of materials

Program-Level Service Area Outcomes

2. Please list the program-level service area outcomes.

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

Course-Level Student Learning Outcomes

3. Please list the course-level student learning outcomes.

Library 10: Introduction to College Research

- Students will be able to evaluate an information source.
- Students will be able to find periodical articles in online databases.
- Students will be able to find relevant books in the library (online or in print).

B. Library Visits by Demographic
The data tables below show the number of library visits by self-reported ethnicity and gender.

By Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
African American	5	2	6	na	1
Asian	63	47	36	na	19
Filipinx	5	7	5	na	4
Latinx	23	18	21	na	14
Native American	1	1	1	na	0
Pacific Islander	0	0	0	na	0
White	51	55	28	na	17
Decline to State	na	na	na	na	na
Total	148	130	97	na	55

By Gender

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	102	86	74	na	32
Male	56	54	23	na	26
Non-Binary	6	6	4	na	1
Total	164	146	101	na	59

4. What do you observe in the data above? What do you want the college to understand about the number of library visits by demographics? (Please address any disproportionate impact you note from the above data trends).

Due to our profession's value of privacy, the library doesn't participate in tracking that would let us assess the demographics we serve, but in 2016, assisted by Institutional Research, we revised our annual survey to capture ethnicity and gender. The statistics above represent students responding to our survey who reported visiting the library, not actual visits. Under ethnicity, the survey didn't include a category for "decline to state" and combined Filipinx with Pacific Islander, so these two groups have been listed under Filipinx. Students who identified as "trans or other" have been listed under Non-Binary. The library survey wasn't conducted in 2020/21 due to the pandemic.

Compared with FoothillFastFacts, more Asian, white, and female students visit the library than one would expect based on enrollment, while fewer Latinx and male students visit. The number of respondents in other groups was too small to draw conclusions from.

5. What actions do your program plan to take in order to achieve your program-level service area outcomes?

We have not revised the library's service area outcomes since they were created over ten years ago, and we don't have one that addresses demographics. To better reflect our mission of obtaining equity in achievement of student outcomes, we plan to add a service area outcome about access and utilization of the library by disproportionately affected students.

See Question #8 for additional information on actions we plan to take in order to achieve our program-level service area outcomes.

6. What does your program need to execute this action plan?

Although the library profession's strict value of privacy doesn't permit us to track individuals who use our services, the college requires patrons to log on to public computers in the library with their MyPortal credentials; we would like to work with ETS and IR to obtain a list of these users and analyze it for demographics. In addition, functional security gates to track the number of people who enter the library and a way to track the number of visitors to the library website would tell us the number of *actual* library visits (as opposed to self-reported visits from a survey with low response rates).

C. Use of Resources and Services

This data table shows actual numbers collected from various Library Systems and sources.

	2017-18	2018-19	2019-20	2020-21	2021-22
LOANS					
Reserve collection loans	na	na	4549	2114	5322
Non-reserve collection loans	53	312	2640	88	571
VIEWS					
E-books viewed or downloaded	na	na	na	5902	4817
Streaming videos viewed	151543	108200	115099	137169	107497
LibGuide usage	22396	18627	25990	37737	30056
LibWizard Tutorials	79	164	68	65	72
Database Stats	na	na	21318	38528	41951
BOOKINGS					
Research Appointments	192	11	4	4	31
Study Room Bookings	10,724	9,421	5,367	0	1,705
STUDENT-FACULTY INTERACTION					
Reference questions	5420	3666	2872	1104	1901
Library instruction sessions & tours	86	95	37	32	32

7. What do you observe in the data above? What do you want the college to understand about the use of program services?

The library has a variety of mechanisms for tracking the use of our resources, services, and facility (listed above), and they show that the library was a busy place before the pandemic and like the rest of the college is slowly starting to recover. Use of library resources, except for non-reserve collection loans (books), for the most part continues to rise, while use of library services, especially in-person, haven't recovered to pre-pandemic levels. Some data is unavailable due to the migration to a new library system in 2020 and the way that vendors keep data. The downward trend in student-faculty interactions, however, does not take into account the growth of the library's online asynchronous instructional offerings such as LibGuides, online tutorials, and Canvas modules.

8. What actions do your program plan to take in order to achieve your program-level service area outcomes?

Librarians will continue to use multiple methods to assess student learning needs including as liaisons to academic divisions, by collaborating with the Office of Equity & Inclusion and learning communities, serving on college committees, keeping usage statistics, administering surveys of faculty and students, and direct feedback. We use this information to assess and inform our collection decisions as well as our instructional and service offerings. With the continued shift to electronic resources, the increase in our online asynchronous instructional offerings, and the adoption of an updated mission statement in 2020, we plan to assess and update our current SA-SLOs to gain a better understanding of the needs of our students and improve our services to them.

9. What does your program need to execute this action plan?

Adequate funding plus faculty and staff with relevant expertise are needed to select, purchase, catalog, process, and manage print and electronic resources, as well as teach students how to find, use and evaluate different types of information. In recent years the library lost key positions managing its collections. With a deep reduction in print subscriptions, the remaining Technical Services technician has absorbed cataloging and periodicals, but we had to cease interlibrary loan, and discrepancies in electronic resources crept into the catalog; we hope that the new Access & Information Services Librarian will help ensure that the catalog is accurate in the future and have submitted requests for technicians to ensure that the library's resources are discoverable by students.

D. Enrollment by Student Demographics

by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	8	18%	5	23%	15	25%	12	17%	4	24%
Black	4	9%	2	9%	9	15%	5	7%	1	6%
Filipinx	3	7%	2	9%	1	2%	1	1%	0	0%
Latinx	20	44%	4	18%	15	25%	17	24%	4	24%
Native American	0	0%	0	0%	1	2%	1	1%	0	0%
Pacific Islander	2	4%	1	5%	0	0%	0	0%	0	0%
Unknown ethnicity	2	4%	2	9%	2	3%	8	11%	1	6%
White	6	13%	6	27%	17	28%	26	37%	7	41%
Total	45	100%	22	100%	60	100%	70	100%	17	100%

10. What do you observe in the data above? What do you want the college to understand about enrollment by ethnicity?

The data above shows Library 10 enrollment is similar to that of the college. The course is taught once or twice a year and is generally under-enrolled, making it difficult to draw significant conclusions. In the year 2017-18 there was a larger Latinx enrollment due to a dedicated First Year Experience section of the class offered. There have been many efforts to increase enrollment and retention in LIBR 10. Some examples include offering the course as a late start course, conversations with counselors, flexibility with add codes and late enrollment, marketing through flyers and social media, advocacy to add the course in guided pathway maps, offering the course in tandem with RSLS timelines, and offering the course stacked next year in collaboration with the honors program. The class also uses a no cost OER textbook.

11. What actions do your program plan to take in order to achieve your course-level student learning outcomes?

The class provides ample opportunities for students to achieve the course-level student learning outcomes, by providing assignments, discussions, and assessments surrounding the evaluation of information. This is done in tandem with instructions on how to properly find relevant resources using the library catalog as well as online databases. Instructions on how to find these resources are done in a variety of mediums, including video demonstrations, LibGuides, and open access textbooks. The library instruction and curriculum team is also currently working on revising the LIBR10 COR, which should help us envision how the class achieves these outcomes. The class also uses a no cost open access textbook, so we hope this also helps students stay enrolled since the class does not require any other fees for materials.

12. What does your course need to execute this action plan?

This requires a constant review and revision of teaching materials. Due to the ever changing nature of the internet, the materials need to stay up to date in order for them to be effective.

by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	30	67%	17	77%	25	42%	39	56%	10	59%
Male	15	33%	5	23%	34	57%	28	40%	7	41%
Unknown gender	0	0%	0	0%	1	2%	3	4%	0	0%
Total	45	100%	22	100%	60	100%	70	100%	17	100%

13. What do you observe in the data above? What do you want the college to understand about enrollment by gender?

The enrollment in Library 10, is majority female, except in 2019. This is difficult to unpack; library work has historically been a female dominated profession, and the enrollment data could be mirroring this.

14. What actions do your program plan to take in order to achieve your course-level student learning outcomes?

See #11.

15. What does your course need to execute this action plan?

See #12.

E. Course Success by Student Demographics
By Ethnicity

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	2	50%	1	25%	1	25%	4	100%
Black	1	100%	0	0%	0	0%	1	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	3	75%	1	25%	0	0%	4	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	1	100%	0	0%	0	0%	1	100%
White	7	100%	0	0%	0	0%	7	100%
All	14	82%	2	12%	1	6%	17	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	10	83%	2	17%	0	0%	12	100%
Black	4	80%	0	0%	1	20%	5	100%
Filipinx	0	0%	1	100%	0	0%	1	100%
Latinx	5	29%	6	35%	6	35%	17	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	4	50%	1	13%	3	38%	8	100%
White	17	65%	5	19%	4	15%	26	100%
All	41	59%	15	21%	14	20%	70	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	9	60%	3	20%	3	20%	15	100%
Black	3	33%	3	33%	3	33%	9	100%
Filipinx	1	100%	0	0%	0	0%	1	100%
Latinx	7	47%	4	27%	4	27%	15	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	2	100%	0	0%	0	0%	2	100%
White	9	53%	3	18%	5	29%	17	100%
All	32	53%	13	22%	15	25%	60	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	3	60%	2	40%	0	0%	5	100%
Black	1	50%	1	50%	0	0%	2	100%
Filipinx	1	50%	0	0%	1	50%	2	100%
Latinx	3	75%	0	0%	1	25%	4	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	1	100%	0	0%	0	0%	1	100%
Unknown ethnicity	1	50%	1	50%	0	0%	2	100%
White	4	67%	1	17%	1	17%	6	100%
All	14	64%	5	23%	3	14%	22	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	6	75%	1	13%	1	13%	8	100%
Black	3	75%	0	0%	1	25%	4	100%
Filipinx	2	67%	0	0%	1	33%	3	100%
Latinx	14	70%	2	10%	4	20%	20	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	1	50%	1	50%	0	0%	2	100%
Unknown ethnicity	2	100%	0	0%	0	0%	2	100%
White	5	83%	1	17%	0	0%	6	100%
All	33	73%	5	11%	7	16%	45	100%

16. What do you observe in the data above? What do you want the college to understand about course success by ethnicity?

Due to low enrollment overall, it is difficult to draw significant conclusions about the success of disproportionally impacted students because their numbers are small, and success varies from year to year. In addition, this class has been exclusively taught online asynchronous since 2018 and there was a drop in success during the height of the pandemic. Although this one-unit course is UC/CSU transferable, it is not required for any major.

17. What actions do your program plan to take in order to achieve your course-level student learning outcomes?

Faculty plan to continue to provide students with opportunities to achieve the course-level student learning outcomes, by providing assignments, discussions, and assessments surrounding the evaluation of information. In addition, to make the class relatable, relevant, and accessible to students, the instructor lets the students pick their own research topic, uses culturally relevant and modern examples to teach information literacy, and uses an OER no cost textbook. If necessary, faculty will continue to connect students with campus resources as outlined in the syllabus. The library instruction and curriculum team is currently revising the LIBR10 COR with an equity lens using the Guiding Principles for Equitable CORs recently approved by the College Curriculum Committee.

18. What does your program need to execute this action plan?

This requires a constant review, revision, and evaluation of the class, teaching materials and students. Due to the ever-changing information landscape, the materials must stay up to date for them to be effective. This also requires the faculty who teach the course to self-evaluate and continue to engage in professional development to ensure students achieve success.

By Gender

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	8	80%	1	10%	1	10%	10	100%
Male	6	86%	1	14%	0	0%	7	100%
Unknown gender	0	N/A	0	N/A	0	N/A	0	100%
All	14	82%	2	12%	1	6%	17	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	26	67%	5	13%	8	21%	39	100%
Male	14	50%	10	36%	4	14%	28	100%
Unknown gender	1	33%	0	0%	2	67%	3	100%
All	41	59%	15	21%	14	20%	70	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	17	68%	2	8%	6	24%	25	100%
Male	14	41%	11	32%	9	26%	34	100%
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	32	53%	13	22%	15	25%	60	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	10	59%	4	24%	3	18%	17	100%
Male	4	80%	1	20%	0	0%	5	100%
Unknown gender	0	N/A	0	N/A	0	N/A	0	100%
All	14	64%	5	23%	3	14%	22	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	19	63%	5	17%	6	20%	30	100%
Male	14	93%	0	0%	1	7%	15	100%
Unknown gender	0	N/A	0	N/A	0	N/A	0	100%
All	33	73%	5	11%	7	16%	45	100%

19. What do you observe in the data above? What do you want the college to understand about course success by gender?

> It's interesting that the demographics of success between genders has slowly flipped between the last couple years with the exception 2021-22. We will continue to observe the data for any changes that may occur.

20. What actions do your program plan to take in order to achieve your course-level student learning outcomes?

> Faculty plan to continue to provide students with opportunities to achieve the course-level student learning outcomes, by providing assignments, discussions, and assessments surrounding the evaluation of information. In addition, to make the class relatable, relevant, and accessible to students, the instructor lets the students pick their own research topic, uses culturally relevant and modern examples to teach information literacy, and uses an OER no cost textbook. If necessary, faculty will continue to connect students with campus resources as outlined in the syllabus. The library instruction and curriculum team is currently revising the LIBR10 COR with an equity lens using the Guiding Principles for Equitable CORs recently approved by the College Curriculum Committee.

21. What does your course need to execute this action plan?

> This requires a constant review, revision, and evaluation of the class, teaching materials and students. Due to the ever-changing information landscape, the materials must stay up to date for them to be effective. This also requires the faculty who teach the course to self-evaluate and continue to engage in professional development to ensure students achieve success.

22. Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

> Currently Library 10 is only offered once or twice in an academic year. However, there are several guided pathway maps that contain Library 10 as an option. It would be interesting to see how the data changes when guided pathways is implemented. As mentioned previously, there will also be a revision to the LIBR10 COR, which may change enrollment and success.
>
> Finally, faculty in the department have shown flexibility in the delivery of the course. In 2021 the class was taught in a hybrid format to accommodate international students who were affected by Trump's immigration policy.

F. Service Area Outcomes Addendum

1. What are the service area strategic objectives for the coming year?

> Instruction objectives:

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Community College District

PRECISION CAMPUS

- Reevaluate SA-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.
- Revise LIBR10 COR through an equity lens
- Develop student survey for course-related and general library instruction sessions
- Assess online asynchronous instructional offerings
- Update information literacy modules in Canvas

Technology objectives:

- Install functional security gates to track the number of people who enter the library
- Investigate ways to collect demographic statistics from library computer workstations
- Track the number of visitors to the library website
- Ensure discoverability of electronic resources in Primo

Collections and Services Objectives:

- Re-evaluate SA-SLO #1: Students who use the library will be able to locate resources in a variety of formats that satisfy their information needs, as well as add service area outcome that addresses access and utilization of the library by disproportionately affected students.
- Develop Graphic Novel Collection
- Develop Weeding Plan
- Revise annual library student survey
- Resource and service support for Sunnyvale students
- Support for Baccalaureate Degrees

2. What is your implementation plan for the above-mentioned objectives?

Instruction

- Reevaluate SA-SLO #2 and the way it is assessed.
- Revise LIBR10 COR through an equity lens using Curriculum's *Guiding Principles for Equitable CORs*.
- Develop survey for library instruction sessions that can be administered to students outside of the tenure review process (J2s)
- During the pandemic, the library team increased its online asynchronous instructional offerings including LibGuides, online tutorials, and Canvas modules. Faculty used these in lieu of more traditional synchronous offerings. The decline in instruction sessions shown in our data may not reflect the uptick in the use of these modalities and we want to assess their use and effectiveness.
- Revise information literacy modules in Canvas to align with the OER textbook and upload to Canvas Commons

Technology

- Continue to enhance the discoverability of electronic resources in Library Catalog
- Outfit library website with tracking code
- Explore ways in which our Library Lab can be outfitted with software allowing for demographic data collection
- Purchase new security gates to track incoming and outgoing patrons, and to provide additional security and usage data via the RFID tags to be installed in our collection

Collections

- Continue selecting titles from Graphic Novels Core Collection and student requests
- Continue disposing of old editions superseded by new ones through the Sustainable Shelves program and propose a large-scale weeding plan for 2023/24.
- Reevaluate SA-SLO #1 and the way it is assessed and add service area outcome that addresses access and utilization of the library by disproportionately affected students.
- Collaborate with Institutional Research to revise the annual library student survey that measures student use of library resources and services
- Plan collection audits to ensure that the library collections are sufficient and cross-disciplinary to provide adequate support to programs at the associate and baccalaureate level and meet accreditations standards

3. In the past five academic years, were there any commendations/special mentions the program would like to highlight? If YES, please elaborate.

Congresswoman Anna Eshoo nominated the Foothill College Library for the 2021 National Medal for Museum and Library Service as a recognition of the Library's excellent service to the community.

In the library's last comprehensive program review in 2016-17, the LRC dean noted that the library continues to be a hub of campus activity with an inviting, accessible, learner-centered space and tech-savvy services, highlighting Canvas modules on information competency to support online classes and the capability for students to book group study rooms online. He was also pleased to see an increase in the number of instruction sessions and commended the faculty and staff for working together to serve students.

4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

The last accreditation report (2018) reported that "the assessment of service area student learning outcomes seems uneven" and encouraged the library "to ensure that there is more evidence to document the cycle of assessment, discussion regarding results, planning for improvements; and finally implementing the changes."

In the library's last comprehensive program review in 2016-17, the LRC dean expressed concern about the retirement of the Technical Services librarian, a position that has not been replaced, and that technology might be changing faster than the library could adapt, suggesting that we develop a forecast document looking at changes in the field and presenting plans for how the library might prepare for them. In addition, he expressed his belief that making inroads with the basic skills community on campus could improve the library's equity efforts.

5. What actions have the program taken to address the accreditation audit, or review citations/recommendations? What barriers has the program faced in implementing improvements?

The librarian profession has ethical concerns around collecting data and thus strives to protect the privacy of our users. Due to this, the library doesn't collect much data from the students who use our services and resources, making it difficult to provide data and its interpretation for program review.
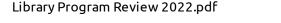
In terms of reviewing our goals, we were hampered by the college moving away from the annual program review cycle and no one leading SLO work. Despite this, the pandemic forced us to evaluate how we provide resources and services in a strictly online environment.

As a department the library was one of the first services and resources back on campus, thus much of our focus was on planning and executing our return. It was our priority to provide services to on-campus students, maintain our online offerings, all the while keeping staff and faculty safe.

6. What barriers has the program faced in implementing improvements?

When it comes to our strategic objectives in recent years, the biggest barriers were budgetary concerns, staffing shortages and the COVID-19 pandemic. Our technical objectives and initiatives involve large purchases in order to adequately resolve the current issues with aging hardware and software that the library utilizes, which were difficult to rationalize during the recent uncertain times. Our Library Collection based improvements were difficult to carry out due to staff shortages and simply not having enough time by our existing faculty and staff to

carry out the initiatives. Further, the recent building closures due to the pandemic made it impossible to implement any improvements to our physical spaces and print collections as a result. The pandemic also made it harder to collect student data as there was little interest in filling out surveys and providing feedback at the height of the health crisis.

This form is completed and ready for acceptance.