



# Annual Program Review 2010-2011

## Student Services Programs

**Division/Service Area:**  
Student Services/Library

### Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

\_\_\_\_\_  
Signature of Manager

\_\_\_\_\_  
Signature of Vice President

\_\_\_\_\_  
Date Submitted to Program Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

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.

### 1.0. Trend Analysis

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

Program: Service/Function	Acad. Year	Service Contacts	STAFFING				Trend/Comments
			FTEF	Class. Class.	Hourly Class.	Other FTE	
Circulation Services	2007-2008	contacts - N/A; 67,515 circ	0	3.9	0	1	Began counting student contacts in 08/09; circ. up 21.2% from 06/07.
Circulation Services	2008-2009	139,194 contacts 84,224 circ	0	3.9	0	1	Circulation up 24.7% from 07/08.
Circulation Services	2009-2010	150,278 contacts 96,501 circ	0	3.9	0	1	Contacts up 8% from 08/09; circ. up 14.6% from 08/09.
Collection Development	2007-2008	103,197 titles 5,548 titles added	0	0	0	0	Number of items added varies based on coll. dev. completed by librarians.
Collection Development	2008-2009	108,537 titles 5,386 titles added	0	0	0	0	Titles added up 5% from 07/08.
Collection Development	2009-2010	113,236 titles 4,274 titles added	0	0	0	0	Titles added up 4.2% from 08/09.

Annual Program Review, Fall Report, Instructional Programs, 2010-2011

Program: Service/Function	Acad. Year	Service Contacts	STAFFING				Trend/Comments
			FTEF	Hourly Class.	Other Class.	Other FTE	
Garfield Library Circulation	2007- 2008	475 circ (2/1/08-6/30/08)	0	0	0	0	Services at the Garfield Library began in 2008.
Garfield Library Circulation	2008- 2009	1,103 circ	0	0	0	0	
Garfield Library Circulation	2009- 2010	1,510 circ	0	0	0	0	Circulation up 36.9% from 08/09.
Garfield Library Wkshps./Consult.	2007- 2008		0	0	0	0	Only workshops were offered in 07/08.
Garfield Library Wkshps./Consult.	2008- 2009	47 consultations Spring 2009	0	0	0	0	Consultations began in Spring 2009.
Garfield Library Wkshps./Consult.	2009- 2010	71 consultations	0	0	0	0	A full year of data is needed for comparison.
General Library Services	2007- 2008	455,763 users	6.72 F '07	1.27	0	2	Students using library up 9.1% from 06/07.
General Library Services	2008- 2009	515,961 users	6.48 F '08	1.27	0	2	Students using library up 13.2% from 07/08.
General Library Services	2009- 2010	580,625 users	5.38 F '09	1.55	0	2	Students using library up 12.5% from 08/09.
Orientation Program	2007- 2008	18 classes 318 students	0	0	0	0	Number of orientations has been decreasing due to
Orientation Program	2008- 2009	14 classes 370 students	0	0	0	0	focus on the workshop program as an alternative
Orientation Program	2009- 2010	13 classes 360 students	0	0	0	0	to orientation sessions.
Reference Services	2007- 2008	25,973 student contacts	0	0	0	0	
Reference Services	2008- 2009	27,525 student contacts	0	0	0	0	Student contacts up 6% from 07/08.
Reference Services	2009- 2010	28,938 student contacts	0	0	0	0	Student contacts up 5.1% from 08/09.
Technical Services	2007- 2008	8,154 titles added/changed	0	4	0	0	Title added in 08/08 is artificially high due to a
Technical Services	2008- 2009	25,919 titles added/changed	0	4	0	0	project to correct e-book records.
Technical Services	2009- 2010	10,673 titles added/changed	0	4	0	0	Titles added/changed up 30.9% from 07/08 to 09/10.
Workshop Program	2007- 2008	308 workshops 5182 students	0	0	0	0	Number of workshops stays relatively level, but atten-
Workshop Program	2008- 2009	301 workshops 5652 students	0	0	0	0	dance varies due to times offered, enrollment, faculty
Workshop Program	2009- 2010	308 workshops 5182 students	0	0	0	0	requiring workshops, class offerings, and other factors.
Virtual Library: Database Usage	2007- 2008	185,732 search. 61,544 sessions	0	0	0	0	07/08 and 08/09 data is incomplete; other data
Virtual Library: Database Usage	2008- 2009	446,790 search. 156,173 sess.	0	0	0	0	varies based on how vendor calculates data.
Virtual Library: Database Usage	2009- 2010	448,737 search. 166,079 sess.	0	0	0	0	Sessions increased 6.3% between 08/09 and 09/10.
Virtual Library: Website Usage	2007- 2008		0	0	0	0	This count is artificially high because every computer's
Virtual Library: Website Usage	2008- 2009	495,620 views	0	0	0	0	browser opens to the library home page.
Virtual Library: Website Usage	2009- 2010	604,402 views	0	0	0	0	Website views up 21.9% from 08/09 to 09/10.

1.1. Describe how these trends affect students and/or your program:

- 27.4% more students used the library in 2009-2010 than in 2007-2008. This increase has a tremendous impact on the library's ability to serve all students who are using the library. 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. There are lines at the Circulation Desk and in the copier room and students often sit on the floor. 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.
- Demand for reference services increased by 11.4% between 2007-2008 and 2009-2010. More students are seeking help from the librarian at the Reference Desk and more hours are needed to accommodate this demand. Adjunct librarian hours were reduced significantly in Fall 2010, resulting in fewer hours when two librarians are scheduled to work with students at the Reference Desk. This reduction in adjunct librarian hours has also resulted in zero special project hours being offered to adjunct librarians, which results in greater demands on full-time librarians.
- Efforts to expand the workshop program beyond 300 workshops per year are challenging due to budget constraints and limited availability of librarians to teach in the program. 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. Adding another full-time tenure-track librarian and additional instruction adjunct librarians 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.
- The Garfield Library is a service added in Fall 2006 with no staffing provided by current library employees from the main campus. All funding for these services has been provided by the Basic Skills Initiative. The Garfield Library is currently staffed by employees in Garfield's Developmental Skills Lab (DSL), where the library collection is housed. Those staff members will be moving, along with the DSL itself, to the new Garfield building in Fall 2011. At that time, half of the current DSL space will be turned over to the GCC Library with the intent that it house the Garfield Library and be staffed by employees from the main campus library. In order to accomplish this, and to fulfill the need for a Garfield Campus Library, additional classified staff, adjunct librarians, and an additional full-time tenure-track librarian, to provide oversight, will be required. This will require funding support from the District.
- The impact of the additional 24.7% students on the library facility is also significant. Graffiti is an ongoing issue and Instructional Equipment (IE) funds were utilized during Spring Break 2009 to re-upholster many cubicles, but the problem has continued. Replacement chairs were also purchased with IE funds because so many of the chairs that were purchased at the time of the library's remodel have broken. The number of current facilities staff cannot keep up with the maintenance of the building. According to the Accrediting Team's *Final Evaluation Team Report, May 17, 2010*, "lack of funds to support the annual cleaning of the carpet in the main library and the cleaning of books may create longer term maintenance issues." In addition to this statement, the accrediting team made a specific recommendation that "the college address the issue of inadequate staffing levels for its maintenance and custodial functions."

1.2. Is there any other relevant information that affects the evaluation of your program?

Yes.

In addition to this Program Review document, which covers library services, the Library Instructional Services Program completes a separate program review document. Separating the credit instruction program review from the library services program review has resulted in the data

related to the credit program being omitted here, when, in fact, it is relevant to the evaluation of library services overall.

This data is especially relevant to 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.

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 Fall or Spring semester, and more units completed in the following Fall or Spring semester. For information competency workshops, outcomes were measured for students in English 101, English 120, and ESL 151. A short-term outcome was higher success rate in the current English or ESL course. Long-term outcomes for both 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. Recognition of and satisfaction with the library consistently ranks higher than use of the library. In 2010, 88% of students surveyed in the Student Views survey report that they use the library, which is consistent with the 2010 Student Survey of Library Services where 21% of students report that they don't use the library. This presents a challenge for the library in reaching out to students who don't currently take advantage of library services.

## 2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Program: Service/Function	SAOs or SLOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
Circulation Services - SAOs	Yes	Yes	Yes	Yes	Yes	3
Collection Dev./ Technical Services	No	No	No	No	No	0
Garfield Library - Assessment	Yes	Yes	Yes	Yes	Yes	3
General Library Services - SAOs	Yes	Yes	Yes	Yes	Yes	3
Orientation Program - SLOs	No	No	No	No	No	0
Reference Services - SAOs	No	No	No	No	No	0
Workshop Program - SLOs	for 4 of 8 wkshps	for 4 of 8 wkshps	for 4 of 8 wkshps	for 4 of 8 wkshps	for 4 of 8 wkshps	1.5

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

- For circulation, an SAO has been written and assessed for student recognition of the availability of the reserve textbook collection. The use of the collection increased 42.9% between the 07/08 and 09/10 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.
- Assessment of the Garfield Library has occurred as part of the Basic Skills grant project. Changes have been made to the program based on the assessment. Librarian consultations replaced workshops in this program, based on student need as determined through evaluation of the program.
- 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 3<sup>rd</sup> year. Based on information from these surveys, the library makes adjustments in its services. One example is that a new copier vendor was selected based on lack of satisfaction with the previous service.
- 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 new block schedule and the frequency with which the most “popular” workshops are taught is determined by demand in past semesters.
- 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 that reason, we have not yet developed SLOs or SAOs.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes.

Most significantly, the College needs to accommodate the needs of the 27.4% additional students using the library now over those using it in 07/08. The impact has been greatest in the area of circulation services, but there is also a significant impact on reference services, as shown by the data. The SAO for the circulation area, “Students will recognize that the library provides textbooks in the Reserve Collection” is clearly being validated. In 2009/10, the checkout of reserve textbooks increased 61% over checkout during 07/08; many students rely exclusively on the library for provision of their course textbook. Based on the increased demand in the circulation area, additional classified staff are needed.

Another observed need is for provision of services to the 27.4% additional students in the areas of reference services and instruction. These students need to be accommodated at the reference desk and in the workshop program, which necessitates additional librarian hours, either full-time or adjunct. In the workshop program, additional librarians are needed in order to increase the workshop offerings and meet GCC’s Information Competency core competency. The library is requesting one new full-time tenure-track librarian who would have reference, instruction, faculty outreach, and collection development as primary responsibilities.

A third observed need is for provision of library services to Garfield Campus students. Once the

Developmental Skills Lab employees are no longer staffing the current library space in the DSL, the GCC Library's budget must be augmented to continue to provide library services. As detailed in Pat Sullivan's Basic Skills-funded report, *A Library for Garfield Campus*, 40 hours per week of classified staffing and 40 hours per week of librarian staffing is recommended. This would allow the library to be open 40 hours per week. The proposed full-time tenure-track librarian would have Garfield Library oversight as a primary responsibility.

### 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SSSMP, IT Plan etc.)

There were numerous goals identified in the Library Program Review of Spring 2008, too many to list here. This report will focus on the primary goals identified in the 2008 report.

Year One (2008-2009):

**Growth:**

- Increase student use of library services and resources.

**General Library:**

- Develop a comprehensive emergency plan.

**Reference:**

- Develop SLOs for reference services
- Revise/update the online reference manual
- Revise library handouts.
- Provide limited reference services at the Garfield Campus via Basic Skills funding.

**Workshops:**

- Revise workshops.
- Add new workshops to the series.

**Technical Services:**

- Update technical services workflows
- Create an online procedural manual.
- Develop a plan for evaluating continuations and considering cuts.

**Virtual Library:**

- Develop a plan to collect usage data for the website and databases.

**Outreach:**

- Develop a faculty survey to gauge satisfaction with library services.
- Select additional materials for the Garfield Library collection.

**Archives:**

- Assess archives room environment and explore digitization of archival materials.

**Staffing:**

- Add part-time library lab technician for evening hours.
- Recruit and train adjunct librarians to teach in the information competency program.
- Develop a Technical Services Manager opportunity and identify office space for the position.

**Facilities:**

- Replace damaged (due to graffiti) fabric on study carrels and replace broken chairs.
- Develop a plan for additional shelf space for the Garfield Library.

**Technology:**

- Replace oldest public computers.
- Upgrade Voyager to 7.0 in Spring 2008.

Year Two (2009-2010):

**Staffing:**

- Request an additional librarian.
- Request additional Library Assistant/Technician to assist at Circulation.

**Facilities:**

- Develop a plan for additional library space at the Garfield Campus.
- Implement a plan to gain access to additional classroom/lab space in which to teach.

**General Library:**

- Extend library hours to meet student needs.

Of the goals listed above, the following ones were completed:

Year One (2008-2009):

**Growth:**

- Increase student use of library services and resources. *In 2008-2009, students using the library increased 13.2% over the prior year. In 2009-2010 it increased another 12.5%. Between 07/08 and 09/10 usage increased a total of 27.4%.*

**Reference:**

- Revise/update the online reference manual. *The reference manual is updated on a regular basis.*
- Revise library handouts. *Library citation guide handouts are revised regularly; many others are out of date. A subscription to LibGuides, an online resource for creating guides, was purchased to begin in January 2011.*
- Provide limited reference services at the Garfield Campus via Basic Skills funding. *Librarian consultations have been offered at the Garfield Library since Spring 2009. Whether they continue beyond Spring 2011 will depend on funding to establish library services at the Garfield Campus.*

**Workshops:**

- Revise workshops. *Each semester, some of the workshops go through minor and/or major revisions.*
- Add new workshops to the series. *A new workshop: Introduction to the Library for New Students was added in Spring 2009.*

**Technical Services:**

- Update technical services workflows. *Technical Services workflow was updated in 2008 by automating many of the steps in the areas of acquisition and cataloging of print resources and a method of bulk importing was set up for electronic resources. This update in the workflow enabled the department to catch up on cataloging and processing of newly received and reclassified books that had been backlogged for up to 6 months.*
- Create an online procedural manual. *This was completed in 2008 and undergoes regular revisions.*
- Develop a plan for evaluating continuations and considering cuts. *This has been in process since TTIP database funding was cut in July 2009; numerous continuations have been cut since then.*

**Virtual Library:**

- Develop a plan to collect usage data for the website and databases. *Usage statistics were gathered as part of this report; statistics will be gathered and analyzed on a regular basis in the future.*

**Outreach:**

- Select additional materials for the Garfield Library collection. *Materials were last selected for the Garfield collection in Fall 2008 using Basic Skills funds; no additional funding is currently available.*

**Staffing:**

- Add part-time library lab technician for evening hours. *This was achieved in June 2009; the lab technician works 11 hours per week during evenings and on Saturdays.*
- Develop a Technical Services Manager opportunity and identify office space for the position. *This was completed as part of a library reorganization and the position was filled in January 2009 at the level of Supervisor, with the staff member receiving a stipend; the position still needs to be filled permanently. Office space became available in Fall 2010 after another staff member retired.*

**Facilities:**

- Replace damaged (due to graffiti) fabric on study carrels and replace broken chairs. *The study carrel project was completed over Spring break 2009. \$11,000 of Instructional Equipment funds were allocated to the project. 24 new chairs were arrived in January 2009, also purchased with IE funds.*

**Technology:**

- Replace oldest public computers. *New computers were purchased with Basic Skills funding and installed for student use in the library in January 2009. New computers are currently needed for the library instruction classroom/lab, a resource request in this document.*
- Upgrade Voyager to 7.0 in Spring 2008. *Voyager was upgraded to 7.0 in June 2009 and to 7.1.1 in November 2009. Since then, we have upgraded to Voyager 7.2.2 in August 2010 and are scheduled to update to Voyager 7.2.3 in December 2010.*

Year Two (2009-2010):

**Staffing:**

- Request an additional librarian. *A SSHAC request was submitted for a new tenure-track librarian position.*
- Request additional Library Assistant/Technician to assist at Circulation. *This is part of a library reorganization that is being requested as part of a resource request to fill a vacant position.*

**Facilities:**

- Implement a plan to gain access to additional classroom/lab space in which to teach. *This request was submitted as part of the Library Science Program Review document.*

3.2. What measurable outcomes were achieved due to the actions completed?

Measurable outcomes related to the actions completed are evident primarily through the Student Survey of Library Services, which is conducted each Spring semester, the Student Views survey, which evaluates student services programs every third year, and through SLOs established for library services and non-credit library instruction.

Year One (2008-2009):

**Growth:**

- Increase student use of library services and resources. *In 2008-2009, students using the library increased 13.2% over the prior year. In 2009-2010 it increased another 12.5%. Between 07/08 and 09/10 usage increased a total of 27.4%. **Student Views 2010 indicates that 97% of students surveyed recognize the library, 88% use the library, and 100% are satisfied with their use of the library.***
- Revise/update the online reference manual. *The reference manual is updated on a regular basis. **Demand for reference services increased by 11.4% between 2007-2008 and 2009-1010. The online reference manual provides reference librarians with access to frequently asked questions, policies and procedures, and trouble-shooting suggestions. This benefits students in that librarians can respond to specific***

questions in a more consistent and timely manner.

**Reference:**

- Revise library handouts. *Library citation guide handouts are revised regularly; many others are out of date. A subscription to LibGuides, an online resource for creating guides, was purchased to begin in January 2011.*

**The Student Survey of Library Services 2010 indicates that 26% of students surveyed would prefer to learn library skills through more handouts/research guides.**

- Provide limited reference services at the Garfield Campus via Basic Skills funding. *Librarian consultations have been offered at the Garfield Library since Spring 2009.*  
**Assessment of the Garfield Library has occurred as part of the Basic Skills grant project. Changes have been made to the program based on the assessment. Librarian consultations replaced workshops in this program, based on student need as determined through evaluation of the program.**

**Workshops:**

- Revise workshops. *Each semester, some of the workshops go through minor and/or major revisions.*
- Add new workshops to the series. *A new workshop: Introduction to the Library for New Students was added in Spring 2009.*

**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.**

**Technical Services:**

- Update technical services workflows. *Technical Services workflow was updated in 2008 by automating many of the steps in the areas of acquisition and cataloging of print resources and a method of bulk importing was set up for electronic resources. This update in the workflow enabled the department to catch up on cataloging and processing of newly received and reclassified books that had been backlogged for up to 6 months.*
- Create an online procedural manual. *This was completed in 2008 and undergoes regular revisions.*
- Develop a plan for evaluating continuations and considering cuts. *This has been in process since state TTIP database funding was cut in July 2009; numerous continuations have been cut since then.*

**Technical Services is a behind-the-scenes area of the library, but its impact on student access to materials is significant. The changes in workflow allow materials to be available to students more quickly than in the past. Students will be impacted by the cuts in continuations soon, as the titles cut will no longer be available for student use. The cuts were made to the least used titles in order to minimize the impact on students.**

**Virtual Library:**

- Develop a plan to collect usage data for the website and databases. *Usage statistics were gathered as part of this report; additional effort will be made to gather statistics on a regular basis.*

**Database usage is the measurable outcome that has been achieved.**

**Outreach:**

- Select additional materials for the Garfield Library collection. *Materials were last selected for the Garfield collection in Fall 2008 using Basic Skills funds; no additional funding is currently available.*

**The book collection at Garfield was implemented in Fall 2006. Statistics show that circulation of materials increased 36.9% between 07/08 and 08/09. Clearly, the collection is being used and consideration should be given to fund ongoing**

**collection development.**

**Staffing:**

- Add part-time library lab technician for evening hours. *This was achieved in June 2009; the lab technician works 11 hours per week during evenings and on Saturdays.* Develop a Technical Services Manager opportunity and identify office space for the position. *This was completed as part of a library reorganization and the position was filled in January 2009 at the level of Supervisor, with the staff member receiving a stipend; the position still needs to be filled permanently. Office space became available in Fall 2010 after another staff member retired.*

**Adding the part-time lab technician during evening and Saturday hours has allowed us to provide greater service to student during those times. The lab tech assists at the Circulation Desk, which is the most used service area in the library; having the lab tech to provide assistance there has improved our service to student.**

**Facilities:**

- Replace damaged (due to graffiti) fabric on study carrels and replace broken chairs. *The study carrel project was completed over Spring break 2009. \$11,000 of Instructional Equipment funds were allocated to the project. 24 new chairs were arrived in January 2009, also purchased with IE funds.*

**The Student Survey of Library Services 2010 indicates that 23% of students rate the library study cubicles as Fair or Poor and 23% rate the tables (part of the cubicles) as Fair or Poor. In 2009, these figures were 29% and 25% respectively – prior to new fabric being installed on the study cubicles.**

**Technology:**

- Replace oldest public computers. *New computers were installed for student use in the library in January 2009. New computers are currently needed for the library instruction classroom/lab, a resource request in this document.*

**The Student Survey of Library Services 2010 indicates that 31% of students rate the library computers as Fair or Poor. The survey also shows that 37% of students who come to the library do so in order to use the library computers (up from 27% in 2009).**

- Upgrade Voyager to 7.0 in Spring 2008. *Voyager was upgraded to 7.0 in June 2009, to 7.1.1 in November 2009, to 7.2.2 in August 2010, and to 7.2.3 in December 2010.*

**Upgrading Voyager allows the library to incorporate additional features into the integrated library system. Students can more easily locate books in the system and they can now take advantage of features such as book cover images, social networking, and book reviews.**

Year Two (2009-2010):

**Staffing:**

- Request an additional librarian. *A SSHAC request was submitted for a new tenure-track librarian position.*
- Request additional Library Assistant/Technician to assist at Circulation. *This is part of a library reorganization that is being requested as part of a resource request to fill a vacant position.*

**Measurable outcomes related to these positions will not be known until after the positions are filled.**

**Facilities:**

- Implement a plan to gain access to additional classroom/lab space in which to teach. *This request was submitted as part of the Library Science Program Review document.*

**Measurable outcomes related to additional space will not be known until after the space is made available.**

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

**Growth:**

- Increase student use of library services and resources. *In 2008-2009, students using the library increased 13.2% over the prior year. In 2009-2010 it increased another 12.5%. Between 07/08 and 09/10 usage increased a total of 27.4%.*

**The fact that 100% of students surveyed in Student Views 2010 were satisfied with their use of the library and the fact that library usage increased 12.5% between 08/09 and 09/10, demonstrates that the library is serving more students and students are successful in their use of the library.**

- Revise/update the online reference manual. *The reference manual is updated on a regular basis.*

**Students are able to be more successful when the reference librarian assisting them has access to up-to-date information via the online reference manual. This has been a major improvement in the processes related to reference services.**

**Reference:**

- Revise library handouts. *Library citation guide handouts are revised regularly; many others are out of date. A subscription to LibGuides, an online resource for creating guides, was purchased to begin in January 2011.*

**Implementing LibGuides will improve the library's process of composing and updating library guides and handouts. It supports students' desire to learn library skills through handouts/research guides as indicated in the Student Survey of Library Services 2010.**

- Provide limited reference services at the Garfield Campus via Basic Skills funding. *Librarian consultations have been offered at the Garfield Library since Spring 2009.*

**Assessment of the librarian consultations has shown that they are a successful method of working with Garfield's Developmental Skills Lab student population. The students in the high school program have been more successful with their research projects as a result of the consultations.**

**Workshops:**

- Revise workshops. *Each semester, some of the workshops go through minor and/or major revisions.*
- Add new workshops to the series. *A new workshop: Introduction to the Library for New Students was added in Spring 2009.*

**Evaluating changes to the workshop program and the addition of new workshops is an ongoing process. The new Introduction to the Library for New Students workshop has yet to be evaluated. As an ongoing process, SLO data is used each year to evaluate and improve the workshops in order to better teach information competency skills.**

**Technical Services:**

- Update technical services workflows. *Technical Services workflow was updated in 2008 by automating many of the steps in the areas of acquisition and cataloging of print resources and a method of bulk importing was set up for electronic resources. This update in the workflow enabled the department to catch up on cataloging and processing of newly received and reclassified books that had been backlogged for up to 6 months.*
- Create an online procedural manual. *This was completed in 2008 and undergoes regular revisions.*
- Develop a plan for evaluating continuations and considering cuts. *This has been in process since state TTIP database funding was cut in July 2009; numerous continuations have been cut since then.*

**The changes to the Technical Services' workflow and procedures provided students**

**access to library materials in a more timely manner. The impact of cuts to continuations will need to be evaluated in the near future.**

**Virtual Library:**

- Develop a plan to collect usage data for the website and databases. *Usage statistics were gathered as part of this report; additional effort will be made to gather statistics on a regular basis.*

**Database usage statistics will need to be analyzed in order to evaluate success.**

**Outreach:**

- Select additional materials for the Garfield Library collection. *Materials were last selected for the Garfield collection in Fall 2008 using Basic Skills funds; no additional funding is currently available.*

**Feedback received from Garfield's Developmental Skills Lab staff indicates that having a library has improved student success and has improved the lab's ability to serve students. Statistics do show that the collection is being used (circulation of materials increased 36.9% between 07/08 and 08/09).**

**Staffing:**

- Add part-time library lab technician for evening hours. *This was achieved in June 2009; the lab technician works 11 hours per week during evenings and on Saturdays.*
- Develop a Technical Services Manager opportunity and identify office space for the position. *This was completed as part of a library reorganization and the position was filled in January 2009 at the level of Supervisor, with the staff member receiving a stipend; the position still needs to be filled permanently. Office space became available in Fall 2010 after another staff member retired.*

**Students who use the library during the evening or on Saturday have the benefit of the Lab Tech's assistance. The Circulation Desk is able to provide a higher level of service with the assistance of the Lab Tech. Having a Technical Services Manager (Supervisor) provides needed supervision for that area and ultimately improves service to students.**

**Facilities:**

- Replace damaged (due to graffiti) fabric on study carrels and replace broken chairs. *The study carrel project was completed over Spring break 2009. \$11,000 of Instructional Equipment funds were allocated to the project. 24 new chairs were arrived in January 2009, also purchased with IE funds.*

**The Student Survey of Library Services 2010 shows an improvement in student opinion related to study cubicles and tables after the study carrel fabric was replaced in Spring 2009. Library services in general are improved when the appearance of the library is improved.**

**Technology:**

- Replace oldest public computers. *New computers were installed for student use in the library in January 2009. New computers are currently needed for the library instruction classroom/lab, a resource request in this document.*

**With 37% of students surveyed in the Student Survey of Library Services 2010 coming to the library to use its computers and with 31% of those same students rating library computers as Fair or Poor, it's essential that the library computers be maintained at a high level. Success in this area will be met if the library can continue to receive new computers through college funding sources.**

- Upgrade Voyager to 7.0 in Spring 2008. *Voyager was upgraded to 7.0 in June 2009, to 7.1.1 in November 2009, to 7.2.2 in August 2010, and to 7.2.3 in December 2010.*

**There have been significant changes to the Voyager integrated library system over the last 2 years. Statistics need to be gathered related to student use of the system since specific features have been implemented. At the very least, students can more easily locate books in the system and can take advantage of newly implemented features such as book cover images, social networking, and book reviews.**

Year Two (2009-2010):

**Staffing:**

- Request an additional librarian. *A SSHAC request was submitted for a new tenure-track librarian position.*
- Request additional Library Assistant/Technician to assist at Circulation. *This is part of a library reorganization that is being requested as part of a resource request to fill a vacant position.*

**The success of these actions will not be known until after the positions are filled.**

**Facilities:**

- Implement a plan to gain access to additional classroom/lab space in which to teach. *This request was submitted as part of the Library Science Program Review document.*

**The success of this action will not be known until after the space is allocated.**

3.4. What modifications/improvements do you plan to make to your program based on your assessments?

Modifications and improvements needed in the library program are evident in the Resource Requests appended to this document. In general the modifications/improvements fall into the following categories:

**Facilities:** The library needs more space to expand its instruction program and this can only take place with additional classroom/lab space being allocated to library instruction.

**Materials:** The college needs to replace the \$45,000 in categorical database funding that was cut at the state level.

**Staffing:** The library needs to fill two vacant positions in order to bring services back to the level they were at in Fall 2008. Both vacancies are due to retirements. The library needs to complete a reorganization that was begun in Fall 2008 by filling a Technical Services Manager position that was already approved. In addition, another reorganization needs to be done in conjunction with filling the existing classified vacancy; this reorganization will primarily provide more staffing in the Circulation area to meet increasing student demand.

**Technology:** The library needs to have a computer replacement and server upgrade policy that is supported by college funding.

In addition to requesting resources, the library plans to implement additional assessments, particularly related to SLOs/SAOs in the areas of Reference Services and Technical Services.

**4.0. Action Plan**

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

The library's program plan for the next academic year will be focused primarily on maintaining/restoring services and filling vacant positions. In addition to those needs, there is a need to expand services by adding an additional faculty librarian and a need to support the Technical Services area of the library by completing the library reorganization in that area. Specific actions are detailed in the table below.

Action	Related EMP/SSSMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
Hire Associate Dean	EMP Strategic Goals 1 & 3; Core Competencies; Library SAOs	Filling the Associate Dean position is necessary for the continued optimal functioning of the Library and the Learning	Fill vacant Associate Dean position

		Center. All SLOs and SAOs in the Library and Learning Center ultimately relate to the position of Associate Dean.	
Hire full-time tenure track Librarian	EMP Strategic Goals 1 & 3 and Action Step 3.4.3.g; SSSMP Goal 1.3.7; Lib. & Lrn. Res. Tech. Plan	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 outcomes in the area of library services provided to students at the Garfield Campus.	Hire new full-time tenure track librarian
Hire Technical Services Manager	EMP Strategic Goals 1 & 3; Lib. & Lrn. Res. Tech. Plan	Student needs are supported by this position in that the Technical Services Manager oversees the functioning of the Technical Services area of the library, which orders, processes, and makes materials accessible to students in support of their educational goals.	Advertise and fill already-approved Technical Services Manager position
Hire replacement for retired Library Computer Systems Technician and reorganize other staff	EMP Strategic Goals 1 & 3	Examples of measurable outcomes include: number of students served, number of items used or checked out, number of items cataloged, and usage statistics from the integrated library system.	Fill vacant classified replacement position and do related library reorganization
Upgrade the Voyager Integrated Library System on a regular basis	EMP Strategic Goals 1 & 3; Lib. & Lrn. Res. Tech. Plan	A new server for the Voyager system is necessary to allow students to locate and check out materials in the library. Without a new server, the integrated library system will not be able to function.	Purchase new server for integrated library system
Upgrade library technology on a regular schedule	EMP Strategic Goals 1 & 3; Lib. & Lrn. Res. Tech. Plan	New computers in LB313 will allow student in workshops, orientations, and classes to benefit more fully from those instructional sessions.	Purchase new computers for LB313 classroom/lab
Secure ongoing database funding	EMP Strategic Goals 1 & 3; Lib. & Lrn. Res. Tech. Plan	Restoring the database budget will provide students with the resources necessary to do research and be successful in meeting their educational goals.	Replace \$45,000 cut in state TTIP funding for databases

**2010 PROGRAM REVIEW**Division/  
Service Area**LIBRARY S: LL- 1****Section 5.0. Resource Request - for Full-Time Tenure Track Librarian**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) and SAOs

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

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 basic skills preparedness for students at both the main campus and the Garfield Campus and by increasing student 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 the communication and collaboration between Student Services and Instructional Services, which benefits all GCC students. This goal will be addressed through liaison activities between the librarian and his/her assigned divisions/disciplines.

In addition, the EMP identifies Action Step 3.4.3 g. in the area of noncredit programs and offerings and the Garfield Campus: "Determine how to deliver a continuum of student services at the Garfield Campus" and "Explore how to meet the Garfield Campus's need for a library." The need for a permanent library facility and services at the Garfield Campus can be supported by the College's funding of a full-time tenure-track librarian who will oversee library services at the Garfield Campus as one of his/her primary responsibilities. Other support will be necessary as well: classified staffing, adjunct librarians, support for collection development, and funding for furniture and equipment.

Core Competencies: This resource request addresses the core competencies of information competency, communication, critical thinking, personal responsibility, and application of knowledge. The 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 core competencies. The new full-time tenure-track librarian would focus primarily on teaching students information competency skills at the reference desk, in the library workshop program, at the 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" (California Community Colleges Academic Senate definition). Information competency also includes the ethical and legal implications of information use.

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 stated that they had used the library found its services helpful or very helpful.

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

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 outcomes in the area of library services provided to students at the Garfield Campus. These outcomes will be measured through surveys, data collection, and assessment of SLOs and SAOs.

5.3. Describe the resource request in detail.

This is a request for a full-time tenure-track faculty librarian. Major duties and responsibilities include the following:

- Work collaboratively to plan, develop, and deliver instruction in information competency.
- Provide reference services to library users, both in person and online.
- Apply new information technologies to the innovative delivery of library services, resources and instruction to on site and distance learners including those at other GCC locations.
- Participate in the selection and maintenance of the library's collections, both electronic and print.
- Serve as liaison with instructional faculty in assigned disciplines.
- Participate in general planning and development of library programs, policies and procedures.
- Participate in college governance and professional organizations.

In addition to these duties, the new librarian would be expected to oversee/implement library services at the Garfield Campus in Fall 2011, when the staff of the Developmental Skills Lab will move to the new Garfield building and the existing Garfield Library space will be turned over to the library on the main campus.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

*Note: All personnel requests will require the additional "SSHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
<b>Personnel</b>	Between \$58,108 & \$71,688	Full-Time Tenure Track Librarian		District Funding
<b>Equipment</b>	\$1,450 est.	Computer/printer		District Funding
<b>Total</b>	Between \$60,000 & \$73,000			

## 2010 PROGRAM REVIEW

Service Area

LIBRARY S: LL- 4

### Section 5.0. Resource Request – for Associate Dean, Library and Learning Resources

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) and SAOs

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

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 increasing student success in completion of their educational goals. This goal will be addressed through the Associate Dean's provision of the necessary oversight to all library programs and services. The position will address Strategic Goal 3 by strengthening the communication and collaboration between Student Services and Instructional Services, which benefits all GCC students. This goal will be addressed through the Associate Dean's participation in various governance committees at which he or she will represent the Library and Learning Center in relation to instructional programs.

Core Competencies: This resource request addresses the core competencies of information competency, communication, critical thinking, personal responsibility, and application of knowledge. The Associate Dean will oversee information competency instruction as one of his/her duties.

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. The Associate Dean will focus on meeting and evaluating these SAOs as part of his/her responsibilities.

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

The Associate Dean position is necessary for the continued optimal functioning of the Library and Learning Center. All SLOs and SAOs in the Library and Learning Center are overseen by the Associate Dean.

5.3. Describe the resource request in detail.

Currently, an Interim Director, Library and Learning Resources oversees the Library and the Learning Center. The Interim Director's contract ends on June 30, 2011 and she intends to return to her position as faculty librarian at that time. The Interim Director agreed to temporarily fill the position after the sudden retirement of the previous Associate Dean on 12/31/08, with the intent to return to her faculty position in 18 months. She then agreed to an additional year's assignment with the District agreeing to fill the position at the end of June 2011. The District needs to move forward with filling the Associate Dean, Library and Learning Resources position in order to maintain oversight of the Library and Learning Center functions.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
<b>Personnel</b>	\$88,000-\$113,000 per year	Associate Dean, Library and Learning Resources	The current Interim Library and Learning Resources Director is contracted to serve until June 30, 2011. The District needs to fill the Associate Dean, Library and Learning Resources position prior to that date.	District funds
<b>Total</b>	\$88,000-\$113,000			

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**2010 PROGRAM REVIEW**

**Division/  
Service Area**

**LIBRARY S: LL- 5**

**Section 5.0. Resource Request – for Technical Services Manager**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- SAOs

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

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.

5.2. 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.

5.3. Describe the resource request in detail.

A library reorganization was approved in Fall 2008 and the only element not yet completed is the hiring of the Technical Services Manager. A staff member has been receiving a stipend to act as Technical Services Supervisor since January 2009 when she took on additional duties related to the position. The employee receiving the stipend was to apply for the Technical Services Manager position after one year, but the position was frozen and hasn't been opened. The employee has now been receiving a stipend for 2 years and it is time to advertise and fill the Technical Services Manager position.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

*Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$1,500 per year	Complete reorganization to advertise and hire Technical Services Manager	This position was approved as part of a library reorganization in 2008. All other components of the reorganization have already been completed. A staff member has taken on the additional duties related to this position and is receiving a stipend – since January 2009. The position was supposed to be filled after one year; it has now been 2 years.	Completing this process requires minimal funding from the college as it was originally part of the library's budget.
<b>Total</b>	\$1,500 yr.			

## 2010 PROGRAM REVIEW

Service Area

**LIBRARY**

**S: LL- 6**

### Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) and SAOs

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

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. This classified position and the library reorganization will allow the Technical and Public Services areas of the library to provide students with access to the library materials and services necessary for their success.

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

Examples of measurable outcomes include: number of students served, number of items used or checked out, number of items cataloged, and usage statistics from the integrated library system.

5.3. Describe the resource request in detail.

On June 30, 2010 the library's computer technician retired after 31 years with the college. A reorganization needs to be planned, with this position being filled at the level of Library Technician I. In addition to filling the vacant position (which has been impacted by the hiring freeze), a reorganization will be necessary in order to provide support in the Public Services area of the library, which has been significantly impacted (as shown in section 1.0) by the increase in usage of the library and of the reserve collection specifically. The reorganization has yet to be written, but in the meantime, a CHAC request for filling the current vacancy is being submitted along with this resource request.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

*Note: All personnel requests will require the additional "IHAC Addendum" or CHAC form to be completed.*

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
<b>Personnel</b>	\$72,000 per year	Hire Library Technician I in Technical Services area, plus reorganize in both Technical and Public Services areas	The position vacated by the Library Computer Systems Technician on June 30, 2010 needs to be filled, but at the lower level of Library Technician I. In addition, both the Technical Services and Public Services areas of the library need to be reorganized as part of the process.	Requires the use of the \$72,000 which is currently in the library's existing budget.
<b>Total</b>	\$72,000			

**2010 PROGRAM REVIEW**

**Division/  
Service Area**

**LIBRARY S: LL- 7**

**Section 5.0. Resource Request -**

**New Server for Voyager  
Integrated Library System**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) and SAOs

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

- **EMP 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 Voyager Integrated Library System server is necessary for providing students with access to library materials and with the ability to check out those materials. Providing access to library materials supports students in their educational goals, their persistence, and their success. The library is connected to instructional programs by providing materials that support the college's curriculum and access to those materials is provided through the Voyager system.
- **Core Competency:** An new Voyager server is directly related to the core competency of Information Competency in that students need access to Voyager in order to identify, locate, and use information.

A new server for the Voyager Integrated Library System is necessary in order to have enough disk space and RAM to provide all of the functionality necessary for student access to the information and resources they need for doing research and for reaching their educational goals; the current server is out of disk space and out of RAM. Replacing the current server is the only way to continue to provide students with ongoing access to library materials in support of the college's curriculum.

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

Measurable outcomes from providing a new server for the Voyager Integrated Library System are primarily statistical in nature. We will be able to tell how many students do searches in the system and how many of them check out materials. Upgrading the server is essential to our ability to continue to measure student use of library materials through the circulation module in Voyager; this data is essential to the program review process. In the recent past, these statistics demonstrate a significant increase in the use of reserve materials in the library.

It is difficult to measure achievement of students who use the library versus those who do not. Due to privacy issues, we do not track individual use of the library and, consequently, we cannot track success of library users vs. non-users. Instead, we must rely on statistical data, provided by the Voyager Integrated Library System, to measure use of library materials.

5.3. Describe the resource request in detail.

**This is a Must Do Request:** The library's Voyager Integrated Library System provides the computing power to support all functions of the system, which include acquisitions (ordering/accounting), cataloging (data entry), circulation (checkout/fines), and the online catalog (searching for materials). All of these functions are integrated into the one system, which is

supported by one server. Regular upgrades and enhancements (to maintain and improve functionality) to the Voyager Integrated Library System occur at least once every year and the current server, purchased in January 2007, is completely out of RAM space - all 8 RAM slots are used up. In order to upgrade Voyager in December 2010, "clean up" and compression of files was required in order to make room for the upgrade package. Additional server disk space and RAM is required for annual growth and the library is currently prevented from doing essential authority control (a process that also requires annual updates) due to space limitations on the existing server. This request would replace the current server with a new Dell Linux server.

The new server is also essential to maintaining workflow in the Technical Services unit of the library, which supports critical library functions such as acquisitions and cataloging of library materials, plus maintenance of online catalog records. Daily backups of data require large amounts of disk space, space that is not available on the current server. This has resulted in library staff having to copy files to other locations in order to delete the files off of the server in order to save space. This method of operating is not recommended by our Voyager Integrated Library System vendor, ExLibris. If the server runs out of space during its daily backup, it will not restart and space will have to be cleared, which will result in loss of data. This would ultimately result in the Voyager system being "down" and inaccessible.

The bottom line is that the Voyager Integrated Library System server MUST be replaced as soon as possible. The library relies on the system every hour that it is open and even during hours that the library is closed, the system is available for student use from offsite. Without a new server, the functionality and integrity of the entire system is at risk.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
<b>Equipment</b>	\$9,000 est.	- New Dell Linux Server	The server for the library's Voyager integrated library system must be replaced as soon as possible. The current server does not have the space needed to store the files necessary to support ongoing operation of the system.	District/ITS funds or State Instructional Equipment funds
	\$3,500 est.	- Backup Tape Drive		
	\$4,950 est.	- Data Migration		
<b>Total</b>	\$17,450 estimated			

**2010 PROGRAM REVIEW**

**Division/  
Service Area**

**LIBRARY S: LL- 8**

**Section 5.0. Resource Request**

**New/Replacement Computers  
for LB313 Classroom/Lab**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) and SAOs

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

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 will allow students attending workshops, orientations, and Library 191 classes to benefit from better technology. Because workshops, orientations, and Library 191 are instructional components of the library program and are directly connected to Instructional Services, Strategic Goal 3 will be met. This will benefit all students who participate in these programs. 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.

5.2. 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.

5.3. Describe the resource request in detail.

Currently, the library has one classroom/lab with 27 student computer stations and one instructor station. There are 82 computers in the library for student use, including those in the instruction room and laptops. Of the 82 computers, only 12 are older than the 27 that are in the library classroom/lab; the 27 computers were installed in the classroom/lab in December 2007. It is extremely important that the computers in the library's classroom/lab be maintained because both credit (information competency classes) and non-credit (library workshops) instruction takes place in that room on a regular basis. It has been recommended by the Library Systems Technician that the 28 computers in the classroom/lab be replaced as soon as possible. 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.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
<b>Equipment</b>	\$34,000	28 computers	The computers in LB313, the library classroom/lab, need to be replaced.	District/ITS funds or state Instructional Equipment funds
<b>Total</b>	\$34,000			

**2010 PROGRAM REVIEW**

**Division/  
Service Area**

**LIBRARY S: LL- 9**

**Section 5.0. Resource Request**

**Restore Database Funding**

All resource requests should be tied to at least one of the following:  
The [Educational Master Plan](#) or other related plan goal.

- The [Core Competencies](#) (Institutional SLOs) OR SAOs

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

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 providing students with access to materials through which they can be successful in meeting their educational goals. It meets Goal 3 by supporting the instructional curriculum.

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

Database usage is measured via statistics from individual vendors. Data available varies from vendor to vendor and only recently has data collection become more standardized and reliable. Recent statistics show that online database sessions increased 6.3% between 08/09 and 09/10. This number would probably have been 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 (2010), 39% of student surveyed who use library computers indicated that they use them to access library databases.

5.3. Describe the resource request in detail.

In 2009-2010, categorical funding for library databases at the state level was eliminated. The cuts were to TTIP (Telecommunications and Technology Infrastructure Program) and IE (Instructional Equipment) funds, resulting in a cut of \$45,000 to the GCC Library's database account (\$36,000 TTIP and \$9,000 IE). This resource request asks that the District step forward to restore this funding for library databases and other materials. In response to the cut in database funding, cuts have been made to other library materials (periodicals and continuations) in addition to databases in order to compensate for the cuts. This had a major impact on the library's budget and restoration is needed in order for the library to continue to support the curriculum and student success in the future.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Other – Library Databases/ Materials	\$45,000	Restoration of Library Database Budget	The Library's database budget was cut by \$45,000 (45%) in 2009-2010. The loss was due to cuts at the state level in TTIP and IE funds. This has resulted in cuts to databases, to periodical subscriptions and continuations. 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.	District funds
<b>Total</b>	\$45,000			