

Annual Program Review 2011-2012 - STUDENT SERVICES

Division - Program

LIBRARY SERVICES

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the appropriate area manager or Dean.</u>

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Dean: Dr. Rick Perez, Vice President Student Services

Date Received by Program Review: November 28, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose - briefly describe in 1-3 sentences.

In support of the College's mission, the GCC Library provides services to students of diverse backgrounds, goals, ages, abilities, and learning styles. The Library is committed to student learning and success, the development of critical thinking skills, and lifelong learning. All library service areas incorporate the College's mission to support students in gaining the knowledge and skills necessary to meet their educational, career, and personal goals. The Library plays a significant role in the mission of the College due to the fact that it serves ALL students.

Please list the most significant achievement accomplished since your last program review.

After 2 years, 8 months with an Interim Director serving as head of the Library and Learning Center (and another 4 months with the same person receiving released time as a faculty member), the College is now moving forward with filling the position of Associate Dean, Library and Learning Resources.

List the current major strengths of your program

- 1. The library provides a wide range of services across all disciplines and for all students.
- 2. In the 2010 Student Views survey, of students surveyed, 97% said they had heard of the library, 88% reported having used the library, and 100% of those who had used the library found it helpful or very helpful.
- 3. The primary focus of the library is on fulfilling the college's core competency of information competency.

List the current weaknesses of your program

- The inability to hire a permanent Associate Dean, Library and Learning Resources has resulted in a lack of vision and leadership at the head of the Library and Learning Center. Because a faculty librarian was acting as Interim Director and Head Librarian, a void was left in the faculty ranks for 3 years as well.
- 2. A serious lack of resources: inability to fill administrative, faculty, management, and classified positions has limited the library's ability to fulfill its basic functions. Cuts to the adjunct librarian, subscription database, and materials budgets have also contributed to the problem. A lack of funding to support the Library and Learning Resource Technology Plan has had severe repercussions and the plan is in need of updating.
- 3. A lack of space is limiting the ability for the library to expand its services and instruction on both the main and Garfield campuses. Planning for future expansion of library space needs to be addressed.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/ Function	Academic Year	Service Contacts	Trend/Comments
Circulation Services	2007-2008	contacts - N/A; 67,515 circulation	Began counting student contacts in 08/09; circulation up 21.2% from 06/07.
	2008-2009	139,194 contacts 84,224 circulation	Circulation up 24.7% from 07/08.
	2009-2010	150,278 contacts 96,501 circulation	Contacts up 8% from 08/09; circulation up 14.6% from 08/09.
	2010-2011	148,695 contacts; 88,740 circulation	Contacts down 1% from 09/1; circulation down 8% from 09/10
Collection Developme	2008-2009	100,233 titles held 8,048 titles added	
nt	2009-2010	106,522 titles held 6,508 titles added	Titles held up 6.2% from 08/09.
	2010-2011	107,238 titles held 1,904 titles added	Titles held up .07% from 09/10.
Garfield Library	2007-2008	475 circ. (2/1/08-6/30/08)	Services at the Garfield Library began in 2008.
Circulation	2008-2009	1,103 circulation	
	2009-2010	1,510 circulation	Circulation up 36.9% from 08/09.
	2010-2011	940 circulation	Circulation down 37.7% from 09/10.
Garfield	2007-2008		Only workshops were offered in 07/08.
Library Workshops	2008-2009	47 consultations, Spring 2009	Consultations began in Spring 2009.
Consults	2009-2010	71 consultations	Need a full year of data for comparison.
	2010-2011	57 consultations	Consultations down 19.7% from 09/10.
General	2007-2008	455,763 users	Student use of library up 9.1% from 06/07.
Library	2008-2009	515,961 users	Student use of library up 13.2% from 07/08.
Services	2009-2010	580,625 users	Student use of library up 12.5% from 08/09.
	2010-2011	538,378 users	Student use of library down 7.3% from 09/10.

Orientation	2007-2008	18 classes	Number of orientations has been decreasing due to a
Program		318 students	purposeful focus on the workshop program as the
3	2008-2009	14 classes	alternative to orientation sessions.
		370 students	
	2009-2010	13 classes	
		360 students	
	2010-2011	10 classes	
		290 students	
Reference	2007-2008	25,973 student	
Services		contacts	
	2008-2009	27,525 student	Student contacts up 6% from 07/08.
		contacts	
	2009-2010	28,938 student	Student contacts up 5.1% from 08/09.
		contacts	
	2010-2011	28,356 student	Student contacts down 2% from 09/10.
		contacts	
Technical	2007-2008	8,154 titles	
Services		added/changed	
	2008-2009	25,919 titles	Titles added in 08/09 is artificially high due to a project
		added/changed	to correct e-book records.
	2009-2010	10,673 titles	Titles added/changed up 30.9% from 07/08 to 09/10.
		added/changed	
	2010-2011	8,348 titles	Titles added/changed down 21.8% from 09/10.
		added/changed	
Workshop	2007-2008	308 workshops	Number of workshops stays relatively level, but attendance
Program		5,182 students	varies due to times offered, student enrollment, faculty
	2008-2009	301 workshops	requiring workshops, class offerings, and other factors.
		5,652 students	
	2009-2010	302 workshops	
	0040 0044	4,498 students	
	2010-2011	287 workshops	
\ /:=t =	0007.0000	4,330 students	07/00 and 00/00 data is in a smalleton at an eletennesis.
Virtual	2007-2008	185,732 searches	07/08 and 08/09 data is incomplete; other data varies based on how vendor calculates/reports statistics.
Library: Database	2008-2009	61,544 sessions 446,790 searches	based on now vendor calculates/reports statistics.
Usage	2006-2009	156,173 sessions	
Osage	2009-2010	448,737 searches	
	2009-2010	166,079 sessions	
	2010-2011	345,953 searches	
	2010 2011	113,662 sessions	
Virtual	2008-2009	495,620 views	Count is high because all computer browsers open to library
Library:	2009-2010	604,402 views	home page. Views up 21.9% from 08/09 to 09/10.
Website	2010-2011	622,272 views	Website views up 3% from 09/10 to 10/11.
Usage	2010 2011	0, viovo	7.055.10 110110 up 070 110111 00/10 to 10/11.

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	6.72	1	11.17	0	2.18
2008-2009	6.48	1	11.17	0	2.95
2009-2010	5.38	1	11.45	0	3.18
2010-2011	6.16	1	11.45	0	3.18

1.1. Describe how these trends have affected student achievement and/or student learning:

- 18% more students used the library in 2010-2011 than in 2007-2008. However, this number is down 7.3% from 2009-2010 due to the impact of the block schedule. Even though the overall use of the library was down in 2010-2011 (in terms of number of visits by students), staff interactions with students remain steady. Student contacts at the Circulation Desk are down only 1% and student contacts at the Reference Desk are down only 2% between 2009-2010 and 2010-2011. The overall increase in student use of the library has a tremendous impact on the library's ability to serve all students who are using the library. There are often lines at the Circulation Desk and in the copier room. The circulation staff is especially impacted by the increase in the number of students checking out reserve materials as circulation staffing has not increased since prior to 2001. All 330 library seats (study carrels, study rooms, and tables) are occupied many of the hours the library is open; students compete for seats and for study rooms on a regular basis and often sit on the floor. The chairs purchased at the time of the library remodel in 1997 continue to break; more than 25 have already been replaced; this is an ongoing need.
- Demand for reference services has increased 9.2% between 2007-2008 and 2010-2011. More students are seeking help from the librarian at the Reference Desk and more hours of librarian staffing are needed to accommodate this demand. Adjunct librarian hours were reduced significantly in Fall 2010 and even further in Fall 2011, resulting in fewer hours when two librarians are scheduled at the Reference Desk and near-elimination of project hours, putting even more strain on the few full-time librarians.
- Efforts to expand the workshop program are impossible due to budget limitations. Each semester presents challenges in scheduling workshops to match offerings in English and ESL. With Information Competency as a GCC Core Competency, this program needs to expand in order to support student learning. Restoring the adjunct librarian budget and hiring another full-time tenure-track librarian would allow for a portion of the needed expansion. In addition to the staff required to expand the workshop program, additional classroom/lab space is needed in order to expand workshop offerings (as well as credit classes). The computers in LB313, the library's 27-seat lab/classroom, are 4 years old and need to be updated.
- Staff computers are even older than those in the instruction lab/classroom. There are at least two faculty librarians who have aspects of their jobs that cannot be fulfilled because their computers are too old to run the necessary applications. The inability of these librarians to do their work has an impact on student achievement and learning. For example, the librarian in charge of the online cataloging system can't perform the tasks necessary to keep the online catalog current and up-to-date with her existing computer. Another librarian can't use the latest version of a web browser because her computer is outdated. Replacing these computers will result in improved services to students, which results in their achievement and learning.
- The Garfield Library is a service added in Fall 2006 with regular staffing provided by the Developmental Skills Lab staff through Spring 2011 and librarian consultations between Spring 2009 and Spring 2011. All funding for materials and librarians for the Garfield Library has been provided by the Basic Skills initiative. In Fall 2011, with the move of the Developmental Skills Lab to the new Garfield building, the main campus library is now fully responsible for the Garfield Library. The library is now open only 18 instead of 63 hours per week and its size has been reduced by half. Funding for classified staff, adjunct librarians, and an additional full-time tenure-track librarian, to provide oversight, will be required in order to operate the Garfield Library as a full-time facility.

• Jim Spencer, district architect, has indicated that the capacity/load ratios, both at the main and Garfield campuses are demonstrating a serious shortage of library space. With the Five Year Plan due at the state July 2012, Jim has suggested that needs assessment and planning should be done related to future library expansion. The original design of the Library Building included the possibility of the library expanding to the 2nd floor. The elevator is designed to go down to that level and space for a stairway was included in the design. Jim Spencer has provided floor plans for the 2nd floor so that expansion can be considered. The other space suggested for potential expansion is the 2nd floor of the San Rafael Building, which will be vacated with the completion of the Lab/College Service Building. The space currently allocated to the Garfield Library is so small that there isn't enough space to provide an entire class of students with a library orientation session or information competency instruction.

All of these trends impact student achievement and student learning in a negative way. The resource requests being submitted with this document, if completed, will support student achievement and student learning by providing the following: new and replacement staff, new computers for students and staff, replacement funding for databases, and replacement chairs.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Yes. In addition to this Program Review document, which covers library services, the library credit instruction program is covered in a separate, instructional, program review document. This results in the data related to the credit program being omitted here, when, in fact, it is relevant to the evaluation of library services overall, especially as concerns the request for resources, as the additional full-time tenure-track librarian that is being requested would also participate in the library credit instruction program and the lab/classroom resource request would support both credit and non-credit library instruction.

The GCC institutional research study, *Statistical Evaluation of Information Competency Program Student Outcomes Spring 2000 to Spring 2007*, documents that students who attended Library 191 or library information competency workshops had higher GPAs and completed more units than students who did not. For Library 191, the short-term outcomes were: higher GPA, completion of more units, greater persistence to the following semester, and more units completed in the following semester. For information competency workshops, outcomes were measured for English 101, English 120, and ESL 151. A short-term outcome was higher success rate in the English or ESL course. Long-term outcomes for Library 191 and the workshop program were: higher college-wide cumulative GPA and more college-wide cumulative units completed.

Each spring semester since 2007, a Student Survey of Library Services has been conducted. This survey gathers information on student use of, and satisfaction with, various library services, including: circulation, reference, workshops, orientations, instruction, and the library website; it also includes data on staff and facilities. In addition, every third year, the Student Views survey collects data on the recognition, use, and satisfaction with all Student Services programs. In 2011, 85% of students surveyed reported that they use the library, which is consistent with the 2011 Student Survey of Library Services where 15% of students report that they *don't* use the library. In the Student Survey of Library Services, Spring 2011, students who took the survey indicated the following:

- 59% would like further instruction in using the library and its resources
- 36% would like to be able to chat with a librarian online
- 31% would like more handouts and research guides
- 29% would like the library to offer a presence on Facebook
- 22% would like workshop sessions to be offered online
- 21% would like to be able to make research appointment with librarians

None of these services can be provided without additional full-time librarian support. In fact, it is difficult to maintain a minimal level of services with only 4.7 full time librarians currently.

2.0. Student Service Learning and Program Outcomes

Please provide the following information for each SLO/SAO within this area (add rows as needed).

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Circulation Services	Recognition of availability of textbooks	No	Yes	Yes
Library Services	Use of the library/satisfaction	No	Yes	Yes
Workshop Program	Development of information competency skills	No	Yes	Yes
Garfield Library	Benefit of librarian consultations	No	Yes	Yes
Virtual Library: Database Usage	Use of databases	No	Yes	Yes

2.1. Please comment on your answers above.

- For circulation, an SAO has been written and assessed for student recognition of the
 availability of the reserve textbook collection. "Students will recognize that the library provides
 textbooks in the Reserve Collection" is clearly being validated. In 2010/2011, the checkout of
 reserve textbooks increased 52.3% over checkout during 07/08; many students rely
 exclusively on the library for access to their course textbook. Based on the increased demand
 in the circulation area, additional classified staff are needed.
- The use of the reserve collection increased 52.3% between the 07/08 and 10/11 fiscal years. Measures have been implemented to increase efficiency at the Circulation Desk and other employees have been reassigned during certain hours of the day to assist circulation staff. Additional staffing is needed due to the impact of student demand on this service area.
- In the area of general library services, SAOs are based primarily on the Student Survey of Library Services, which has been conducted each Spring since 2007, and the Student Views survey, which includes Student Services programs every 3rd year. Based on information from these surveys, the library makes adjustments in its services. Currently, there is demand for additional services not currently provided (see 1.2 above). Restoration of the adjunct librarian budget and a new tenure-track librarian are needed in order to meet these demands.

- In the library workshop program, SLO data has been used to evaluate and improve the workshops. Each year revisions are made to selected workshops in order to incorporate information gathered from assessment of SLOs. These changes are designed to improve student engagement in the workshops and to promote the building of information competency skills. Schedule changes to workshops have been made to accommodate the block schedule and the frequency with which the most "popular" workshops are taught is determined by demand in past semesters.
- Garfield Library: Assessment of the Garfield Library has occurred as part of the Basic Skills
 grant project and changes were made to the program based on the assessments. Librarian
 consultations replaced workshops in this program, based on student need as determined
 through evaluation of the program. With the opening of the standalone library in Fall 2011, new
 SLOs/SAOs will have to be developed.
- Databases: With the loss of library database funding at the state level in 2009-2010, the GCC Library experienced a reduction of 45% in its database budget. Cuts to other materials budgets were made to compensate for the database cuts. All cuts were made based on usage statistics. Restoration of the database budget is needed in order to provide the necessary level of database access for students.

Note: There are certain areas of library services (Reference Services and Technical Services, specifically) for which it is difficult to ascertain SLOs or SAOs. These areas do not lend themselves easily to this type of assessment and, for this reason, we have not developed SLOs or SAOs.

2.2 If available, please provide a *link** to any program <u>assessment reports/timelines</u> here. This link could be to your program/department website, eLumen, etc.

There is a report for Student Services SLOs that is updated by area managers and maintained by Dr. Perez. The section related to the Library is linked here: http://www.glendale.edu/library/instruction/documents/LibrarySLOTrackingSheetSpring2010.doc

2.3 Does the evidence from assessments show that students are achieving the desired outcomes?

In most cases, yes. In instances where students are not achieving the desired outcomes, adjustments are made to improve the program in order to achieve the desired outcomes.

- 2.4 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.
 - Circulation Services: Assessments have indicated a need for more staffing. Until additional
 classified staff can be allocated to the Circulation area, staff schedules have been adjusted
 and lab technicians have been reassigned in the evenings to assist at the Circulation Desk.
 - General Library Services: Students have indicated, through the annual Student Survey of Library Services, an interest in specific services not currently offered (see 1.2 above). In order to provide these additional services (and maintain current services) in the future, more librarians are needed.
 - Workshops: Revisions are regularly made to workshops (changes were implemented in Fall 2011) based on regular assessment of SLOs. Title V funding is being sought in support of revision and expansion of the library instruction program to better meet the needs of basic skills students.

- Garfield Library: Changes have been implemented, based on assessments, since the opening of the Garfield Library in 2006. As of Fall 2011, the library operation is funded only 18 hours per week and staffed by one librarian (see 1.1); new assessment measures now need to be developed.
- Databases: Materials budgets (periodicals, books, continuations) have been cut in order to replace a portion of the \$45,000 cut to state categorical funding library databases. The Council of Chief Librarians and the Community College Library Consortium are working with the Chancellor's Office to dedicate other funds statewide for a common database purchase for community college libraries.
- Library Expansion: Statistical data shows that student use of the library increased significantly over the past 4 years. 18.1% more students are using the library; more space and more staffing are needed in order to accommodate and serve these students. Jim Spencer, campus architect, has brought forward data related to future library expansion and the library is beginning a needs assessment.
- 2.5 Based on the program assessment timeline and/or evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process.

In the areas where the library has developed SLOs and SAOs, multiple cycles of assessment (4 in most cases) have been completed. The assessment process is well-developed, but implementation of changes in order to make the necessary changes and improvements is very difficult given the budget situation. The greatest need is for additional staffing to serve the increase number of students using the library, with the goal of supporting student achievement and student success.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student service outcomes or improved program/division processes?
 - Discussions have taken place in regard to the resources necessary, primarily staffing, to meet the needs of the increasing number of students using the library.
 - Recent meetings have been held in regard to requesting Title V funding in support of revision and expansion of the library instruction program (credit classes and workshops) in order to better meet the needs of basic skills students.
 - Librarians have been promoting and supporting CampusGuides (a web tool) with other faculty and staff on campus. CampusGuides improves web content development and has been used in the library to support instruction and to develop research guides.
 - Training for adjunct librarians related to changes to specific library workshops was recently provided.
 - Funding for the Garfield Library is currently being provided by Basics Skills funds and Garfield grant funds. Funding for the Garfield Library needs to be institutionalized in order to provide the level of service and the space necessary to support Garfield students.
 - Recent dialogues have taken place between Jim Spencer, district architect, Brenda Jones, Head Librarian, and Dr. Rick Perez, Vice President Student Services in relation to the topic of future library expansion. Jim has taken his concerns regarding the need for library space to the Campus Development governance committee for discussion (see 1.1).
 - The Head Librarian recently attended a meeting about statewide funding for library databases.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
Hire a full-time tenure track Librarian to help provide/oversee services at the Garfield Campus and at the main campus libraries. (See weaknesses and Sections 1.1, 1,2, 2.1) Hire the Technical Services Manager in order to complete the library reorganization approved in Fall 2008. (See weaknesses)	Filling the position of full-time tenure-track librarian will result in the ability to measure and improve outcomes in the areas of workshop/orientation instruction, credit library instruction, reference services, collection development, and library services provided to students at the Garfield Campus. Student needs are supported by this position in that the Technical Services Manager oversees the Technical Services area of the library, which orders, processes, and makes materials accessible to students in support of their educational goals.
Hire a replacement for the retired Library Computer Systems Technician and reorganize other staff. (See weaknesses and 1.1, 2.1, 2.4, 2.5, 3.1)	Hiring a Library Technician I to replace the Systems Tech will allow for reorganization in other areas of the library. All positions will support student learning by providing services to students.
Hire a replacement for the retired Library Administrative Assistant and reorganize other staff. (See weaknesses and 1.1, 2.1, 2.4, 2.5, 3.1)	Hiring an Admin Assistant II, which is at a lower range, will allow for reorganization in other areas of the library. All positions will support student learning by providing services to students.
Replace/update student computers and staff computers. (See weaknesses and Section 1.1)	New computers in LB313 will allow student in workshops, orientations, and classes to benefit more fully from those instructional sessions. New staff computers will enable staff to function at a higher level in support of student learning.
New lab/classroom space for credit and non-credit library instruction. (See weaknesses and 1.1, 1.2)	New lab/classroom space is necessary for the expansion of both the credit (see Library Science program review document, 3.2) and the non-credit information competency instruction programs and to increase their application for basic skills students.
Restore cuts to the database budget which were implemented in 2009-2010. (See weak. and 1.1, 2.1, 2.4, 3.1)	Restoring the database budget will provide students with the resources necessary to do research and be successful in meeting their educational goals.
Purchase replacement chairs with Instructional Equipment funds. (See 1.1) Plan for inclusion of library expansion in the college's Five Year Plan. (See weak. and 1.1, 2.4, 3.1)	New chairs are needed to replace broken ones; in order for students to use the library successfully, chairs are necessary. Additional library space will help support the increased number of students using the library and the lack of existing space. NOTE: This is related to the SSHAC request for a new tenure-track librarian and the request for new lab/classroom space, but doesn't have its own resource request.
Participate in the Title V STEM Gateway grant in revising and expanding library programs and services. (See 2.4, 3.1)	Revising and expanding the credit instruction, reference, and workshop programs will allow for better and more focused service to basic skills students. NOTE: This is also related to the requests for a new librarian and new lab/classroom space, but doesn't have its own resource request.

Format Rev. 9.19.11

LIBRARY SERVICES FT Tenure-Track Librarian

S:LIB-1

Section 4: SSHAC REQUEST

If this is a repeat request, please list the year(s) requested: 2006, 2007, 2010___

4.1 Please provide data on Student Services faculty hires during the past three years, which will include the full-time percentage of each new hire.

Current # of full-time equivalent, permanent faculty assigned to the program _4.7_

- a) Current # of full-time equivalent, adjunct faculty assigned to the program __1.89
- b) # of full-time equivalent, permanent faculty assigned to the program in Fall 2008 4
- d) This position is being requested because: an additional librarian is required in order to meet the demand for library services on the main campus and to provide library services at the Garfield Campus.
- e) Does this position contribute to program expansion? $Y_{\underline{V}} N_{\underline{N}}$ If yes, please explain:

Due to the significant increase in student use of the library over the last few years and due to the need to provide library services at the Garfield Campus, as detailed in the program review document, an additional librarian is being requested. The additional librarian will participate in all areas of library services: reference, instruction, collection development, outreach to instructional divisions, and area oversight. Expansion of services relates to providing/overseeing library services at the Garfield Library, which is now (since Fall 2011) entirely under the purview of the main campus library. The only funding for Garfield library services currently comes from the Basic Skills grant, a Garfield Campus grant, and full-time librarians fulfilling FLEX at Garfield. Garfield Library hours have been cut from 63 per week to 18 per week with the move of the library out of the Developmental Skills Lab. In order to support Garfield Campus students, a more complete level of library services must be offered.

In addition to expansion of services at Garfield, expansion of services at the main campus library would also be provided with the addition of a new librarian. In the Student Survey of Library Services, Spring 2011, students who took the survey indicated the following:

- 59% would like further instruction in using the library and its resources
- 36% would like to be able to chat with a librarian online
- 31% would like more handouts and research guides
- 29% would like the library to offer a presence on Facebook
- 22% would like workshop sessions to be offered online
- 21% would like to be able to make research appointment with librarians

None of these services can be provided without additional full-time librarian support. In fact, it is difficult to provide a minimal level of services with only 4.7 full time librarians currently.

4.2 Status of faculty with reduced or released time assignments (not included in 4.1)

Faculty Name	7		Term of assignment
Brenda Jones	Head Librarian	30	Fall 2011
Zohara Kaye	Guild Secretary	10	2011-2012

4.3 How does this assignment relate to the college's mission statement?

The GCC Library provides services to students of diverse backgrounds, goals, ages, abilities, and learning styles. The Library is committed to student learning and success, the development of critical thinking skills, and lifelong learning. The new librarian will participate in all areas of library service and will embrace the College's mission to support students in gaining the knowledge and skills necessary to meet their educational, career, and personal goals.

4.4 What planning goal, core competency, or SAO does this resource request address?

Planning Goals: This resource request addresses Education Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Instructional Programs and Student Services). The position will address Strategic Goal 1 by improving basic skills preparedness for students at both the main campus and the Garfield Campus and by increasing students' success in completion of their educational goals. This goal will be addressed through various methods of library instruction.

The position addresses Strategic Goal 3 by strengthening communication and collaboration between Student Services and Instructional Services, which benefits all students. This goal will be addressed through liaison activities between the librarian and his/her assigned divisions/disciplines.

Core Competencies: The librarian will teach students information competency skills, one of the GCC Academic Senate's core competencies, at the reference desk, in the library workshop program, at Garfield Library, and in the library credit instruction program. Information Competency is defined as "the ability to find, evaluate, use, and communicate information in all its various formats." Information Competency also includes the ethical and legal implications of information use. Other core competencies addressed will be: communication, critical thinking, personal responsibility, and application of knowledge. GCC Library is a teaching library and, as such, its librarians are committed to instructing students in a manner that aids their development of these competencies.

SAOs: The Library has developed three Service Area Outcomes for general library services: students will recognize the library as a campus service, students will use the library as a campus service, and adequate technology and equipment will be provided. This resource request relates primarily to the SAO on students using the library as a campus service because the new librarian will assist and instruct students in their use of the library and its services. These SAOs are assessed primarily through the Student Views survey, which includes information on Student Services programs every three years. Most recently, the 2010 Student Views survey indicates that 97% of students recognize the library as campus service while 88% use the library. It is interesting to note that student satisfaction with the library in the 2010 survey was 100%. This indicates that 100% of students who use the library found it helpful or very helpful.

4.5 Describe how this position enhances student success including matriculation outcomes, if applicable.

This position will enhance student success as demonstrated in the results of the GCC institutional research study, *Statistical Evaluation of Information Competency Program Student Outcomes Spring 2000 to Spring 2007*, which documents that students who attended Library 191 or library information competency workshops had higher GPAs and completed more units than students who did not. Long-term outcomes for both Library 191 and the workshop program were: higher college-wide cumulative GPA and more college-wide cumulative units completed.

In addition to teaching in the credit instruction program, the new librarian will teach information competency skills to students at the reference desk and in the workshop program. Even with the impact of the block schedule, the number of reference questions has remained steady between 2009-2010 and 2010-2011, while overall student contacts at the reference desk have increased more than 9% since 2007-2008.

4.6 Are there anticipated negative impacts for not hiring this position? If so please explain.

Yes. If a full-time tenure-track librarian is not hired for Fall 2012, Library services at the Garfield Campus will be in jeopardy. Also, the increased number of students (18% more in 2010-2011 than in 2007-2008) who are using the GCC main campus library may not have the opportunity to be assisted by a librarian or attend a workshop or credit class taught by a librarian. Collection development and librarian liaison activities with instructional faculty will also be impacted without an additional full-time tenure-track librarian. In addition, the services requested by students in the Student Survey of Library Services, Spring 2011 (see 4.1 above), will not be implemented if no new librarian is hired.

Accreditation Standard II: Student Learning Programs and Services, 1. c. requires that "the institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, *regardless of their location* or means of delivery." Library services are to be provided for ALL students; without an additional full-time tenure-track librarian, this goal is further from being met.

4.7 Are there any other special concerns not previously identified? If so, please explain.

Yes. As far back as the 1998 Accreditation Self-Study, the need for additional professional library staff (librarians) was expressed in terms of striving to meet "an adequate minimum level." Again in 2004, the Self-Study stated that "the need for additional library faculty continues to be the most critical requirement facing the library." In Spring 2005, a full-time tenure-track librarian was hired, bringing the number of librarians back up to the same level as in 2001 (5 full-time librarians). Since then, there has been only one year (2006/2007) when all five of those full-time librarians were working at full capacity. There have been librarians acting as the Administrator for the Library and Learning Resources or librarians on various types of leaves for 6 of the last 7 years. A 100% contract librarian was provided during only two of the semesters impacted by librarian leaves. Under these circumstances, it is difficult for the library to develop and maintain an appropriate level of services.

The library receives no state categorical funding since \$45,000 in statewide TTIP (Telecommunications & Technology Infrastructure Program) funding for online databases was cut in 2009/2010. Instructional Equipment funding was also eliminated. The Library has not had 01 funding for library materials for many years; all materials budgets are lottery-funded.

It is difficult to get approval for a new tenure-track librarian given that the library reports to Student Services where the majority of faculty are counselors. Librarians are always going to be a minority group within the division and on the Student Services Hiring Allocation Committee. At one time, when only the Instructional Hiring Allocation Committee existed, a new tenure-track librarian ranked high on the list; unfortunately there was no funding for faculty hires that particular year and shortly thereafter the SSHAC was created.

LIBRARY SERVICES

Library Technician I

S: LIB-2

Section 4: CHAC REQUEST -

If this is a repeat request, please list the year(s) requested: __2010: CHAC Request_

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

This request is for a replacement position. On June 30, 2010, the Library Computer Systems Technician retired after 31 years with the College. At that time the position was frozen. The Library no longer needs a Library Computer Systems Technician (we currently have a Library Systems Technician) so this request is to fill the vacant position at the level of Library Technician I (which is the level of work that the Library Computer Systems Technician was doing at retirement, due to accommodation). In addition to filling the Library Technician I position, a library reorganization will be requested to increase staff hours in the Circulation area, potentially including the Garfield Library, and to advance staff members to higher level classifications due to changes in duties. All of these changes will be funded with the salary already allocated to the library budget for the vacant Library Computer Systems Technician position (\$72,000).

This position serves the Technical Services area of the Library. The Technical Services unit consists of the acquisitions, cataloging, continuations, and serials functions. The title of the vacant position is Library Computer Systems Technician, but the person in the position was primarily doing cataloging functions. The position will be advertised as Library Technician I, Cataloging because cataloging is the primary work that needs to be done by the person hired for the position. The main duties of the cataloging technician will be to enter records into the online integrated library system, update and maintain those records, and provide quality assurance related to the records. Other duties are described in the job description below.

(The description to be used to advertise for the position.):

LIBRARY TECHNICIAN I

Performs a wide variety of responsible, and technical tasks related to the acquisitions, cataloging, processing, and/or circulation and distribution of library materials. Position may require working evening and/or weekend shifts.

DISTINGUISHING CHARACTERISTICS

- The Library Assistant is an entry level position. This position assists in routine library-related tasks under close supervision.
- The Library Technician I performs a variety of technical duties which require a general knowledge of library principles, practices and procedures. This position requires previous library experience and knowledge of operating procedures, processes, policies, references, and online utilities used in the library. The Library Technician I is responsible for the efficient and effective completion of tasks.
- The Library Technician II performs broader, more complex specialized and technical duties
 which require a comprehensive knowledge of library principles, practices, and procedures.
 The Library Technician II position requires the ability to apply functional area policies and
 procedures, follow precedent and identify problems and recommend solutions in meeting
 goals and objectives.
- May provide work direction to student workers.

SUPERVISION RECEIVED AND EXERCISED

- Supervision is received by a Library Manager.
- Assists with the organization and operation of circulation and inventory activities and projects.
- Assists with the operation, maintenance and repair of library and office equipment available to the public including typewriters, calculators, personal computers, photocopies, and microform reader-printers.
- Inputs and retrieves data from the library automated system and other library and campus databases.
- Assists in cataloging new materials; searching and retrieving preliminary MARC format records from OCLC or other bibliographic source; editing records; assigning classification numbers, verifying proper subject headings.
- Applies and interprets library policies and procedures and participates in the planning and development of policies and procedures.
- Provides general library information in person and over the telephone.
- Processes, organizes, and circulates all materials, including reserve items, periodicals, nonprint materials, and books using Dewey Decimal classification, Anglo American cataloging rules, Library of Congress Subject Heading and local standards.
- Participates in the compilation of daily, monthly, and yearly statistics.
- Orders and receives a wide variety of library materials including books, pamphlets, serials, and non-print items and notifies requestors of availability of materials.
- Receives and edits multi-format online bibliographic records and verifies bibliographic
 citations necessary for ordering materials using the online database, the online catalog, and
 other bibliographic sources.
- Prepares purchase orders, initiate payment authorization, selects jobbers and/or publishers, place orders, receives shipments, and responds to inquiries and complaints regarding materials received.
- Initiates and processes Interlibrary Loan Requests via online database.
- Discards designated library materials and arranges for their distribution.
- Prepares bibliographic list of library holdings such as the Video List, the Periodical List, and the College Catalogs List.
- Communicates issues and assists in resolving problems related to specific Library/Learning Resources area assigned.
- Provides work direction and training to student workers.
- Verifies time sheets for student workers.
- Performs related duties as assigned.

Ability to:

- Perform detailed and general library tasks both accurately and rapidly.
- Apply and interpret library policies and procedures.
- Interpret, apply and explain rules, regulations and policies and exercise good judgment within established procedures.
- Answer routine directional questions.
- Demonstrated ability to keyboard accurately or moderate level typing skills.
- Communicate clearly, concisely and effectively both orally and in writing.
- Interact positively and diplomatically with faculty and students in a multi-ethnic environment.
- Operate standard office equipment such as computers, typewriters, microform equipment and calculators.
- Keyboard accurately at 35 wpm.

QUALIFICATIONS

Knowledge of:

- Library terminology, standard library practices and techniques, and office recordkeeping and bookkeeping methods.
- Computerized library systems and interpretation of manuals.
- The Dewey Decimal Classification.
- Machine Readable Cataloging (MARC) fields and tags.
- Anglo-American Cataloging Rules (AACR2).
- Modern office practices.
- Word processing, spreadsheets, and database utilization.
- Basic accounting and statistical principles

EMPLOYMENT STANDARDS

Minimum Qualifications:

- Associate's degree from an accredited college or university.
- Two years of library para-professional experience.

PHYSICAL REQUIREMENTS:

Ability to work in an environment which requires lifting up to 30 pounds, bending, stooping, and pushing.

4.2 Criteria:

a) Are there state or federal mandates particular to this program/service? If so, please describe.

Yes. The California Education Code, Section 78100 mandates that "each community college district shall provide library services for the students and faculty of the district by establishing and maintaining community college libraries..."

b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

In support of the College's mission, the GCC Library provides services to students of diverse backgrounds, goals, ages, abilities, and learning styles. The Library is committed to student learning and success, the development of critical thinking skills, and lifelong learning. All library service areas, including Technical Services, incorporate the College's mission to support students in gaining the knowledge and skills necessary to meet their educational, career, and personal goals. The Library plays a significant role in the mission of the College due to the fact that it serves ALL students.

This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Instructional Programs and Student Services). The Technician position addresses Strategic Goal 1 by providing students with access to materials that support their success in completion of their educational goals. The position addresses Strategic Goal 3 by strengthening the communication and collaboration between Student Services and Instructional Services, which benefits all GCC students, because student needs are fulfilled by this position in that the Library Technician participates in making print materials and electronic resources accessible to students in support of their educational goals.

c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

As detailed in the Library Program Review document, student use of the library increased 18.1% between 2007-2008 and 2010-2011 and the size of the library collection decreased by .07%. Titles added to the collection, which is a reflection of work that was previously performed by the Library Computer Systems Technician, decreased from 6,508 titles in 2009-2010 to 1,904 titles in 2010-2011. These statistics are an indication of the work that is not getting done because this position has not been filled and the statistics demonstrate the need for this replacement position in the Technical Services unit of the library. This position supports students by providing access to materials (books, electronic books, periodicals, etc.), cataloging and maintaining the collection, and utilizing the functions of the online integrated library system to promote access to the collection. In the Student Survey of Library Services, conducted each Spring 2007-2011, 25% of students surveyed in 2011 indicated that they come to the library to check out books, 39% come in to check out or use Reserve books (textbooks), and 25% use the library website (from outside of the library) to search for books in the online catalog. The Technical Services unit of the Library supports these functions so that students can locate, check out, and use library materials. The Library Technician I, Cataloging will participate in making materials accessible and available for student use so that students can be successful in achieving their educational goals.

d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

I am not aware that this position is required in order to comply with the CSEA contract.

e) Are there industry standards that directly relate to this position? If so, please explain.

I am not aware of any industry standards that relate directly to this position.

4.3 Additional Information

a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

The funding for this position and for the related library reorganization are already within the library's budget. Work space is currently available for this staff person within the Technical Services area of the library. There are essentially no cost implications associated with hiring a Library Technician I and doing a library reorganization in order to fill the vacant position of Library Computer Systems Technician.

b) Discuss any benefits your program may have lost from not receiving this requested position.

Library services are already suffering due to the fact that this position has not been filled. There are several projects related to cataloging that have been placed on hold due to the vacancy. Those projects are necessary for the functioning of the library and the Technical Services department and for student access to library materials. As mentioned above, statistics demonstrate that not as many titles are being added to the library collection partly based on this vacancy.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

Yes. This is a key position in the Technical Services unit. There has been a significant impact on other staff due to this vacancy as they have had to step in and take on additional duties in the absence of a cataloging technician. This position should be filled as soon as possible to alleviate the burden on other staff and to enable the library to maintain its level of service to students. The budgetary impact of filling this position and doing the library reorganization is minimal as the funds are already part of the library's budget.

d) Describe how this position enhances student success and/or program outcomes.

This position will enhance student success by providing students with access to the materials and resources necessary for them to be successful in working toward and attaining their educational goals. The focus of the library collection, which the Cataloging Technician works to enhance and make accessible and available to students, is to support the curriculum of the college and to support students in doing research and information gathering that is part of their assignments.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

There was a library reorganization in Fall 2008 when a Library Technician II resigned from her position. Funds from that vacancy were reallocated to hire a Library Technician I (to replace the Library Tech II), to hire a part-time Assistant Instructional Computer Lab Technician, and to promote a classified staff member to Technical Services Manager (which has yet to happen). As a result of this reorganization, an 11 hour per week part-time lab tech was hired (which was a replacement of a layoff position from 2003). This is the last permanent employee hired in the library. There have been no other new positions in the last five years.

Section 4: CHAC REQUEST – Administrative Assistant II

LIBRARY SERVICES Administrative Assistant II

-Confidential

S: LIB-3

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4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

This request is for a replacement position. On June 30, 2011, the Library's Administrative Assistant II, Confidential retired after 20+ years with the College. The position has been frozen since that time. The Library is proposing a reorganization, filling this position at the Administrative Assistant II level, and requesting additional staffing in other areas. All of these changes will be funded with the salary already allocated to the library budget for the Library Administrative II, Confidential position (\$79,000).

(The description to be used to advertise for the position.):

DEFINITION

Provides a variety of administrative support for a College Dean or an Administrative Office; assists with multiple major programs; assigns, monitors and reviews work of lower-level staff; independently compiles data and prepares major funding and accountability reports. Typically, a Dean's area or Administrative Office is larger in size with greater diversity of office traffic.

SUPERVISION RECEIVED AND EXERCISED

- Supervision is provided by a Dean and/or Administrative Director.
- Provides work direction to lower-level staff. Supervision is exercised over student workers.

EXAMPLES OF DUTIES

- Performs administrative support work for a Dean and/or Administrative Director by handling daily office situations such as establishing priorities to meet deadlines, maintaining records, completing Board Action Slips, assignment sheet for classified and time sheets for faculty, classified, and students assigned to reporting departments.
- Greets and screens telephone calls, students, faculty, staff and visitors in a pleasant and helpful manner; responds to questions, requests, and complaints from students, staff, faculty and the public in a sensitive and cooperative style; maintains harmonious operating conditions in a service-oriented environment serving a multi-cultural and multi-ethnic population.
- Resolves everyday work problems involving administration, staff, or students by exercising independent judgment in the application of established procedures and routines.
- Performs complex secretarial duties requiring extensive knowledge of a specific program by
 preparing, typing, editing and proofreading a variety of materials such as contracts, course
 outlines, correspondences, requisitions, statistical reports, grant reports, federal and state
 reports; schedules appointments, travel arrangements, and meetings; uses computer
 terminal(s) for input and retrieval of information, corrects dictionary entries and schedule
 courses with proper hours and facilities; competently operates word processing equipment
 and software.
- Gathers and compiles data from a variety of sources; maintains complex interrelated files.
- Receives, reviews and routes mail using discretion in the handling of confidential and sensitive material.

- Performs a full range of complex secretarial duties and coordinates activities for multiple major departments and/or specialized programs.
- Performs a full range of duties relative to office management.
- Selects, trains, evaluates and maintains schedules of student workers.
- Monitors and controls statistical data having major financial impact or accountability for faculty, students, and the District. This may include evaluating student's academic history through transcripts and computer information; handles faculty evaluations in a confidential manner
- Assembles and prepares Board Slips and/or resolutions.
- May perform the duties of an Administrative Assistant I or any lower clerical duties.
- Performs related duties as required.

MINIMUM QUALIFICATIONS

Knowledge of:

- Public relations principles and techniques.
- Office practice and procedures including reception and telephone techniques; preparation of correspondence, report writing, filing and operation of office equipment.
- Computer input and formatting.
- Effective oral and written communication.
- Basic bookkeeping practice and procedures.

Ability to:

- Learn procedures and coordinate support activities for multiple programs.
- · Check, inspect, and review office work as required.
- Compile data for and prepare major District reports.
- Interview, train, and provide work direction to student workers.
- Type at a corrected speed of 50 WPM.
- Operate a computer keyboard and variety of office equipment.
- Format and compose correspondence.
- Input and retrieve data.
- Effectively use one or more word processing programs.

EMPLOYMENT STANDARDS

Minimum Qualifications:

Any combination of training and experience which would provide the required knowledge and abilities for qualifying. A typical way to obtain this experience would be:

Four years secretarial experience which includes two years as a senior secretary/clerical in a high volume, high traffic office, plus coursework in office planning, word processing and human relations.

4.2 Criteria:

c) Are there state or federal mandates particular to this program/service? If so, please describe.

Yes. The California Education Code, Section 78100 mandates that "each community college district shall provide library services for the students and faculty of the district by establishing and maintaining community college libraries…"

d) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

In support of the College's mission, the GCC Library provides services to students of diverse backgrounds, goals, ages, abilities, and learning styles. The Library is committed to student learning and success, the development of critical thinking skills, and lifelong learning. The Administrative Assistant provides support to all library service areas, which fulfills the College's mission to support students in gaining the knowledge and skills necessary to meet their educational, career, and personal goals. The Library plays a significant role in the mission of the College due to the fact that it serves ALL students.

This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Instructional Programs and Student Services). The Administrative Assistant position addresses Strategic Goal 1 by supporting library services that assist students with their educational goals.

Student needs are fulfilled by this position in that the Administrative Assistant participates in making sure that the library facility is maintained at an appropriate level, that financial data related to the operation of the library and the purchase of resources is kept up-to-date, that instructional materials are provided for students, and that the budget for adjunct librarians is allocated appropriately toward serving students.

c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

As detailed in the Library Program Review document, student use of the library increased 27.4% between 2007-2008 and 2009-2010; the size of the library collection increased by 9.7%, titles added/changed increased by 30.9%; and total circulation of all library materials increased 43%. These statistics demonstrate the need for this replacement position in the Technical Services unit of the library, which supports students by providing access to materials (books, electronic books, periodicals, etc.), cataloging and maintaining the collection, and utilizing the functions of the online integrated library system to promote access to the collection. In the Student Survey of Library Services, conducted each Spring 2007-2010, 26% of students surveyed in 2010 indicated that they come to the library to check out books, 38% come in to check out Reserve books (textbooks), and 30% use the library website (from outside of the library) to search for books in the online catalog. The Technical Services unit of the Library supports these functions so that students can locate, check out, and use library materials. The Cataloging Technician will participate in making materials accessible and available for student use.

d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

I am not aware that this position is required in order to comply with the CSEA contract.

e) Are there industry standards that directly relate to this position? If so, please explain.

I am not aware of any industry standards that relate directly to this position.

4.3 Additional Information

a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

The funding for this position and for the related library reorganization is already within the library's budget. Work space is currently available for this staff person within the library. There are essentially no cost implications associated with hiring an Administrative Assistant II and doing a library reorganization in order to replace the vacated position of Administrative Assistant II, Confidential.

b) Discuss any benefits your program may have lost from not receiving this requested position.

Currently, the retired Administrative Assistant II, Confidential is continuing to work on an hourly basis for 18 hours per week during the regular semesters and fewer hours per week during intersessions. Once the new Associate Dean, Library and Learning Resources is hired (the position will be re-advertised in January 2012), this position needs to be filled on a permanent, full-time basis. The minimum level of work necessary to maintain library operations is currently being done. It will be important that the retired Administrative Assistant II, Confidential continue to work on an hourly basis to train the new Administrative Assistant II.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

Yes. This is a key position for the library. The current Administrative Assistant II, Confidential has a depth of knowledge pertaining to library operations, financial data, budgeting, and instructional support that cannot be easily learned by the new Assistant without training.

d) Describe how this position enhances student success and/or program outcomes.

Although the person in this position does not typically work directly with students, she has a direct impact on student success and learning because of the responsibilities of the position. The Administrative Assistant II, Confidential makes sure that the library facility is in order and handles all issues related to the facility. She is responsible for entering workshop attendance data into a database so that student attendance is recorded and provided to instructors; she submits timesheets for adjunct librarians and keeps track of the budget so that librarians are scheduled at the reference desk to support students; and she supports the instructional program by maintaining and stocking the variety of handouts available for students in the library.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

There was a library reorganization in Fall 2008 when a Library Technician II resigned from her position. Funds from that vacancy were reallocated to hire a Library Technician I (to replace the Library Tech II), to hire a part-time Assistant Instructional Computer Lab Technician, and to promote a classified staff member to Technical Services Manager (which has yet to happen). As a result of this reorganization, an 11 hour per week part-time lab tech was hired (which was a replacement of a layoff position from 2003). This is the last permanent employee hired in the library. There have been no other new positions in the last five years.

LIBRARY SERVICES Technical Services Manager

S: LIB-4

Section 4 - Resource Request:

Type of Request: Facilities/Maintenance Classroom Upgrades New space Instructional Equip Conference/Travel Trainin Computer/Hdware Software/Licenses Supplies Other	
Mandatory: Is this request for one-time funding? OR Does this request require ongoing fundin * This request was approved as part of a reorganization in Fall 2008 with funding provided within the If this is a repeat request, please list the Resource ID code or year requested: _2010: CHAC Reque	e existing library budget.
Mark if the following apply to this request: Health & Safety Issue Legal Mandate Accreditation Requirement Contractual Red 4.1. Clearly describe the resource request.	
A library reorganization was approved in Fall 2008 and the only element not y hiring of the Technical Services Manager. A staff member has been receiving month to act as Technical Services Supervisor since January 2009 when she duties related to the position. The employee receiving the stipend was to gair supervisory role prior to applying for the Technical Services Manager position opened after one year. Due to the budget crisis, the position was frozen and advertised. The employee has now been receiving a stipend for 3 years and continue without the appropriate job classification and salary. Since becoming January 2009, the employee has had to take on even more responsibilities do a key staff person in the Technical Services department. Amount requested \$ _0 (This position was to be funded from the end budget.) Breakdown of cost (if applicable):	g a stipend of \$175 per took on additional experience in a n, which was to be still has not been it is unfair to ask her to g Supervisor in ue to the retirement of

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Instructional Programs and Student Services). The position addresses Strategic Goal 1 by improving student access to and awareness of all Student Services (Action Step 1.1.3.c.). The position addresses Strategic Goal 3 by providing services that support the connection between Student Services and Instructional Services, which benefits all GCC students. GCC's core competency of Information Competency is supported by this position in that the Technical Services Manager will oversee all functions related to the acquisition and cataloging of library materials in support of the curriculum and students' educational goals. In addition, the Technical Services Manager oversees the functioning of the integrated library system which provides students with access to the library collection.

4.3. What measurable outcome will result from filling this resource request?

Filling this request will provide the library with oversight for the Technical Services functions of the library. Measurable outcomes will be materials cataloged, catalog maintenance, items processed, records updated, etc. The measures will come primarily from the Voyager integrated library system, but these statistics will allow us to measure how well we are serving the needs of students in providing the materials and resources they need to support their educational goals successfully.

2011 PROGRAM REVIEW

LIBRARY SERVICES Database Funding

S: LIB-5

Section 4 - Resource Request:

Type of Request: Instructional Equip Computer/Hdware	Non-Instructional Equip	Classroom Upgrades Conference/Travel Supplies	New space Training _X_ Other
Mandatory: Is this reque	est for one-time funding? OR [Does this request require o	ongoing funding?_X_
f this is a repeat request	, please list the Resource ID code	or year requested: <u>2010:</u>	<u>S: LL-9</u>
Mark if the following apply	y to this request: Health & Sa Accreditation	afety Issue L on Requirement C	egal Mandate Contractual Requirement
4.1. Clearly describe the	ne resource request.		
were to TTIP (Te Equipment) fund TTIP and \$9,000 databases and o other library mat compensate for	elecommunications and Tecles, resulting in a cut of \$45,0 DIE). This resource request other materials. In response terials (periodicals, books, arthe cuts. This had a major in	hnology Infrastructure 00 to the GCC Library asks that the District in to the cut in database and continuations) in a suppact on the library's	e level was eliminated. The cuts Program) and IE (Instructional y's database account (\$36,000 restore this funding for library funding, cuts have been made to ddition to databases in order to budget and restoration is needed tudent learning and success.
Amount request	ed \$\$45,000		

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request. Z

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Instructional Programs and Student Services). Database funding addresses Strategic Goal 1 by providing students with access to resources through which they can be successful in meeting their educational goals. It meets Goal 3 by supporting the instructional curriculum because databases are selected based on how well they support the curriculum and student needs related to library research and student educational goals.

4.3. What measurable outcome will result from filling this resource request?

Database usage is measured via statistics from individual vendors. Available data varies from vendor to vendor and only recently has data collection become more standardized and reliable. Statistics for 2010-2011 show that 345,953 searches and 113,662 sessions were conducted in library databases. This number would probably be higher if specific databases had not been cut. Future measureable outcomes will also include statistics gathered from database vendors as well as responses to the Student Survey of Library Services, which is conducted each spring. In the most recent survey (2011), 50% of students surveyed who use library computers indicated that they use them to access library databases. In order for the library to maintain its materials budget in support of the curriculum, this funding needs to be restored at the local level.

AGENCY	DECISIO	DECISION							
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supp	Well supported							
	Adequate	Adequately supported							
	Not supported								
	Reason:	Sect.1: Data	Sect.2: SLOs		Sect.3: Plans	Other:			
					1 141 41				
Standing Committee Review of Resource Request Prioritization Committee Name: Score									

LIBRARY SERVICES Classroom/Lab

S: LIB-6

Section 4 - Resource Request:

Type of Request: _X_ Instructional EquipX_ Computer/Hdware	Facilities/Maintenance _X_ Classroom Upgrades _X_ New space Non-Instructional Equip Conference/Travel Training Software/Licenses Supplies Other
Mandatory: Is this requ	est for one-time funding? _X_ OR Does this request require ongoing funding?
If this is a repeat reques	t, please list the Resource ID code or year requested: _2010: S: LL-1_
Mark if the following app	oly to this request: Health & Safety Issue Legal Mandate Accreditation Requirement Contractual Requirement
4.1. Clearly describe	the resource request.
needing library o The calendar for library workshop the room. The cr accommodate ac resources availal library, or within assignments. Sir	rary has one lab with 27 student computer stations and one instructor station. Larger classes rientations cannot be accommodated or must be split in order for orientations to take place. scheduling instruction in the library's existing lab has reached its capacity. Library 191, the program, orientation sessions, and instructional faculty sessions compete for scheduling of edit and non-credit information competency program cannot expand without the space to additional courses/workshops. Since information competency often requires students to use ole only in the library, it is optimal to have access to an instructional lab that is close to the library building, so that students may easily access materials required to complete noe 40-seat classroom/labs exist on campus currently, this resource request would on/remodeling of existing space or allocation of space in the new Lab/College Services
	Amount requested \$

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This resource request addresses EMP Strategic Goals 1.2: "Access. Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness," 1.3: Persistence and Success. Increase student persistence and success in completion of their educational goals," and 3.3: "Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students."

This resource request will also addresses the following Core Competencies by allowing additional information competency instruction to occur: (1) Communication, specifically in writing and using documentation; (3) Information Competency: Research Strategies, Information Location/Retrieval, Evaluation of Information, and Ethical and Legal Use of Information; (4) Critical Thinking: Evaluation, Analysis and/or Synthesis, Interpretation and/or Inference, Problem Solving, and Construct and/or Deconstruct Arguments.

4.3. What measurable outcome will result from filling this resource request?

By providing a 40-seat classroom/lab, more students would be able to participate in information competency instruction and thereby acquire the Core Competencies listed above resulting in more students acquiring the critical skills to succeed in their courses at GCC and as they move forward academically or professionally.

AGENCY	DECISIO	DECISION								
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supp	Well supported								
	Adequate	Adequately supported						Α		
	Not supported									
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans		Other:	1	
									_	
Standing Committee Review of Resource Request Prioritization										
Committee Name:					Sc	core				

LIBRARY SERVICES New/Replace Computers-LB313 S: LIB-7

Section 4 - Resource Request:

Type of Request: Facilities/Maintenance X Classroom Upgrades New space X_ Instructional Equip. Non-Instructional Equip Conference/Travel Training X_ Computer/Hdware Software/Licenses Supplies Other	
Mandatory: Is this request for one-time funding? <u>X</u> OR Does this request require ongoing funding?_* * Regular replacement of student computers should be a responsibility undertaken and funded by ITS. If this is a repeat request, please list the Resource ID code or year requested: <u>2010: S: LL-1</u>	
Mark if the following apply to this request: Health & Safety Issue Legal Mandate Accreditation Requirement Contractual Requirement	
4.1. Clearly describe the resource request. Currently, the library has one lab/classroom with 27 student computer stations and one instructor station. Of all 82 computers available for student use in the library, only 12 are older than the 27 that are in the library lab; the 27 computers were installed in the lab/classroom in December 2007. It is extremely important that the computers in the library's classroom/lab be updated because both credit (information competency classes) and non-credit (library workshops) instruction takes place in LB313 on a daily basis. Twelve of the computers would be cascaded to replace the 12 student computers that are older than the classroom/lab computers. The other computers were be used as spares when needed. Amount requested \$ 34,000 Breakdown of cost (if applicable): 28 computers at \$1,215 each	

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Connecting Instructional Programs and Student Services). Replacing the computers in LB313 supports GCC's core competency of Information Competency. With planned revisions to the workshop and credit instruction programs through Title V (as mentioned in the report), it is even more important that the LB313 computers be upgraded in order to meet the needs of basic skills students. Because workshops, orientations, and Library 191 are instructional components of the library program, they are directly connected to Instructional Services, fulfilling Strategic Goal 3. This resource request is also supported by the Library and Learning Resources Technology Plan, which calls for the inclusion of the Library and Learning Center in the ITS purchase/cascade system for computer replacement. It is essential that the college's ITS department develop a plan for funding the replacement of classroom and other student-used library computers on an ongoing basis. Sufficient department funding isn't available to support computer replacement; this is a college-wide need.

4.3. What measurable outcome will result from filling this resource request?

Measurable outcomes from providing new computers in the LB313 Classroom/Lab are number of workshops. orientations, and Library 191 sections taught, student attendance at instruction sessions, and room use by instructional faculty. In addition, assessment of SLOs for workshops and Library 191 offerings will result in evaluation and improvement of the instruction sessions. Institutional research (as detailed in Section 2.1) has shown that information competency instruction has a direct impact on student success.

AGENCY	DECISION							
The Program Review Committee	Well supp	Well supported						
has reviewed the data, outcomes	Adequately supported							
and plans in the report and finds this request to be:	Not supported							
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:	•
					1			
Standing Committee Review of Resource Request Prioritization								
Committee Name:	Score							

LIBRARY SERVICES New/Replace Staff Computers

S: LIB-8

Section 4 - Resource Request:

	e of Request: Instructional Equip. Computer/Hdware		ial Equip Confe	room Upgrades rence/Travel es		
	datory: Is this requestigular replacement of				ongoing funding?_* inded by ITS.	
lf thi	s is a repeat request,	please list the Resou	rce ID code or year re	quested:		
Marl	k if the following apply				egal Mandate ontractual Requirement	
4.1 .	Clearly describe the	e resource request.				
	are more than 4 or operations with the enough memory to because the work success and is often Amount requested	5 years old. Two liber computers due to perform specific futhat library staff peren done while havin	brarians (one with a the fact that the co nctions. It is essent forms is critical for s g direct student cor	PC and one with mputers are not it is all that staff corsupporting studentact.	s and classified staff on ith a Mac) cannot perfor of powerful enough or domputers in the library be ent achievement and student achievement at \$2,000	m necessary o not have updated

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Connecting Instructional Programs and Student Services). Replacing staff computers supports GCC's core competency of Information Competency. The work that librarians and other staff do has a direct correlation to student achievement and success. Instruction provided by librarians at the reference, or when meeting with students in their offices, are directly connected to Instructional Services and fulfill Strategic Goal 3. This resource request is also supported by the Library and Learning Resources Technology Plan, which calls for the inclusion of the Library and Learning Center in the ITS purchase/cascade system for computer replacement. It is essential that the college's ITS department develop a plan for funding the replacement of staff computers on an ongoing basis. Sufficient department funding isn't available to support computer replacement; this is a college-wide need.

4.3. What measurable outcome will result from filling this resource request?

Measurable outcomes from providing new staff computers in the library relate to the ability to provide support for student learning through the work that librarians and other staff perform. Newer computers will allow staff to perform functions and conduct processes that they currently can't perform, improving student access to information and resources.

AGENCY	DECISION							
The Program Review Committee	Well supp	Well supported						
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequate	Adequately supported						
	Not supported							
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:	
Standing Committee Review of Resource Request Prioritization								
Committee Name: Score								

2011 PROGRAM REVIEW

LIBRARY SERVICES Replacement Chairs

S: LIB-9

Section 4 - Resource Request:

Type of Request: _X_ Instructional Equip Computer/Hdware	Facilities/Maintenance Non-Instructional Equip Software/Licenses	_ Classroom Upgrades _ Conference/Travel _ Supplies	•	
Mandatory: Is this request	for one-time funding? \underline{X} OR	Ooes this request require	ongoing funding?	
If this is a repeat request, p	lease list the Resource ID code o	r year requested: 2008 (2	25 funded); 2011 (5 funded)	
Mark if the following apply	to this request: X Health & Sal		egal Mandate ontractual Requirement	
4.1. Clearly describe the	resource request.			
style was an armles chairs have not held replacement chairs deployed and are held Project Support grathese chairs has all chairs continue to be increases, the likelias students sat down Amount requested	is rocker and the other was a f d up well and initially Thonet re were purchased with Instruction olding up well. Since then, rep ints and in Spring 2011, the AS eady been used to replace a b reak, making it necessary to h	our-legged armed charplaced a number of the placed a number of the placed arment funds; lacement chairs have to be compared funds for oken chair. The original arment chair as well. There have be pus safety issue.	chosen during the remodel. One r, both manufactured by Thonet. T em under warranty. In 2008, 25 all 25 of those chairs have been been requested through Campus r the purchase of 5 chairs. One of all and warranty-replaced Thonet is on hand. As the age of the chairs een times when chairs have broken	6

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goals 1 (Student Awareness, Access, Persistence, and Success) and 3 (Connecting Instructional Programs and Student Services). Replacing the Thonet chairs in the library will allow students to have a safe place to sit when they use the library. According to the Student Views 2010 survey, 87.5% of students surveyed use the library. If no replacement chairs are available, there will be tables and desk without chairs that will be unusable by students, impacting students' ability to successfully complete library assignments and research.

Information Competency is one of GCC's core competencies and the main focus of all library services; without chairs, the library cannot fulfill its mission to provide Information Competency instruction.

4.3. What measurable outcome will result from filling this resource request?

There are 330 seats/chairs in the library. At many times of the day, all chairs are in use by students. In 2010-2011 students used the library more than 538,000 times, an increase of 18% over 2007-2008. The purchase of replacement chairs will allow the library to better and more safely serve those students who use the library, helping them to achieve their educational goals.

AGENCY	DECISION							
The Program Review Committee	Well supp	Well supported						
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequate	Adequately supported						
	Not suppo	Not supported						
	Reason:	Sect.1: Data	Sect.2: SLOs	Sect.3: Plans	Other:			
						ı		
Standing Committee Review of Reso	urce Request			Prioritization				
Committee Name:	Score							