



Annual Program Review 2012-2013 STUDENT SERVICES REPORT

LIBRARY SERVICES

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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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
	2011-2012	134,682 contacts 73,343 circulation	Decreasing → Contacts down 9.4%; circulation down 17.3% from 2010-2011.
Collection Development	2008-2009	100,233 titles held 8,048 titles added	
	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.
	2011-2012	139,289 titles held 31,685 titles added	Increasing → Titles held up 29.9% from 2010-2011 due subscription to ebrary.
Garfield Library Circulation	2007-2008	475 circ. (2/1/08- 6/30/08)	Services at the Garfield Library began in 2008.
	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.
	2011-2012	1,566 circulation	Increasing → Circulation up 66.6%
Garfield Library Workshops Consults	2007-2008		Only workshops were offered in 07/08.
	2008-2009	47 consultations, Spring 2009	Consultations began in Spring 2009.
	2009-2010	71 consultations	Need a full year of data for comparison.

	2010-2011	57 consultations	Consultations down 19.7% from 09/10.
General Library Services	2007-2008	455,763 users	Student use of library up 9.1% from 06/07.
	2008-2009	515,961 users	Student use of library up 13.2% from 07/08.
	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.
	2011-2012	493,374 users	Decreasing → Student use of library down 8.4% from 10/11.
Orientation Program	2007-2008	18 classes 318 students	Number of orientations has been decreasing due to a purposeful focus on the workshop program as the alternative to orientation sessions.
	2008-2009	14 classes 370 students	
	2009-2010	13 classes 360 students	
	2010-2011	10 classes 290 students	
	2011-2012	8 classes 215 students	Decreasing → number of students reached declined by 26% from 10/11 to 11/12. This is part of a coordinated plan to focus on the workshop program as the alternative to orientation sessions.
Reference Services	2007-2008	25,973 student contacts	
	2008-2009	27,525 student contacts	Student contacts up 6% from 07/08.
	2009-2010	28,938 student contacts	Student contacts up 5.1% from 08/09.
	2010-2011	28,356 student contacts	Student contacts down 2% from 09/10.
	2011-2012	22,772 student contacts	Decreasing → Student contacts down 20% from 10/11.
Technical Services	2007-2008	8,154 titles added/changed	
	2008-2009	25,919 titles added/changed	Titles added in 08/09 is artificially high due to a project to correct e-book records.
	2009-2010	10,673 titles added/changed	Titles added/changed up 30.9% from 07/08 to 09/10.
	2010-2011	8,348 titles added/changed	Titles added/changed down 21.8% from 09/10.
	2011-2012	52,710 titles added/changed	Increasing → Titles added/changed in 2011-2012 are high due to NetLib/Ebsco project and ebrary
Workshop Program	2007-2008	308 workshops 5,182 students	Number of workshops stays relatively level, but attendance varies due to times offered, student enrollment, faculty requiring workshops, class offerings, and other factors.
	2008-2009	301 workshops 5,652 students	
	2009-2010	302 workshops 4,498 students	
	2010-2011	287 workshops 4,330 students	
	2011-2012	280 workshops 4,509 students	Increasing → 4% increase in number of students reached from 10/11 to 11/12
Virtual Library: Database Usage	2007-2008	185,732 searches 61,544 sessions	07/08 and 08/09 data is incomplete; other data varies based on how vendor calculates/reports statistics.
	2008-2009	446,790 searches 156,173 sessions	
	2009-2010	448,737 searches 166,079 sessions	

	2010-2011	345,953 searches 113,662 sessions	
	2011-2012	300,501 searches 111,517 sessions	Decreasing → 13% decrease (searches) due to dropped databases
Virtual Library: Website Usage	2008-2009	495,620 views	Count is high because all computer browsers open to library home page. Views up 21.9% from 08/09 to 09/10.
	2009-2010	604,402 views	
	2010-2011	622,272 views	Website views up 3% from 09/10 to 10/11.
	2011-2012	572,016 views	Decreasing → Website views down 8% from 10/11 to 11/12.

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
2011-2012	7.4	1	9.90	0	2.12

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

- The decreasing percentages of student utilization of most library services and resources continued in this last cycle. A fair proportion of this decrease can be attributed to the fact that the number of days the library was open decreased by 20% from 2009-2010 to 2011-2012.
- Despite the fact that student contacts in the circulation area were down 9.4%, with circulation of library materials down 17.3% overall from 2010-2011, the periodic problem of lines forming at the Circulation Desk persists. 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. The provision of reserve materials by the library, in collaboration with teaching faculty, is an essential service the library maintains in order to help students save money on the purchase of textbooks and other materials. Without this service student achievement would be negatively impacted when students could not otherwise afford to acquire the resources necessary for effective participation in their courses. Addressing the staffing levels of this area will be a key component of any future library reorganization.
- In the area of collection development the library continues to provide access to as many resources as possible, within the confines of a bleak budgetary situation, and in many cases has been able to actually increase access to more resources despite the budgetary restrictions. The number of titles held is up 29.9% from 2010-2011. Providing access to information is at the core of the library's mission and the provision of particular resources which are in line with curricular needs at the college is designed to enable students to more effectively perform research which should positively impact their performance in courses at GCC.
- With regard to circulation at the Garfield library there was a surprising jump in the number of materials circulated there in this last period. Circulation was up 66.6% compared to the same time last year. The library strives to provide the greatest possible levels of service at Garfield and the growing circulation of materials there further illustrates the need to find a better long-term source of funding for the Garfield library operations so we are able to continue to effectively serve the Garfield population. The number of consultations at Garfield library

actually decreased - student use of library for this purpose was down 19.7% from 09/10 from 10/11. This is an area that might be improved though access to a better source of funding that would allow for higher levels staffing at Garfield. The high levels of circulation demonstrate the need for continued attention to service there. 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. Ideally, a better source of long-term funding for classified staff, adjunct librarians, and, possibly, an additional full-time tenure-track librarian, to provide oversight, will be required in order to operate the Garfield Library as a proper full-time facility better positioned to meet student needs.

- The library experienced a paradoxical phenomenon in the last period with regard to general library use. Overall, there was a declining trend of actual numbers of students utilizing the library - student use of library was down 8.4% from 10/11, but the library regularly experienced shortages of available seating for students who were using the facility. As mentioned previously, a fair proportion of this decrease in actual numbers can be attributed to the fact that the number of days the library was open decreased by 20% from 2009-2010 to 2011-2012. Ideally, students should have access to library services and resources during all hours the campus is open. While the deteriorating budget situation has made this, unfortunately, impossible the library continues to seek creative ways to provide access to important resources via its electronic presence and through access to databases, campus guides, and other resources that students can use when the library is open or closed. It should be noted that while there is a numerical decrease in student use of the library the practical, day-to-day, use of the library by students has not ebbed in terms of the use of available resources (study rooms, computers, study carrels, etc.). All library seats are occupied many of the hours the library is open; students compete for seats, computers, and for study rooms on a regular basis and often resort to sitting on the floor when no other option is available. This presents a safety issue for the library and the library staff often, reluctantly, has to insist that the students move to an appropriate seat or make use of the library at a later time. There is an ongoing need for better, and more, library space, furniture, and technology in order to best serve students. The library has had consultations with the Secondary Effects Space Task Force and the Campus Development Committee about acquiring more space for library services and resources.
- The library's orientation program continued to decrease as well, but this was part of the coordinated effort to use the workshop program as an alternative to orientation sessions.
- In the area of reference services the library experienced a fairly substantial decline in student contacts - student contacts were down 20% from 10/11. There can be many explanations for why this occurs - i.e. one generation of students' comfort level with asking questions varies from another generation, library was open fewer hours than the previous year, etc. - but the library realizes the importance of creating as many contacts with students as possible and continues to pursue efforts to effectively reach students. The library currently provides a very robust web presence with great numbers of resources available to students and a discussion has been initiated about the value of pursuing other means to reach students such as roving reference which would enable librarians to meet students at their point of need. One current obstruction to the ability to embark on a roving reference model is the lack of a suitable number of computers available for student use in the library which would enable librarians to work with students at the place where they are performing research and creating research documents.
- The library's Technical Services area saw a substantial increase in the number of titles added

in the past year. 52,710 titles were added or changed. This number is very high compared with previous years and is a result of a particular project related to a few databases. This effort illustrates continued library attention to the need to provide the most efficient, and most abundant, access to resources so students may effectively utilize those resources to perform well on their course-related research.

- The library's workshop program remained fairly level relative to the last period. There were a total 280 workshops and 4,509 student attendees compared to 287 workshops and 4,330 student attendees in 2011-2012. Efforts to expand the workshop program have been, thus far, difficult 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. Additional classroom/lab space and more personnel would help the library expand workshop and for-credit library instruction offerings. The computers in LB313, the library's 27-seat lab/classroom were replaced in the last year and this has resulted in a better student experience in that lab.
- With regard to particular resources made available by the library in the area of "virtual library: database usage" there was a decrease in database usage from the last cycle due to the library discontinuing subscriptions to a few databases. The library continues to monitor and explore a variety of means to provide resources closely aligned with GCC curricular needs and periodically changes, discontinues, or adds databases and other resources that better fit with the evolving needs of the curriculum.
- One additional issue should be noted with regard to student learning and program improvements: Staff computers are very old and are at or past their useful lives. Faculty librarians often have difficulty efficiently performing aspects of their jobs due to the outdated or under-performing nature of their workstations. The difficulty experienced by the librarians in performing their work with these machines has an impact on student achievement and learning. Replacing computers for all faculty librarians would result in improved services to students and a better ability to innovate to meet student need in a declining budgetary climate.

All of these trends impact student achievement and student learning. The resource requests being submitted with this document 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. The requests related to personnel will also become part of a much-needed reorganization the library will need to pursue in order to more effectively have staff and faculty coverage for current work taking place in the library and potential new projects that are designed to address student need.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

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. The data related to the credit program is omitted here, but this data is relevant to the evaluation of library services overall, especially as concerns the request for resources. This is particularly true as it relates to the request for an additional full-time tenure-track librarian who would participate in the library credit instruction program, among other efforts.

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. The 2012 Student Survey of Library Services indicates that 13% of students *don't* use the library. This represents a slight increase in library use over last year when 15% of students reported they don't use the library. Extrapolating from this number it is assumed that 87% of students *do* use the library. In the Student Survey of Library Services, Spring 2012, students who took the survey indicated the following:

- 65% would like further instruction in using the library and its resources (an increase compared to last year's 59%)
- 23% would like more research appointments with librarians (an increase over last year's 21%)
- 31% would like more handouts and research guides (equal to last year's 31%)
- 29% would like more online workshop sessions (an increase over last year's 27%)

These services, and the ability to have time to innovate in a declining budgetary climate, require the attention of full-time librarians and the more librarians the library can provide to oversee these services the more likely it is that students will receive the highest quality, and most experienced, support for their research and other library-related needs.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2011-2012	Circulation Services - Recognition of availability of textbooks	Yes	Yes
% Change	-16.3%		
Trend	declining		
Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2011-2012	Library Services - Use of the library/satisfaction	Yes	Yes
% Change	-8.4%		
Trend	Declining use/Steady satisfaction		
Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2011-2012	Workshop Program - Development of information competency skills	Yes	Yes
% Change	+4%		
Trend	Increasing #s of students reached		

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2011-2012	Garfield Library - Benefit of librarian consultations	Yes	Yes
% Change	-19.7%		
Trend	declining		
Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2011-2012	Virtual Library: Database Usage - Use of databases	Yes	Yes
% Change	-13%		
Trend	Declining		

2.0. Student Learning Outcomes and Program Level Outcomes

Year	# of PLOs Defined	# of PLOs Assessed	Were Assessments Analyzed
2011-2012	3	3	3
% Change	None	None	none
Trend (If applicable)	NA	NA	NA

2.1. Please comment on the percentages 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." Many students rely exclusively on the library for access to their course textbooks. The use of the reserve collection increased 52.3% between the 07/08 and 10/11 fiscal years. Overall, the use of the reserve collection declined by 5.4% from 2010-2011 and declined again by 16.3% from 2011-2012, but use of the collection is up by 27.5% since 2007/2008. The declines in use in the last two years are attributed to the fact that the library was open 20% fewer days from 2009-2010 to 2011-2012. 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). Ideally, restoration of the adjunct librarian budget and a new tenure-track librarian would be required to better meet these demands. The declining library use percentage listed above is attributed to the fact that the number of days the library was open decreased by 20% from 2009-2010 to 2011-2012. The student satisfaction with the library percentage remained steady in the last cycle.
- 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. The number of students reached via workshops in the last cycle

increased by 4%.

- **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. Garfield Library librarian consultations decreased by -19.7% in the last cycle. As of Fall 2011, the library operation is funded only 18 hours per week and staffed by one librarian.
- **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. The -13% decline in database usage in the last year is attributable to a few databases having been cut as well as the fact that the library was open fewer days in the last two years.

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 those SLOs or SAOs have yet to be developed.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your 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. The effort to compensate for the lack an appropriate level of full-time staffing for this area has been piecemeal and should be remedied so the library can adequately meet student need for the resources and services accessed in this area.
- **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 and other staff are needed.
- **Workshops:** Revisions are regularly made to workshops based on regular assessment of SLOs. Title V funding is being sought where appropriate to support 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; new assessment measures 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 in the last 5 years, with a decline in the past year. The library experiences periodic occasions when students cannot find appropriate seating or places to study. The library is also limited in its ability to expand instructional offerings due to the availability of only one instructional lab. More space and staffing are needed in order to better accommodate students and to better enable the library to be an innovative partner to the

instructional efforts of the campus. Jim Spencer, campus architect, has brought forward data related to future library expansion and the library is beginning a needs assessment. The library has been consulting with the Secondary Space Effects Task Force and the Campus Development Committee to try to address this concern.

- The staffing issues associated with the above items will be addressed in more detail in future library reorganization plans.

2.3 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	New degree or certificate development
	Best Practices Workshops Discussions regarding best practices or improved processes
	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

- Changes/revisions to department processes. In an effort to provide more access to the library facility during peak times of student use the library changed its reservation policy for study rooms to enable better utilization of those rooms. This change resulted in more efficient utilization of those rooms and along with the periodic opening of a library conference room (also a change in policy) to accommodate students who were otherwise sitting on the floor during high-use periods these measures have helped in reducing the problem of students being unable to find suitable study space in the library.
- Other dialog focused on improvements in student learning. Library faculty, staff, and administrators regularly engage in communication designed to gauge where the library stands in terms of services and resources and these discussions also include dialogue about how the library can innovate with available resources to meet student needs in a bleak budgetary climate.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

1. High level of student satisfaction with library services
2. High level of student use of library services
3. Robust level of electronic options for students

3.2 Weaknesses

List the current weaknesses of your program

1. Inadequate level of technology available for student and staff use
2. Inadequate level of faculty and classified staffing for current service goals
3. Inadequate level of funding to effectively meet all service goals

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hire a full-time classified staff member to aid the workflow of the Circulation area. (see weaknesses and Sections 1.1, 2.0, and 2.2)	Hiring a classified staff member to help with Circulation services and resources would greatly reduce the long lines that often develop in this area when students need help there. It would also help the current staff of this area have more reasonable working conditions during peak periods of student need.	Library Services - Use of the library/satisfaction Circulation Services - Recognition of availability of textbooks EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)
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)	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.	Library Services - Use of the library/satisfaction Garfield Library - Benefit of librarian consultations EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)

Hire the Technical Services Manager in order to complete the library reorganization approved in Fall 2008.	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.	Library Services - Use of the library/satisfaction Circulation Services - Recognition of availability of textbooks Virtual Library: Database Usage - Use of databases EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)
Hire a replacement for the retired Library Computer Systems Technician and reorganize other staff. (See weaknesses and 1.1, 2.1, 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.	Library Services - Use of the library/satisfaction Virtual Library: Database Usage - Use of databases
Hire a replacement for the retired Library Administrative Assistant and reorganize other staff. (See weaknesses and 1.1, 2.1, 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.	Library Services - Use of the library/satisfaction
Replace/update student computers and staff computers. (See weaknesses and Section 1.1)	New computers in LB313 now allow students in workshops, orientations, and classes to benefit more fully from those instructional sessions. New computers in the library generally will aid students as they perform research. New staff computers will enable staff to function at a higher level in support of student learning.	Library Services - Use of the library/satisfaction EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)
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.	Library Services - Use of the library/satisfaction 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).

Restore cuts to the database budget which were implemented in 2009-2010. (See weaknesses 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.	Library Services - Use of the library/satisfaction Virtual Library: Database Usage - Use of databases EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)
Purchase replacement chairs with Instructional Equipment funds. (See 1.1)	New chairs are needed to replace broken ones; in order for students to use the library successfully, chairs are necessary.	Library Services - Use of the library/satisfaction EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)
Plan for inclusion of library expansion in the college's Five Year Plan. (See weaknesses and 1.1, 2.4, 3.1)	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.	Library Services - Use of the library/satisfaction EMP - Strategic Goals: 1 (Student Awareness, Access, Persistence, and Success), and 3 (Instructional Programs and Student Services)

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2012 PROGRAM REVIEW**Section 4
Resource Request****LIBRARY SERVICES*****Reorganization - Technical
Services Manager*****S: LIB-1****Mark Type of Request:**

☐	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☐	Computer Hardware for Faculty Use
☐	Instructional Equipment	☐	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	☐	New Classified Position
☐	New Faculty Position	☐	Replacement of Classified Position
☐	Replacement of Faculty Position	☒	Other: Reorganization – Manager position

4.1 Clearly describe the resource request.

* This request was approved as part of a reorganization in Fall 2008 with funding provided within the existing library budget.

**Repeat Request Resource ID code or year requested: 2010: CHAC Request

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 of \$175 per month 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 gain experience in a supervisory role prior to applying for the Technical Services Manager position, which was to be opened after one year. Due to the budget crisis, the position was frozen and still has not been advertised. The employee has now been receiving a stipend for 3 years and it is unfair to ask her to continue without the appropriate job classification and salary. Since becoming Supervisor in January 2009, the employee has had to take on even more responsibilities due to the retirement of a key staff person in the Technical Services department.

Amount requested \$ 0 (This position was to be funded from the existing library budget)

4.2 Funding

☐	Requires one time funding
☐	Requires ongoing funding
☒	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
☐	Contractual Requirement
☐	Legal Mandate

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your 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.

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.

2012 PROGRAM REVIEW**Section 4
Resource Request****LIBRARY SERVICES****Computers for Library Staff****S: LIB-2****Mark Type of Request:**

☐	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☒	Computer Hardware for Faculty Use
☐	Instructional Equipment	☐	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	☐	New Classified Position
☐	New Faculty Position	☐	Replacement of Classified Position
☐	Replacement of Faculty Position	☐	Other

4.1 Clearly describe the resource request.

Currently, the majority of library staff computers (those used by librarians and classified staff on a daily basis) are more than 4 or 5 years old. Two librarians (one with a PC and one with a Mac) cannot perform necessary operations with their computers due to the fact that the computers are not powerful enough or do not have enough memory to perform specific functions. It is essential that staff computers in the library be updated because the work that library staff performs is critical for supporting student achievement and student success and is often done while having direct student contact.

Amount requested \$ 20,225

Breakdown of cost (if applicable): 15 computers at \$1,215 each, plus 1 Mac computer at \$2,000

4.2 Funding

☐	Requires one time funding
☐	Requires ongoing funding
☒	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
☐	Contractual Requirement
☐	Legal Mandate

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information 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.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	X
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW**LIBRARY SERVICES****S: LIB-3*****Restore Database Funding*****Section 4****Resource Request : Database Funding****Mark Type of Request:**

☐	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☐	Computer Hardware for Faculty Use
☐	Instructional Equipment	X	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	☐	New Classified Position
☐	New Faculty Position	☐	Replacement of Classified Position
☐	Replacement of Faculty Position	X	Other

4.1 Clearly describe the resource request.

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 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, books, 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 learning and success.

Amount requested \$ \$45,000

4.2 Funding

☐	Requires one time funding
☐	Requires ongoing funding
X	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
☐	Contractual Requirement
☐	Legal Mandate

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information 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). 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.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	X
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4 Resource Request

LIBRARY SERVICES

40 Seat Classroom/Instr. Lab

S: LIB-4

Mark Type of Request:

☒	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☒	Computer Hardware for Faculty Use
☒	Instructional Equipment	☐	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	☐	New Classified Position
☐	New Faculty Position	☐	Replacement of Classified Position
☐	Replacement of Faculty Position	☒	Other

4.1 Clearly describe the resource request.

Additional Classroom Space: Currently, the library has one lab with 27 student computer stations and one instructor station. Larger classes needing library orientations cannot be accommodated or must be split in order for orientations to take place. The calendar for scheduling instruction in the library's existing lab has reached its capacity. Library 191, the library workshop program, orientation sessions, and instructional faculty sessions compete for scheduling of the room. The credit and non-credit information competency program cannot expand without the space to accommodate additional courses/workshops. Since information competency often requires students to use resources available only in the library, it is optimal to have access to an instructional lab that is close to the library, or within the library building, so that students may easily access materials required to complete assignments. Since no 40-seat classroom/labs exist on campus currently, this resource request would require reallocation/remodeling of existing space or allocation of space in the new Lab/College Services building.

Amount requested \$ unknown

4.2 Funding

☒	Requires one time funding
☐	Requires ongoing funding
☒	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
☐	Contractual Requirement
☐	Legal Mandate

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information 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.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	X
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW**LIBRARY SERVICES****S: LIB-5****FTF LIBRARIAN****Section 4: SSHAC REQUEST**

If this is a repeat request, please list the year(s) requested: 2006, 2007, 2010, 2011

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

c) # of full-time equivalent, adjunct faculty assigned to the program in Fall 2008 2.48

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 ☒ 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

It would be difficult to provide these services without additional full-time librarian support

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

Faculty Name	Release Time Position	% RT	Term of assignment
NA			

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.

2012 PROGRAM REVIEW

LIBRARY SERVICES

Administrative Assistant II

S: LIB-6

Section 4: CHAC REQUEST

If this is a repeat request, please list the year(s) requested: 2011

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.

- 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:

- 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. 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.

2012 PROGRAM REVIEW**LIBRARY SERVICES****Library Technician I****S:LIB-7****Section 4: CHAC REQUEST**

If this is a repeat request, please list the year(s) requested: 2010: CHAC Request, 2011 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.

SUPERVISION RECEIVED AND EXERCISED

- Supervision is received by a Library Manager.
- May provide work direction to student workers.

EXAMPLES OF DUTIES

- Assists in collection maintenance according to established library principles and procedures, including: identifying materials for rebinding, repair or replacement; organizing and supervising shelving; shelf-reading, shifting, inventory and signage.
- Maintains financial records of fines, fees, and patron delinquencies; secures collected monies and makes proper deposits.

- 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, non-print 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.

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
- Train and provide work direction to others.

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.
- 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.
- Establish and maintain cooperative and effective working relationships with others.

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.