

**1.1 Introduce the self-study with a brief history of the Division of Learning Resources. In a single page or less, describe any unique characteristics, concerns or trends affecting the LRC and any significant changes or needs anticipated in the next three years. Include in the history increases or decreases in number of full-time and part-time staff members, expansion, or decline in Learning Resources functions or departments (e.g. Graphics). Include a graph and explain the organization and functions of departments within the Division of Learning Resources (e.g. Photography, Word Processing). Remember, this is a broad general assessment versus the more detailed responses later in this report.**

### **History**

The Grossmont College Library had an outstanding beginning. Opened in 1964, it attracted much attention for the exceptional quality of its book and nonprint collections, for the innovations in nonprint viewing and listening facilities, and for the striking open architectural design. Because of this, the Library became the target of many site visits, and was a large contributor to the reason that after a few years Grossmont College had developed a reputation as the Harvard of the community colleges.

The collections continued to improve for a number of years. Book and nonprint budgets were large, and the selection input of an exceptional faculty paid big dividends in the quality of the collection of learning materials. In addition, a dedicated cataloging staff and a card catalog that had full and current cross-references enhanced access to the contents of the collection. The number of specialized personnel in media services was exceptional. Reflecting a current trend in the library world, the three main elements of Library, Instructional Media, and Instructional Television were combined into a single entity, the Learning Resource Center.

### **Facility**

A number of evolving constraints began to diminish our young tradition of excellence; the first was the size of the building. The initial library building was designed for a full-time enrollment of 4,800-day students. As enrollment increased, size constraints began affecting our effectiveness. To help, an addition was built in 1967 that provided more space for audio-visual services and book shelving.

In addition to the growing enrollment - placing pressure on a structure of finite size - was the expansive vision expressed in changing the name to Learning Resource Center (LRC). In 1970 our name and function changed by having units placed within the library's walls. The inclusion of Tutoring in 1974 and the Computer-Assisted Learning Mode (CALM Lab) in 1985 typified the growth in service functionality that placed more and more stress on the limits of the building. As advancements in services and technologies were made, more and more constraints on the building were identified; beyond insufficient space, these included barrier problems, no integration of functions, and the inability to meet current and future technological needs.

In 1998 the state approved funding for a new LRC with 46,650 assignable square feet (ASF) or 12,199 ASF more than the existing building. Plans were made to break ground for the new LRC in 2001.

### **Present**

In July of 2003, the college opened the LRC in a new structure which houses the Library, Instructional Media Services, Media Acquisitions, Interlibrary Loan, Photography, Graphics, Word Processing, and Faculty Evaluations. The former LRC has been completely renovated and reopened as a Technology Center with a computer mall flanked by computer classrooms and offices. These two structures connected to form one building, which underwent a name change to the Learning and Technology Resource Center (LTRC). The facilities and their functions were unveiled during the grand opening ceremony in May of 2004.

### ***Facility***

In the LTRC, the library occupies most of the North end of the new structure. However, one room on the first floor is assigned to Faculty Evaluations. The top floor houses Media Acquisitions, Interlibrary Loan (ILL), and a Library Instruction Lab. The basement is the Instructional Media Center and contains Graphics, Photography, Word Processing, and most of Instructional Media Services. In addition, this area houses a videoconference/distance learning room and a faculty instructional development lab. (See Appendix 1.1 for floor plan).

The library incorporates updated technology, expanded collection space, and increased access for the disabled. The new structure was completed at the cost of \$17 million; which was funded through the State's general obligation bonds and Proposition R. However, using the State Chancellor's Office's own formula from Title 5 of the California Code of Regulations, Section 57030, the new LTRC is only 70% of the size necessary for predicted growth.

### ***Budget***

The move into the new library has met with mixed results. Although the LRC now has new space, we have been crippled by budget cuts caused by the State's \$24 billion deficit. In the LRC, the effect of reduced funding has been felt in our book collection, periodicals, online databases, audio-visual materials, service hours, faculty, and staff. Access and quality of resources and services are very hard-pressed.

### ***Budget and Physical Resources***

It has always been the goal of the library to provide information and learning resources and services that are sufficient in quality, depth, diversity, and currency to support the college's curricular programs. Our collection includes 95,373 books and 361 print periodical subscriptions. There are 56 public access computers which provide access to our online catalog and an online index to periodicals containing thousand of full text articles.

***Budget and Service Hours***

The Library staffs the reference desk with professional librarians to help students obtain quality information and fulfill their research needs. Given our hours of operation and decrease in faculty, other areas of librarian work such as selection and deselection of materials, cataloging, online and class instruction, database maintenance, and authority control work, are often neglected to keep the reference desk staffed.

The Library’s hours of operation are barely adequate, although Saturday openings had been eliminated in spring 2003 due to lack of funds. According to the spring 2004 Student Survey, the majority of students responding felt the library was open when they needed it. However, in the comment section of the survey, several students expressed a desire for extended morning as well as weekend hours.

***Budget and Staffing***

The Library operates at a staffing level well below the standards set by the American Library Association and Association of College and Research Libraries. Title 5, sections 57030 and 58732, outline the space, staff, and materials specifications for California Community Colleges. The Title 5 sections reflect ALA/ACRL minimum standards, which for a community college of our size (9,000-10,999 FTE) is:

<u>Title</u>	<u>Minimum</u>	<u>Excellent</u>	<u>Our Current Staffing</u>
Administrators	1	1	1
Professional	10	15	4
Technicians	11	20	9
Other Staff	9	17	2
Total Staff	31	53	16

Our full-time librarian staff had dropped from 6 to 3 and is currently staffed with 4 librarians. The classified staff has been hit hard mainly in Circulation and Media Services. The circulation desk is staffed for 59 hours a week with 2 people at the desk at all times. Currently there are 4 full-time personnel in circulation and each has other assignments that occupy much of their time, such as the processing of periodicals, reserve materials, and overdue fines. Staffing one circulation desk at its minimum is challenging enough. With the new building, a second circulation area has been established; this is the passage from the library into the technology center. Due to security, the monitoring of security gates for library items that have not been desensitized, a staff person must be at this secondary circulation desk during hours of operation. Currently, we do not have the personnel to staff this properly.

Media service, too, has undergone drastic transformation with the relocation to the new building. During previous years, the media desk had 2 full-time and several part-time employees, and our Interlibrary Loan service had 3 full-time employees. These two departments, along with the duties included, have been combined and

given to 1 full-time person, Marty Armstrong. Not only are the Interlibrary Loan services conducted from her office, but also media services are under her domain.

In the “good old days,” most units of the LRC had a full complement of student hourly employees. In recent years the Division has had to depend more each year on work-study students, a fact which has led at times to insufficient or ineffective coverage. Circulation and Instructional Media Services rely significantly on student work forces. Technical Services, which orders and processes all the learning materials, once had between 6 and 8 student hourly employees at any given time. They are now lucky to get one or two work-study students with very limited hours.

The state budget deficit has affected all aspects of California colleges’ functions. As funding decreased, staff levels decreased, and too the number of possible services decreased. The dedicated staff at Grossmont College’s Library has worked hard to maintain services and place our students first when making the difficult decision of cutting expenditures.

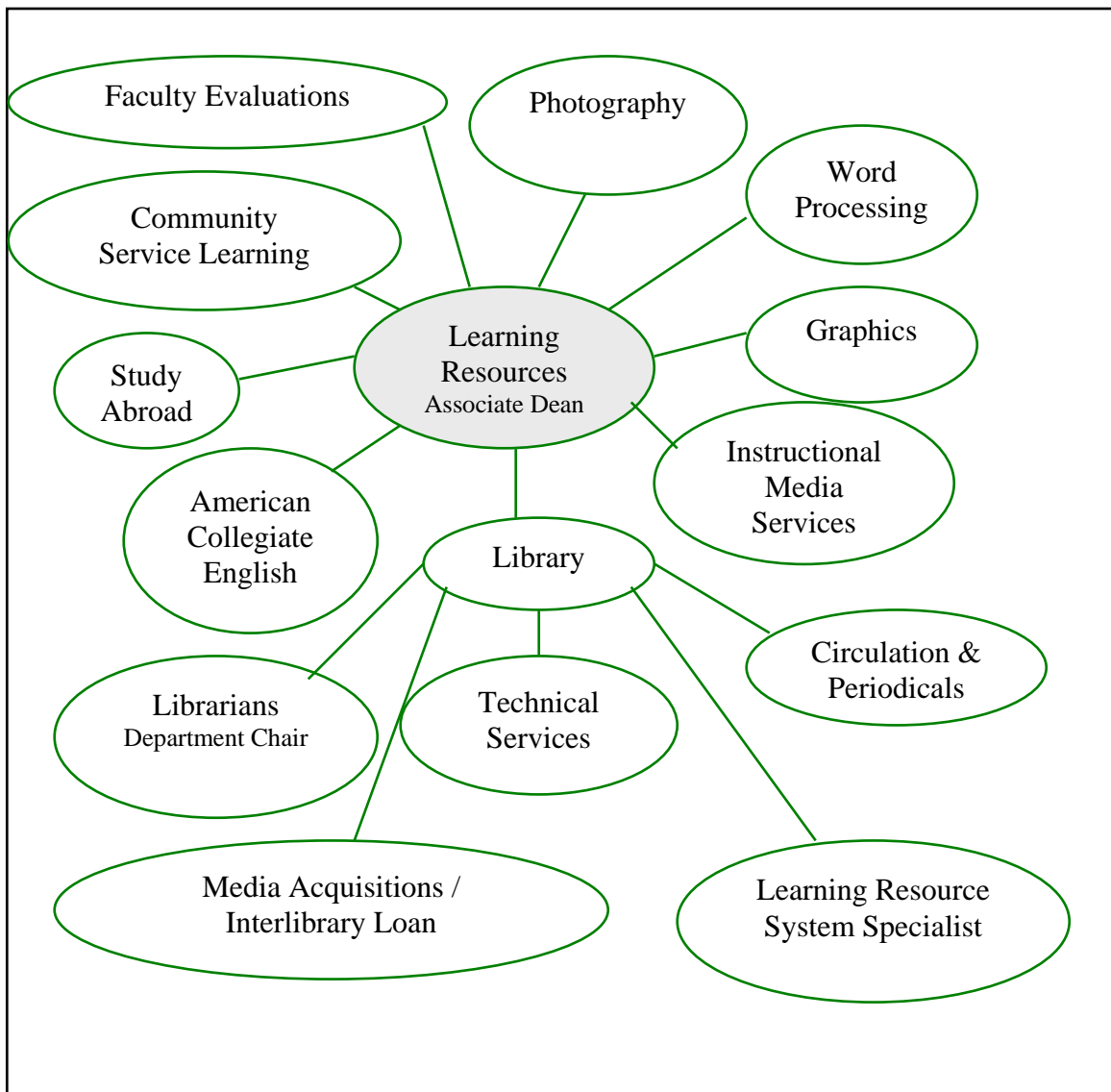
## **Future**

### ***Issues and Trends***

Grossmont Library joins others in continuing to reduce expenditures to help the current and projected college budget deficit while minimizing the negative effect to students. We also constantly seek ways to improve our services to off-campus library users and increase off-campus library support. Trends in library purchasing of online databases have led us to join statewide library consortiums to purchase electronic materials using economies of scale to obtain decreased price. As libraries continue to move in the direction of patron access to full text online journal articles, we are becoming more concerned about the issue of periodical **ownership** versus **access** ( through the essential leasing of online articles) and seek to find a balance between both.

In our new building, we are connected to the technology mall. This is a connection that we foresee to be not just in name, but also in function. As we progress into the next academic school year, discussion and planning will be underway to ask the questions, “what is the future of the library?” and “how should it be restructured?”

## Organization and Functions of Departments



All departments within the Division of Learning Resources are under the direction of the Associate Dean of Learning Resources. Coordination, planning and decision-making are carried out through:

- Direct communication between individuals and the Associate Dean or between the unit as a whole and the Associate Dean
- Meetings between the Department Chair, who represents the library faculty, and the Associate Dean
- Meetings between the librarians with and without the Associate Dean

The **Library** is the largest Learning Resources department. Its working components consist of the **librarians** including a Department Chair, **Circulation, Periodicals, Technical Services, Media Acquisitions/Interlibrary Loan**, and a **Learning Resource System Specialist**. Its services include access to a collection of print and nonprint materials to aid in finding desired and relevant items and information, and Circulation Desk assistance in borrowing materials. The librarians also help students initiate interlibrary loan requests for materials outside the collection and teach library research skills. Connection to the Internet provides student access to resources and library collections worldwide. Behind the scene, Technical Services orders, processes and catalogs all books and nonprint materials being added to the collection. Instructional Media programs that support the curriculum are obtained through Media Acquisitions. These materials may be purchased for our own collection or borrowed from other colleges or the San Diego and Imperial Counties Community College Learning Resources Cooperative, of which Grossmont is a member. Interlibrary Loan provides a service to borrow materials from various libraries, including a courier service to pick up materials from SDSU and Cuyamaca with 24-hour turnaround if possible.

**American Collegiate English (ACE)** provides English and TOEFL preparatory instruction to nonnative speakers of English who wish to improve their English skills in order to attend an American college or university.

**Community Service Learning (CSL)** is a form of “experiential education,” which helps students “learn by doing” through structured activities outside of the classroom and by reflecting on these experiences. Through CSL, students learn about needs in the community while acting to address those needs at a specific agency.

**Faculty Evaluations** handles all of the paper work connected with faculty evaluations, e.g., distribution of evaluation packets for each faculty member being evaluated. The one-person staff word-processes all student comments in order to maintain the confidentiality of students making those comments.

**Graphics** has traditionally rendered an art service to the instructional program, the College and the District. As tools have evolved from the brush and pen toward the computer, the service continues to be the same: high-quality graphics in instructional-support materials and in brochures, posters and other forms to support the programs of the College and the District.

**Instructional Media Services** delivers audio-visual equipment and software to classrooms as requested by faculty, and has installed permanent television sets in many classrooms across campus. A series of “Smart Carts” have been created to deliver high-tech computer resources to classrooms including data projection devices and connectivity to the network nodes that are now installed in all classrooms. Faculty and staff training in the operation of equipment and the effective use of media are also provided by IMS employees.

**Photography** uses the camera wherever pictures are needed to enhance instruction or support the programs of the College and the District. Whether it is the college catalog, the staff Gallery, a newsletter, or any other instructional or promotional need, Photography provides the service as artistically as possible.

**Study Abroad** is part of the San Diego and Imperial Counties Community College Association (SDICCCA) consortium approach to providing Grossmont College students an opportunity to study in a foreign country for one semester. The College encourages international study-travel programs when used as a means for teaching and learning integral to the instructional program of the district. The Study Abroad program is an international study-travel program for credit and non-credit classes.

**Word Processing** turns submitted copy into finished documents of many types as needed by faculty, the College or the District. Typical examples are tests, class handouts, forms, and brochures. Input, revisions, and proofreading are also conducted. Word Processing staff maintains a high state of expertise and can deliver its services quickly when needed ASAP.

**1.2 Appendix 1.2a and 1.2b contains the Three Year Goals and Objectives/Master Plan for the Division of Learning Resources. Make comments on the following:**

This question has been interpreted to mean the “activities” listed by the LRC in the Educational Master Plan that support the institution’s goals.

**☞ Why are these the program’s goals?**

The overall purpose of Learning Resources is to support the mission of the College. All of the program’s goals have been included because they support both the Learning Resources mission statement and the goals of the College.

**☞ How are these goals tied to the LRC mission statement?**

The mission of the Learning Resource Center/Library is to foster learning among the college’s students and staff through access to adequate and appropriate information and learning resources: materials, technology, equipment, staff and services.

The goals here are referred to as “activities” in the Educational Master Plan. All of our goals -- whether related to facilities, personnel or services -- tie to the LRC mission statement as they ultimately foster learning among the college’s students and staff.

**☞ Which goals have been met?**

Learning Resources

- ☞ Activity 1: Work with interior designer to insure the new equipment and furniture in the new LRC are functional and flexible. Provide staff and students with necessary equipment, technology, and learning materials. Continue to evaluate equipment, technology and learning materials and select the appropriate items.

Furnish the interior of the new LRC in a way the will provide maximum flexibility, accommodation and usefulness.

- Met the College's goal of providing high-quality instructional programs and appropriate technologies as well as supporting and maintaining educational excellence.
- Activity 2: Provide staff with appropriate training for the use of job-related software and hardware.
  - Met the College's goal of supporting services and staff to achieve educational goals.
- Activity 3: Work closely with construction coordinators during the LRC construction in order to insure there is as little disruption to LRC services as possible.
  - Met the College's goal of providing high-quality instructional programs and appropriate technologies by keeping access to the LRC open while constructing and moving from the old building into the new one.
- Activity 4: Implement Individual Strategic Plan (ISP) system and facilitate the achievement of the stated goals.
  - Met the College's goal of sustaining and valuing a high-quality, diverse staff dedicated to accomplishing the goals of the college.
- Activity 5: Take actions that will reduce expenditures in order to help the current and projected college budget deficit while minimizing the negative affect to students.
  - Met the College's goal of maximizing resources and enhancing staff understanding of involvement in budget processes.

#### Instructional Media Services

- Activity 1: Add the classified position of IMS Technician, Sr. for evening hours.
  - Met the College's goal of actively seeking a diverse staff dedicated to accomplishing the goals of the college.
- Activity 2: Include required instructional equipment in the College Technology Plan and the College Educational Master Plan. Obtain sufficient budget to implement IMS Technology Plan. Test and evaluate new instructional equipment and technology.
  - To meet the College's goal of providing appropriate technologies. This activity is in progress.
- Activity 3: Use SIRSI system more effectively.
  - To meet the College's goal of providing high-quality instructional programs and appropriate technologies, this activity has not been met and with reevaluation has been removed as a goal.
- Activity 4: Send staff to more technical workshops and/or classes
  - To meet the College's goal of seeking, sustaining and valuing a high-quality, diverse staff dedicated to accomplishing the goals of the college, this activity has not been met.



### Circulation/Periodicals/Technical Services

- Activity 1: Provide more effective training for part-time workers. Increase hourly budget in order to be less dependent on Work Study students. As part of this goal, hire and train part-time workers for the jobs and hours the library requires. Increase staff attendance at work related conferences and workshops. Streamline Circulation operation with the goal of continuing to provide a high level of service to students and faculty while reducing the personnel costs. Provide more technical training for staff especially SIRSI training.
  - To meet the College's goal of seeking, sustaining and valuing a high-quality, diverse staff dedicated to accomplishing the goals of the college, this activity is in progress.
- Activity 2: Evaluate the Periodicals back-issues collection; eliminate titles that are no longer being used and/or do not support the college's curriculum and goals.
  - To meet the College's goal of providing high-quality instructional programs this activity has not been met.
- Activity 3: Complete the system analysis on the book acquisition process. This will include purchasing, receiving, processing and cataloging. Streamline the process, if possible.
  - To meet the College's goal of providing high-quality instructional programs and support services, this activity is in progress.
- Activity 4: Obtain a stable instructional materials budget that is sufficient to add more current materials than the amount weeded, i.e., enlarge the size of the collection.
  - To meet the College's goal of providing high-quality instructional programs has not been met.

### LRC Systems

- Activity 1: Obtain a stable instructional materials budget that is sufficient to add more current materials than the amount weeded, i.e., enlarge the size of the collection.
  - This activity which supports the College's goal of providing high-quality instructional programs and increasing funding has not been met.
- Activity 2: Equip the new building so it will accommodate current and near future needs.
  - Met the College's goal of providing high-quality instructional programs.
- Activity 3: Include instructional equipment, computers and other technology requests in the College Technology Plan. Secure budget to implement the plan.
  - Met the College's goal of providing high-quality instructional programs.
- Activity 4: Equip the new Bibliographic Instruction room so a minimum of 30 computer stations can be utilized by students. This will allow all students in a bibliographic instruction session to participate interactively in the instruction.
  - Met the College's goal of providing high-quality instructional programs.
- Activity 5: Increase the amount of staff development activities. Of special importance is SIRSI training.
  - This activity which supports the College's goal to provide support services and staff to achieve educational goals has been met in-house, but not

supported as an off-campus activity outside of SIRSI training.

#### Media Acquisitions/Interlibrary Loan (ILL)

- Activity 1: Request that the courier position be made a contract position.
  - This activity which supports the College's goal of providing support services has not been met.
- Activity 2: Obtain a stable budget for instructional (non-print) media.
  - This activity which supports the College's goal of providing high-quality instructional programs increase funding has not been met.
- Activity 3: Eliminate materials from the collection that are out-of-date and not used.
  - This activity which supports the College's goal of providing high-quality instructional programs is in progress.

#### **What actions have been taken and obstacles encountered in achieving these goals and objectives?**

##### Learning Resources

- Activity 1: The interior designer was dismissed during the project, therefore much of the new buildings interior was placed in the capable hands of library staff; three exceptional staff members, Theresa Cristobal, Glenda Jiles, and Rhonda Bauerlein called upon their previous experiences and natural talents for layout of furniture and equipment.
- Activity 2: Weekly one hour in-house training sessions take place in the library's instruction lab.
- Activity 3: The move from the old building into the new one was so well coordinated there was **no** disruption to users of the library.
- Activity 4: All classified staff members work on their Individual Strategic Plan (ISP) -- under the guidance of the Associate Dean -- on a continual basis.
- Activity 5: Expenditures were reduced (much to the detriment of the users of the library). Difficult decisions had to be made for discontinuing periodical items, the book budget was drastically cut back and has not been restored, hours of service were cut back, many faculty and staff positions went, and continue to go, unfilled. With a continued lack of sufficient staff, many previous high-quality services, such as library instruction, reference services, and the media desk service, are showing signs of stress.

##### Instructional Media Services

- Activity 1: A new staff member was hired.
- Activity 2: Due to a lack of funds and staffing this activity is slow in progress.
- Activity 3: Through reevaluation, it has been determined that SIRSI is not functional for media delivery.
- Activity 4: No budget money has been made available for conference, workshops or technical training of staff.

##### Circulation/Periodicals/Technical Services

- Activity 1: A new "follow up" training sheet for student workers has been established; this needs continual updates as changes in circulation are made. The hourly budget has not increased which impedes the goal of hiring part-time

- employees. Procedures such as bill payment, dealing with fines that are less than \$1.00, and renewing items has been streamlined. No budget money has been made available for conference, workshops or technical training of staff; in-house training for Outlook, Excel and Microsoft Word has been attended by staff.
- Activity 2: As the collection shifts, older periodicals are moved, periodical are evaluated by the periodicals technician and librarian. Time away from daily duties has impeded this activities process.
  - Activity 3: The book cataloging portion of this activity has been completed. To do this a complete reorganization of the process needed to be done. The media portion of this activity is in progress. Meetings with appropriate personnel have been held in order to analyze the current process.
  - Activity 4: The largest obstacle has been the State budget which has been in trouble for several years. Prior administrative commitments of establishing an incrementally increasing base budget have not been met.

#### LRC Systems

- Activity 1: The largest obstacle has been the State budget which has been in trouble for several years. Prior administrative commitments of establishing an incrementally increasing base budget have not been met.
- Activity 2: The second and third phases of computer installation have been completed. Shortly after moving into the new library building the need for wireless computer access was determined. The necessary hardware for this has been obtained and installation will be completed in January 2005.
- Activity 3: Before devising any plan, several meetings with appropriate personnel were conducted.
- Activity 4: There was a need for modification since the Library Instruction Lab could only accommodate 28 computers. Trouble with the construction crew completing the necessary wiring was encountered, but this was remedied with Tim Flood's intervention.
- Activity 5: The budget has not allowed for needed staff development activities. TTIP funding has helped with critical OCLC training for staff.

#### Media Acquisitions/Interlibrary Loan (ILL)

- Activity 1: This position has not been approved. As the demand for interlibrary loan materials increase, so have the hours of the courier, who remains as an hourly employee.
- Activity 2: There has not been a stable budget. Every year \$1,000 is received; this is not guaranteed from year to year. There is a need to replace lost, stolen, and damaged materials each year, the \$1,000 we've come to depend on covers these needs, leaving very little for new materials.
- Activity 3: An inventory is being conducted. Once completed, the process of weeding can begin. Daily activities take precedence over inventory, making progress slow.

#### **📖 How have these goals changed and why?**

The goals of the LRC continue to be reviewed, updated, and added to in order to maintain a high-quality library collection and services that provide the means necessary for students to achieve their academic goals.

**1.3 Appendix 1.4 contains the most recent Program Review Committee recommendations for the department/program. Describe changes that have been made in the department/program in response to recommendations from the last review.**

Out of the 16 recommendations, 10 have been completed since the 1997 Program Review. The 6 which have not been completed appear below in italic type.

- 1. Continue the funding levels of Fall 1997 by creating permanent line items in the budget for books, periodicals, non-print instructional materials, instructional technology (hardware and software), and equipment repair and replacement. The amounts in each budget should be enough to enable Grossmont to maintain no less than 75% of the standards established by the American Library Association for colleges of our size.*

Item Type	GC Library, 2002-2003 Actual Expenditures	GC Library, 2002-2003 Line Item in Budget	ALA Standards for 10,000 FTES Min50%/Max 90%	75% of ALA standards Min/Max
Books	\$36,121	\$20,865 (books and standing orders)	\$146,900/\$374,700	\$110,175/\$281,025
Periodicals	\$51,639	\$34,345	\$87,000/\$222,000	\$65,250/\$166,500
A-V: Vid eos, CD s, DV Ds	\$13,470	\$1,000	\$31,200/\$100,400	\$23,400/\$75,300
Computar Hardware	Came from new building budget	0	\$42,700/\$153,000	
Electronic Resources		\$7,600		

- 2. Make the construction of a new LRC building a high-priority capital project in the Master Plan.**

Construction of a new LRC was completed in 2003. Although the new LRC, at 44,947 assignable square feet is not much bigger than the previous one, at 33,035 assignable square feet, it is a high tech, electronic-based center with much more

seating capacity, and a 28-computer instruction room for teaching library orientations.

**3. *Restore the 6<sup>th</sup> librarian position.***

*At this point, we rarely have even as many as five librarians – Kats Gustafson was absent because she was in an acting administrative position for two years, and now Curtis Stevens, who would be our fifth librarian, is acting Associate Dean for 2 years. Our FTES has grown, our space has grown, Internet technology and the number of computers has exploded, but the Grossmont Library continues to hobble along with only four librarians (and occasionally, a fifth.)*

**4. *Fill the secretarial position for the Associate Dean of Learning Resources.***

The secretarial position for the associate dean of the LRC has been given full-time, permanent status.

**5. *Hire a Library Systems Supervisor.***

A Library Systems Supervisor (actually called *Learning Resources Systems Specialist*) was hired in January 2001.

**6. *Hire a paraprofessional to do library authority control.***

A paraprofessional was hired temporarily to complete authority control. Regular staff is maintaining it.

**7. *Purchase 2 additional ProQuest, 12 universal computer stations, and 6 printers to meet increasing student demand for online catalog searches and Internet access.***

ProQuest were CD-Rom based products that have been replaced by databases available via the Internet. At the time these recommendations were made, there were 8 computers, and 14 more were requested. We now have 54 between both floors (not including the 28 in the Library Instruction Lab), so we have far exceeded that goal. We had asked for 6 printers, but we only need the 3 we have – one color and one black and white on the main floor, and one black and white upstairs, because all of our computers are networked to the printers.

**8. *Re-classify the Instructional Media Coordinator's position to Supervisor to more accurately reflect increased work duties.***

*This position has yet to be re-classified.*

**9. Include a professional librarian as a permanent member of the Planning and Budget Committee.**

*A professional librarian has not yet been given an opportunity to become a permanent member of the Planning and Budget Committee.*

**10. Replace the LRC entrance doors with two ADA approved, automatic, sliding doors.**

This is no longer an issue, since we are in a new building with appropriate entrances/exits.

**11. Route the Technical Services Report and an annual summary of the status of Learning Resources through the formal chain of command so as to apprise decision-makers of the state of the college's most essential facility.**

*This specific report was not routed and was discontinued in 1997/98. There is a Division of Learning Resources Annual Status Report that is completed and sent to the Vice President for Academic Affairs.*

**12. Add a graphics designer to the Graphics staff to handle increased demand for supporting classroom instruction.**

*In September 2004, about 7 years after this need was expressed, a half-time graphics designer was hired. There is still a need, at the very minimum, for this half-time position to become a full-time position.*

**13. Publicize the availability of LRC services to the East County community.**

The library has generated a large amount of publicity since 1999, but better than the type envisioned. Rather than marketing LRC services to the East County community, we have chosen to market to our "customers"- our students, staff, and faculty. In 1999 we began our weekly "LRC Tips" for both the student newspaper, the Summit, and the staff newsletter, The Loop. Information on how to set up library instruction for classes also appears in numerous issues of the Loop each term.

We have also marketed our new LIR 110 course since its inception in 2003 through flyers in both the Counseling office and at the library.

**14. Initiate and publicize professional development week in-services to update faculty on the use of the Multi Media Center and of the newest search technology.**

Each professional development week (a.k.a. flex week), the LRC offers in-service training to faculty on various topics, ranging from what's new at the library,

plagiarism, and Internet search techniques, to how to use classroom multimedia (Smart Carts, etc.).

**15. Create a course on the use of the LRC, library materials, and current technologies in acquiring and accessing information.**

This was completed with the initiation in 2003 of a one-unit course, LIR 110 – Research Methods in an Online World.

**16. Create space for a bibliographic instruction classroom.**

With the new building, we enjoy a 28 computer state-of-the-art instruction classroom called the Library Instruction Lab (or LIL for short).





## 2.1 Detail methods for evaluating the Division of Learning Resources' success.

The Division of Learning Resources gathers data on a regular basis. The survey instrument is continuously reviewed and modified as needed to produce the most useful feedback on the success or failure of the Division's main service features. The results of that survey are conveyed to all staff members. See (appendix 2.1a and 2.1b). Statistics lend additional information:

- ☞ The number of materials circulated
- ☞ The number of holds requested by students
- ☞ The number of students using microfilm
- ☞ The number of students accessing our webpage
- ☞ The number of students receiving instruction
- ☞ The number of students using our subscription databases on campus
- ☞ The number of students using remote access to subscription databases
- ☞ Which databases are in use and the amount of time in use
- ☞ The number of users inside the facility (gate count)
- ☞ The number of reference questions answered
- ☞ Reports on how often a specific book was in circulation
- ☞ The number of media check-outs

While there is no formal evaluation process for providing faculty input, there are a number of indicators that we use in an ongoing, informal process. These include, among others:

- ☞ The number of faculty who request bibliographic instruction and who involve their students in library research and assignments
- ☞ The number of instructors who place materials on Reserves
- ☞ Information from or about instructors who are so dissatisfied with the state of the collection that they refer their students directly to other libraries
- ☞ The observations of reference librarians in terms of student requests for information and the success or failure of their outcomes
- ☞ The number of students who show no sign of having received library instruction
- ☞ Purchase requests honored
- ☞ Student evaluation of librarians
- ☞ Student comments
- ☞ Number of incoming and outgoing interlibrary loan requests

All of these are compared to the Association of College and Research Libraries (ACRL) standards set for community college libraries of comparable size.

**2.2 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum?**

New Library Research Course

The advent of the Internet, with its ability to search the world wide web for information, has contributed to the need (as has a State-level near-mandate for information literacy) for an actual research methods course that emphasizes search engines, search strategy, and tools for discovering if a source is authoritative. For these reasons, Cuyamaca and Grossmont librarians created a one-unit course, “LIR 110 – Research Methods in an Online World.” Included in the course curriculum are the social and ethical issues of plagiarism, privacy and security, and copyright. (Please see the course description in Appendix 2.2).

Off-Campus Access Program

Since the library is somewhat different than instructional departments, we have defined “programs” as: “projects we’ve undertaken for a specified end.” The major program we have undertaken in the past several years, due to advances in technology, is 24/7 (remote) access for our users. The elements of this program are further listed in section 2.4. This element of library services has become so important that Patricia Morrison changed her role in spring 2004 from *Electronic Resources Librarian* to *Off-Campus Services Librarian*.

Societal Issues that Affect Grossmont Library

Societal issues which are changing, and which may have a future effect on the library, are issues of copyright in regard to electronic media, and issues of user privacy, for example, the United States Patriot Act. At the time of this writing, these social issues are in a transitional state, and are not yet resolved through law.

Current Trends

Students are expecting computer access available to them at all times from a variety of locations. Because of the increased number of students entering our doors requesting access to our library through their personal laptop computers, we are moving to accommodate them through wireless technology.

**2.3 Describe your relationship with Cuyamaca Library.**

Our relationship has improved significantly since the fall of 2003 when Grossmont invited Cuyamaca to participate in bi-annual joint librarian’s meetings. As a result we have been able to improve services for students district wide:

- ☞ Database sharing of catalog: We share an online public access catalog (OPAC). When users search the catalog, they can choose to view both Grossmont’s and

Cuyamaca’s resources (books, videos, journal holdings, etc.), or they can limit their search to one or the other.

- ☞ Database sharing of periodical index: We also jointly subscribe (for cost savings) to all of our Gale Periodical databases.
- ☞ Circulation Policies: both libraries agree upon book circulation policy for ease of student use between campuses.
- ☞ Interlibrary Loan: Grossmont users who find an item belonging to Cuyamaca (and vice-versa), are able to obtain it through our ILL courier service within 24 hours.
- ☞ Library Research Course: In 2001, librarians Patricia Morrison from Grossmont and Kari Wergeland from Cuyamaca , at the urging of Cuyamaca’s Dean of Library Services, volunteered to create an aligned, one-unit library literacy course, subsequently named: LIR 110- Research Methods in an Online World. The course has already been taught for a few semesters, separately as well as joined with a “Project Success” English 120 course. Cuyamaca has converted LIR 110 into an online course, and Grossmont will soon follow suit.
- ☞ Librarian Collaboration: In fall 2003, after a number of years of separation, librarians from both libraries made a concerted effort to collaborate more closely in all areas of library services. To that end, the librarians instituted joint departmental meetings, to be held twice a year during each flex week. Topics of joint concern are discussed and worked out.
- ☞ Cataloging: The catalogers between the two libraries are diligent in their efforts towards consistency and non-duplication of records.
- ☞ Disproportionate Resources: Cuyamaca college, with 49% the FTES, has a library that employs the same number of full-time librarians as does Grossmont (4 as of this writing) and enjoys a resources budget that exceeds Grossmont in terms of ratio to patrons served.

Library	2003-04 FTES	Materials Budget Expending	Number of FT Librarians
Grossmont	11,174	\$121,065.	4
Cuyamaca	5,487	\$86,456.	4

	Total FTES	Total Materials Budget
	16,661	\$207,521
Grossmont	Serves 70% of total FTES	Allocated 58% of Budget
Cuyamaca	Serves 30% of total FTES	Allocated 42% of Budget

## **2.4 Describe innovations, achievements, and/or special projects undertaken by the Division or individual staff members.**

Although there are 7 years to review since the previous Program Review in 1997, this review is limited to the past 5 years, with the focus on the last two. The library staff produced an enormous number of achievements just within the past two years alone, for three major reasons: 1) innovations in technology, 2) the move to a new building, and 3) infusion of “new blood.” The major achievements are recounted here under six categories: 1) facility/equipment, 2) remote 24/7 accessibility, 3) enhanced services to users, 4) streamlining/money-saving, 5) outreach, and 6) miscellaneous.

### Facility/Equipment

- ☞ Move to new building in summer 2003 – An enormous undertaking for the staff, starting from two years before, and only now, one year later, starting to wrap up. Certain staff members in particular spent a huge number of hours and amount of energy on minute details of design, planning, the actual move, and then afterwards, handling the inevitable challenges of a new building.
- ☞ Infusion of computers - The major equipment change from the old library to the new was the infusion of computers for users. The “old library” had 24 computers for users; the new library has 34 downstairs, 24 upstairs, and 28 in the new Library Instruction Lab (LIL), for a total of 86.
- ☞ New Library Instruction Lab, with Net Support Software, and document camera – In the “old library”, when the librarians taught hour-long classes for an instructor’s class on how to use the library, they taught in a classroom with tables and chairs, demonstrating online library tools using a projection system. With the advent of the new library’s instruction room, students can do hands-on, interactive work at 28 computers, the instructor can control their computers to maximize the learning experience, and a document camera allows the presenter to project and magnify items from documents, books, and/or journals to show on a large screen
- ☞ A combined LTRC – The computer labs and library were considered separate before the move, although they worked together closely. These two areas, both in the same building, have now been combined, producing the “Learning and Technology Resources Center.”
- ☞ Monitors have been placed in strategic areas throughout the library to announce library hours and other information, and to display television and/or emergency information should the need arise.

### Remote 24/7 Accessibility

Since the last program review in 1997, the library has enhanced its Internet presence tremendously, overhauling the library web site several times, and adding numerous capabilities to it. The natural outcome is augmentation of the library’s ability to serve users on an anytime/anywhere basis.

- ☞ Interactive Multi-media Online Tutorial – For about eight months we have been planning a new online tutorial, to replace and/or augment our in-person instruction. The tutorial has animation and sound, and the student can be tested before and after to determine learning outcomes. Because the tutorial is online, it

will be able to be completed anytime/anywhere. Its projected completion date is March 2005.

- ☞ Electronic Reserves – Previously our Reserve materials (a.k.a “limited loan”, which include items like textbooks, readings and sample tests) have only been available in print, necessitating a trip to the library. We have spent 6 months investigating processes for converting some of these to a digital format, for use 24/7. After consulting our legal counsel, we learned how to proceed with legal issues involving copyright. We are in the process of purchasing a scanner and deciding which items can be digitized. The projected starting date for electronic reserves is January 2005.
- ☞ Electronic books – In spring 2004, the library purchased its first set of electronic books. This collection of 3,200 books can be viewed and keyword-searched by users on campus and by remote authentication (username and password).
- ☞ Electronic Reference – In spring 2004, the library purchased its first collection of electronic reference materials, consisting of social and cultural encyclopedias, which can be accessed and keyword-searched by authorized users both on- and off-campus:
  - *Encyclopedia of Aging, 4v, 2002*
  - *Encyclopedia of American Religions, 7th ed., 2003*
  - *Encyclopedia of Children and Childhood in History and Society, 3v, 2004*
  - *Encyclopedia of Lesbian, Gay, Bisexual and Transgendered History in America, 3v, 2004*
  - *Gale Encyclopedia of Multicultural America, 2nd ed., 3v, 2000*
  - *International Encyclopedia of Marriage and Family, 2nd ed., 4v, 2003*
- ☞ Remote Access Services Librarian – Since remote access for our students is a priority, so that we can serve, for instance, mothers with children at home, distance learners, persons with disabilities and the like, librarian Patricia Morrison has augmented her role as “Electronic Resources Librarian.” In her new function, she is the Remote Access Services Librarian, concentrating on providing new services and enhancing existing ones for our remote users.
- ☞ Contacting library departments online – A couple of years’ ago, the library initiated “Ask-a-Librarian”, which allows users to complete a form from anywhere, at any time, asking for a librarian’s help. They will receive an answer within 24 hours. In spring 2004, we added another similar form which offers the remote user the ability to contact the Circulation Department to ask about fines, renewals, overdues, etc.

#### Enhanced Services to Users

- ☞ Take a number system – Allows our computer users to take a number when all stations are occupied so that they know who is next in line in waiting for a computer.
- ☞ Change machine – In spring 2004, we began investigating the purchase of a machine that would change 5, 10 and 20 dollar bills for our students using our printers and/or copy machines
- ☞ Personal computer Internet access – Students who bring their laptops to the library may hook up their computers to the Internet using phone lines, through their own service provider as long as they have the necessary equipment.

- ☞ Wireless access – In spring 2004, our systems analyst began working with I.S. on the ability to offer wireless Internet access to students within the library, from their laptops. Projected start date is January 2005.
- ☞ New restricted stations – Because we offer more applications through our library computers than ever before, we are installing 4 computers downstairs, and 4 computers upstairs, which are dedicated to research use only (mainly the online catalog and databases)
- ☞ Equipment booking module – A booking module system has been installed to help faculty reserve, in advance, audio-visual software (and hardware) needed in the classroom
- ☞ Software for microfilm scanner - to make microfilm reading and printing more accessible
- ☞ Amnesty system - Implemented a bill amnesty and long overdue amnesty program (e.g. after 3 years, delinquent users are excused)
- ☞ Quick catalog search now on homepage – Users can now search our online catalog from the library introductory page, without having to click on the online catalog link
- ☞ ILink – In June 2004, the District purchased an upgrade to our online catalog, called iLink, which offers increased user services
- ☞ Serials Solutions – A few years’ ago, we began subscribing to a program called “Serials Solutions” which allows us to quickly find out not only journals we have physically in the library, but also journals to which we have access to full-text articles in all of our electronic databases.

### Streamlining/Money Saving

- ☞ Systematic check of duplicate journals – With the advent of severe budget cuts for the library in 2003/2004, we began a program to check which journals we own in 2 different formats – both online and in print. Where feasible, we eliminated the duplication, thus saving money without eliminating services or resources.
- ☞ Weblog – The reference librarians used to keep a cumbersome notebook that kept track of problems, situations, troubleshooting, news, changes and the like. Now we do that online through an online weblog, which is keyword searchable, thus making finding answers much more efficient and effective.
- ☞ Inventoried Archives – The library has a small archival collection of historical Grossmont material. In 2003, before the move to the new library, that collection was weeded, re-ordered, inventoried, and catalogued where appropriate, for better access.
- ☞ Weeded the entire collection - In anticipation of the move to the new building, the entire collection of library books was weeded, working closely with the various instructional departments. Thus we did not have to move books that were outdated.
- ☞ Fiction/short story reclassification – Some fictional materials were kept in a separate collection, rather than integrated with the other literature as they should have been. This large collection has now been integrated into its proper area, a project that took well over two years.

- ☞ Relabeled books to readily identify their type – Some materials were not labeled and classified as well as they could be, including indexes, atlases, and encyclopedias. They have now been properly labeled and classified, for more efficient retrieval.
- ☞ Systems analyst hired January 2001 – Due to retirements, we were able to hire our first “computer expert”, whose actual job title is “Learning Resource Systems Specialist.” Ever since then, there has been an enormous surge in library efficiency and productivity. This position, and indeed this individual, whose hand must be in all library computer-related activity, is now seen as integral to our successful functioning.
- ☞ Comprehensive systems analysis in Technical Services Department – In 2002, our Learning Resource Systems Specialist worked with Technical Services, where books are processed, to streamline the process for getting new books out to students sooner. Because of this comprehensive analysis, the library was able to eliminate a half time person’s position, and the department has a much smoother, more efficient workflow
- ☞ Inventory – An inventory of our collection has not been performed since the mid 1990s. We have begun the process with atlases, and are now working on videos. We plan to inventory discreet collections of items first, and then move to the large main collection. The inventory will be ongoing for some time, and will result in accurate information as to what is in our collection.

#### Outreach/Communication

- ☞ Banned Books speech – each year a librarian speaks at the Celebration of Banned Books; this year an innovative multi-media show is planned
- ☞ Plan for student work for display – We are in the planning stages of arranging to display student art work
- ☞ Grand opening – The LTRC grand opening on May 21, 2004 gave us an opportunity to highlight both the new library and the technology center.
- ☞ Our newest librarian, Nadra Farina-Hess, researched appropriate symbols for display on heraldic banners that were used for the LTRC grand opening, commencement exercise, and other celebrations of the college.
- ☞ Outreach through Summit and Loop – For 5 years the library has offered “LRC Tips” – a paragraph of tips on how to find certain types of information – in both the school newspaper, the Summit, and the staff newsletter, the Loop
- ☞ Academic and Student Outreach banners developed for the LTRC Grand Opening are used in a variety of ceremonies as a visual representation of the entire college community’s connection to each other.

#### Miscellaneous Category

- ☞ Memorial fund for children’s books - The library, working with the Child Development Department, has started a memorial fund to buy children’s books, in memory of Barbara Chernofsky.
- ☞ New LIR class – A librarian from Cuyamaca and a librarian from Grossmont created an aligned, transferable one-unit class: LIR 110 – Research Methods in an

Online World. It has migrated to the online environment at Cuyamaca, and there are plans to do the same at Grossmont.

- ☞ 400 culinary arts books – The library accepted a donation of 400 culinary arts books from the Culinary Arts Department.
- ☞ Friday Staff Training classes – Our Learning Resource Systems Specialist has initiated a series of Friday training classes for the library staff. These one hour classes, from 3 pm to 4 pm, started Friday June 18, 2004, covering Microsoft applications.

## **2.5 Describe and provide examples of utilization of technology in delivery of services to students, college, and the District.**

### Services via the Web

We now utilize the web to deliver a wide variety of information, services, instruction, and online request forms via our library web page at <http://www.grossmont.edu/library>. All of these capabilities are therefore available 24/7 – any time, any where. Some examples are:

- ☞ Information: An online book catalog, online access to journal article databases (22 journal databases), access to electronic books (e.g., the complete text of 3,200 electronic books), online reference materials, information flyers/hand-outs, and basic library information such as hours, staff, loan periods and contact numbers.
- ☞ Services: E-mailing of articles to faculty, ability to check status of your library account, and electronic reserves (which is still in the planning stages)
- ☞ Instruction: We are in the process of developing an online library orientation to replace and/or augment existing in-person library instruction. Also, our one-credit LIR 110 has a strong online component, offering the syllabus, links to useful information, and online assignments
- ☞ Online forms: book purchase requests, interlibrary loan requests, request for circulation info (books checked out, fines owed), requests for instruction as well as the evaluation of instruction, and forms to ask-a-librarian a question

### Enhanced Access to the Internet

Internet access for students is now easier than ever:

- ☞ Wireless – (Coming within 6 months) This equipment will provide anyone with a wireless capable notebook or PDA with the ability to access the Internet wirelessly in our library using their own equipment and tapping into our ISP
- ☞ Dial-up capability – Students can now use their own laptops, modems, and Internet Service Providers on four stations to access the Internet in our library.
- ☞ Internet access from over 50 computers on 2 floors, doubled from less than 25 computers in 2001

### Equipment/Hardware/Software

75% of this equipment was newly acquired within the past 5 years:

- ☞ 2 print servers, serving 2 black and white and one color printer
- ☞ Microfilm reader/printer
- ☞ A scanner for student use



- ☞ Information/Emergency monitors located throughout the library
- ☞ Calculators and headphones available for check-out
- ☞ A library instruction lab on the 2<sup>nd</sup> floor, with 28 student computers, a printer, a projection system, DVD/video player, and a document camera. Net Support software allows the instructor at the podium to lock (and release) the 28 keyboards and mice.
- ☞ The 2<sup>nd</sup> floor Media Center offers 5,372 videos, 48 DVDs, and 125 audio CDs and 143 CD-ROMs, as well as 20 audio and video viewing stations plus 9 study room equipped with video viewing.

#### Assistive Technology for persons with disabilities

- ☞ A TDD for communication with the hearing impaired at the Reference Desk.
- ☞ 2 computers with one trackball, JAWS software (a screen-reader: reads the text that appears on the screen), and ZoomText, WYNN and OpenBook, all of which reformat a document so that it can be read more easily (enlarge, highlight text, etc.)

### **2.6 Considering the interests and needs of the community, describe any outreach or community activities initiated by the department/program.**

#### Campus Community

**Academic and Students Service Banners:** To celebrate the opening of the new Learning and Technology Resource Center, the LTRC designed banners which represent the entire academic and student service community. These banners are utilized for special events including commencement ceremonies.

**Resource Guides:** Librarian liaisons work with various faculty members to customize research guides for individual courses.

**Distance Education:** In May 2004, librarian Patricia Morrison's role changed from Electronic Resources Librarian to Off-Campus Services Librarian. In this role, she is focusing on library services to Grossmont's distance learners.

**Online Request Forms:** To encourage faculty, staff, and students to suggest items for purchase, in spring 2004, *request to purchase materials* forms were also provided online.

**Display of student & faculty art:** In support of the students and faculty of the arts at Grossmont College, a variety of art pieces rotate for display in the library.

**Displays and postings:** The library has displayed collections of interest from outside organizations, and also allows postings of items of interest to students such as scholarship or travel abroad information.

**Upgraded Banned Books speech** – Each year, a librarian presents information about banned books during the Banned Books event. For 2004, the presentation was upgraded to an innovative multi-media show.

**Middle College High School interns** – Librarians began mentoring Middle College interns in fall 2003. At the time of this writing, four interns have been mentored for 60 hours each.

**Summit and Loop pieces** – For five years now, the library has published *LRC Tips* in the *Summit* and *Loop*. These paragraph-long “blurbs” offer hints on where to look for useful information of all kinds.

### **Local Community**

**Check-out of books** - The library’s circulation policy allows community members within the zip codes designated as part of the Grossmont-Cuyamaca Community College District to check out materials on a limited basis, as approved by our governing board. The service must be updated annually and costs a nominal fee of \$10.00.

**Library Instruction Lab** – The library has offered our instruction lab to host several local library activities.

**Employment work for local library association** – Patricia Morrison was Employment Chair for the San Diego Chapter of the Special Libraries Association for five years running. She finally had to give it up, due to term limits.

**LTRC Grand Opening** – The library sent out 2,000 invitations to its grand opening on May 21, 2004. Approximately 500 persons attended, including library retirees, local librarians, community members, Foundation members, alumni, and area politicians. In addition, Nadra Farina-Hess spoke at the event, welcoming people to the new facility.

**Intern from library master’s degree programs** – In fall 2004, librarian Patricia Morrison is training an intern in the master’s degree of library science program at Arizona State University.

**Future librarians** – We actively mentor students who are pursuing their Masters Degree in Library Science.

## **2.7 Provide specific examples of departmental or individual faculty efforts aimed at encouraging students to become actively engaged in the learning process.**

Our biggest improvement in actively engaging students in the learning process is our Library Instruction Lab (LIL) with 28 brand new computers with flat screen monitors. In the old building, our Bibliographic Instruction Room was set up for simply viewing a librarian’s presentation on a large screen. Now, with the new LIL, the librarian can push a demonstration of our catalog, subscription databases, and/or research strategies to all 28

monitors and then release the students to do their own hands-on exploring of the tools and techniques that have been demonstrated. We also help students try out their new skills by providing worksheets for them to record such items as key words, call numbers, periodical citation information and URLs found during an instruction session.

Another resource that promotes engagement in the learning process is our *Hands-on Exercise* that students complete after a one-hour class instruction, or separately, as decided by the instructor. It is designed as a stand-alone, hands-on, critical thinking approach to research, in which the student is required to employ various techniques to find resources in the library.

As of this writing, Grossmont librarians have already spent 6 months designing an online, interactive multi-media library tutorial – with test and feedback to be incorporated - that can either replace or augment the one hour sessions we offer to classes, and can be taken 24/7 via the web. The projected completion date is scheduled for February 2005.

The relatively new LIR class, a one-unit library research class, is also designed to maximize critical thinking (see course description in appendix 2.2). For instance, students learn to evaluate web sites, employ various modalities and strategies to find information, and cover the benefits and pitfalls of the Internet (such as copyright, security and privacy issues).

Patricia Morrison recently added to her job duties the title of “Off-Campus Services Librarian,” in which she focuses on helping students use library resources and services from off-site, thereby promoting a 24/7 learning process.

## **2.8 Explain the department/program’s relationship to other department/programs on campus.**

### Liaison librarians

Each of our librarians is assigned as liaison to a number of instructional departments. As liaisons, they work with the departmental faculty soliciting recommendations of resources, ordering new materials in their subject areas, and withdrawing old materials.

### Library instruction

Each term, our librarians teach about 60 to 80 one-hour classes on how to use Grossmont Library, by instructor request. Links with the English department are especially strong, in that virtually every English 120 class is given this one-hour orientation as a preparation for the English 120 research paper.

Librarians have also developed resource guides by instructional department, which are library guides to the subject or topical area of the various instructional departments.

They are available electronically at:

<http://www.grossmont.edu/Library/libraryinstruction/resourceguides.asp>

### DSPS

We work with Will Pines to ensure that our library web page is in compliance with ADA requirements. Additionally, the library worked with DSPS to purchase two assistive technology computers for DSPS students, and a TDD for deaf students.

### EOPS

When an instructor has not supplied a textbook for the library Reserves area, a financially challenged student may request that EOPS purchase one through our bookstore. The library and EOPS worked together to create a standardized, formalized procedure and form for this situation.

### Culinary Arts

The library recently accepted a donation of 400 books from the culinary arts department.

### Technology Resource Center

The Technology Resource Center and the Learning Resource Center share the same building (the "LTRC") and are in the process of restructuring to become one division. We often refer students to each others' areas and therefore coordinate, and often share, policies, procedures, and hours.

### CalWORKS/Financial Aid

The supervisor of our Circulation Department works closely with CalWORKS (a.k.a Project Workplace), as well as Financial Aid, to obtain referrals for student workers to become employees in the library.

### CATL (Center for the Advancement of Teaching and Learning)

One of our librarians, Patricia Morrison, has been the CATL Coordinator since spring 2002. In that capacity, she helps a great many of our faculty members with training in technology-related areas.

### Child development/Barbara Chernofsky memorial

In support of faculty, the library has accepted donations and a memorial plaque for an outstanding faculty member to be recognized for her care and contribution to children and literacy.

## **2.9 Prefaced with a concise history, evaluate and provide a summary of the current status of resources in the LRC (print and nonprint, etc.)**

### History

Grossmont Library started its collections with a bang in the 60's, but within little more than a decade, with the advent of Proposition 13 in 1978, the budget for materials began to shrink. It was not until the mid 90's that the collection began to make a comeback, although even in 1994, the average publication year of the books in the collection was a dismal 1970. The mid 90's saw budget growth from 5 to 6 figures; in fact, from 1994 to 1999, the budget grew 300%, to \$120,000. That boom was short-lived, however, and in 2002/03, the book budget was back down to \$32,866, even though the student population had grown by around 2,000 from 1999-2003.

At the same time that budgets were changing in the 90's, so was the medium of access for materials. Books, journals, and other materials migrated rapidly to the Internet, and the library migrated its resources as well, in the interest of offering *anytime, anywhere* access to materials. The funding for electronic resources, however, did not materialize, and the library was forced to limp along with outside monies, mostly TTIP funds. In fact, the library has only \$7,600 in its regular budget for electronic resources.

Since the last program review in 1997, the library has seen a lot of complex changes within the collection:

### Books

In 1996/97, our books totaled 105,778. The latest data, for 2002/03, puts the total at 97,307. It should be pointed out that 2,583 of these are electronic books, a collection which will continue to grow as we migrate to a digital format. The ACRL standard for a library with our FTES (9,000-10,999) is a minimum of 110,000 volumes. An excellent collection is defined as 166,000 volumes. So we are currently below the minimum by about 13,000 volumes, and below excellence by nearly 70,000 volumes.

It could be asked why the collection has decreased in that 6 year period. First, our book expenditures went from an all-time high in 1998-99 of \$120,103 to a low in 2003-04, of \$32,866. Second, in the previous four years, we weeded massive numbers of outdated books (especially right before the move to the new library), taking our average year of publication from 1970 in 1994, to an average year of publication of 1975 in 2004. Therefore, our total books have decreased, while the number of quality, useful, current books has increased. Nevertheless, the minimum book budget for a library supporting 10,000 FTE would be \$146,900 (and \$374,700 would be an excellent budget), so Grossmont Library is grossly under-funded for even the minimum standard.

In summary, our budget is woefully inadequate to support a combination of the two formats that help balance our collection.

Books					
	1999/2000	2000/01	2001/02	2002/03	2003/04
FTES	12,265	12,116	13,000	13,618	13,423
Budget	120,103	108,336	102,772	34,592	36,121
Holdings	105,803	102,208	100,231	97,307	95,373
Standard					
Minimum	155,000	155,000	170,000	170,000	170,000
Excellent	285,000	285,000	320,000	320,000	320,000

### Periodicals (magazines, newspapers, journals)

This is another area with some complexity. The high for periodicals expenditures was during 2001-02, at \$77,653. In 2002-03, it dropped by about a third, to \$51,639. At the same time, the number of subscriptions went from an all-time high in 2000-01 of 601 to 384 in 2002-03.

This precipitous drop looks bad. However, the number of print periodicals subscriptions should be dropping, as we add databases that contain the full-text of journal articles. When we have the text of a journal in a database, we should be dropping the duplicate copy we have in print, and purchasing something we do not have (if we have the budget, which we have not.) In fact, in 2004, our periodicals librarian completed a project of comparing journals in our databases to print journals we also had, so that we could cut out duplicates (especially because our serials budget was cut in 2002-03 and 2003-04 from \$51,639 to \$38,069, a nearly 25% cut of \$13,570.)

The scary aspect of this cutting is that, if our database TTIP money does not come through, we have no monies for the databases that contain full-text of the journals for which we cut the print issues. Databases are subscriptions, and must be paid for each year to get the same subscriptions as previous years (plus the current year). Since we do not own them, but essentially lease them, if we do not pay for them every year, access to past years disappears. The answer, however, lies not in reinstating print issues, but in fiscal support of electronic versions, where one can search by keyword, subject, title, author or a combination – anytime and anywhere.

Periodicals					
	1999/2000	2000/01	2001/02	2002/01	2003/04
FTES	12,265	12,116	13,000	13,618	13,423
Budget	41,028	50,503	73,509	77,663	32,783
Holdings	413	601	419	384	361
Standard					
Minimum	1,500	1,500	1,800	1,800	1,800
Excellent	2,100	2,100	2,400	2,400	2,400
(as of 6/14/2004)					

#### Audios/Videos/Microforms

Audio items dropped by 75% between 94/95 and 95/96 due to a major weeding of outdated materials, but after that remained fairly stable, as we added to and weeded items from the collection. Videos were stable, and microforms decreased as we replaced them with Internet technology.

Although demand is high for DVDs/videos that support the curriculum (both from faculty and students), the audio-visual budget has been constant at around \$1,000 per year for a number of years. ACRL Standards indicate that the minimum A-V materials budget should be \$31,200. An excellent budget is \$100,040.

Although we have an agreement allowing us to borrow from the collection of 12,500 videos at the County Department of Education, we still need a budget to purchase items specific to Grossmont's curriculum, for example, respiratory therapy. Given the fact that some videos/DVDs can easily cost \$500 or more, it is estimated that an adequate budget for them would be at least \$10,000 per year.

Audios/Videos/Microforms					
	1999/2000	2000/01	2001/02	2002/03	2003/04
FTES	12,265	12,116	13,000	13,618	13,423
Budget	114,447	32,475	34,932	11,087	13,470
Holdings					
Microforms	15,891	10,274	8,824	8,641	8,699
Audio	1,534	1,534	1,792	1,490	1,083
Video	5,804	6,215	4,883	4,586	4,372
Total	23,229	18,023	15,499	14,717	5,533
Standard					
Minimum	24,400	24,400	26,600	26,600	26,600
Excellent	46,000	46,000	55,600	55,600	55,600

(as of 6/14/2004)

**2.10 Indicate steps the department/program has taken to formalize links with the following college support services:**

- 1. Learning centers (English Writing and Reading Center, Math Study Center, Tutorial Center)**
- 2. Instructional media**
- 3. SETL (now the Technology Resources Center)**
- 4. Other**

Most of our links are informal ones, with the exception of EOPS, since there has been no necessity to formalize links:

1. Learning centers (English Writing and Reading Center, Math Study Center, Tutorial Center): NO steps have been taken but may in the future.

2. Instructional media: Not applicable, since this department is part of the library.

3. Technology Resources Center: (the lab formerly known as the Student Education Technology Lab, SETL) - Here the links are strong, not only because we all share the same building (LTRC), but the Associate Dean of the TRC, Kats Gustafson, is a former Grossmont librarian. One of our librarians, Patricia Morrison, in her role as Center for the Advancement of Teaching and Learning (CATL) Coordinator, reports to Kats Gustafson.

The two areas of the building coordinate and exchange information regarding each others' computer policies. We are currently undergoing a restructuring process that will combine these two areas and their functions.

#### 4. Other:

- ☞ EOPS – When an instructor has not supplied a textbook for the library reserve area, a student may request that EOPS purchase one through our bookstore. The library and EOPS work together to create a standardized, formalized procedure and form for this situation.
- ☞ Career Center – Librarians have given presentations on the library’s vocational and career resources. The two areas also exchange resources; we accept selected withdrawn books from the Career Center for our collection, and we send them brochures for display that detail career materials in our collection.
- ☞ DSPS - We work with Will Pines of DSPS to ensure that our library web page is in compliance with ADA requirements. Additionally, the library has two assistive technology computers for DSPS students, and a TDD for deaf students.
- ☞ Hiring of EOPS, work study/Calworks students – The Circulation supervisor, Mary Herman, works closely with each of these departments in order to hire students for employment in the library.
- ☞ Middle College High School – Natalie Ray of the Middle College High School program sends several interns each semester to the library. The librarians work together to give these students a rewarding intern experience in the areas of research and library science.

**2.11 Describe the working relationship between the department/program and the Counseling Department in terms of exchanging specific and current information about your department/program that counselors can use to help students develop educational plans and to make career decisions.**

#### Library Instruction to PDC classes

Each term, some of the counselors who teach PDC have their classes meet with a librarian for instruction for an hour-long class on how to use the library. The instruction usually focuses on study skills, time management, or career research.

#### Research Methods in an Online World (LIR 110)

The library’s one-unit research course is advertised in the Counseling Department via flyers each semester that it is offered. A few of the counselors, such as Mary Rider and Renee Tuller, are quite familiar with the course curriculum. In fact, Mary Rider completed the course.

#### Each One Teach One

For several summers Michelle Blackman has made a presentation for the library in the counseling department’s Each One Teach One presentation.



**2.12 Describe the working relationship between Learning Resources departments and the District (e.g. I.S.)**

All units of the LTRC, but especially the Library, have ongoing contact with District information systems personnel. The liaison for technology in the LTRC is our Learning Resource Systems Specialist, Rhonda Bauerlein. She coordinates with Stan Moore who provides technical support for the SIRSI library management system. She also works with Brian Nath, Jerry Williamson, Claudio Vilchis, Nick Comer, Randy Pogue, Vic Leyva and Fatt Lee to keep our computers up and running. Most recently, projects that she and district I.S. have been working on include the implementation of iLink (web interface for library catalog), e-books, electronic reserves, and wireless connection within the library to the Internet via student-owned laptop computers. During the move into the new library building, a good working relationship between Rhonda and I.S. resulted in the successful installation of over 50 new computers.

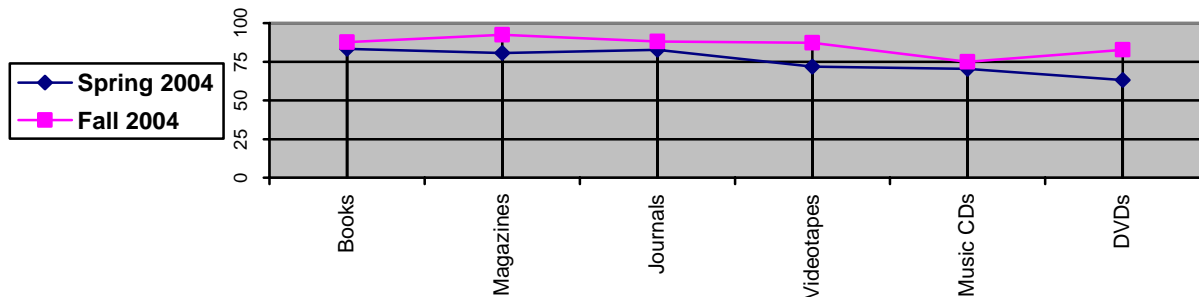
During the planning stages for the LTRC Grand Opening, members of the district collaborated with LTRC and other college staff in marketing and coordination. This included Susan Herney, Howard Kummerman, and Dana Quittner.

**2.13 Comment on the results of the student survey, Appendix 2.1a and 2.1b, regarding LRC resources.**

Questions 3a through 3f of the Library Student Survey asked students whether or not select resources adequately met their needs. The graph below charts the favorable results we received from the spring 2004 and fall 2004 semesters regarding whether books, magazines, journals, videotapes, music CD's and DVD's were adequate for the student's needs.

The first graph indicates that there is a higher satisfaction with traditional print materials than with alternative media. Given our approximately \$1,000 per year budget for audio-visual materials, this was not a surprise.

**Graph 2.13.1**

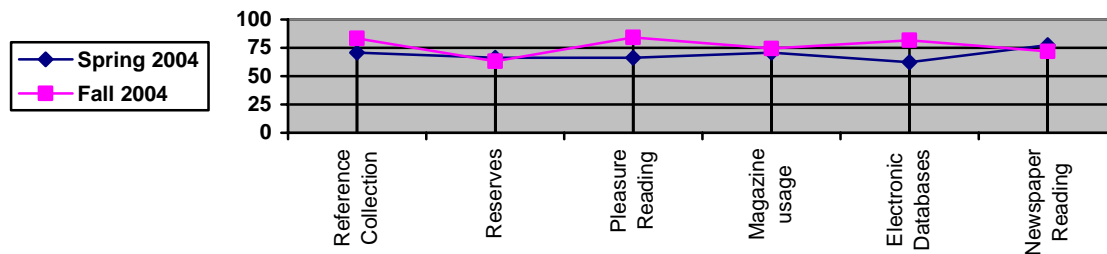


It is clear to see that the majority of our users are satisfied with the collection. This speaks well of our ability to choose materials for the collection, yet we have to acknowledge that almost 20% of materials needed had to be obtained from other libraries through our Interlibrary Loan system. This is continued proof of our need for a permanent budget that corresponds to the standards set by the Association of College and Research Libraries (ACRL).

Questions 5c, and 5j through 5n of the Library Student Survey asked students for their level of satisfaction on selected library resources. The graph below charts the “very satisfied” and “satisfied” responses we received from the spring 2004 and fall 2004 semesters regarding our reference collection, reserves, pleasure reading, magazine usage, electronic database usage, and newspaper usage.

The second graph indicates that there was a fairly large jump between semesters in the satisfaction rate of our electronic databases. Two events occurred that contribute to this; the opening of the Technology Mall and the placement of additional computers on the second floor of the library. Both events helped meet the exceedingly high computer demands by our users.

**Graph 2.13.2**



Overall, we have a high satisfaction rate for the usage of LRC resources.

**3.1 In addition to the innovations listed in 2.4, describe specific ways the LRC has evolved to foster/maximize student success.**

The answer to question 2.4 is very comprehensive. However, in relating the innovations to student success, three distinct categories emerge: 1) library instruction, 2) the library facility, and 3) online accessibility.

1. Library instruction

With the new building came a new library instruction lab: with 28 computers for hands-on interactive library research, a printer, a VCR/DVD player and a document camera. This is a vast improvement in learning for students – rather than just seeing/hearing a demonstration, they get a chance to explore.

Additionally, we are in the process of creating an online, multi-media, interactive library tutorial (with feedback and testing), so that students can learn about the library – independently, any time, any where.

Further, in 2002 we developed a one-unit library course (Research Methods in an Online World) to help students learn the research process in more depth than our one-hour class orientations. The course helps them master information gathering strategies in our increasingly complex online world and the information “explosion.”

2. Library facility

The new library, completed in summer 2003, offers students over three times as many tables and carrels for studying, provides over twice as many computers with more software (for instance, the full MS Office suite), has a more accessible media desk, boasts over twice as many rooms for students to study in groups, and provides more than twice as many carrels for media viewing than the previous library facility.

Students can also bring their own computers and hook up to the Internet via their service providers, and soon will be able to use the Grossmont ISP to connect to the Internet wirelessly.

3. Online accessibility

For the previous program review in 1997, the library barely had an online presence. Now, however, the library web page offers accessibility to an enormous range of services: our online catalog, the full-text of electronic books, our many journal databases, full text of reference materials, forms to complete for help, library information flyers, and a list of our periodicals, (both printed and in our databases) to name a few. Naturally, the result is anytime/anywhere access to the library for our students, faculty and staff.

The previous list refers to recent innovations, but it should be mentioned that, as always, the primary means the library uses to optimize student success is to work closely with faculty to ensure a collection of curriculum-oriented books, databases, and other materials of superior quantity, quality and currency, and a high level of one-on-one reference service for students.

### **3.2 Describe specific strategies that have been used to meet the different needs of your students (e.g. re-entry, academically under prepared, working, disabled, limited English)**

Nontraditional students on our college campus need special assistance and attention as they enter or return to an academic setting. Capitalizing on nontraditional students' strengths and helping to support and reacquaint them with the library is part of the task facing our librarians. The following are strategies used to meet the different needs of *all* as well as *specific groups* of students.

#### All Students

Responsiveness at the reference desk: All students benefit from an individualized approach which acknowledges a wide range of skill levels. Our librarians keep in mind that a tough research project may intimidate the most confident student or frustrate the nontraditional student and assist each appropriately.

Provide in-depth answers: Often the process of searching is as important as the product; nontraditional students may demand more thorough explanations than typical students. Our librarians work closely with students guiding them through the research process.

Flyers and handouts of various library instructions: These provide nontraditional students a degree of independence, often valued by the returning student.

Foster independence: Our guidelines and clear signage allow students to work at their own pace.

Group Study Rooms: Providing convenient areas in the library contributes to the increased effectiveness of study time and provides a comfortable atmosphere for collaborating students.

Allow an opening for "shy" students: While in the reference area, our librarians watch for students who may be having trouble. Approaching them and offering openers such as "what can we help you find?" or "are you finding what you need?" can give students a means to request help.

Web-based tutorials: A video presentation sent over the Internet is in process. This will allow nontraditional students the opportunity to learn on their own time and at their own pace. They will have the ability to view individual library lessons as often as necessary.

Pathfinders: Guides to assist students within a specific course of study, pointing the way to subject headings for research, reference books, and authoritative websites.

Mediation of electronic reference questions: Our students are able to ask a question of the reference librarian through an online form entitled *Ask-a-Librarian*.

### Re-Entry

Library instruction: Groups and classes that have a high non-traditional student enrollment are often taught in our Library Instruction Lab. Not only is the instruction individualized for the class, but the students are encouraged to make research appointments with a librarian. Often times this gives the student the sense of a “personal librarian.”

We offer an online catalog that is as intuitive to use as possible

Community Outreach: Participation in the Grossmont College Adult Re-entry Center sponsored workshop for orienting adult re-entry students.

### Academically Under Prepared

We do not have a specific strategy for the academically under prepared, except for patience and repetition.

### Working

Evening hours: We are open until 9:00 pm Monday through Thursday.

Saturday hours: We are open from 10:00 am to 3:00 pm.

### Disabled

Optelec magnifier is available for use.

Located on two reserved computers are:

- ☞ Jaws 4.02 for windows (to make our Sirsi Ilink OPAC accessible to the visually impaired).
- ☞ Zoom Text (Enlarges print)
- ☞ Wynn Wizard 3.1 (Assists with writing and reading for the visually impaired)

We also offer:

- ☞ ADA-height study tables in selected areas.
- ☞ Book retrieval service
- ☞ Elevator
- ☞ Library’s HTML pages are designed to increase accessibility.
- ☞ Books in audio format.

### Limited English

Limiting Jargon: To establish a better line of communication between librarians and students, we explain our library collection and system to students while minimizing the use of library jargon yet teach them the terminology that they need to know.

## **3.3 Discuss strategies and/or activities which have been, can be, or will be used to promote/publicize library and Learning Resources services.**

Strategy: Capture student interest in the library

### The Summit

The library submits small comments (LRC Tips) about various websites to The Summit (student newspaper) that strive to be of interest to students. Selected websites include

topics such as popular music, fashion, new technologies, organization and study techniques. While the comments may not be directly related to undergraduate research, the idea is to capture the interest of the students who may be apprehensive about library research. There is a librarian byline listed with the comment so the students know a librarian by name. We will be changing the format slightly in fall semester of 2004 to incorporate more tips for library research. The new format will include databases that are particularly useful to specific topics, information about e-books and how to access the library's databases from off campus. When The Summit goes online, LRC tips will have active hyperlinks.

#### MS Office on library computers

To promote library use, we have allowed students to use MS Office products on our library computers. Many other college libraries don't do this because they believe students will take up all the computers typing papers and there won't be enough computers for actual library research. However, the librarians here at Grossmont have all decided to send a message that we are glad to have students in the library regardless of their needs. Overall, we have had a good response and we feel it has enabled the students to become more information literate by being able to both gather information for their papers and write their papers in the library. We also plan to have computers dedicated only to research, to ensure that students can always find a computer for research purposes.

#### New Books Shelf

One of our goals in the new library was to create an inviting environment that students would like to use. After some consideration, we created an entire wall dedicated to new books. There was so much space available on the wall (and our incoming new books so sparse) that we created a sort of montage of silk plants and new books. The effect is visually appealing and breaks up the traditional look of shelf after shelf of books. It is one of the first things visitors see when coming in the north entrance of the library and it has really helped us advertise our new books.

#### Library Website

The library's website is probably one of our most effective forms of outreach to students and faculty. Our electronic resources librarian has put a great deal of thought into what information students will need and where best to link that information in the website. The website covers all areas of the services and materials the library provides. Students are able to find out what books we have in the library (online catalog) and even access some e-books via the website. They can also search for articles via our many proprietary databases and can even print many of the articles full text. If the article is not available full text, they can check our holdings to see if we have the periodical in print, or they can link to an interlibrary loan (ILL) page so we can get a photocopy of the article for them from another library. Students may search SDSU library catalog and order books (via ILL) from either SDSU or Cuyamaca Library and pick them up at the Grossmont library in as little as one day's wait when classes are in session. Students who have questions may use our Ask A Librarian email service and usually have a response within one

business day. There is also housekeeping information such as library hours, requirements to check out a book, and contact information. Faculty can book a reservation to bring their students for library instruction online and or they can find out information about our reference service and the librarians. This is a brief explanation of the services offered via the library website. Because so many of our services are outlined or actually performed via the website, it has become our most important marketing tool. It is especially useful for distance learners who may only come to campus one time for a semester long course.

### Library Newsletter

The library has an online newsletter available from the library homepage called Endpapers. This newsletter usually highlights new services or changes in the library and has links to library electronic resources. In addition, the newsletter may have articles about topics of interest to students such as where to find tax forms or career information online.

### Resources guides

Each of the librarians is responsible for materials selection and outreach to specifically assigned departments. As part of our outreach to the faculty and students, we have created electronic resource guides by department. All of the guides are available from the library's instruction webpage. They accentuate databases, reference sources, catalogs and websites that would be useful for that department. They provide a great place to get started on the research for a paper or a speech.

### Handouts

In addition to the resource guides, the librarians have created handouts available in print in the library and electronically on the library website. The handouts are geared toward specific research tools and tips for effective research. They can therefore be used across the curriculum and are not geared towards specific disciplines. We offer handouts on the library online catalog, Library of Congress classification (how to find a book in the library), plagiarism, evaluating internet sources, how to write a research paper and a variety of other research-related topics.

### Advertising for E-books

Recently the library has purchased a collection of e-books. Since this is a new format to most students and faculty, we are planning a workshop for flex week and an article in the student newspaper. We also plan to print a brochure or bookmark to let students know about these new resources through our existing library instruction sessions. Unfortunately, the technology is not in place to allow students to access the e-books from off campus. We were waiting for this technology to be in place before the e-book records were loaded into the catalog to save time in having to change each individual record at a later date, so none of the e-books are available as of yet. So plans for promotion are in place, but have not been executed yet.

### Advertising Gale Virtual Reference Library

This collection of online reference books have been hand picked due to their focus on American culture and society. They are unique and useful in that they are available off

campus 24 hours a day. Our reference book collection doesn't check out, so it is an advantage to be able to give users access to reference books at home. Plus, as with all electronic resources, users can search by keyword and can choose individual reference titles or search the entire collection at once. We have promoted these new online reference books in the Summit and have sent flyers to many of the faculty in the Social Sciences and Humanities.

#### Advertising Expanded Ebsco Databases (especially with regards to special services)

The databases we subscribe to from Ebsco Publishing have come with new services. One of these services is the ability to create webpages and emails of links to articles within the database. All faculty, but especially those teaching online courses could send articles to their students. This is such a valuable service for faculty that the librarians are planning CATL and professional development workshops to advertise and promote use of the new database functions.

#### Monitors in library

The new library building is equipped with closed circuit monitors throughout the building. These are extremely useful in advertising library hours & holidays, policies, campus events and building announcements.

Strategy: Capture staff and faculty interest in the library, indirectly encouraging them to refer students to the library

#### The Loop

The library submits a weekly comment to The Loop (staff newsletter) about a website that would be of interest to staff. Selected websites vary greatly, e.g., where to find tax forms, local newspapers, clip art, etc. The Loop can be viewed on Grossmont's intranet by employees with passwords. In addition, the instruction librarian has been advertising our library instruction service in The Loop to encourage instructors to help their students learn to use the library effectively.

#### Flex week workshops

Michelle Blackman tries to capture faculty interest in the library through workshops offered during Flex week. These workshops highlight our library instruction program as well as recent changes in services and resources in the library.

#### Center for the Advancement of Teaching and Learning classes to faculty

Patricia Morrison teaches research-related classes to faculty through the Center for the Advancement of Teaching and Learning. Some of the recent topics are plagiarism and advanced research on the Internet.

#### Grand Opening

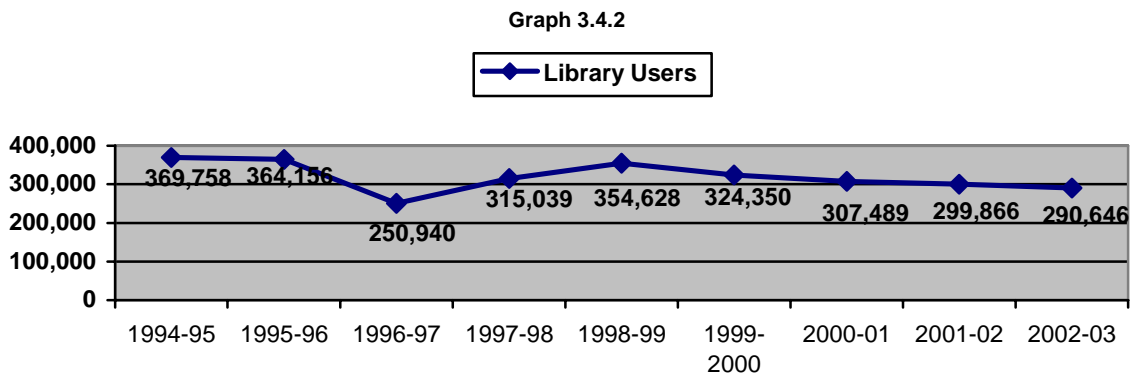
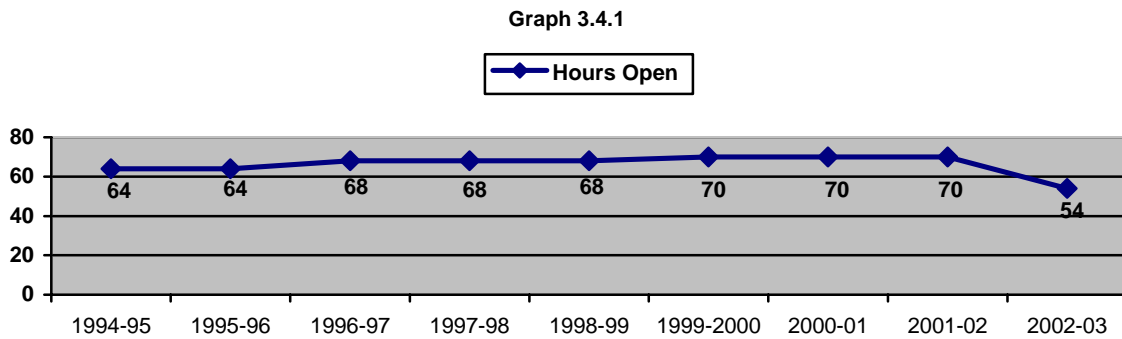
To celebrate the new library and connection of the technology center, there was a Grand Opening on May 21, 2004. Many prominent alumni, retirees and civic leaders were invited to the celebration, in addition to the current students and faculty. Recently retired long-time director, Tom Foster, was the keynote speaker and there were tours



available so that attendees could get a good feel for the new services and resources available as well as the wonderful new environment. Approximately 500 people attended and the comments were very supportive and enthusiastic.

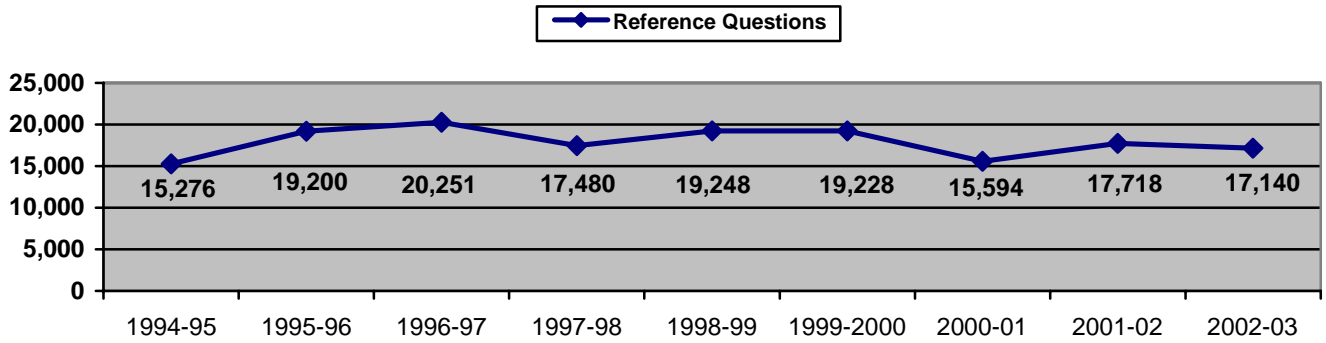
**3.4 Construct, analyze, and comment on a simple graph showing library and media services' annual use over the last ten years.**

(We had only the following 9 years available.)

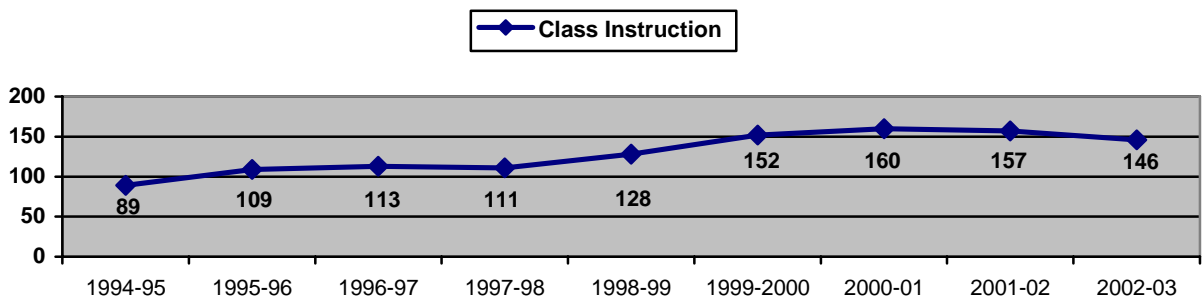


As one would expect, usage levels generally correspond to number of hours the library is open. That is, when the number of hours drops, so, also, does in-house usage (such as between the last 2 years depicted).

Graph 3.4.3

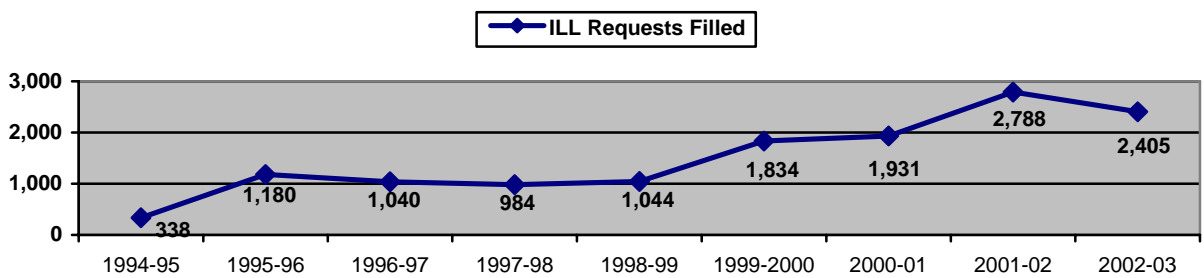


Graph 3.4.4



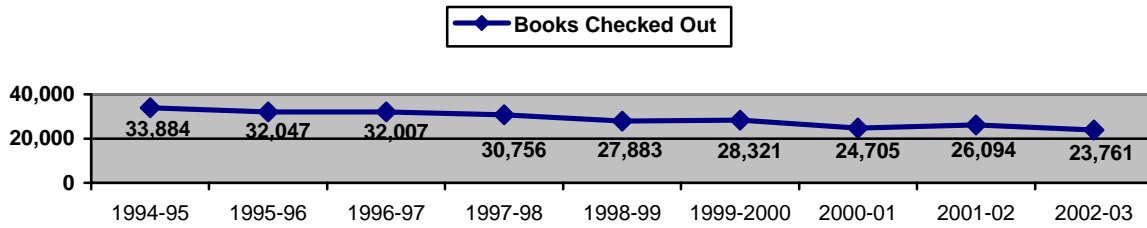
Reference questions have remained fairly steady, while class instruction has increased, probably due to enhancements in the instruction program, including more marketing, better facilities, and more research complexities and capabilities needing explanation.

Graph 3.4.5



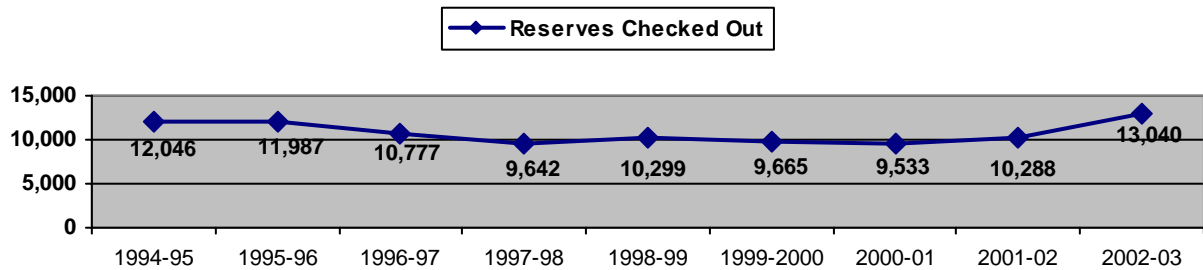
Interlibrary loan service has grown, especially since the advent of the Internet, as our library is able to provide more information on research items that exist, but we do not own.

Graph 3.4.6



Book check-out dropped a bit from 2000 to 2001, which is the year that we heavily weeded the collection in anticipation of our move to the new library (to avoid moving hundreds of books that would need to be weeded later). We expect to continue to have some drops in numbers over the years, as we replace print items with (24/7 access to) electronic items.

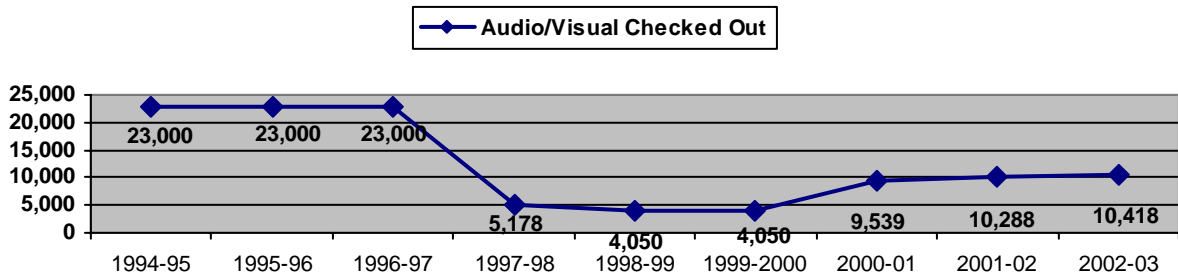
Graph 3.4.7



Reserve check-outs are at an all-time high, and we need to continue to monitor them carefully. Physical check-outs may drop as we implement our electronic reserve system.

However, we see a need to address our reserve policy, which states that the library cannot purchase textbooks. If we could procure additional funding for textbooks (at this point, our budget does not allow for an adequate collection of non-textbook items), our students would make good use of them.

Graph 3.4.8



Audio-visual check-out dropped in the late nineties, when the collection was heavily weeded of old formats and material that was in violation of copyright. A-V began climbing shortly after, indicating its continued popularity as a medium.

In summary, we do not see any highly unusual patterns, and we conclude from the statistics that:

- ☞ There is a continued strong need for reserves and audio-visual material that should be supported with budget increases
- ☞ In-house users and check-outs may continue dropping as we augment our 24/7 electronic resources collections
- ☞ The library continues to be a well-used resource, with around 300,000 persons coming through its door each year.

**3.5 In view of the enhanced advantages of electronic information sources, comment on the emphasis or de-emphasis on printed materials at Grossmont in the immediate future, and the LRC/college/District's commitment to maintenance of hard copy collections of books and journals.**

Although there are enhanced advantages to electronic information sources, such as keyword searching, cost effectiveness, cut and paste capability, and anytime/anywhere access, there are also some disadvantages: some materials are simply not available online, hardware is needed, there are still some portability issues, and they can be hard on the eyes.

To borrow some phrasing from the previous program review, generally speaking, “each new medium introduced on the marketplace...serves to complement, not replace, existing media.”

Further: “A rich, current, comprehensive book collection is still the core medium of the LRC”, and will continue to be so – at least, until the technology is smoother and more seamless. As the previous program review said: “After centuries of use, the book is still the best package for fullness and depth of content, editorial freedom, self-pacing, ease of

transport, random access, low cost, and ease of use in any location, even without electricity.”

While it is true that we have added about 2,500 full-text electronic books, this represents a drop in the bucket compared to our nearly 100,000 print book collection. Although electronic books have the advantage of anytime/anywhere access, no problem with over dues, keyword-search-ability, and cut and paste-ability, they still need better portability, access, and other enhancements. In short, it will be a while until electronic books are the medium of choice for our students.

Periodicals, however, are a bit different. While a browsing collection is useful in print, libraries are migrating more and more to online periodical databases for access to articles. They are much more cost effective (one database with access to over 5,000 titles may cost \$10,000 per year, while subscriptions to 350 print journals probably costs \$35-50,000 per year), are keyword searchable, and are available 24/7. So we anticipate further migration from owning print journals to accessing online journals within databases.

The problem with this migration is: the line item in the budget for electronic resources is only \$7600. The library desperately needs an electronic resources budget of a minimum of \$50,000. So far, we have squeezed by on TTIP money (\$37,000 per year) for electronic resources. But this source of funding has probably ended, and we need a permanent, ongoing, line item in the library’s budget for electronic resources. While the book budget cannot be reduced much because books are still desired and necessary, the periodicals budget has already been reduced to help the library keep databases in low budget years, so the only option is an infusion of money. The library would be in dire straits if it had to eliminate any journal databases – they ARE our journal collection, since we cut some print subscriptions in order to obtain access to many more electronic ones.

**3.6 Specifically, explain how a deficient collection impacts the goals of student success and student equity.**

**Student Success**

Student success in part depends on finding materials in the library that are adequate, current, and relevant enough to satisfy research, report writing, reading, and other assignments. A deficient collection is a barrier to library use; its ramifications are either a lack of material, outdated, or unavailable material. When students cannot find the appropriate materials in our library, they may not even realize what they are missing, thereby settling for research materials that are either outdated or insufficient.

When students substitute other library institutions to meet their academic needs, they will inevitably face barriers to reaching their goals. The following is a list of problems that arise when our students are forced to utilize another library’s collections:

- ☞ another library may not have the academic materials that support Grossmont's unique curriculum
- ☞ students may not have the time to travel to the library that does own their material (and it may not be readily accessible through interlibrary loan, either) e.g., UCSD
- ☞ borrowing privileges may be restricted, thereby restricting access
- ☞ databases may be restricted to the library's patrons, therefore they are not accessible to our students.

The tragedy of an inadequate library collection is that it affects student success. We have not had the budget over the years to maintain the collection at the appropriate level. Some poorly financed years have therefore resulted in gaps in the collection that cannot be fixed, because the material is no longer available for purchase. The bottom line is that Grossmont College Library needs a consistent yearly materials budget at a level that corresponds to the Association of College and Research Libraries (ACRL) standard for our FTES.

### **Student Equity**

We have endeavored to promote student equity with assistive technology computers, one-on-one intensive reference service for those in need, an ADA compliant website, a one-unit research course. (LIR 110), one-hour library instruction classes for PDC and ESL classes, and off-site access to our databases for those who cannot travel to campus, for whatever reason.

The one area where we cannot prevent student inequities lies with the gaps in our collection. We do not even have an adequate budget for standard collection needs, much less for items such as easy reading books (for practice for ESL students), large print materials, and a large collection of electronic materials for off-campus access. For instance, of our 104,000 books, less than 5,000 are electronic, and therefore only around 5% are available from off campus.

Bottom line: A consistent, and higher level budget would go a long way toward achieving our goals of student success and student equity.

**4.1 Provide examples of how faculty and staff maintain currency in their respective fields. List any staff development opportunities that have significantly improved the Division's ability to serve students and deliver services (e.g., workshops, conferences, course work, advanced degrees, field trips, etc.)**

LIBRARY FACULTY:

LIBRARIANS

Michelle Blackman

- March, 2003: attended the annual Tierra del Sol (A Library of California Regional Library Network) council meeting as a representative of Grossmont College.
- December, 2002: attended an InfoPeople workshop called "Desktop Publishing on a Shoestring" held at the downtown San Diego public library.
- February, 2002: attended a "Future Library Architecture" conference in Las Vegas and TechEd in Long Beach.
- January, 2002: attended a teleconference at Palomar College which was part of the "Soaring to Excellence" series entitled "Bringing Order to the Chaos, Using Search Engines Efficiently."
- March, 2001: attended the TechEd conference in Ontario and presented "Research from Anywhere" workshop during the fall Professional Development week.
- October 2000: Attended the Open House at National University's new library
- September 2000: Went to the Online World Conference
- June 2000: Attended a workshop at UC Riverside (InfoMine)
- March 2000: Attended TechEd in Palm Springs
- January 2000: FrontPage workshop during Professional Development week
- November 8-10, 1999: attended the Internet Librarian conference held in San Diego
- October 1999: took a PhotoShop workshop.
- September 1999: attended the New Horizons Summer Institute (3 days) to learn Word and Excel.
- August 1999: presented two workshops during flex week: "Teaching Research Methods" and "Using the Library Home Page,"
- June 1999: attended a CCLI-South spring program at UCSD
- September, 1998: Attended a workshop presented by Ann Shore.
- August, 1998: presenter of a Professional Development workshop entitled "How to make bibliographic citations..." that showed both APA and MLA formats.

After participating in the above-listed activities, Michelle incorporates what she has learned into her daily interactions with users of the library and also shares tips and hints with her colleagues.

Patty Morrison

- Agreed to mentor a fall 2004 library school intern here at our library.
- Completed an Insight (financial reports) workshop on March 24, 2004
- Participated in FACCC meeting in Whittier on Information Competency
- May 24, 2004: attended an SLA Blogging Presentation by Donna Feddern, Automation Systems Librarian, Escondido Public Library. Learned about

- blogging to share library news and events, direct people to web sites, point out professional articles.
- May 5-7, 2004: attended the annual Off-Campus Library Services conference in Scottsdale, Arizona. Workshops covered off-campus services such as offering e-books, e-journals, remote database access, electronic reserves, Ask-a-Librarian
  - Volunteered at Tele-Learning Conference sponsored by Grossmont College on Sunday Feb 22, 2004
  - Mentored 3 Middle College interns in fall 2003 and one in spring 2004.
  - Attended the Sirsi Rooms demo for ALA Midwinter – on own time.
  - (24/7 reference) – all of the goals which we are now pursuing
  - Fall 2003: Taught LIR 110 – a library research course, linked to an English 120 through Project Success. As a result, learned the application for grading electronically, called Micro Grade.
  - October 2003 & continuing: as the CATL Coordinator skills that have been enhanced include learning the online tutorial modules called 4faculty.org (and training other faculty). Learning how to complete an Individual Development Plan (IDP), and taking over as IDP Coordinator for Nelson Paler.
  - Volunteered to be in charge of the Professional Development website (at [www.grossmont.edu/staffdevelop](http://www.grossmont.edu/staffdevelop), and the new United Faculty website (yet to come).

#### Nadra Farina-Hess

- June 2004 attended OCLC online class on Functional Requirement for Bibliographic Records (FRBR)
- May 2004 attended blogging workshop offered through SLA to help in communications among peers.
- April 2004 attended SLA Spring Conference
- February 2004 attended Grant Writing workshop offered at Grossmont Community College
- February 2004 attended online class for operating learning software “hot potatoes”
- February 2004 attended online class “Creating PDF documents”
- January 2004 participated in IDP training offered during Professional Development Week
- January 2004 attended Professional Development class to learn about 4faculty.org
- October 2003 began Microsoft SkillSoft Training on online course in using FrontPage
- October 2003 attended beginning and intermediate level workshops on creating webpages using FrontPage offered at Grossmont
- September 2003 attended the OCLC members meeting
- May 2003 attended “Searching with CatME” workshop through OCLC
- May 2003 attended “CatME for copy catalogers” workshop through OCLC
- May 2003 attended “CatME for original catalogers” workshop through OCLC
- May 2003 met with cataloging librarian from Mira Costa College to learn of each others workflows and procedures.



- March 2003 attended Council of Chief Librarians workshop on bibliographic instruction
- January 2003 through December 2003 attended Grossmont's New Faculty Orientations on a monthly basis

#### Julie Middlemas

- 2004: Participated in FACCC "Out of the Classroom" workshop at Rio Hondo College
- 2004: Attended the Sirsi Rooms demo at ALA Midwinter in San Diego
- 2004: Participates remotely on staff development classes offered in the LTRC
- 2004: Enrolled in CD125 course to assist with collection development and outreach
- 2004: Field trip to SDSU Reserves to investigate Electronic Reserves
- 2003: Attended beginning and intermediate level workshops on creating web pages using FrontPage offered at Grossmont College Library
- 2002: Attended the CATL workshop on "Creating PDF documents"
- 2002: Attended the GC New Faculty Orientations on a monthly basis
- 2002: Attended InfoPeople Desktop Publishing workshop for Librarians

#### LIBRARY STAFF:

#### CIRCULATION

##### Mary Herman

- Attends Outlook sessions offered in the LTRC. (With no money for staff development, has not been able to attend any workshops or seminars outside of the college in some time).
- Belongs to several listserves which are of interest to library staff and gains many helpful ideas including how other libraries train their staff on managing theft.
- Maintains a good relationship with Cuyamaca library staff and shares information.
- As the president of CSEA, has attended several conferences and training sessions such as the Classified Employees Institute, Chaptre President's retreat, CSEA state conference and Job Steward training (paid for by CSEA)

##### Kim Cameron

- Attends workshops including "How to Handle Difficult People" and "Organizing and dejunking files."
- Has taken some computer training workshops here at Grossmont on programs used at work, such as Word, Outlook, and Excel.

##### Jun Feare

- Has attended workshops and work-related course to improve/update abilities to serve and perform job duties. (Because of evening work shift has not been able to attend many workshops).
- Attends in-house training on Outlook.

## PERIODICALS / (CIRCULATION BACKUP)

### Glenda Jiles

- Workshops that helped in working with the catalog's bibliographic and serials records.
- Attends staff development classes offered in the LTRC.

## TECHNICAL SERVICES

### Jo-Ann Schrader

- Spring 2003 completed a 3-unit course in excel offered at Grossmont.
- In house training in Microsoft Outlook, Word and Excel
- Uses human resources on campus to remain current within our system

### Theresa Cristobal

- In house training on Outlook
- Cross training with other staff members
- Attends SDICCLRC conferences
- Completed a 3-unit course in excel offered at Grossmont

### Ingrid Dempsey

- Attends OCLC workshop when available
- Completing the Library Technician Associate Degree offered at Palomar College
- Takes advantage of staff development fieldtrips

## MEDIA ACQUISITIONS/INTERLIBRARY LOAN (ILL)

### Marty Armstrong

- In house training on Outlook
- Whenever offered in the San Diego area attends ILL workshops.
- Attends the SD County Media Consortium meetings on a regular basis
- Has taken many workshops made available through SD County Media Consortium.
- Attended college conference for defining goals in February 2004.

## LEARNING RESOURCE SYSTEMS

### Rhonda Bauerlein

- Takes classes offered by the college on new software
- Subscribes to an online educational resource that gives training in a timely manner for new software as it is released
- Attends training offered by OCLC and Sirsi whenever possible

## SECRETARY

### Jean Wallace

- Takes self-based tutorials in Word, Excel, Access, PowerPoint, and Outlook.
- Takes online computer courses through the district.
- Cross-training with other staff members.

## OTHER DEPARTMENTS HOUSED WITHIN THE LRC

### FACULTY EVALUATIONS

#### Carolinn Torwick

- Completing Access 2003 course available from training CD-Rom
- Completed Outlook training course

### GRAPHICS

#### Jamie Gassert

- Belongs to a website that has the latest on each application used
- Obtains the latest books on all applications used
- Reads current magazines/articles, etc. in the field
- Fall 2003 attended Photoshop workshop

#### Lynnette Wilson

- Attends an annual trade show offering workshop with topics of interest in current software upgrades of programs.
- Goes through tutoring programs offered with software

#### Bob Yochum

- Fall 2003 attended Photoshop workshop

### WORD PROCESSING

#### Sirkka Huovila

#### Barb Guiette

#### Maria Baeza

- Purchases manuals and training cd's for software.
- Attends staff development classes offered in the LTRC.

### INSTRUCTIONAL MEDIA SERVICES

#### Sang Bai

- Educates self on various software and hardware.
- Keeps informed about industry changes by attending conventions and reading articles.
- Attends workshops when available.
- Retests to remain certified in his field - currently "A+" certified.

### PHOTOGRAPHY

#### John Dixon

- Maintains currency by reading books on photographic techniques and software procedures.
- Visits several web sights where professional photographers share their knowledge in the fast growing world of digital photography.

## **4.2 Forecast your staff development needs both within and outside of the institution.**

When asked the question “what do you foresee as a need both within and outside of the institution for your staff development?” staff members provided answers that had a number of commonalities which are discussed below.

### OVERALL NEEDS

#### Skill Enhancement

Skill Enhancement is the most vital need; staff members would like to attend workshops. The fact that staff wants formal educational training on software used on the job was proven with the overwhelming number of staff members who regularly attend our in-house training on Outlook and other current Microsoft products, but they do need more in depth training which would be better served in a traditional classroom setting.

*Specific Skill needed for all staff:* Learning Resources staff, like other departments, needs better training in preparedness for various kinds of emergencies. Not only is training needed for clean-up in the aftermath, but first aid and emergency assistance to persons in wheelchairs needs to be made very clear.

#### Communication

Communication in order to avoid duplication of work or to streamline a process is seen as an activity that would not only create increased efficiency but would ultimately better serve the students. See Glendda Jiles’ comments below for specific examples.

*Specific Communication needed:* Many also feel that there will always be a continued need for staff to become more proficient and sensitive in assisting persons with disabilities and in working with person from diverse backgrounds. Continuing training in communication, work organization and human interaction is important.

#### Support

In these very difficult financial times it is nearly impossible to send staff members off campus for workshops. Not only is there the cost of the workshop itself, but the travel expenses involved, and the cost of replacing absent staff members. Because of these things, there is a need to encourage and support staff members who would like to take advantage of the already wonderful educational opportunities offered here on campus. But our staff has found it is very difficult to get release time from jobs to take Grossmont offered classes that would keep skills current. Some feel that the college discourages people from learning rather than promoting staff to further their education. Often staff will not take classes because it is too hard to get release time to do so and they do not feel encouraged by management. The result of this is that every year our employees get further behind in technological skills.

## DEPARTMENTAL NEEDS

### CIRCULATION

Mary Herman: Have cross-training to share coverage, duties and responsibilities within an area.

Jun Feare: Would like classes to help de-stress and strengthen both mind and body.

### PERIODICALS / CIRCULATION BACKUP

Glennnda Jiles: Would like to meet with co-workers assisting with student services to learn about each others jobs in order to facilitate our assistance to students and perhaps reduce the amount of paperwork generated. (e.g., “knowing some of their ‘rules’ could help before sending a student to a certain department such as having your social security card with you before sending them for a ‘work study or student work’ assignment. Another example is when the bookstore gives the student the ISBN number to find a “reserved textbook” on our shelves, which in our case the title, author, and/or the edition is more important to us when assisting to find the right book.”)

### TECHNICAL SERVICES

Theresa Cristobal: Would like to improve skills in excel and workflows (SIRSI). Being Library lead for the committee that deals with damage to our collection she needs to meet with committee members and develop a plan. This requires time and professional training from outside sources, reading materials, etc.

Ingrid Dempsey: Would like more training specifically in cataloging.

### MEDIA ACQUISITIONS/INTERLIBRARY LOAN (ILL)

Marty Armstrong: attendance in ILL workshops as they become available & would like to attend workshop on interpersonal relationships.

### LEARNING RESOURCE SYSTEMS

Rhonda Bauerlein: Would prefer traditional Grossmont College classes rather than the on site training workshops to provide optimal training for many staff members.

### SECRETARY

Jean Wallace: Opportunities to take advantage of the various types of training offered by the college and within the division as well.

## OTHER DEPARTMENTS HOUSED WITHIN THE LRC

### FACULTY EVALUATIONS

Carolinn Torwick: Time for training sessions/communications with departments that are closely involved with the evaluation process. Increased time needed for training (currently doing all training during non-business hours)

### GRAPHICS

Jamie Gassert: Have one on one instruction/training from QuarkXpress and Adobe (for Illustrator & Photoshop) trainers for both Graphics and Photography.

Lynnette Wilson: New designing ideas and color mixing.

**4.3 Describe how the members of the department/program are helping to shape the direction of the college (e.g. writing grants, serving on college/district committees, task forces, Academic Senate representation).**

### LIBRARIANS

Patricia Morrison Patricia Morrison currently serves on the following committees: 1) Chairs and Coordinators, 2) Staff Development Committee, 3) TTIP Committee (temporarily suspended, since there are no TTIP funds), 4) Title III Steering Committee (and its Project Success subcommittee), 5) United Faculty Steering Committee, and 6) Grossmont Foundation Advisory Board.

Additionally, she is the coordinator and principal instructor for the Center for Advancement of Teaching and Learning (CATL), the designer/editor of the *Academic Senate Newsletter*, the webmaster for Grossmont's professional development page ([www.grossmont.edu/staffdevelop](http://www.grossmont.edu/staffdevelop)), and the point person for Professional Development's "Individual Development Plan" (IDP), developed by Nelson Paler. Since she started full-time at Grossmont 5 years ago, she has also served on the Program Review Committee and the Scholarship Committee.

Patricia also developed a one-unit library course in 2002, called LIR 110, Research Methods in an Online World, along with a Cuyamaca librarian, Kari Wergeland.

In fall 2003 she donated \$700 to Grossmont's Academic Senate to help purchase a laptop, and from 1999 to June 2003, she sponsored Grossmont's \$250 per term "Aileen Chrisp Scholarship." She is also active in charitable giving on campus, donating bears every Christmas to the "bear drive" and sending yearly checks to EOPS. She has twice volunteered her time at the Grossmont Foundation's Annual Gala Event that occurs in the fall of each year.

Michelle Blackman After a number of years of service on the Curriculum Committee, she switched to the Program Review Committee beginning in the fall of 2003. She and her husband support both the Theatre Arts and Culinary Arts events on campus.

Julie Middlemas Campus Committees: Curriculum Committee, Student Grievance Committee. Charitable donation to the Grossmont College Child Development Student Association. Lobbied Faculty Union to negotiate changes to the language/questions of librarian student evaluation forms in the contract.

Nadra Farina-Hess Nadra currently serves on the following committees: 1) Chairs and Coordinators, 2) United Faculty, 3) Scholarship Committee, 4) Building Committee, 5) Student Learning Outcomes Committee. There are also two task forces she is currently involved with; 1) LUCI task force which is charged with the development of an online learning environment for library instruction and 2) Art task force which is working towards permanent and rotating displays of artwork in the library's public and private areas.

Starting in late spring 2003 and continuing until the end of fall 2004 Nadra was very active in the LTRC Grand Opening Committee, from this committee she was co-running the Decoration Task Force. Out of this task force came not only the set-up and décor of the day of celebration, but a permanent display and campus-wide usage of heraldic banners. Running on a very tight budget, Nadra donated \$200.00 of her own money towards the supplies needed to make this day a truly grand event.

In fall of 2004, Nadra served on the Nomination Committee, a short-term, but very important committee that works towards the election of part-time employee representation. Nadra will continue to volunteer for this committee in future semesters.

#### CLASSIFIED

Marty Armstrong Contributes clothes to BOT department for their students who are seeking jobs.

Jean Wallace Serves on the following committees: Classified Senate, Student Services Program Review, Retirement Party, and Classified Staff Appreciation Day.

Mary Herman Since December 2003 has been the president of Chapter 707 of the California School Employees Association. For three years prior to that, served as the First Vice President. In these roles, attended monthly meetings of the District wide Strategic Planning & Budget Council meetings (DSP & BC) as well as the District wide Executive Council (DEC) meetings. Sits on the Negotiations Team for their bargaining unit which meets with the Vice-Chancellor of Human Resources. For the past three years, has attended the CSEA State Convention. Currently serving on the District wide Tobacco Use Policy and Procedure Taskforce. In the past few years, attended various trainings such as Job Steward Training (now certified for) and the Chapter Presidents' Retreat.

Rhonda Bauerlein Is a long-standing member of the Instructional Computing Committee.

Theresa Cristobal – Within the last 5 years, Theresa has donated: Clothing and shoes to the GC OPT program, items for toy drives put on by our campus police, and food for food drives put on by ASGC.

**4.4 Describe how the members of the department/program contribute to the community beyond the college: locally, statewide, nationally, and/or internationally.**

Patricia Morrison

Patricia Morrison was the Employment Chair for the San Diego Chapter of the Special Libraries Association for five years. She finally had to give it up in June of 2004, because she was one year over the 4 year term limit. But for 5 years, she monitored job openings and sent regular announcements to its listserv of members.

Michelle Blackman

Locally: During the time period covered for this program review (1998–2003), Michelle has actively participated as a member of the San Diego County Church Library Association. (In previous years, she had been an officer in SDCCLA.). Currently, she is the volunteer librarian at her church in El Cajon.

Statewide: 1998 was the ending date for her commitments to both the Advisory Committee for Library & Learning Resources Programs (Chancellor’s Office, California Community Colleges) and the Counseling & Library Faculty Issues Committee (CCC Academic Senate)

Nationally/Internationally: She maintains her membership in SLA (Special Libraries Association) after serving in past years as their bulletin editor, and “going through the chairs” in a 3-year commitment as vice president, president, and past president.

Julie Middlemas

Julie volunteered to host in showcase homes at the Tierrasanta Junior Women’s Club Home Show fundraiser in 2004. Proceeds helped fund the Tierrasanta library and scholarships for Serra High School graduating students.

Nadra Farina-Hess

Locally: Nadra had spent volunteer hours completing cataloging work in her community’s high school. Currently she mentors library science students who attend her alma mater as well as helping interns learn the nuances of cataloging.

Nationally: Maintains membership in the Special Libraries Association.

Note

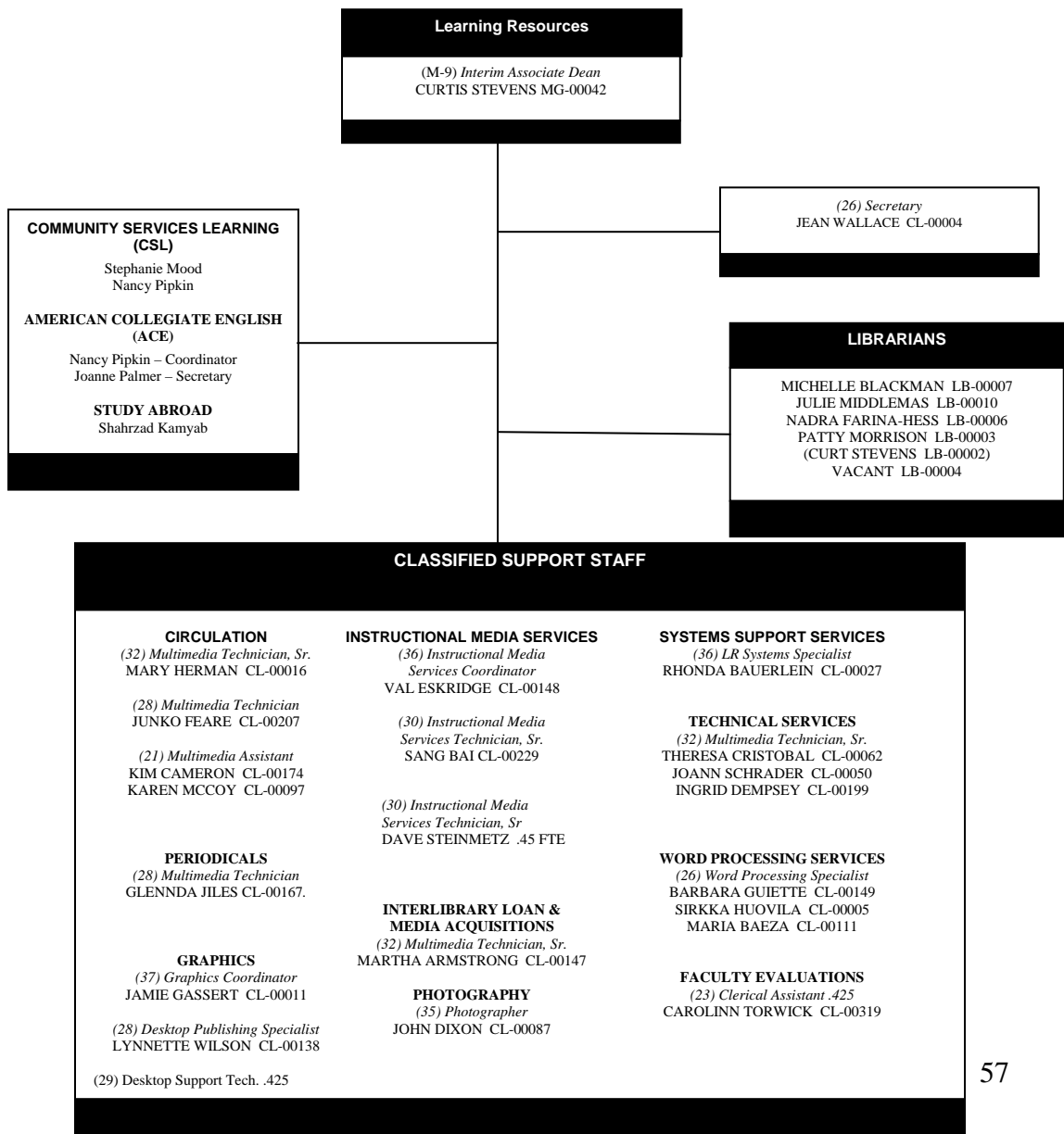
We’ve refrained from activities at higher levels because we have so few people and any attention given to contributions to the community would take away from duties here at Grossmont, which is not appropriate at this time with short staffing.



**4.5 Describe the organization and how decisions are made. Include an organization chart.**

Within this multi-unit organization, most decisions incorporate input from appropriate stakeholders and are made collaboratively. That is, if the decision affects a particular unit, or individual, then input is received from unit members, or individuals, by the Associate Dean. Goals to be attained are delineated, strategies are proposed, and final strategies are selected for problem resolution. The intent is to resolve conflict resulting from alternative viewpoints and to secure buy-in by all stakeholders. Various task-forces and groups have been established to facilitate the decision-making process, e.g., Building Committee. Librarians meet two to three times each month when classes are in session. From these meetings recommendations are made to the Associate Dean. Although input is received, the ultimate decision (and responsibility for the final decision) remains a prerogative of the Associate Dean, the administrative officer in charge.

**GROSSMONT COLLEGE – LEARNING RESOURCES**



**4.6 Describe how computer resources such as the Internet, department and faculty web pages, and e-mail are used by faculty in the department/program.**

The library has four full-time librarians in the department at the time of this writing. Each one uses e-mail extensively, and each has a personal web page, located at <http://www.grossmont.edu/firstname.lastname>. (With the exception of Michelle Blackman who maintains her personal web page at [www.grossmont.edu/mblackman](http://www.grossmont.edu/mblackman))

Additionally:

- ☞ Each librarian has created and maintains a “resources by department webpage” which supports each of the departments for which the librarians act as liaison.
- ☞ Most attend some or all of the training classes on various computer applications set up by our Systems Specialist (every Friday from 3 pm to 4 pm with Rhonda Bauerlein)
- ☞ Each has completed at least one MS FrontPage class with Andrea Garzanelli
- ☞ Patty Morrison maintains and updates the library web site, at <http://www.grossmont.edu/library>. Patty, as current CATL Coordinator, is also in charge of the CATL and professional development web pages on the Grossmont web site.
- ☞ The librarians have recently created an online interactive library tutorial, at: <http://www.grossmont.edu/library/OnlineTutorial/libraryonlinetutorial.htm>, using forms and pop-up screens
- ☞ Patty has taught classes to Grossmont faculty on converting documents to Portable Document Format (PDF), improving Internet Search Engine skills, creating flyers using MS Word Templates, and making presentations using MS PowerPoint.
- ☞ Michelle Blackman, who teaches the one-unit library research course, LIR 110, offers a web component online at: <http://www.grossmont.edu/mblackman/LIR110>. Michelle will soon teach it online using WebCT - in spring 2005.

Grossmont librarians are undoubtedly some of the most highly computer-literate faculty on our campus. Of necessity, they all have mastered library online catalogs, Internet search skills, library computer utilities (such as OCLC), creation and maintenance of a library web site, and familiarity with most Microsoft Office products – for drafting library reports, flyers, hand-outs, announcements, newsletters, presentations, and other library-related documents.

#### **4.7 List and describe the duties of classified staff, work study and student workers who are directly responsible to the department/program**

### CIRCULATION

Mary Herman (Multimedia Technician Sr.): Supervise and manage the circulation department; provide work direction for two multimedia technicians and multimedia assistants, adjusting schedules as necessary. Hire, train, evaluate and prepare time sheet and keep work balances for all non contract personnel – hourlies, work-study and Cal-Works students. Generate training manuals, issue memos, prepare signage, attend meetings, provide input in a variety of ways, and develop policies and procedures. Work the circulation counter, process materials, interact with patrons and keep area clean/dust free.

Jun Feare (Multimedia Technician): Responsible for two areas; Reserves maintenance and Circulation Evening Supervision. Duties for Reserves include downloading catalog records and entering new material in the computer, withdrawing and updating existing items. Performs inventory and keeps track of lost, missing or overdue items, physically prepares Reserve materials for circulation, repairs damaged materials, produces statistical reports, corresponds with instructors, and updates procedures manual. As Circulation Evening Supervisor, is responsible for training, directing, and supervising student workers and/or hourly personnel, assists patrons at the Circulation desk (checking out/in materials, answering questions, issuing and/or clearing bills, etc.), handling complaints, problems and emergencies in the library, closing the library and securing the building.

Kim Cameron (Multimedia Assistant): Opens the library (includes picking up newspapers & periodicals for processing, disarming the alarm system, turning on all student computers, printers, copiers). Processes overdue materials and completes related follow-up/Fax machine/Maintenance of copiers and change machine. Covers the circulation counter.

Work Study & Student Workers: The number of library assistants varies tremendously throughout the year. We have had as few as 3 and as many as 18 over the past few years. These are a combination of hired hourly (either district student or short term) workers, federal work study students, and CalWorks students. The evening hourlies have the most responsibility and primarily assist the evening supervisor (as the only full time classified responsible person in the building) and help with the closing procedures. Those given the title of “lead” clerk are allowed to issue bills and do renewals. The “regular” library assistants (who have sufficient English skills) assist at the Circulation counter performing public service functions. Almost all of the library assistants can check in, process and shelve materials. There are a few who basically can only dust, push in chairs and clean computers. With the second entrance/exit to the building, we are going to have to hire higher functioning, English-proficient hourly personnel to staff that area.

The part-time workers usually work between 6 and 12 hours per week. CalWorks students can work a maximum of 12 hours and with Federal work study, it depends on

the amount of their grant. Short-term hourlies can work about 19 hours per week, if we want to keep them through the year and District hourlies can work as many as 30 hours per week, if we have the money to pay them.

#### PERIODICALS / CIRCULATION BACKUP

Glennnda Jiles (Multimedia Technician): Maintains the serials collection. This includes daily processing, shelf maintenance, and database clean-up. Secondary duties are to assist with the daily operations of the Circulation desk.

#### TECHNICAL SERVICES

Jo-Ann Schrader (Multimedia Technician, Sr.): Budget & Acquisitions: Assist the Associate Dean in preparing the LRC budget, enter all LRC requisitions in IFAS/Insight, monitor the budget throughout the year and run reports. Purchase supplies and equipment for LRC. Prepare monthly reports, assist in processing LRC timesheets, and report all building maintenance requests.

Theresa Cristobal (Multimedia Technician, Sr.): Book Acquisitions: Allocate funds from current WSCH and FTES reports for classes offered. Enters allocations into Excel spreadsheet, tracks funding and orders for each librarian's subject area of responsibility. Researches and compiles new title requests. Places orders on-line or direct, enters brief records in SIRSI database, receives materials in database. Processes donations, materials needing repair or binding, items selected to be withdrawn from the collection, materials sent out for binding, replacements of missing, damaged, and lost-and-paid titles.

Ingrid Dempsey (Multimedia Technician, Sr.): Cataloging, print & non-print: Physical processing of print and non-print materials. Includes searching for correct bibliographic records, downloading of computer records from OCLC and entering these records into SIRSI, completing final checks, labeling, assigning accession numbers to non-print materials, withdrawing outdated/damaged materials.

Hourly (1): Part-time hourly acquisitions assistant: Researches and processes new title requests in preparation for ordering. Physical processing of new and donated items received (including non-print). Produces and affixes call numbers and title labels. Repairs and binds materials. Physical preparations for withdrawing material and removes the item from the database. Assists in projects assigned to Technical Services.

#### MEDIA ACQUISITIONS/INTERLIBRARY LOAN (ILL)

Marty Armstrong (Multimedia Technician, Sr.): Interlibrary Loan & Non-print Acquisitions Specialist: Order DVD's, CD's, CD-ROM's, and videos. Purchase (or preview for instructors and others) media intended for classroom use. College liaison with the San Diego County Department of Education Media Consortium, orders 350+ books on tape and CD's per year and processes them for disabled student services, weeds the media collection and works on getting the video collection close captioned.

Responsible for booking programs and having them ready for check-out. In charge of activities in the public area of the second floor including 20 computers, 16 DVD/VCR TV combos, and nine study rooms. Supervises the Media desk. Coordinates the courier service, makes ILL materials available to patrons by requesting books and journal photocopies from other libraries and then telephoning or e-mailing requester, retrieves books and photocopies as requested by other libraries, maintains statistics. Interlibrary Loan services are growing each year. Currently over 4,000 items each year are processed and approximately 400 items are ordered from the San Diego County Department of Education for classroom instruction and student use.

Hourly employee for ILL (Oscar Armstrong): ILL Courier: Drives to SDSU to retrieve books and journal articles, delivering them to Cuyamaca and Grossmont, and transporting books and articles between the three campuses. Searches for books and retrieves them from SDSU stacks. Drives over 30 miles each day.

Work Study for Media Desk: The most at one time has been 4. They are responsible for checking out/in media materials, answering questions, scheduling study rooms, helping people with computer problems, helping with the VCR/DVD carrels, helping with microform users, keeping the area clean.

Student Workers for Media Desk: 1 hourly. Responsible for checking out/in media materials, answering questions, scheduling study rooms, helping people with computer problems, helping with the VCR/DVD carrels, helping with microform users, keeping the area clean.

## LEARNING RESOURCE SYSTEMS

Rhonda Bauerlein (Learning Resource Systems Specialist): The Learning Resource Systems Specialist coordinates and oversees the operation and utilization of learning resource computer systems and programs. She provides training and assistance to other personnel in the proper use of systems and programs, is responsible for the maintenance of the SIRSI library database, trouble shoots and resolves problems with hardware and software installed in the LRC and is a liaison between the LRC and Information Systems. She performs systems analysis and designs systems, programs, and procedures that will more efficiently serve the learning resource needs of the college community.

Work Study: One work study assists with maintenance and upkeep of the Learning Resource's computer systems.

## SECRETARY

Jean Wallace (Secretary): Secretary for the dean of the LRC. Makes appointments for the dean and keeps his weekly calendar, ensuring that he knows about upcoming meetings. Facilitates communications between learning resource staff and the dean, handles all time sheets for Classified, Adjunct, and Hourly staff each month, processes hire forms, schedules use of the Learning Resource's meeting room for other campus

groups, participates in various college committees, takes minutes for those meetings, maintains accurate files of all documents pertaining to the LRC, both in electronic and hard copy format, and disperses mail.

## **OTHER DEPARTMENTS HOUSED WITHIN THE LRC**

### **FACULTY EVALUATIONS**

Carolinn Torwick (Clerical Assistant .425): Handles all of the paper work connected with faculty evaluations, e.g., distribution of evaluation packets for each faculty member being evaluated. Word processes all student comments in order to maintain the confidentiality of students making those comments. Is responsible for the creation and maintenance of faculty evaluation database tracking rotation and employment status. Maintains training manual for evolving duties within the position. Keeps close communication with Information Systems for calculations of evaluation scores.

### **GRAPHICS**

Jamie Gassert (Graphics Coordinator): Performs a variety of responsible duties related to the design, preparation and production of instructional and promotional projects and materials for the college. Confers with users and requisitioners regarding job specifications, maintains job log and schedule sheet. Plans, designs, and prepares a variety of finished art works. Oversees the production of the college catalog and class schedules. Obtains cost estimates from vendors and suppliers. Trains and provides work direction to Graphic Designers, Desktop Publishing Specialists, hourly and work study staff. Operates and maintains a variety of specialized equipment.

Lynnette Wilson (Desktop Publishing Specialist): Operates a Macintosh computer for the production of instructional and promotional materials using graphic design software programs. Designs cover art and contents of brochures, pamphlets, certificates, and promotional materials. Troubleshoots formatting program to identify operator error. Edits and retouches charts and graphs, copy-fitting, stationary, business cards, newsletter layout design, multi-panel brochure designs, programs, posters, and signs. Mounts and mats photographs, posters, maps, graphics, and other flat media. Communicates with other departments and personnel to coordinate activities and exchanges information and consults with clients regarding work orders. Obtains costs to print jobs and orders required materials. Proofreads, edits, and corrects copy to assure accuracy and compliance with standards. Assists with scheduling orders. Performs routine layouts and designs. Trains and provides work direction to student and hourly assistants, maintains an inventory of supplies required for assignments. Upgrades software programs.

Work Study & Student Workers: 1 intermittent worker who assists Lynnette. Performs a variety of responsible duties related to the design, preparation and production of instructional and promotional projects and materials for Grossmont College. Designs (or follows a pre-prepared design) a variety files such as a brochure, flyer, poster, etc.

Operates a Macintosh computer using QuarkXpress, Photoshop and Illustrator: and, if possible, the following: CD-ROM, scanner, removable hard drive, laser printers.

### WORD PROCESSING

Sirrka Huovila, Barb Guiette, & Maria Baeza (Word Processing Specialists): In a shared team effort, these three staff members type, revise, proofread and send to the Printing Department (when necessary) memos, letters, class handouts, tests, flyers, newsletters, athletic media guides, brochures, books, flowcharts, and anything else needed by administrators, faculty and staff. These are retrieved as required for reprinting and revisions. Receive documents via disks, e-mail or hand-written drafts, refine and return to the originator or add to their files. Complete jobs that are needed within an hour or one-day notice.

### INSTRUCTIONAL MEDIA SERVICES

Val Eskridge (Instructional Media Services Coordinator): Supervise Instructional Media Services, schedule staff work hours, provide training to staff, students and faculty, provide technical assistance to staff, students and faculty, develop budget and equipment needs, provide technical assistance for video-conferencing, develop IMS strategic plan, meet with vendors, provide consultation to faculty and staff regarding hardware and software, provide technical assistance for presentation equipment, serve on campus-wide committees.

Sang Bai (Instructional Media Services Technician, Sr.): Schedule equipment, install various multimedia equipment and computers, maintain and facilitate various AV/computer technologies, trouble shoot calls from classrooms.

Work Study: In any given semester, IMS has 3-4 work study to staff the IMS desk and perform a variety of tasks as the needs arise.

### PHOTOGRAPHY

John Dixon (Photographer): Provides digital photography for Grossmont College and the Grossmont-Cuyamaca Community College District.

#### **4.8 Detail the numbers, release time, and specific duties of current librarians and the adequacy of library staffing.**

When the last library program review was completed in 1997, there were 3.4 full-time librarians, down from 6 in years past. There are now 4. This decline is neither due to fewer reference desk questions (see Appendix 4.1), nor a decline in demand for bibliographic instruction (see Appendix 4.2), nor a decline in FTES (see Appendix 4.3), but due instead to fiscal constraints.

It should be noted that, at the time of this writing, librarian Curtis Stevens is acting Associate Dean, so at some point in the next 2 years, we should have five full-time librarians.

The Association of College and Research Libraries (ACRL) 2 year college standards (see Appendix # 4.4) call for between 14 and 21 full-time librarians with our FTES of 11,174. Not only are we under 50% of minimum standard, but over the years, we have actually been backsliding from the high of six. And, because of recent tight budget years, we have continued to have only minimal adjunct hours available to compensate.

And yet, since those years with six librarians, the scope of reference desk duties has increased - by over 50 computers that need supervision, 2 computers with special software for persons with disabilities, Internet research, requests for reference assistance by mail ("Ask-a-Librarian"), a scanner, over five new databases, and a library web page, with over five times the resources it offered in 1997.

Then, too, librarians' duties have expanded to include personal web pages, web-based resource pages for all departments, web page maintenance, database review and assessment, the teaching of a one-unit library course, off-campus access services, the cataloging of newer technologies, a recent move into a new library, more class library instruction, and the creation of online, interactive, multi-media tutorials.

It is an understatement to say that librarian staffing is inadequate.

At this writing, there are four full-time librarians:

Patricia Morrison

Patty's duties include 1) remote services access coordinator, 2) reference desk duty, 3) teaching hour-long library instruction sessions ("bibliographic instruction"), 4) collection development (adding to and weeding the collection in her subject areas, 5) library web page updating and maintenance, 6) managing the library's electronic databases, and 7) campus/committee work.

She currently has .4 release time to serve as CATL (Center for Advancement of Teaching and Learning) Coordinator, and .1 adjunct hours (3 extra hours on the reference desk) for a total of .5 release time.

Michelle Blackman

Michelle's primary duty is to coordinate library instruction classes: Scheduling the hundreds of hour-long classes that are taught each year, teaching many of those classes, updating instruction resources such as the online instruction page, hand-outs, and the "hands-on" library assignment, and reporting on statistical records and evaluations associated with instruction. Her other duties include 1) reference desk 2) collection development (adding to and weeding the collection in her subject areas), 3)



teaching the one-unit LIR course and 4) she also serves on the Program Review Committee which meets for two hours each Wednesday.

#### Julie Middlemas

Julie's duties include 1) reference desk duty 2) Periodicals collection development 3) Reference collection development and user guides for library systems 4) collection development for 13 disciplines, outreach to faculty and maintaining web resource guides for those areas, 5) library instruction and 6) serving on the Curriculum Committee.

#### Nadra Farina-Hess

Nadra's primary duty is that of cataloging librarian which includes coordination of technical services, reviewing all new cataloging, creating original cataloging, and maintaining authority control. Her other duties include 1) reference desk duty 2) collection development for thirteen disciplines which includes outreach to faculty, maintaining web resource guides for those areas, adding to and weeding from the collection 5) library instruction 6) committee work, both within the library and serving on campus 7) Nadra currently has .3 release time serving as department chair.

#### Adjunct Librarians

Right now, we are using the first four of these seven part-time librarians to staff the reference desk for a total of 12 hours per week: Janice Camp, Tara Morrissette, Virginia Sherwood, and Ann Hammond - with Ann Willard, Katie Dunn, and Donna Melnychenko not allocated hours due to lack of budget and/or schedule conflicts.

### **Other Library Staffing Issues**

#### Media Desk

Marty Armstrong supervises the Media Desk and Interlibrary Loan. Her full-time assistant works Tuesdays through Saturdays during the day. Marty needs a 25 hour permanent staff member to work evenings and Saturday, so that her regular assistant can work Monday through Friday. Further, she needs consistent student help for each of the 63 hours that the library is open – her student help now is irregular.

For Interlibrary Loan, Marty needs a permanent part-time 25 hour-per-week courier, rather than the hourly she now has (who is never guaranteed employment from one term to the next).

ADA has mandated close-captioning of videos, a time-intensive project that is only 20% completed and will be in the works for years to come. For that project alone, the Media Desk area needs a 20 hour part-time permanent position.

#### South Gate Desk

This public service desk is staffed completely with hourly student workers during the library's 63 open hours each week. Hourly student workers can not be relied upon to consistently staff a public service area. Ideally, the South Gate staffing should consist of a 40 hour permanent full time person and 23 hours of hourly student workers.

### Circulation Desk

At one point (2001), Circulation had five full time staff assigned just to that one service desk. When we moved into the new building, Circulation had to give up one full-time person for the Media Desk, so it is down 20% in terms of circulation desk staffing. This compromises service and security. Certainly hourly work study can not be relied upon to consistently staff a service desk – so the Circulation Desk needs to replace the full-time permanent person it lost to the Media Desk.

In summary, our classified staffing problems are a result of having to staff two additional service points (at 63 hours each) since the new library opened in 2003, with only a small amount of temporary additional funding for the South Gate (the equivalent of less than 2 FTE).

## 5.1 Comment on the effect that the new building is having on increased student use, access, and success.

Since our new library building opened in July of 2003 we have enjoyed seeing our students, staff, and faculty members use this important educational environment. The library truly comes alive as we see patrons making use of research materials, searching our databases at the new workstations, coming to the reference desk for help, browsing through the recent newspapers, registering for courses via the internet, and meeting classmates in a group study room.

In June 2001, the Association of College and Research Libraries issued “A Student’s Guide to Evaluating Libraries in Colleges and Universities,” with the intent that examining a school’s faculty, academic programs, and facilities should be included in a student’s decision making when applying to colleges and/or universities. The guide asks students to consider in their college choice how well the library will help them succeed in today’s complex and chaotic information age.

Of the three areas considered for an academic library, facilities, services, and resources, what follows will compare our library to the Guide’s characterizations for facilities, focusing on how ours affect our students use, access, and success.

The Guide asked several questions, they are written in *italics* below along with answers.

*Is the library space inviting?*

When we talk to our students, both informally and through surveys, they tell us what they like best about the library is the space, it is very open and light, offering beautiful views from the second floor.

*Is there a variety of study spaces?*

Our students enjoy the variety of study spaces, the private work stations, open table seating, group study rooms (which are very popular), and the comfortable lounge seats. The variety of study areas increases student use with a more inviting atmosphere and practical usage of space.

*Is the library building easy to find?*

Unfortunately, the physical location of the library has a negative impact on its users. Our front door faces north (towards the gym) near what many consider to be the back of the campus. Not only is it a longer walk for some, but because there is no sound barrier between the library’s front door and the main gym area we get considerable noise coming through from the gymnasium as well as the bell that rings periodically, often disruptive to student concentration.

*Are multimedia production facilities available for your use?*

Students notice the technology available on the second floor near the Media Desk. Here they find VCR/DVD viewing stations, listening stations, a tape duplication area, and microform reader/printers; all items used for a variety of learning styles and material

formats which increase access to information. Another form of media technology distributed on both floors of the library is the flat panel monitors which are used to display rotating messages for library and campus-wide information and marketing.

*When you are in the library, can you easily find your way around?*

Finding ones way around the library is assisted with proper signage. When we moved into the new facility we took our old signs with us to put up on a temporary basis. Currently, we are waiting for the new signage which will be much more attractive as it will match our interior design and be placed in prominent and permanent locations, helping students locate materials more quickly and easily.

*Are the library hours convenient?*

The hours that the library is open are affected by budget, and we originally had to cut back our hours of service by two hours; instead of our long-standing hours of operation being 8:00 am to 10:00 pm on the weekdays and Saturday openings, we were shortened to 9:00 am to 9:00 pm. and no weekend hours. After many student complaints, the college supported opening the library at 8:00 am by supplementing our adjunct librarian budget, but we must still close our doors at 9:00 pm; unfortunate for those students who take evening classes and stay on campus until 10:00 at night.

*Can the library accommodate any disabilities or special needs you may have?*

The new facility has two elevators to help those with mobility restrictions, a retrieval service, and two computers equipped and reserved for persons with disabilities. Users who find it difficult -- or impossible -- to gather circulating materials from the stacks on the second floor are assisted by staff at the circulation desk who make the trip upstairs and bring items down. The elevator and retrieval service we've found very popular, but the computers are less used. This could perhaps be due to the equipment offered at the college's Disabled Students Programs and Services office, nonetheless they will remain as an alternative and encouragement for all students to feel welcomed and supported in the library.

*Is there adequate space for users and collections?*

The space for our users and the space for our collection is quite adequate for our current enrollment. There are both upstairs and downstairs study tables, computer areas, and group study rooms. The shelving was designed to accommodate a growing collection both in circulation and reference. Although issues regarding location of periodicals and their indices have arisen, the library staff has worked diligently to overcome these and make this part of our collection easier to find and more usable for our students.

The ACRL "A Student's Guide to Evaluating Libraries in Colleges and Universities is available on the Association's web site at [www.ala.org/acrl/evalguide.html](http://www.ala.org/acrl/evalguide.html).

## 5.2 Comment on the adequacy of facilities and equipment for meeting student needs.

The library moved into a new building in summer 2003 which provided more space and better facilities. Students have been quite pleased, overall, with the enhanced capabilities.

Still, the following items need to be addressed:

- ☞ The usable square footage of our facility has not dramatically increased over the size of the former facility. The former building had 33,823 asf (assignable square feet). The new building increased by only 10,000 asf to 43,930 asf. Therefore, many of the problems we experienced in the old building have resurfaced, and we have some new ones. For instance:
  - The shelving space for our circulating books collection is inadequate for more than 5 years' growth.
  - The print periodicals collection is already impacted, necessitating that we keep no more than five years of any title.
  - The current display periodicals could not be placed physically adjacent to the periodical back issues and are quite far from photocopiers.
  - The archive room has not been at all improved – it remains the size of a closet.
  - Students used the Quiet Study room in the old library heavily – they now have no place designated for quiet study, and there have been many complaints.
  - Our group study rooms on both floors are already used to capacity.
- ☞ The adequacy of computer equipment has been an issue for our students since we have relocated to the new building. For instance:
  - We often hear that there are no computers designated for library catalog use only. To rectify that, we requested the needed software to create computer stations that are dedicated to the use of the online catalog/research only. However, budget and I.S. priorities have resulted in a protracted delay. And, despite a technology lab housed in the same building, we still have students waiting in line for computers!
  - We have installed a “take-a-number” dispenser for the first floor computers to help channel those waiting for the next available station.

On the plus side:

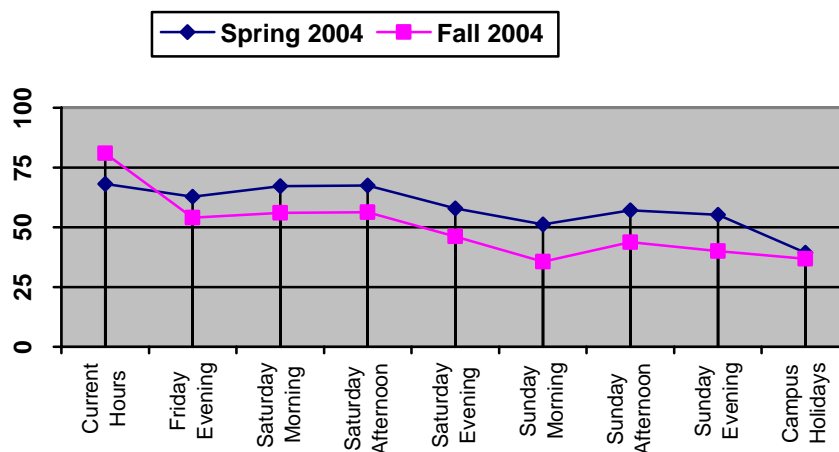
- ☞ Our Library Instruction Lab (LIL) has been a wonderful resource, providing students the ability for interactive library instruction.
- ☞ The number of computers we are offering for student research needs has grown.
- ☞ The reference desk is finally large enough, and is ADA compliant (as are the rest of the facilities)
- ☞ And finally, the student study carrels are large and offer privacy to students performing serious research.

### 5.3 Comment on the results of the Student Survey, Appendix 2.1a and 2.1b, focusing on facilities.

Questions 12 through 13h of the Library Student Survey asked students if expanding library hours would benefit them. The graph below charts the favorable results we received from the spring 2004 and fall 2004 semesters regarding satisfaction with our current hours, and also positive responses for expanding our hours to Friday evenings, Saturdays, Sundays, and holidays.

The first graph indicates that there is a high satisfaction level with our current hours. The greatest favorable response to expansion of open hours was for Saturday mornings and afternoons. During the spring survey, the library was closed on Saturdays due to budget cuts. Fortunately, these hours were restored during the fall. This should account for the lower percentage of students responding to a need for increased hours and an increase of positive responses for the library's current hours during the fall semester.

Graph 5.3.1

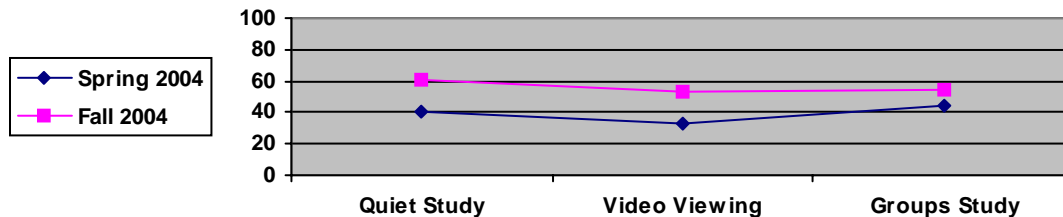


Several questions in the survey asked students their satisfaction level with various services and facilities. Questions 5a, 5f, 5h asked specifically about the need for a quiet place to study, an area for video viewing, and our group study rooms. We have heard many comments regarding a quiet place to study, because the new library building floor plan did not allow for a quiet study area. Since 80% of students surveyed come to the library for a quiet place to study (as seen in question 1a of the student survey), quiet study is obviously a priority for our users. Yet 50% of our users (calculated for both semesters) felt that the quiet study situation could be improved.

Approximately 66% of students surveyed were “satisfied” or “very satisfied” with video viewing. Video viewing showed improvement in our new library partially due to the fact that students are now able to view videos in the group study rooms (when groups of 2 or more want to watch the same video).

Our group study rooms have proven to be very popular among our students as shown by constant booking and drop-in use. The responses for “satisfied” and “very satisfied” improved greatly in the fall, most likely due to changes in our room booking and reservation system.

Graph 5.3.2



Overall, students are currently satisfied with the facilities.

We must survey them regularly, to address their needs as they change over time.

**5.4 Describe the numbers and needs of Internet stations and PCs in the library’s main reference area.**

Our numbers of computers (all PCs) increased dramatically with the move to the new building, we had around 25 total on both floors in the old building, and we now have:

- ☞ 34 stations for users on the main floor (2 of which are specifically equipped for persons with disabilities)
- ☞ 1 for users at the reference desk
- ☞ 20 stations on the second floor
- ☞ 28 stations in the Library Instruction Lab – reserved for teaching classes on library research

All computers have Internet/Library research access, and offer Microsoft Office applications. Nearly every computer came new with the building in 2003, and all have flat screen monitors.

The library also offers students with laptops and their own Internet Service Provider the ability to use the Internet through dial-up and a modem at some of the tables on the library’s main floor. By March 2005, we should have wireless access capabilities in the library.

Our needs as of this writing are: 4 computers dedicated to our online catalog and databases on the main floor, and at least 2 on the second floor. These should be in place by March 2005. In three years, we expect that all of our computer equipment will be outdated and will need to be replaced.

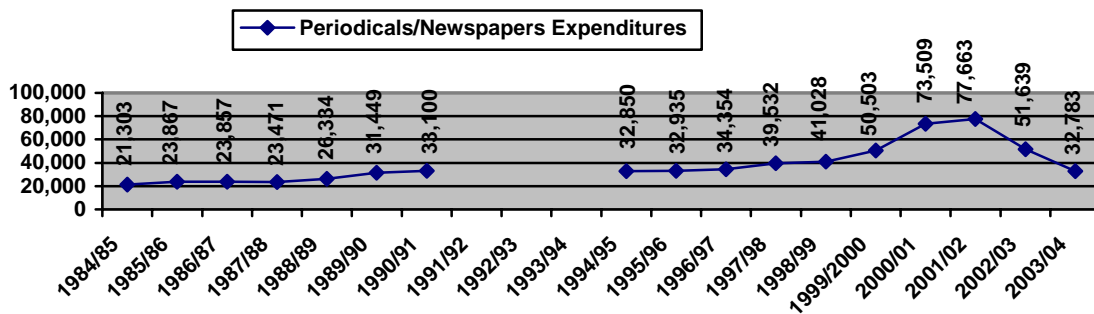
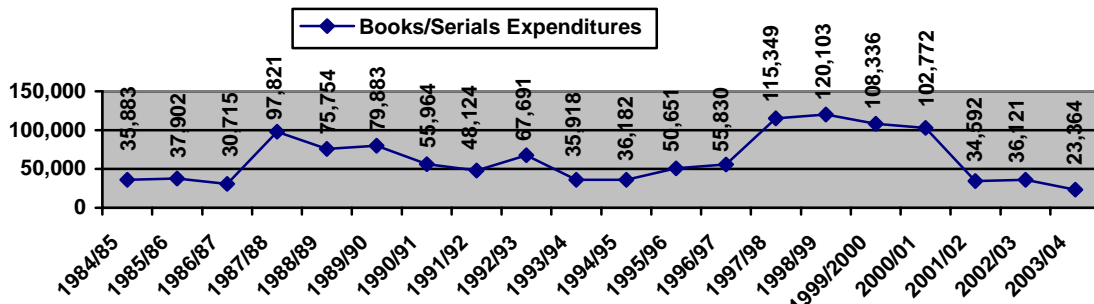




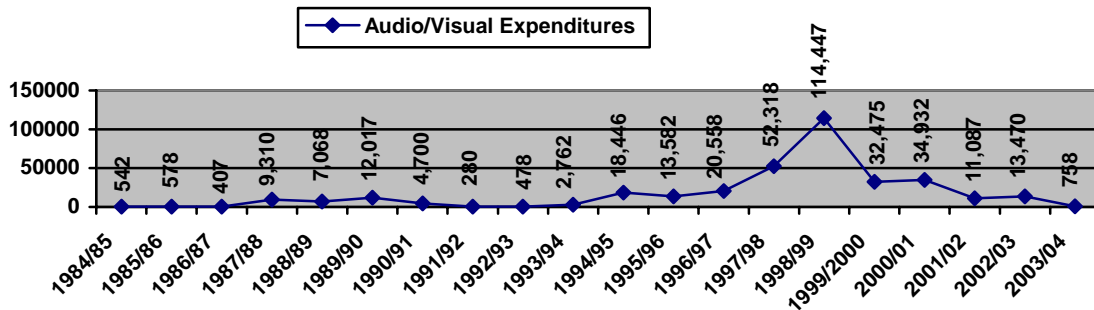
**6.1 Construct, analyze, and comment on a simple graph showing library and media services annual use over the last ten years.**

Please refer to question 3.4 which is exactly the same question. (page 41)

**6.2 Graph and comment on learning materials (books, nonprint, etc.) expenditures in the last twenty years.**



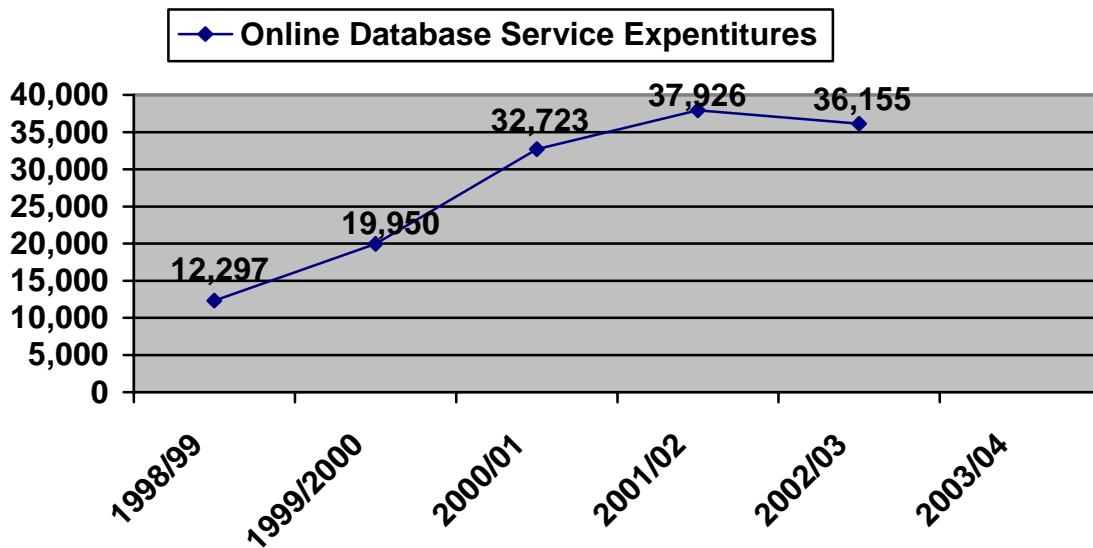
Note: there are 3 years of periodical budget expenditures missing



The graphs show that, over a twenty year span, the beginning year and end year are still relatively the same. There has been no overall change, despite the fact that costs rise approximately 10% a year for materials and over the 10 year period of 1994/95 – 2003/04, we had a 35% increase in FTES.

It is clear that not only have we not made progress, we have, in fact, (due to increased costs) regressed.

When we have administrative support, as we did in 1997/98, we are able to purchase materials at the level of support that our FTES demands.



As the demand and popularity of online resources have increased (this category now includes electronic books, electronic journals, and electronic reference materials), some budget monies have been allocated to that area (unfortunately usually at the expense of books). Also unfortunate is the fact that 95% of these funds have been obtained through Telecommunications and Technology Infrastructure Program (TTIP) monies. These funds were initially put into place to help colleges jump start their electronic services, and are neither stable nor permanent. The TTIP funds are not something to become dependant on - we foresee that they may discontinue in the near future.

### 6.3 Itemize and explain funding sources for Learning Resources.

Learning Materials	Funding Source	
	Base Budget	Other Funding
Books (monographs)	\$865.	Block Grant
Books (serials)	\$8,000.*	Block Grant
Periodicals	\$38,005.	Block Grant
Microforms	\$3,521.	Block Grant
Media (video/DVD)	\$1,000.	Block Grant
Databases	\$7,600.	TTIP
Hourly Librarians	\$8,000**	General Fund

Most Learning Resources are categories funded from the college line-item budget. The line-item amounts have proven to be very difficult to increase, and adding new line items to express changing needs has proven equally challenging. Of all the funding categories, the ones that have been most meager are those dealing with the learning materials themselves: books, periodicals, microforms, media, and databases. The starting amounts, or the base budget, as shown in the table above, have been augmented with other funding. For the library, this has been primarily Block Grant money; money that comes from the College's previous year's savings. This money comes to the library for the purchase of materials and equipment, and we decide how to divide the total amount. These funds are never guaranteed, and as has been seen in the past, can come in one or more increments.

Funding from the State's Telecommunications & Technology Infrastructure Program (TTIP) helps with the cost of our databases. For the past several years, we have received \$36,000 to \$37,000 from TTIP, but in the academic year 2004/05 there was discussion on the state level about taking TTIP funds to help balance the state budget. This shows how precarious the funding is for such a well-used and relied upon resource.

\*In the 2003/04 academic year, the college required the library to cut \$20,000 from our budget. We were able to choose where it would come from, and the decision was to take \$12,000 from Standing Orders. This left the Serials base budget with \$8,000, and as of this writing, the \$12,000 taken has not been reinstated.

\*\*The base budget for hourly librarians also was sacrificed in the 2003/04 academic year for college savings; it was cut and has not been reinstated. The amount of the base budget had not covered the cost to backfill the department chair's release time hours. That leaves NO funding for adjunct librarian hours.

**6.4 Insert as Appendix 6.1 a simplified (highest to lowest) Russell G. Fischer ranking of California Community Colleges' library expenditures per FTES. Comment on Grossmont's position in that ranking, as well as library funding differences within our own district, i.e. Cuyamaca College.**

There is no longer a Russell G. Fischer ranking. According to the State Library "The last CCL Library Expenditures report was done in 1998-99. CCL decided not to do the report any more. Tom Foster received a copy of the report for Grossmont. In 98-99, Grossmont ranked 26th in Total Library Expenditures-Library Material Expenditures by dollars expended per FTES (\$25.10/FTE). 85 colleges participated in the survey that year."

We have used the 2001/02 Annual Data Survey (the most current comparison available) from the California Community Colleges Chancellor's Office, located at [http://www.cccco.edu/divisions/esed/aa\\_ir/llrp/statistics.htm](http://www.cccco.edu/divisions/esed/aa_ir/llrp/statistics.htm) to create a similar ranking.

The chart in Appendix 6.1 indicates that Grossmont College's library materials expenditures per FTES was \$17.98, placing it 45<sup>th</sup> out of 93 community college libraries. That means that around half of the colleges fared better than Grossmont, and half worse. The highest expenditure per FTES is \$71.02; the lowest, \$2.08. If we were to be graded on our materials expenditures per FTES, we would have a solid "C."

That is a slippage from the last report in 1998-99, when we expended \$25.10 per FTES, and ranked 26 out of 85.

Cuyamaca, on the other hand, ranks 30 out of 93, with expenditures of \$23.14 per FTES. They would probably rate an above average ranking of a "B."

Here is a chart comparing Grossmont and Cuyamaca:

<b>Library</b>	<b>FTES 2001/02</b>	<b>Materials Expenditure 01/02</b>	<b>Expenditures per FTES</b>	<b>Rank among 93 community colleges</b>
Grossmont	13,059	\$234,848	\$17.98	45
Cuyamaca	5,184	\$119,944	\$23.14	30

**6.5 Give a brief history of administrative support for Learning Resources, i.e. institutional funding beyond that provided by the State for books.**

Our initial College President was a strong supporter of the concept of the library as the educational center of the college; giving the library a great start with a strong core collection of books and other materials. But changes in college administration coupled with pressures on income caused a slow decline. After a few years of this decline, the library experienced a brief upsurge in the books budget when Erv Metzgar served as College President. But Proposition 13 curtailed this after just one year, and started a new, longer and more vertical slide.

During the presidency of Ivan Jones, the distribution of non-allocated funds college-wide occurred in an afternoon bargaining session; a method that is at odds with our current practice of priority setting and decision-making. Although the library fared well in gaining non-allocated funds, it was just the opposite with the allocation of block grants. Block grants had been intended to *supplement* funds, not replace funds. But at the time the College did the opposite of the grants intention, and when the block grants evaporated, so did the line-item for Library books.

During a long period of decline in the funding for the college, the Division of Learning Resources was repeatedly asked to find solutions for its funding needs within its existing bare-bones budget. The lack of funds had been felt though out the Division and its line-item budget categories.

When President Sanchez arrived at the College, he initiated reforms in the budget process with planning and priority-setting becoming increasingly open and rational. At the same time, the college administration became increasingly supportive of Learning Resources needs and improved funding. In 1997/98 President Sanchez and Vice President Jack Daniels proved to be extremely supportive of learning resources and allocated \$425,000 out of Block Grant monies for learning materials. This proved to be a huge leap to ensure the library was at nearly 100% of the AB 1725 standards in terms of both the collection size and the annual renewal rate.

When our current president, Dr. Martinez, began at Grossmont Community College, he also proved to be supportive of learning resources. Dr. Martinez made it a priority to increase library staffing and ensure that we would be allocated a percentage of any funds the college receives; generally an amount totaling approximately \$38,000 a year.

However, the fact remains that our funding still is a far cry from meeting the minimum ACRL standards.



## **7.1 Summarize department/program strengths and weaknesses in terms of:**

- ☞ **Academic/vocational quality**
- ☞ **Student access and success**
- ☞ **Development of human resources**
- ☞ **Fiscal stability**

### **Academic/Vocational Quality**

Although we have managed to accomplish a lot with a little; such as a new library facility, research course, a powerful web site that offers comprehensive resources, and a nice cadre of electronic items such as e-books and e-reference material, we are greatly hampered in our efforts to achieve academic quality by the fact that we are not even at 75% of almost every ACRL standard (e.g. budget, staff, resources) for community college libraries.

We believe that the accomplishments made should be credited to the Division's greatest strength; the high quality staff. The staff is competent, productive and dedicated to service. They continue to provide excellent service in Reference, Circulation, Technical Services, and Instructional Media Services despite the demands placed upon them from inadequate staffing.

### **Student Access and Success**

Student access and success are two of our greatest strengths, despite our dismal fiscal situation. The following are examples of recent enhancements geared to student success:

- ☞ The move to a new facility, with better services for the disabled, and a state-of-the-art instruction lab
- ☞ A focus on off-campus access, including the creation of the role of *off-campus resources librarian*, and increased access to books, periodical articles, tutorials, and the library research course from off-campus
- ☞ Restoration of most of our lost hours (except for 3 to 4 pm on Saturday and 9 to 10 pm from Monday through Thursday)
- ☞ Three times as many computers and software applications as in the former library
- ☞ Wireless computer access for our students, by March 2005

### **Development of Human Resources**

First, we need more human resources to develop!

Secondly, we do a good job of in-house development, but we need more financial support for off-campus opportunities.

Development of human resources has been in the form of in-house training, participation during professional development activities, and a few off-campus workshops. The library staff's greatest strength in the development area lies in resourcefulness in implementing weekly in-house training programs with consistently high attendance. To

date these programs have covered Outlook, Word, Excel, and accessing e-books. They will soon expand to other database applications we currently own and/or utilize.

The scheduling process contributes greatly to the success of this in-house program. Each session is held every Friday afternoon after the library has closed, allowing staff members in public service areas (e.g. Circulation, South Gate, Media Desk, Reference Services) to attend.

Off-campus workshops have been reduced during the past few strained budget years. Attendance has either been funded through TTIP, or staff members have paid their own way when time away could be covered. The latter shows the commitment level of our staff to both career and students.

The library has a long history of initiation, development, and implementation of new ideas and projects, which has fostered excellence in service. To continue this tradition of excellence, it is imperative that improved support be given to staff members for off-campus staff development.

### **Fiscal Stability**

This area is our weakest point. The permanent line items in the budget each year are way too low, and we must thus rely on shaky augmentations, such as block grants and TTIP monies, each time. Not only have FTES and prices risen, but additionally, service points, and their respective staffing needs, have increased with the advent of the new building. In short, we are falling further and further behind fiscally.



**8.1 Make a rank-ordered list of departments/program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 7. Do not limit recommendations to only those dealing with resources.**

1. **Faculty:** Restore faculty to a minimum of 6 full-time librarians; bringing us to the level of service the library had 10 years ago. (See question 4.8).
2. **Budget:** Create permanent line items in the budget for books, periodicals, non-print materials, instructional technology, and equipment repair and replacement. The amounts in each budget should be enough to enable Grossmont to maintain no less than 75% of the standards established by the ALA for colleges of our size, see table in section 1.3 (on page 12) for dollar amounts. This should include much stronger support for electronic resources (e.g. databases, OCLC, e-books) to provide off-campus access.
3. **Support Staff:** Sufficient staffing in public service areas (i.e. Circulation, Media Desk, and South Gate). (See section 4.8 pages 65-66).
4. **Library Service Hours:** Restore library hours to stay open until 10:00 p.m. Monday through Thursday and on Saturdays until 4:00 p.m.
5. **Information Literacy:** In preparation for a state-wide literacy mandate, promote information literacy campus wide.
6. **Off-Campus Access:** Increased focus and support of off-campus access to resources.
7. **Representation:** Include professional librarians as a permanent member of both Staffing & Planning and Budget Committees.
8. **Facility:** Investigate need for, and feasibility of, a quiet study space similar to what we had in the “old” Library.