



# Program Review 2015-2016

## Library Services

Update Only

Author(s) Eric Hanson

### A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

#### GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

#### GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region’s premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

#### Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

#### Mission Statement Components

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Transfer preparation | <input type="checkbox"/> Technical training                           | <input checked="" type="checkbox"/> Enhance and sustain cultural vitality of community     |
| <input checked="" type="checkbox"/> Certificates         | <input checked="" type="checkbox"/> Continuing education              | <input checked="" type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input checked="" type="checkbox"/> Associate degrees    | <input checked="" type="checkbox"/> Basic skills instruction          | <input checked="" type="checkbox"/> Enhance and sustain economic vitality of community     |
| <input type="checkbox"/> Career development              | <input type="checkbox"/> Rigorous and innovative learning experiences |  |

### Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

### Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

### Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services

- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

### Question A.2. Define the mission of your program and how it relates to the college mission and vision.

The Glendale Community College Library's mission is to provide students and community members with the information competency skills and tools necessary to be successful at Glendale College, in upper division university courses, in the job market and as lifelong learners. As information consumers and creators these skills are essential in the modern world to participate in and succeed in a democratic society.

The library's mission contributes to every aspect of the college's mission but principally aids in the areas listed above. Through instruction in finding, evaluating, incorporating, and citing information resources, librarians help students at all levels of education whether it be Basic Skills instruction, continuing adult education, or students preparing to transfer to a university. Students learn the importance of critically examining the information they find daily regardless of format. The library contributes to the cultural and intellectual vitality of the community by presenting displays on different cultural and topical issues throughout the year and by providing a collection of materials that address these topics. The library welcomes input from students, faculty, and community members on issues they find of interest.

As with the college's mission, the library is in a unique position to contribute to each of the college's ILOs due to the cross-disciplinary nature of providing information and instruction that reaches across curriculum boundaries. The ILOs listed above are those most directly treated. The library supports the information needs of all divisions and departments on campus. Librarians select the most accurate, fair, diverse, relevant, and current materials available in consultation with the college's faculty and staff. Information competency is a core objective for any library and is directly related to critical thinking and the application of knowledge. The library offers workshops, orientations, credit courses, one-on-one consultation, and resources in both print and digital format to meet this objective. As students develop critical thinking skills, they are better equipped to utilize library resources to enhance their global awareness and to better understand their role in society. Services provided to students include printing, photo-copying, scanning, group study rooms, Wi-Fi access, and access to computers and tablets for assignments and internet use. The library strives to provide the latest in technology within the constraints of its limited budget.

## B. Trend Analysis

### Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	2012-2013	2013-2014	2014-2015	Change Trend
FTES				
FTEF				
WSCH Per FTEF				
FT Percent				
Credit Fill Rate				
Noncredit Fill Rate				

Success Rate: All Classes

Success Rate: Online Classes

Success Rate: Hybrid Classes

Success Rate: Face-to-Face Classes

Degrees & Certificates

## Section B.2. Trend Data for Non-Instructional Programs

Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts		Other
Main Campus Library: Total Days Open	2011-2012:	201 days	1 summer session held in 10/11, 11/12, 12/13, 13/14. No winter sessions in 2012 and 2013. Total days open increased by 13.7% from previous year. DAYS OPEN INCREASED BY 2.2% IN 2014/2015
	2012-2013:	196 days	
	2013-2014:	227 days	
	2014-2015:	232 days	
Main Campus Library: Total Hours Open	2011-2012:	2110	1 summer session held in 10/11, 11/12, 12/13, 13/14. No winter sessions in 2012 and 2013. Total hours open increased by 16.3% from previous year. HOURS OPEN INCREASED BY 3.6% IN 2014/2015
	2012-2013:	1932	
	2013-2014:	2309	
	2014-2015:	2392	
Main Campus Library: Circulation Services (Contacts)	2011-2012:	134,682	Contacts decreased by 15.7% from previous year. CONTACTS DECREASED BY 12.8% IN 2014/2015
	2012-2013:	119,152	
	2013-2014:	100,470	
	2014-2015:	87,648	
Main Campus Library: Circulation Services (Circulation)	2011-2012:	73,343	Circulation decreased by 3.7% from previous year in 2013-14. 2014-15 INCLUDES THE CIRCULATION OF iPADS AND LAPTOPS TO REFLECT THE CHANGES IN LIBRARY SERVICES DUE TO TECHNOLOGY. PRIOR YEARS ONLY COUNTED RESERVE
	2012-2013:	60,162	
	2013-2014:	57,961	
	2014-2015:	52,803	
Main Campus Library: Collection Development - Titles held (Includes collection at Garfield Library)	2011-2012:	139,289	The 2011-2012 increase in titles held was due to the addition of e-books. Overall size of the collection slightly decreased over last year. INCREASE OF 5.6% IN
	2012-2013:	140,063	

	2013-2014:	139,743	2014-2015 DUE TO LARGE E-BOOK ACQUISITION.
	2014-2015:	147,519	
Main Campus Library: Technical Services - Titles added/changed	2011-2012:	52,710	The 2011-2012 increase in titles held/ added was due to the addition of e-books. 2,700% INCREASE IN TITLES ADDED IS DUE TO ANOTHER LARGE ACQUISITION OF E-BOOKS. OVERALL TITLES HELD DID NOT GROW AT THE SAME RATE AS WE WEEDED A
	2012-2013:	3,044	
	2013-2014:	1,448	
	2014-2015:	40,628	
Main Campus Library: Users (Door count)	2011-2012:	493,374	Total library users decreased 8.9%. TOTAL LIBRARY USERS INCREASED 15.8%
	2012-2013:	464,354	
	2013-2014:	423,221	
	2014-2015:	490,054	
Main Campus Library: Orientations	2011-2012:	8/215 students	One more session was offered than in the previous year but the students per orientation dropped by 4 students. 5 MORE SESSIONS WERE OFFERED OVER PREVIOUS YEAR AND 54 MORE STUDENTS WERE SERVED FOR AN INCREASE IN STUDENTS SERVED OF 13.4%
	2012-2013:	16/440 students	
	2013-2014:	17/404 students	
	2014-2015:	22/458 students	
Main Campus Library: Workshops/Students	2011-2012:	293/4,817	Offered 4% fewer workshops than previous year with 10.5% fewer attendees. On average there was one less attendee per workshop. OFFERED 2 FEWER WORKSHOPS AND SERVED 407 FEWER STUDENTS FOR A DECREASE IN STUDENTS SERVED OF 8.5%
	2012-2013:	298/5,380	
	2013-2014:	286/4,816	
	2014-2015:	284/4,409	
Main Campus Library: Reference Services (Contacts)	2011-2012:	22,722	Contacts decreased by 10.6%. CONTACTS DECREASED BY 3.6%
	2012-2013:	22,427	
	2013-2014:	20,054	
	2014-2015:	19,332	
Garfield Library: Users (Door Count)	2011-2012:	2,715	Total Garfield Library users decreased by 10.6% USERS INCREASED BY 95.7% DUE TO INCREASED HOURS PROVIDED BY BASIC SKILLS
	2012-2013:	2,376	
	2013-2014:	2,123	
	2014-2015:	4,154	
Garfield Library: Circulation	2011-2012:	1,566	Garfield Library Circulation increased by 8.8% CIRCULATION INCREASED BY 28.2% DUE TO INCREASED COLLECTION AND OPEN HOURS IN 2014-15
	2012-2013:	1,783	
	2013-2014:	1,955	

	2014-2015:	2,507	
Garfield Library: Reference Service (Contacts)	2011-2012:	1819	Garfield Library Reference contacts increased by 3.2% GARFIELD REFERENCE CONTACTS INCREASED BY 70.6% IN 2014-15
	2012-2013:	2062	
	2013-2014:	2130	
	2014-2015:	3633	

**Question B.1.** Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

**Question B.1 applies to all programs and services.**

The number of contacts at the library's circulation desk declined by 15.7% over the last year, while actual circulation of materials only declined 3.7%. These numbers have continued to decline over the last four years. This decline is partially due to the decrease in library users of 8.9% but may be due to several other factors. As the library strives to provide more materials in digital format, there may be less need for print copies and thus fewer students are coming to the circulation desk to check books out. The smaller decline in actual circulation might suggest that as students become aware of how to navigate the library's services, they have less need of asking simple/directional information of the circulation desk. The library also installed an automated system for reserving study rooms in the library to provide faster and better service to students. This task was handled by the circulation desk previously and its automation has greatly diminished the need of some students to request help. Finally, the library has been short a librarian over this time period, making it difficult to accomplish regular weeding, collection evaluation and collaboration with instructors to determine their needs. As the print collection ages and the library is unable to promote new items, fewer students have need to approach the circulation desk.

The library has also seen a decrease in reference contacts of 10.6%, part of this is due to the decrease in total library users. This is also attributable to the inadequate number of full-time librarians. At some peak hours, the library is unable to staff the Reference Desk with two librarians. In these time periods, some students who need assistance may not find a librarian immediately available.

The library had a slight decrease in total workshops held last year and thus the decrease in attendees. The average attendance of student per workshop only dropped by one student and the decrease in total attendees is likely due to the inability of the library to provide more workshops with limited staff.

The Garfield library statistics show a decrease in users of 10.6%, while at the same time circulation of items increased by 8.8% and reference contacts increased by 3.2%. This suggests that although fewer people entered the Garfield library, those who did were using more of the services.

THE 12.8% DECREASE IN CONTACTS AT THE CIRCULATION DESK CONTINUES TO REFLECT THAT FEWER BOOKS ARE BEING CHECKED OUT OF THE LIBRARY AS MORE MATERIAL BECOMES ACCESSIBLE IN DIGITAL FORMATS. (8.9% FEWER ITEMS CHECKED OUT)

LIBRARY USERS INCREASED BY 15.8%, EVEN AS CIRCULATION AND CONTACTS DECREASED. THE LIBRARY CONTINUES TO BE A DESIRABLE PLACE TO STUDY.

13.4% MORE STUDENTS WERE SERVED BY LIBRARY ORIENTATIONS WHILE 8.5% FEWER STUDENTS WERE SERVED BY WORKSHOPS. THIS MAY SHOW THE ORIENTATION MODEL AS MORE DESIRABLE

## C. Student Learning and Curriculum

### Section C.1. Course Assessments for Programs with Courses

**Section C.1 applies only to instructional programs.**

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

Assessed Courses:

Total Courses:

Assessment Rate:

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

Please limit your response to 250 words.

**Question C.1 applies only to instructional programs.**

In the 2011/2012 and 2012/2013 Program Review for Library Services, five Program Level Outcomes (PLOs) were identified as: Recognition of availability of textbooks, Use of the library/satisfaction, Development of information competency skills, Benefit of librarian consultations, and use of databases. The most recent Program Review from 2013/2014 listed only the following three PLOs: Students will recognize the library as a campus service, Students will use the library as a campus service, and Students will be provided with adequate technology equipment. With the library's recent move to Instruction and the vagueness of the current PLOs, the library will need to completely revise its Program Level Outcomes in the Service area in order to better document improvement and to continue to provide the best possible service to students. The current PLOs are very difficult to relate to the Institutional Learning Outcomes and it may be necessary to re-consider using some of the previous PLOs.

**Section C.2. Program/Service Assessments**

**Section C.2 applies to all programs and services.**

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

Students will recognize the library as a campus service.	
<b>Assessment of SLOs</b>	Current SLOAC Status: <input style="width: 80%;" type="text" value="Annually with Program Review"/>
	Last Assessed: <input style="width: 80%;" type="text" value="10/1/2014"/>
When will this program be assessed next?	<input style="width: 80%;" type="text" value="2015"/>
Describe the program's assessment cycle:	<input style="width: 80%;" type="text" value="annual"/>
When will the program undergo curriculum review next?	<input style="width: 80%;" type="text"/>
Describe changes made due to assessments:	<input style="width: 80%;" type="text" value="None"/>
<hr/>	
<b>Relation of Program to ILOs:</b>	
Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).	
1. Communication	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
2. Mathematical Competency/Quantitative Reasoning	<input type="radio"/> None <input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
3. Information Competency (literacy)	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
4. Critical Thinking	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
5. Global Awareness and Appreciation	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
6. Personal Responsibility	<input type="radio"/> None <input type="radio"/> Intro <input checked="" type="radio"/> Dev <input type="radio"/> Mastery
<hr/>	
<b>Institution-Set Standards (CTE Degree/Certificate Programs Only):</b>	
CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.	
Employment Rate Trends (CTE Core Indicators)	
2011-2012:	2012-2013:
Employment Standard: <input style="width: 50px;" type="text"/> %	

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

**Students will use the library as a campus service.**

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="Annually with Program Review"/>
	Last Assessed:	<input type="text" value="10/1/2014"/>
	When will this program be assessed next?	<input type="text" value="2015"/>
	Describe the program's assessment cycle:	<input type="text" value="annual"/>
	When will the program undergo curriculum review next?	<input type="text"/>
	Describe changes made due to assessments:	<input type="text" value="None"/>

**Relation of Program to ILOs:**

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery
- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

**Students will be provided with adequate technology equipment.**

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="Annually with Program Review"/>
	Last Assessed:	<input type="text" value="10/1/2014"/>
	When will this program be assessed next?	<input type="text" value="2015"/>
	Describe the program's assessment cycle:	<input type="text" value="annual"/>
	When will the program undergo curriculum review next?	<input type="text"/>
	Describe changes made due to assessments:	<input type="text" value="None"/>

**Relation of Program to ILOs:**

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery

- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

Assessed Programs:    0                      Total Programs:    3                      Assessment Rate:    0.0%

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

**Please limit your response to 250 words.**

N/A

**Section C.3. Summary of Assessment Cycle**

**Section C.3 applies to all programs and services.**

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

**Please limit your response to 250 words.**

The library continues to work on renovations laid out in the 2014 Public Services Redesign consultation report. In doing so, the following four of the Institutional Learning Outcomes are addressed specifically: Communication, Information Competency, Critical Thinking and Personal Responsibility. At the completion of the renovation, the Reference and Service desks will be placed so as to minimize student anxiety and encourage open communication. Librarians will be able to respond directly to students personally and through improved technology. All interactions will model professional oral and written communication. The Reference Interview will continue to provide one-on-one information literacy instruction that requires students to think critically about information and its sources. The library has always provided books that students could take home, but with the addition of tablets and computers, students will learn the importance of responsibility for shared resources and that the loss or destruction of library materials has a greater effect on the entire college community.

**D. Program Evaluation and Needs**

**Section D applies to all programs and services.**

**Distance Education**

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?



The Library Science Program Review discusses our instructional programs and would more directly address this question. The Library provides many services online through the library's website and the databases it subscribes to. The training and development of staff to teach distance education would best be discussed by the Library Science Program Review as well.

The Library is considering providing services that may aid distance education beyond its current online offerings. Providing real-time chat with a Glendale Reference Librarian and participation in a 24/7 Ask a Librarian service would be two possible services to consider but would require another full-time librarian. The library is also considering the purchase of online Information Literacy Modules that can be used by instructors in their Moodle pages. THE LIBRARY HAS ACQUIRED THE INFORMATION LITERACY COURSE MODULES AND IS CURRENTLY PILOTING THEM WITH FACULTY AND STUDENTS. THE LIBRARY HAS ALSO RECENTLY PROVIDED A STREAMING VIDEO SERVICE CALLED KANOPY THAT ALLOWS INSTRUCTORS TO INCLUDE FILMS AND VIDEO CLIPS IN THEIR MOODLE SHELLS AND CAMPUS GUIDE PAGES.

Technical Services classified staff have attended online training related to RDA (resource description and access) through the American Library Association. Library faculty attend workshops and conferences regularly to keep current with library

## Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

The library has incorporated an automatic service for reserving study rooms that not only makes the process easier for students, but also relieves pressure on the circulation staff. The library is also closely examining the use of browser based computers to provide more, and faster internet service at a lower cost. The library continues to work to replace its outdated computers and will be able to replace about 30 desktops this year with funds provided regarding last year's Program Review. Reference librarians work closely with students, teaching them to utilize library online databases and other components of the library's web page. Students enroll in library workshops through MyGCC and faculty can check their students' attendance at library workshops via their rosters in PeopleSoft. This has been very successful and other areas, such as the Learning Center, utilize the same system.

The library introduced CampusGuides to the college several years ago and has provided group and individual training sessions to faculty and staff. This tool has been incorporated into numerous areas on campus, including instruction in various disciplines, governance, and the faculty newsletter (Chaparral).

In 2012, Title V funded the replacement of 28 computers in the library's instruction lab in order to provide students with up-to-date technology. In Spring 2014, the library used Foundation funds to purchase 14 new computers for library faculty and staff so that they would have computers capable of running the software necessary to do their jobs.

Library staff and faculty have adopted the use of Sharepoint in order to collaborate on regular meeting agendas and minutes. A wiki was used for this prior to moving to Sharepoint. THE LIBRARY HAS CONTINUED TO EXPAND ITS USE OF SHAREPOINT AND IS NOW USING IT TO RECORD AND MONITOR ABSENCES. IT CONTINUES TO BE USED AS A COLLABORATION TOOL WHERE RESOURCES CAN BE SHARED AND DOCUMENTS CAN BE WORKED ON COLLABORATIVELY BY ALL LIBRARY STAFF.

## Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

N/A

## Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Staffing is not adequate for the library's service program. The library had necessary vacant positions cleared from its budget and must now work to re-create those positions. The most severe need is for another full-time librarian and specifically a full-time librarian with the skills necessary to augment our program using social media and modernize our services. The Technical Services department has had 1FTE vacancy since 2010 and this position must be filled to address critical functions such as addition, removal, and de-selection of print and electronic items, electronic resource maintenance, and authority control in the

Integrated Library System. These tasks are necessary to ensure an up-to-date collection.

The library has requested the promotion of a Technical Services staff member to a management level position since a reorganization was approved in Fall 2008. This request has now been changed to request the staff member's promotion to a higher level classified position. This is necessary for providing the appropriate oversight for the Technical Services unit and for compensating the employee for the work she has been doing for the past 6 years.

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

### Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

There is no real overlap of service with other units because the library provides unique services that interconnect and support all areas of the curriculum. Although other units may offer computers for student use, student surveys continue to show a need for more computers in the library. Librarians provide guidance in information competency that other staff on campus are not uniquely trained for.

### E. Program Plan

#### Section E applies to all programs and services.

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item 1	
<b>Program Goal:</b>	Modernize and improve the library's physical space to provide a better student experience.
Action item:	Complete weeding of Reference, Gather estimates for furniture, painting, and interior design. Remove shelving and carrels that
Anticipated changes/improvements:	Students should be able to better collaborate on projects and feel at home in a library space that provides necessary services. is
How will improvements be measured?	Door count and contacts with library staff. Student survey comments. Collection usage statistics.
Timeline for completion:	This project will be conducted in phases as funding is available.
Link to Mission Statement:	
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	Goal 3: Support Instructional and Student Services Programs
Link to Annual Goals:	Annual Goal 11. Identify and evaluate the Total Student Experience
Link to Institutional Learning Outcomes:	
If this program plan item was included in a previous year's program review, describe current progress on the item:	
THE LIBRARY SECURED FUNDS TO HAVE FLOOR PLANS CREATED BY AN INTERIOR DESIGNER AND IS WAITING TO HEAR IF FURTHER ALLOCATIONS THROUGH THE BUDGETING PROCESS WILL ALLOW FOR THE PURCHASE OF NECESSARY FURNITURE.	
Program Plan Item 2	
<b>Program Goal:</b>	Create and implement a Social Media plan to reach students via modes they regularly use.
Action item:	Hire an Emerging Technologies/Instructional Librarian to create and manage a Social Media plan as part of his/her responsibilities.
Anticipated changes/improvements:	Students can better communicate remotely with librarians and are

How will improvements be measured?	better informed about library events, workshops, seminars.
Timeline for completion:	Door count, contacts with library staff, webpage hits, and social media usage statistics. Student survey comments.
Link to Mission Statement:	Dependent on IHAC approval of librarian full-time position or 6 months from the hire of full-time librarian.
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	Library Technology Plan
Link to Annual Goals:	Annual Goal 7. The college will strengthen its use of social media to provide information to students, faculty, staff, and the community.
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

THE FULL-TIME EMERGING TECHNOLOGIES LIBRARIAN POSITION WAS FILLED IN SEPTEMBER AND WE WILL BE ABLE TO EVALUATE THIS IN THE NEXT CYCLE.

**Program Plan Item 3**

<b>Program Goal:</b>	Provide improved technology and internet access.
Action item:	Improve accessibility to electrical outlets, provide re-charging stations, provide more laptops/Chromebooks, and augment the Wi-Fi.
Anticipated changes/improvements:	Students will no longer have difficulty connecting via Wi-Fi in the library. Students will have more wireless instruments available to
How will improvements be measured?	Circulation of wireless instruments available in the library. Student survey should reflect the improvement in Wi-Fi and electrical
Timeline for completion:	Dependent on funds, but this goal should be completed with the first phase of modernizing the library.
Link to Mission Statement:	
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	Library Technology Plan
Link to Annual Goals:	Annual Goal 3. The college will allocate ongoing funding so that the replacement of equipment and technology can be scheduled and
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

THE LIBRARY IS MOVING FORWARD WITH RENOVATION PLANS THAT ADDRESS THESE CHANGES AND 6 NEW WIRELESS ACCESS POINTS HAVE BEEN APPROVED FOR INSTALLATION.

**Program Plan Item 4**

<b>Program Goal:</b>	Improve online services in support of off-campus students.
Action item:	Complete the examination of Credo Information Literacy Modules. Look into 24/7 Ask a Librarian Service and Librarian chat services.
Anticipated changes/improvements:	All students will have the same access to library services, whether at home or in the library.
How will improvements be measured?	Statistics on Credo, 24/7, and Reference Chat use, and website usage statistics. Student surveys.
Timeline for completion:	One year
Link to Mission Statement:	
Link to Vision Statement:	

Link to GCC Comprehensive Plan: Library Technology Plan

Link to Annual Goals: Annual Goal 11. Identify and evaluate the Total Student Experience

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

CREDO IS CURRENTLY BEING USED TO PILOT ADDED INFORMATION LITERACY COMPONENTS TO COURSES ACROSS CAMPUS AND LIBRARIAN CHAT IS BEING CONSIDERED NOW THAT WE HAVE IT FREELY AVAILABLE DUE TO A CAMPUS WIDE SUBSCRIPTION.

**Program Plan Item 5**

**Program Goal:** Improve services at the Garfield Library location.

Action item: Update the computers at the Garfield location. Ensure that librarians working at Garfield are properly trained. Provide more

Anticipated changes/improvements: Students at the Garfield Library are provided an experience closer to that of visiting the Main Campus library.

How will improvements be measured? Circulation statistics, computer use statistics, and student surveys.

Timeline for completion: One year

Link to Mission Statement:

Link to Vision Statement:

Link to GCC Comprehensive Plan: Define and evaluate appropriate library services for Garfield Campus

Link to Annual Goals: Annual Goal 11. Identify and evaluate the Total Student Experience

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

BASIC SKILLS FUNDING HAS ALLOWED US TO PROVIDE EXTENDED HOURS AT THE GARFIELD LIBRARY AND THUS THE INCREASED PATRON COUNT.

**F. Report on 2014-2015 Funded Resource Requests**

**Section F applies to all programs and services.**

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

Resource request funded in 2014-2015:	Administrative Assistant, Library and Learning Support Services
Impact of item on program:	THE IMPACT OF HAVING THIS POSITION FILLED IS IMMEASURABLE. THE LIBRARY ADMINISTRATIVE
How will the impact continue to be measured?	The impact of filling the position will be significant, given the expansion of the responsibilities of the Dean Library
Resource request funded in 2014-2015:	Library: Computers for Students
Impact of item on program:	THESE COMPUTERS STILL WERE INSUFFICIENT TO MEET THE LIBRARY'S NEEDS AND FURTHER FUNDS
How will the impact continue to be measured?	STUDENT COMMENTS CONTINUE TO EXPRESS A NEED FOR MORE COMPUTER WORK STATIONS
Resource request funded in 2014-2015:	EMERGING TECHNOLOGIES AND INSTRUCTION LIBRARIAN
Impact of item on program:	THE LIBRARY NOW HAS A LEADER IN SOME OF THE TECHNOLOGICAL AREAS THAT NEEDED FURTHER

How will the impact continue to be measured?	AN INCREASED PRESENCE IN SOCIAL MEDIA AND IMPROVED TECHNOLOGY OFFERINGS TO FACILITY
Resource request funded in 2014-2015:	6 WIRELESS ACCESS POINTS
Impact of item on program:	THESE HAVE NOT BEEN INSTALLED YET
How will the impact continue to be measured?	BETTER WIFI CONNECTIVITY THROUGHOUT THE LIBRARY AND FEWER STUDENT COMMENTS ON THE
Resource request funded in 2014-2015:	30 COMPUTERS FOR STUDENT USE
Impact of item on program:	THE LIBRARY WILL CONTINUE TO WORK TOWARDS MEETING THE COMPUTING NEEDS OF STUDENTS
How will the impact continue to be measured?	IMPACT WILL BE MEASURED BY STUDENT SURVEYS AND COMMENTS THAT CONSISTENTLY NOTE THE

### G. Program Resource Requests (All Programs)

#### Section G applies to all programs and services.

IHAC	COLLECTION DEVELOPMENT / GARFIELD LIBRARIAN	Note: Carried over from 2014-2015.
RR	FURNITURE FOR LIBRARY REMODEL	Note: Carried over from 2014-2015.
CHAC	LIBRARY TECHNICIAN II	Note: Carried over from 2014-2015.
RR	LIBRARY SHELVING FOR GARFIELD CAMPUS LIBRARY	Note: Carried over from 2014-2015.
RR	PA SYSTEM	Note: Carried over from 2014-2015.
RR	4 WHITE NOISE GENERATORS	Note: Carried over from 2014-2015.
RR	12 DRY-ERASE, WHITE BOARDS FOR LIBRARY STUDY ROOMS	
CHAC	INCREASE IN ASSIGNMENT - 90% to 100% - Library Tech I	
RR	Garfield Patron Door Counter	
RR	30 Computers to replace old computers	
RR	Clean the ceiling Library Entrance and Circulation area	
RR	2 Additional wireless access points	
CHAC	INCREASE IN ASSIGNMENT - Library Assistant I	

### Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.

THE UPDATE PROCESS FOR PROGRAM REVIEW WAS FAIRLY STRAIGHT FORWARD, REQUIRING THE ADDITION OF LAST YEAR'S DATA AND UPDATING RESOURCE REQUESTS. I WOULD LIKE VALIDATORS TO PAY PARTICULAR ATTENTION TO THE LIBRARY'S NEED TO HAVE THE CEILING CLEANED, THE LIBRARY TECHNICIAN II POSITION, AND THE FURNITURE NEEDED TO COMPLETE THE LIBRARY'S REMODEL. THESE THREE REQUESTS ARE CRUCIAL TO THE LIBRARY'S MODERNIZATION AND CREATING A LEARNING SPACE THAT FULLY MEETS STUDENT NEEDS.