

# **Section 1**

## **Overview**



## **1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.**

### Facility

Opened in 1964, the Library soon outgrew its walls and an addition was added in 1967 to house audio-visual services and additional book shelving to match the growing college needs. In 1970 additional services were housed within the building and the library became part of the multi-departmental Division of Learning Resources; the building became known as the Learning Resource Center or LRC.

By 1998 because of the additions of departments such as Tutoring and the Computer Assisted Learning Mode (CALM lab) the building had become too small to effectively house all the different programs and funding was approved to create a new LRC with 46,650 assignable square feet, an increase of 12,199 assignable square feet over the current building.

Construction was completed in July of 2003 with the Library, Instructional Media Services, media acquisitions, Interlibrary Loan, photography, graphics, Word processing, and faculty evaluations moved into a new building adjacent to the original LRC. The original LRC was then completely renovated and repurposed as the Technology Center with a large computer mall flanked by offices and classrooms. The two buildings were then connected and renamed as the Learning and Technology Resource Center (LTRC). 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. The library is now a department within the Division of Learning and Technology Resources and occupies two floors on the north end of the building.

The library houses study carrels, computers, a copy station with black/white and color printing, networked printing stations, scanner, group study rooms with computers or laptops, and print periodicals and books, among many other resources. There is also a 28-seat classroom/learning laboratory dedicated to library instruction. The Library's online resources are as robust as its in-house resources, with information sources that include full-text articles, electronic books, streaming videos, online forms, online tutorials, online flyers, chat reference services, and a large cadre of remotely accessible databases. – all available 24/7. The Library also supplies material using Interlibrary lending services with other local, state, and national libraries.

Specific available equipment includes 79 computers available for student and community use on its two floors, supported by three black and white printers and one color printer. Each computer offers the full suite of Microsoft Office software, audio-video capabilities,

and Internet access. Two of the computers offer ADA compliant software (text-to-speech and screen text enlargement) and wheelchair access. One color copier, as well as four black and white copiers, and a change machine, are also available to make copies from print material. Other equipment available to students are calculators, headphones, webcams, four audio/video viewing stations, a scanner connected to 38 library computers, 16 laptops, wireless Internet access, and 13 group study rooms, eight of which offer audio-visual equipment as well as computers or laptops, enabling students to work collaboratively on group projects.

There are approximately 245 seats that are not dedicated to computer or other use, including individual seating, study tables, and study carrels that are available in the Library. Four carrels are also equipped for video/DVD viewing. There is also an area called the “e-chat cafe,” with ten chairs, four portable computer tables and four footstools where students may relax and use their own laptops. The atmosphere of the library as a hub of campus life for students is augmented by displaying student artwork in the vestibule area of the library, as well as in library main floor display cases. The library collaborates with other departments to showcases items; for instance, in 2011, working with the English Department as part of a campus-wide interdisciplinary effort, it hosted a display about Henrietta Lacks complete with student artwork, bioethical materials and a PowerPoint timeline. Also on display during Grossmont College’s 50th Anniversary was a PowerPoint montage of archival photographs compiled from the library’s Archives. Digital display monitors mounted on the walls continuously show slides that market and promote library resources and services as well as campus events.

### Curriculum and Services

Since its opening in 1964 the library has consistently supplied the student body and local community with an outstanding book, non print and now digital collection. The library continues to provide a central location for books, audio, video, and digital media.

Instruction on using the library resources has traditionally been given in workshops by Librarians and scheduled throughout the semester upon request by course instructors. In the 1970s through the mid-80s a 3-unit academic class on library research was given as part of the now defunct Library Technology Program. When this program was being phased out, the course in library research was the last to go; speculation is that students who were not pursuing an Associate Degree in Library Technology found value in this course as it was designed for the student to learn how to search for and access library materials.

A 1-unit library research class entitled Library and Information Resources 110 was introduced in the early 2000s. The course focuses on the five national standards of Information Literacy established by the Association of College and Research Libraries: need, access, evaluation, use and ethics. The course is taught during an 8-week session

and scheduling is dependent on college FTES. We have had as many as five sessions in an academic year and as few as one.

### Staffing

Currently full-time staffing for the Grossmont College Library includes four faculty librarians and six full time classified staff. One full time librarian is on reduced load prior to retirement in 2015. While faculty staffing has been reduced due to retirements in the last couple of years the college has provided funding for the library to maintain a strong level of services through adjunct support. There are six adjunct faculty that equal approximately 1.5 FTEF. Of the 6 classified staff there is one Public Services Coordinator, expected to retire in June 2016, one Multi-Media Technician, Sr., three Multi-Media Technicians one of which is expected to retire in 2015, and one Multi-Media Assistant. Job descriptions vary depending on the classification of these individuals. Depending on the budget and availability, we also have a varying number of hourly student workers.

Title 5 of the California Code of Regulations contains minimum standards for numbers of staff based on FTES. California State Academic Senate's interpretation of Title 5 states that for a college with FTES between 5,001 to 7,000 we should have 5 librarians and 9 support staff; for each additional 1,000 FTES we should add an additional .5 librarian and 1 support staff. According to the California Colleges Chancellor's Office, our total FTES in 2011/12 was 12,174 and is 13,209 averaged out over the 6 academic years. Based on these numbers the library should have a total of 15 classified staff members and 8 librarians.

The reference desk is currently staffed with professional librarians to help students obtain quality information and fulfill their research needs. Given our hours of operation and a decrease in faculty, other essential duties of librarians, such as selection and deselection of materials, cataloging, online and class instruction, database maintenance, authority control work, library-department liaison visits, marketing, and new technology projects, are often neglected to keep the reference desk staffed.

As online databases have become increasingly more prominent in libraries, our need for staff who are trained in the management and maintenance of databases has increased dramatically. In 2008 the Library Systems Specialist, the staff member who took care of database maintenance, left the library; and due to the current budget the position has not been replaced. Library database management is a critical task in libraries, so much so that in 2006 library schools began including specialty tracks of study that focus on library computer systems. A.A. programs that offer degrees in Library Technology also require students to take courses in computer applications. Grossmont College library needs to hire a Library Systems Specialist., otherwise our digital infrastructure is not able to appropriately support student and staff needs.

Since the writing of the library's last program review the organization structure of the Division's Administration has changed. The Division's structure was to have a Dean of L&TR along with an Associate Dean. At the time Kats Gustafson was in the Dean position and she submitted for and was approved for an organizational change that eliminated the Associate Dean position. Since that time Kats Gustafson retired from the District, and it took a year until we were able to find a new Dean to fill the empty position. That person, Kerry Kilber has served for three years and in June of 2013 announced that she has accepted a position at Cuyamaca; leaving the library and the entire Division again without a Dean. There needs to be stability in the position for it to be effective. In the future it is important to not only hire a new Dean who can bring some stability to the job but we also need to revisit the idea of an Associate Dean for the Library.

## **PROGRAM GOALS**

**1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most and least successful goals and answer the following questions.**

### **For your most successful goal:**

Our most successful goal is the enhancement of our services for the academic success of our students.

### **a) What activities did you undertake to achieve this goal?**

- The library website homepage was updated to be more user-friendly and showcase the library's federated search engine. The menu bar was updated for improved navigation to media services and to the newly created research guides.
- The library collection was made more accessible via a federated search engine, Ebsco Discovery Service. This has been branded as the "Grossmont Gateway to Research."
- A modular library instruction tutorial that incorporates various learning styles; tactile, auditory, and visual was created to replace the previous hour long tutorial. It is accessible on the library website under the Library Instruction menu.
- The 2nd floor study rooms were supplied with five new laptops and three new PCs, resulting in all the study rooms on the 2nd floor having computers for student use.
- The goal of adding 15 more computers to the library was partially accomplished by adding 12 additional computers to the 2nd floor study carrels.
- Four computer stations were added to the library reference desk making it possible to provide point-of-need instruction during reference desk transactions.

- Students and community members have been given free access (no log-in required) to all student computers. Each computer is Internet enabled and has Microsoft Word 2010, Excel 2010, PowerPoint 2010, and SharePoint Designer 2010 installed. A CD burner is also available. For convenience, the free applications; Adobe Reader, Quick Time Player, Media Player and DA Player are also preinstalled.
- The creation of an Interlibrary Loan online order form to be pre-populated with book or article information was discussed between staff members, librarians, and the Information Systems department. This remains a goal that we hope to implement as soon as possible.

**b) Report and explain the data you have to verify progress toward your goal.**

- Demonstrated by final product: The library homepage is viewable at <http://www.grossmont.edu/library>. A search box for the faceted search engine is displayed on the center of the page. Improved second-level pages under the menu links for Media and Research Guides are on the left menu bar.
- Demonstrated by final product: The online library tutorial is accessible via the library homepage or directly at the following link <http://www.grossmont.edu/library/tutorial/>
- Demonstrated by library reports: A count of the number of computers in the library is documented on an annual basis.

**c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

This goal supports College Strategic Planning Priority Goals 4 and 5. By enhancing our systems to be more user-friendly and accessible, we support the academic success of historically under-prepared and under-served students.

**For your least successful goal:**

There is a section in Appendix 1 that asks about a goal within the area of Curriculum Development. When our goals were set this area was overlooked. It's important that it's mentioned here only to avoid this occurring in the future.

**a) What challenges or obstacles have you encountered?**

The main issue with the LIR course is that we don't have enough full time librarians available to teach, so the instruction was turned over to the adjunct librarians after a few years. We find that a one-unit course does not compensate the instructor fairly for the amount of time needed to teach the class causing a high turn over in the adjunct librarians qualified to teach this class.

**b) Has this goal changed and why?**

A goal focusing on instruction will be included in the next planning cycle.

**IMPLEMENTATION OF PAST PROGRAM REVIEW RECOMMENDATIONS**

**1.3 Your program 6-year plan in Appendix 1 contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review**

The last Program Review was conducted in 2005. In the past 8 years improvements have been made to the program due to the recommendations made in the previous review. The following changes have been made:

1) Object codes within the several key codes of the department's budget have had clear descriptions assigned. When beneficial for understanding and budgeting object codes were combined and others were separated. For example the book budget was strictly for print books and not electronic books, so this needed to be revisited and made allowable to fund electronic books through the same object code.

2) It was recommended that the position of Graphic Designer would be changed from a part time to a full time position. This was accomplished, but more importantly what came out of this change is the realization of the importance of recommendations from this committee to each department. The previous Program Review was a review of the entire division, with very little attention given to departments like graphic arts, faculty evaluations, tutoring, ICS, and the others. Because of this, when representatives from the library had the opportunity to sit down with our dean and Chris Hill who was initiating a now successful integrated planning process, we decided that in order to fairly represent each department within the LTRC, each should conduct their own Program Review. The Program Review for the Library is both academic and support service oriented, while the Program Review from the other departments focuses on support services.

3) The Library staff were pleased to learn that the Committee recommended we continue supporting the state-wide mandate to require information literacy. It is essential that our staff, faculty and administration support our library and the instruction we offer. Efforts have been made by the Board of Governors of the CCC and State Academic Senate to implement a state-mandated information literacy graduation requirement, but in 2002 the California Department of Finance vetoed the proposed regulations due to budget concerns. Some California Community Colleges are implementing information competency requirements on a local basis. We have chosen to continue offering an elective information literacy course, LIR110.

4) It was recommended that we address the Academic Senate, requesting Library representation on the Budget and Planning Council. Because of this we now have a



permanent position for a librarian on the Planning and Resources Council which gives the Library a voice in the future of Grossmont College.

5) The Committee recommended that we work to acquire quiet study areas for the students in the LTRC and throughout the campus. We found that converting rooms and designating them as quiet study areas did not fully meet the needs of our students. These areas need staff to enforce rules and make sure students are adhering to the college's code of conduct. When the group study room (70-253) was converted into a quiet study room it proved to be problematic due to excessive noise, large groups taking over the room and not letting other students access the room, and students eating (sometimes cooking) lunch in the room, making it difficult for other students in the library to concentrate because of noise levels or reserve a room. Due to the distance of the room from the Media desk, the closest staffed position, it was difficult for the library staff to constantly monitor the room and enforce the rules. Changing to a room closer to the Media desk did not help matters; Media desk staff would regularly check on the room, but as soon as staff would walk away the problems returned.

A new idea was implemented and the second floor of the library was designated as a quiet study area. The Media desk staff continues to try to make the second floor a quiet area. They regularly ask groups to be quiet, offering them a group study room so they could talk freely, or they suggest that the group relocate to the first floor, since that is designated as more of a general use area. It has been our experience that students either quiet down temporarily or ignore our requests. As soon as one group is asked to quiet down, there is another group in a different area talking loudly. Although the second floor can be a difficult area to keep as a quiet area, the library staff continues to do their best to keep it as quiet as possible until a new solution is found.

A single-person study room (70-271) to meet the needs of students needing a quiet place to study, as well as to meet the needs of DSP&S students was created.

We have not worked to secure other quiet study areas on campus yet. Our goal was to create quiet areas in the LTRC first and since that has not been fully successful the campus wide quiet areas has yet to be addressed.

6) It was recommended that we get increased support by the District Information Services for off-campus access, wireless capabilities, inventory control, and other existing and new technology. This has proven impossible, as Information Services has undergone a large reduction in staffing. In the past we had the support of a computer programmer assigned to the library to administer the Sirsi software that runs the library catalog, but with his retirement and no replacement assigned, many tasks have fallen to staff unqualified to do the work. Not only was the recommendation of the Committee not met, the staff reductions actually caused a decrease in the level of support.

7) The Program Review Committee recommended increasing hours, but Grossmont's decreased budget was not able to allow for this. From 2007 to 2009 we were able to partially accomplish this recommendation by staying open Monday through Saturday. But in fall 2010 we were forced to close our doors on Saturdays. During this nation-wide time of fiscal crisis, we find ourselves fortunate to keep our doors open 55 hours a week, and our reference service open an additional 2 hours a week through online reference.

# **Section 2**

## **Curriculum Development and Academic Standards**



**In Appendix 2- Catalog Descriptions, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]**

**2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.**

The library course outline, Library Information Resources 110 or LIR110, includes the five skills needed to become an information literate person. As defined by the National Forum on Information Literacy, an information literate person has the ability to know when there is a need for information, is able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

This definition has led the Association of College and Research Libraries to establish current standards for Information Literacy. Each of these standards is covered in the LIR class.

- **Standard 1: Need.** The information literate student determines the nature and extent of the information needed. To accomplish this several performance indicators should be met; the students should be able to define their need, know the available resources, and know the cost and benefit of getting the information. In an Information Literacy survey conducted among 16 CSU campuses and a total of 2,077 student participants, 38% reported that choosing a topic was found to be the most difficult part of the research process. Because of this statistic the LIR course includes this within its outline.
- **Standard 2: Access.** The information literate student accesses needed information effectively and efficiently. Indicators of mastery of this standard include being able to choose the best methods and systems for research. This is why the course outline includes searching public as well as academic libraries. The ability to create effective search strategies, mastering Boolean logic is important for this indicator so it is included in our outline. Being able to retrieve information using a variety of databases, the ability to refine the search as needed, and being able to extract, record and manage information found.
- **Standard 3: Evaluate.** The information literate student critically evaluates information and its sources. This is where the fight against Wikipedia and Google comes in. Actually, it’s not so much a fight, just learning how to properly use and recognize these sources. The indicators we look at for this standard are that students can demonstrate the ability to apply criteria for evaluating information and its sources and when appropriate they re-evaluates research strategies.

- Standard 4: Use. The information literate student uses information effectively to accomplish a specific purpose. Indicators in this area include applying new and prior information, reflecting upon the research process, and effectively communicating their research. This standard is difficult to apply within the confines of a 1-unit research course due to time constraints. If the LIR110 class is linked with other academic courses this standard will be expanded. Discussion between the Freshman Academy coordinator and the library department chair regarding linking courses has begun. One factor in the decision making process is the hiring of librarian-instructors to cover this potential increase in course loads.
- Standard 5: Ethics. The information literate student understands the legal and social issues surrounding the use of information and accesses and uses information ethically and legally. Students must show respect for ethical, legal, and socio-economic issues which is often accomplished by demonstrating an understanding of issues related to free vs. fee-based access to information or issues related to intellectual property, copyright, and fair use of copyrighted material. Mastery of this standard also includes the student understanding and following laws and regulations as well as properly acknowledging information sources by citing the sources using prescribed rules such as those set by the Modern Language Association (MLA) or the American Psychological Association (APA).

This course helps support students by teaching them how to use library resources for their academic career. But it is actually more than just being able to do research for a paper. They learn how to find the right resources not just for their educational needs but also in the workforce and in making life decisions. and A study by Project Information Literacy concluded that employers place high value on having information literate workers. Knowing how to find the information and how to determine if it is credible information is a skill that everyone needs to know.

**2.2 Review library standards and explain how your library compares. Explain how these standards reflect currency in the field and relevance to faculty, staff, and student needs.**

Standards of Practice for California Community College Library Faculty and Programs (<http://asccc.org/sites/default/files/Library-paper-fall2011.pdf>) lists minimum standards for numbers of library faculty and support staff based on student FTES. These standards site the Education Code, Title 5 (§58724), which provides minimum standards for the number of book volumes and periodicals that must be provided based on student FTES.

Title 5 regulations on Librarian Ratios addresses both staffing and materials.

**Current Title 5 regulations on Librarian Ratios and Counseling**

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS TITLE 5. EDUCATION  
 DIVISION 6. CALIFORNIA COMMUNITY COLLEGES  
 CHAPTER 9. FISCAL SUPPORT; SUBCHAPTER 8. COMMUNITY COLLEGE GENERAL APPORTIONMENT FUNDING  
 ARTICLE 3. CREDIT INSTRUCTIONAL SERVICES

This database is current through 9/18/09 Register 2009, No. 38

§ 58724. Tables of Minimum Standards for Libraries and Media Centers.

College Size	Types of Staff		Materials	
	Faculty Librarian	Support	Periodicals (No. of Subscriptions)	Volume (No. of volumes on shelf)
< 1,000	2.0	3.0	230	30,000
1,001-3,000	3.0	4.5	300	40,000
3001-5,000	4.0	6.5	500	60,000
5001-7,000	5.0	9.0	700	80,000
Each additional 1K	0.5	1.0	50	7,500

(a) Table 1 consists of ALA/ACRL-AECT described minimum standards for libraries as follows:

Note: Authority cited: Sections 66700, 70901 and 84750, Education Code. Reference: Section 84750, Education Code.

The table below shows Title 5 standards compared to the Grossmont College library and states if the standard is met, below standard, or above standard.

Academic Year 2012/13												
College Size	Types of Staff						Materials					
	Faculty Librarian			Support			Periodicals (No. of subscriptions)			Volumes (No. of volumes on shelf)		
FTES	Title 5	GC Library	Standard Met?	Title 5	GC Library	Standard Met?	Title 5	GC Library	Standard Met?	Title 5	GC Library	Standard Met?
11,404.82	7	4	Below Standard	13	6	Below Standard	900	21,123 (194 print & 20,929 electronic)	Above Standard	110,000	89,685	Below Standard (with caveat)

As you can see from the table, Grossmont College needs to hire 3 additional faculty and 7 additional staff members in order to meet Title 5 standards.

The material in the library exceeds standards. It must be noted that the Standards distinctly ask for “No. of volumes on shelf” this excludes electronic books. We currently have 28,518 electronic books available. If we add the electronic book holdings to the volumes on shelf we have a total of 118,203 volumes which exceeds standards.

Title 5, as we have stated, sets the minimum standards for staffing and physical collections, which can also be used to determine the funding needed to sustain both. One issue however is that Title 5 has not kept up with changes in library services, which have seen a significant increase in the use of electronic resources. These electronic resources are annual subscriptions, and paid for yearly, as they are ongoing subscriptions for services and not outright purchases of materials. In other words, we rent them on an annual basis, we don’t own them. These types of materials are a necessity if our library is to continue to support the learning outcomes of the 21st century college student.

What this means is that the funding for these subscriptions needs to be included along with the more traditional resources covered in Title 5 until Title 5 is updated.

The Grossmont library is constantly updating and culling the collection to ensure that that it meets the needs of the students, faculty, staff and community. This process includes feedback from instructors on their needs for the current curriculum, input from the students on what they need, and input from the community in general on what they need. The information is obtained through surveys, curriculum updates and the program review process. The collection updating process would be greatly enhanced if we had the necessary faculty and staff ratio to FTES as outlined in Title 5.

**2.3 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.**

The answer to this question needs going to be broken down to cover the three types of faculty employed at the Library; full-time librarians, non-classroom adjunct librarians, and classroom adjunct librarians. The difference between a non-classroom adjunct and a classroom adjunct is that the non-classroom adjunct’s primary duty is to provide services to our students at the reference desk. A classroom adjunct librarian is hired to teach our LIR 110 class.

Full-time Librarians

The new faculty members’ orientation is conducted by the librarians serving on their tenure committee. The orientation includes a full tour of the facilities, introduction to all employees in the department, and access to the library wiki. The library wiki is where we



keep all our policies and procedures. These policies and procedures are reviewed with the new hire and any questions that arise are answered immediately. The chair of the tenure committee prepares a document stating the expectations that need to be met each of the four-years that the new librarian is on probation. The amount of work required by the new hire increases over these first four years and includes both their duties in the library and service on campus. Our last fulltime librarian was hired in 2007. Below is an example of the document outlining the duties and service of a new hire to be met during the tenure process.

In addition, the faculty member participates in the Colleges' year long Faculty Orientation that introduces new faculty members to services and policies within the campus and even includes tours of the community we service.

We have not had a new hire since the introduction of our Instructional Service Outcomes (ISO), therefore the ISOs haven't been a part of the orientation. When we do have the opportunity to hire a librarian, our ISOs will be included in the orientation.

There are bi-weekly librarian meetings that cover not only the day-to-day operations of the library but also include ongoing discussions and planning to keep to our academic goals.

TRC

Goals & Expectations  
Roxane Benvau

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Year 1

- Familiarize self with campus facilities and structure as well as personnel through attendance of New Faculty Orientation meetings
- Implement effective management strategy to improve policy enforcement on second floor area
  - Provide general supervision of 2<sup>nd</sup> floor services
  - Train, troubleshoot and/or evaluate media staff and student workers as required.
- Become an active participant in library meetings
- Know and understand reference collection and do effective reference work
- Catalog media
- Advertise media availability through academic Senate, Loop, or other means.
- Order materials requested by faculty
- Manage media budget in conjunction with department chair
- Help with scheduling of staff at media desk, working with Public Services Coordinator.
- Make sure media collection is adequately maintained (e.g. labeled, cleaned, etc.)
- Investigate need to continue to belong to the SDICCA Consortium (along with Cuyamaca)
- Decide Media Access issues

Year 2

- Familiarize self with Media Policies
  - With appropriate personnel involved, suggest/implement changes to policies that will improve workflow, catalog record, and/or utilization of media
- Participate in campus-wide committee work
- Outreach heavily with faculty, especially for collection development and County collection's availability
- Keep media collection inventoried

Year 3

- Build & maintain a quality media collection that supports courses and programs offered
- Become media copyright expert, and make copyright decisions regarding media.

Year 4

- Finish existing media projects, such as close-captioning.
- Participate in Media Consortium meetings.

### Non-Classroom Adjunct Librarian

The orientation for non-classroom adjuncts is very different from our full-time librarians. To begin with, this classification of employee is paid on an hourly basis and our adjunct budget has always been calculated by hourly coverage at the reference desk only. Because of this, we are not able to pay our adjuncts to come in for an orientation or to attend librarian meetings. The non-classroom adjunct librarians are shown the library wiki and asked to read the policies and procedures posted there and to ask questions on anything that is unclear. There is a checklist given to all non-classroom adjuncts that highlights the item that they need to know. A copy of this checklist is included.

Currently four of the five non-classroom adjunct hires have been our librarian interns who had spent their last semester earning a Masters degree in Library Science working with us in the library. As part of their internship they had been introduced to our ISOs, policies, and procedures. They also worked alongside a veteran librarian at the reference desk, first observing and then assisting.

The downside of hiring these fresh graduates is that they are eager to find fulltime library work, and they often do. We lost three of our new hires to other libraries, but fortunately for us, some keep an evening open to work a shift as a non-classroom adjunct at Grossmont.

We cannot continue to rely on having past interns employed as non-classroom adjunct librarians. Because of this we must talk with our VPAA about either adding a small dollar amount to the budget or allotting a stipend for our new hires so that we can conduct a proper orientation. That orientation would include a tour of the campus and formal introductions to representatives of all our service areas. Working at the reference desk we often come in contact with students who need a little direction beyond research questions. Having the knowledge to refer the student to the proper service could be life changing for that student.

Currently the budget does not allow for adjuncts to be paid to attend the bi-weekly librarian meetings, but this does not preclude them from attendance. All adjuncts are told, and often reminded either verbally or through email, that they are welcome to attend meetings. They can also access the library wiki where they can see the library meeting agenda and read the minutes. The wiki allows them to submit any feedback on library policies and department practices.

<u>Item</u>	<u>Wiki-Ref Desk</u>	<u>Wiki-Other</u>	<u>Library website</u>	<u>GC or Other Website</u>	<u>Other</u>
Academic Calender				Campus Info	
Access Procedures [library materials]		Access Procedures			
Address & Maps			Library Info		
Archives	X				
Ask a librarian			Homepage		
Bathrooms	X				
Blackboard				Online Services [top]	
Breaks / lunch					X
Calculators					X
Calling in Sick (619-644-7356 - Circ)					X
CATL (Bottom Floor, west side)				<a href="http://www.grossmont.edu/catl">www.grossmont.edu/catl</a>	
Center Gate	X				
Change \$\$\$	X				
Check-out ref books or non-circ books					X
Children in the Library		Library Policies			
Circulation			Library Info		
Closing Procedures	X				
Code to Tech Services					X
Collection Development Liasons		Collection Development			X
Computer Problems	X				
Computer Use				<a href="http://www.grossmont.edu/ltrc/">http://www.grossmont.edu/ltrc/</a>	Lib brochure

Copy Machines	X				
Databases list			Homepage		
Databases Search [Federated]			Homepage		
Donations		Collection Development			
Email - Faculty				Online Services	
Email - Student				Online Services	
Emergency Procedures	X				
FAFSA (Financial Aid) College Code	X				
FAQ's			Ask a Librarian		
Finals Week schedule for adjuncts					X
Find People			Library Info	Find People [top]	
Flash Drive in Ref Desk Drawer	X				
Flyers / Handouts			Library Instruction		
Food & Drink Policies					X
					X
Headphones	X				
Help With Research [how to]			Library Instruction		
Instructional Media Services [fac./staff]			Library Info		
Interlibrary Loan	X		Library Info		
Keys					X
Librarian Schedules	X				
Library Catalog			Homepage		
Library Hours			Library Info		
Library Instruction		Library	Library Info		

		Instruction			
Library Map & Collections			Library Info		
Library Research Course			Library Instruction		
Lockers / adjunct office / key					X
Lost & found					X
Mail boxes					X
Maps of Library, Campus			Library info		
Media Desk			Library Info		
Off Campus or Wireless Login Problems	X		Library Info		
Online Tutorial			Library Instruction		
Opening Procedures	X				
Parking				Campus Info [top]	
Periodicals - electronic			Homepage		
Periodicals - print			Homepage		
Phone [how to use]	X				
Phone Numbers [library contacts]			Library Info		
Pornography					X
Printers	X				
Public Safety [campus police, x7654]				Campus Info	
Ref Desk \$ for students	X [Change \$\$\$]				X
Ref Desk binder					X
Ref Desk Interlibrary Loan forms					X
Ref Desk printer					X
Ref Desk Ready ref items					X

Ref Desk second computer use					X
Ref Desk Yahoo Groups [generic sign-in]				<a href="http://groups.yahoo.com/group/grossmontcoll/egelrc">http://groups.yahoo.com/group/grossmontcoll/egelrc</a>	X
Reference Services			Library Info		
Reference Tools (electronic)			Homepage		
Remote Database Access	X [Off campus ... Log in]		see "Wireless"		x
Reserves			Library Info		
Scanner	X				
Schedule of courses				Online Services [top]	
Special Events	X				
Special needs patron resources [DSPS]				<a href="http://www.grossmont.edu/dsps/act.asp">http://www.grossmont.edu/dsps/act.asp</a>	
Statistics Sheet	X				
Student Email	X				
Study Rooms	X				
Suggest an Item for Library Purchase			Library Info		
Tech Mall Resources				Help For Students [top]	
Theft/Disruptive Behavior	X				
Time Sheets					X
WebConnect				Online Services [top]	
Wiki, GC Library [gclib.pbwiki.com]				<a href="http://gclib.pbwiki.com/FrontPage">http://gclib.pbwiki.com/FrontPage</a>	
Wireless internet Access	X		Library Info		

## Classroom Adjunct Librarians

The classroom adjunct librarians are hired to teach LIR 110. When classroom adjuncts are hired, the department chair provides them with a copy of the course outline and access to previous instructor course containers. During the orientation, the SLOs for the year are discussed and which specific SLO needs to be implemented during the upcoming semester. We discuss the manner in which the SLO is implemented and evaluated. The individual instructor is given a certain amount freedom to evaluate the SLO in a way they see fit for their course.

## Conclusion

This self-reflection on faculty orientation has shown that improvement is needed in this area, especially addressing our adjunct employees. We will begin with creating a document outlining what needs to be covered during an orientation, who needs to be involved, and how much time should be set aside for this process. Acquiring compensation for adjuncts to attend orientation will be pursued.

### **2.4 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) and reference desk services current and relevant to student academic and/or career needs.**

The reference area is a focal point for student support services in the library, offering everything from directions and computer support, to individualized help with students at one of the five computers behind the reference desk. Offering individualized help is the innovation that has made our service cutting-edge and also most relevant to students needs. In 2010, the librarians implemented a new model of offering reference services, changing from the traditional “show and go” model, in which students observe the librarian demonstrating searches, to a “point-of-need active learning model” in which students work at one of five computers located behind the reference desk and receive guided research instruction from a librarian. This encourages students to work with the librarian as a partner on research.

Grossmont librarians Patty Morrison, Julie Middlemas, and Steven Deineh published the article “A New Service Model for the Reference Desk: The Student Research Center” in *Library Philosophy and Practice* to share this reference model with others in the library profession.

Web-based Course Guides are one way we keep our workshop based instruction relevant to student needs. In Spring 2011, collaboration between the library and nursing faculty took place in order to design a web based subject guide. This guide was created to provide information about library resources for the nursing subject area and will help nursing students find books, articles, videos and more to aid them with their research. It



helps organize material for the student, introduces them to authoritative resources, and connects them to the library and a librarian, giving a more personal touch. All resources are vetted through a librarian and subject area instructor before addition to the guide.

Beginning Fall 2011, web-based course guides are being created for each class attending a library instruction session. The guides are designed to reinforce student learning after a library session and can be viewed on multiple platforms including computers and mobile devices. Statistics on the number of views per guide are generated. For example, Respiratory Therapy guides were viewed 893 times within the first month of publication. Collaboration with area instructors will be mandatory with all future guides. All guides will be easily accessible from the library homepage's "Research Guides" link (<http://libguides.grossmont.edu/researchguides>).

Success is noted when instructors return to bring additional classes for library instruction, and when instructors report that the quality of cited sources in student papers improved after library instruction. Here are just two examples of feedback from students who have used the guides:

"I loved that we took this class today because I really felt it was very very helpful. I also take an argumentation and debate class and found this helpful for that as well. Last night I was struggling on google and bing looking for credible sources and even while searching in the advanced search I still had trouble. Today I found more info in one hour than I did last night when I was working on it. I wish I had learned about this earlier."

"The instructor was very helpful and made it interesting to learn about all this. It's very useful, and descriptive, the website is so easy to use! Like google only more reliable!"

The library must also support students who are taking distance education courses. We offer synchronous modes of instruction, such as chat reference available 24/7 through QuestionPoint, which is a reference management system that utilizes chat and email to provide students with reference assistance via a local and global library cooperative.

The library collection is made available to distance education students through an EZ Proxy server that authenticates their enrollment and then allows them access to electronic books, streaming videos, and periodical articles. Additionally, students are able to make online requests for books and articles via an Interlibrary Loan form and a purchase request form. Other resources for distance education students include online tutorials, instructional handouts, online research guides, and online chat reference. In addition, students accessing Blackboard are provided with a link to a summary of library services specific to DE needs (<http://www.grossmont.edu/library/onlinestudentresources.asp>).

Distance learning is employed in the one unit Library Information Resources (LIR) 110 course, “Research Methods in an Online World.” Fostering student competency in methods of searching for and evaluating information is at the foundation of the library instruction program. Librarians teaching the online class utilize various forms of instruction including podcasts, interactive websites, and videos.

The Library website has a “library instruction” section that includes information for faculty, instruction request forms, fliers, and other instructional materials, as well as access to online tutorials.

To meet the information literacy needs of distance education students in particular, the library offers online tutorials that teach the research process; the tutorials are frequently assigned by instructors in various disciplines, particularly the English and the Counseling faculty, as homework assignments. There is also a page meant for students taking online classes called “Library Resources for Online Students” which is included in the Model Blackboard Container, giving instructors a convenient way of improving their online students’ research skills and giving the library a bigger presence in distance education.

**2.5 Analyze the data in Appendix 3 - Grade Distribution Summary Report. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)**

For ease of interpretation, a chart has been made below that shows the retention rate and grade percentages. Items that popped out as unusual are highlighted and discussed.

Section	Instructor	Sem	Retention	A	B	C	D	F
3348	Blackman	2008FA 1 <sup>st</sup> 8 wk	87%	27%	40%	20%	0	13%
3349	Farina-Hess	2008FA 2 <sup>nd</sup> 8wk	58%	42%	42%	5%	0	10%
7853	Blackman	2009SP 1 <sup>st</sup> 8 wk	23%	59%	18%	12%	0	0
7854	Farina-Hess	2009SP 2 <sup>nd</sup> 8wk	78%	33%	22%	15%	27%	19%
0620	Farina-Hess	2009SU	84%	48%	32%	4%	4%	8%

3348	Deineh	2009FA 1 <sup>st</sup> 8 wk	88%	42%	38%	4%	0	15%
3349	Farina-Hess	2009FA 2 <sup>nd</sup> 8wk	53%	53%	41%	6%	0	0
7853	Deineh	2010SP 1 <sup>st</sup> 8wk	89%	53%	34%	6%	0	6%
7854	Farina-Hess	2010SP 2 <sup>nd</sup> 8wk	58%	27%	42%	15%	4%	12%
3348	Farina-Hess	2010FA 2 <sup>nd</sup> 8wk	69%	31%	34%	7%	3%	24%
7854	BenVau	2011SP 2 <sup>nd</sup> 8wk	79%	53%	43%	4%	0	0
	BenVau	2011FA 2 <sup>nd</sup> 8wk	79%	31%	24%	14%	3%	17%
7854	BenVau	2012SP 2 <sup>nd</sup> 8wk	77%	62%	12%	12%	4%	12%
0546	Stillwell	2012FA 2 <sup>nd</sup> 8wk	75%	18%	43%	11%	11%	18%

There's a wide variance in retention ranging from a low retention of 23% to the highest retention rate of 88%.

The outlier in the Grade Distribution Summary Report is the low retention rate of 23%. This section was unique to the others it that it was a hybrid course, taught partly in the classroom and partly online. All other courses were taught online.

This is contrary to the studies that show low retention rates, typically ranging from 20% to 50%, for online college courses. Our online courses had retention rates of 53% to 88%. The success in this area may be due to the small class sizes; the largest enrollment was 32 students.

Part of teaching a short-term, one-unit class online, is that students have low expectations for the academic rigor of such a class. In the class orientation our instructors inform the students that to be successful they should expect to study 3 hours a week for every unit of class. In addition, it is explained that we're on a compacted schedule; squeezing in 16 weeks of study into 8 weeks, so the workload is doubled. Students drop before a 'W' appears on their record for this reason. Another reason for dropping we see is that students enrolled in a second 8-week class at the start of the semester and by the time the class begins, their schedules and/or needs have changed and they drop the course.

The 24% failure rate occurred the semester one instructor did not drop students as no-shows. The instructor wrote in the syllabus that students were responsible for dropping, deadlines were posted, and a link to online counseling was provided. In addition, phone calls and emails went out to those students who had not yet dropped, but also had not turned in any work prior to the drop date. These students remained enrolled, but did not participate in class, therefore earning a failing grade. Previously, and as learned through discussion, instructors were dropping their no-shows rather than placing the responsibility on the student.

## **2.6 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).**

The library's only credit earning class is LIR 110 and to date only one section at a time has been offered.

The core areas that must be taught are included in the official course outline's goals. These are based upon the standards of Information Literacy; standards which were reviewed by the ACRL Standards Committee and approved by the Board of Directors of the Association of College and Research Libraries. These standards are also endorsed by the American Association for Higher Education and the Council of Independent Colleges.

The standards list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for developing methods for measuring student learning.

The only measurement of student learning that each librarian/instructor must administer exactly as others across sections, are the measurements for the Student Learning Outcome being assessed that semester.

Rubrics have been written and shared for subjective assessment methods such as student reflections on the research method.

A topic that has come into debate is if grammar, spelling, and punctuation should be

considered when grading a student's reflection. The shared rubric has been created with grading of grammar, etc. in mind, but it is essentially the choice of the individual librarian/instructor to make the final determination for their course.

Since the class is taught by a various instructors, including full time librarians and adjunct librarians, the Department chair provides a copy of the course outline and discusses course SLOs and which specific SLO needs to be implanted during the upcoming semester. The implementation and evaluation of the SLO is discussed so as to have consistency from semester to semester.

### **2.7 How do the library service areas maintain consistency in the quality of service provided?**

The six support staff and student workers currently employed are charged with keeping 3 service areas (circulation desk, media desk, center desk) open and properly staffed and the 4 full time librarians and 6 part time adjunct librarians keep the fourth service area (reference desk) open during library hours. Currently, in spring 2013, the library hours are between 8:00 a.m. and 8:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday, for a total of 55 hours a week.

The Public Services Coordinator, oversees the Circulation desk and hires, trains and oversees the hourly work-study students each semester. Her training of these temporary workers who are tasked with the jobs that keep library operations functioning smoothly is vital. The workers check books in and out, re-shelve books, keep shelves and student computer stations clean and organized. These student workers are important to the library's image because they are often the first and sometimes the only person that our student users come into contact with. To pass their training they must learn how to read Library of Congress call numbers, be able to complete prescribed functions on the SirsiDynix Software system that is used for circulating books, and interpret students' needs in order to direct them to the correct personnel. The current Public Services Coordinator, Mary Herman is planning on a 2016 retirement, and we will need a replacement hire as soon as possible so that we can continue to train, and maintain consistency in the circulation desk staff.

The multi-media technician who is in charge of Periodicals also works at the circulation desk. She is available to assist a student worker whenever there might a need for assistance with a customer, such as an overdue fine. It is not uncommon for a student who has accrued a fine and is experiencing a hold placed on their registration until the fine is cleared up to become verbally abusive to staff members at the Circulation Desk. To help ensure consistency and to protect our student workers, we always make sure a fulltime staff employee is available at the circulation desk. Our circulation staff has

received training through District workshops, on customer service, dealing with difficult patrons, and updates to our check-out system.

There is a multi-media technician (in charge of Reserves) also stationed at the Circulation Desk and is the only fulltime staff member in the library during evening hours. This means that the Media Desk and Center Desk are staffed with student works in the evening. If the staff member is sick there are consequences for the smooth running of the library. It means that fines can't be paid, the student workers have no staff member backup and the only faculty or staff on the premises is the librarian at the Reference Desk. To help ensure consistency a second permanent employee is needed to work the evening shift. As it stands there is a need for staff member to cover the Media Desk during the evening hours.

The Media Desk, located on the second floor of the library, is staffed with a multi-media technician who schedules and trains student workers to assist at this service area. There is no staff member here during the evening hours. In addition to checking items in and out, the Media Desk schedules reservations for study rooms, processes instructor requests for videos ordered from the county, and places media on Reserves for student viewing.

Many students like to utilize the second floor for quiet study and the furniture set-up, single desks around the perimeter of the building, is for this exact purpose. To ensure consistency of having a quiet place to study, we've learned through experience that the area must be patrolled by a person who has the appearance of authority; a staff member or a more mature student worker, someone who is comfortable telling students that they are being disruptive and asking them to correct their behavior.

To help with consistency and to keep good relations with students, when a group is disruptive, we offer them an area, a study room, where they can collaborate without disrupting others. Often times a group learns about our student rooms for the first time and happily take that offering, or they apologize for their behavior and settle down. Unfortunately we do have the incidents occur when a group doesn't listen, talks back to our employees, and continues about their business. When this happens we do not confront the students; we call campus security and if they are out patrolling ask them to walk through the area. Their mere presence can have a positive effect; the disruptive group either quiets down or they leave. The bottom line, we want to ensure that the students who need a quiet place have that and that the students who need to collaborate have a place to go as well. The students who are disruptive, we would like to work with them; we don't want to force them away, but to inspire them to discover what the library has and can do for them.

The Center Desk is located on the first floor next to the doors that connect the Library to the Technology Mall. When the new library building was constructed in 2003 this desk was intended to be a secondary area for circulation. Because proper permanent staffing was never established the area could not be opened for that purpose. Because the area is an exit from the library, with security gates installed, there must be personnel at the area in order to keep theft down by investigating security breaches. Each semester presents yet another challenge to find a student worker with the skills necessary to oversee this area; language, tact, and an appearance of authority are necessary. The area is also adjacent to copy machines and a color scanner. The employee at this area must assist students with the use of this equipment. When possible, a student worker who has advanced computer skills is utilized in this area, as they will be called on to help the librarians at the Reference Desk. The student workers who maintain this areas are trained and overseen by the Public Services Coordinator.

The Reference Desk is staffed with a full time or adjunct librarian at all times the library is open. They are there to assist students with their research. Often the librarian will receive questions from students who need help with their computer; examples include recovering a Word document, formatting headers and footers, printing their PowerPoint presentation to have multiple slides on one page, or a variety of other software issues. The Center Desk worker needs to have computer technical skills to deal with these issues so the reference librarian can be free to offer in-depth research help

When we have a computer questions and no workers at the center desk who can help, we must refer the student to the Technology Mall.

## **2.8 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.**

We have not developed any new courses or programs since the last program review.

We have actually reduced the number of courses we offer. We removed the course LIR101: Computers and Information Literacy, which was linked to CSIS 101 due to lack of student interest in this course. The class was technology based and no longer met the needs of the students as changes in technology have made the information offered outdated.

This does not fall into the terminology of “courses” or “programs” in the academic sense; but something that has been developed in the library that assists classroom instructors to incorporate information literacy into their curriculum and fulfill the Institutional Student Outcome of “Informational and Technological Literacy “ is worthy of mention.

In spring 2013 two librarians, Roxane BenVau and Nadra Farina-Hess collaborated with English instructor, Freshman Academy co-coordinator, one book/one campus initiator, and all around great guy, Tate Hurvitz to strategize a method to bring information literacy into the widest variety and largest number of classes possible given the limited resource of one instructional librarian whose fulltime schedule was booked with classroom workshops.

The three developed the Curriculum Mini-Series: Focus on Information Literacy. To introduce this mini-series a guide was developed that explained the concept of Information Literacy as well as providing standards and strategies for embedding information literacy work into the curriculum. This web accessible guide helps instructors pin-point as many information literacy skills as are appropriate to incorporate into their assignments. Over the weeks that the mini-series took place, librarians participated with instructors who created or edited assignments in order to bring in an element of information literacy. These completed assignments are then posted on the library website for sharing with other instructors. This is a fledgling site and the intention is to build a large database of information literacy assignments that any instructor can take and use in their courses. An example of an assignment that covers the information literacy skill of identifying different types of sources can be seen at the following site:  
<http://libguides.grossmont.edu/types-of-sources-activity>

As of the writing of this program review, the Library Department Chair and Freshman Academy co-chair are discussing incorporating LIR110 into the second semester of Freshman Academy. At the moment there is nothing further to report to the Program Review Committee except that it is in the discussion phase and we are in favor of library instruction being made a part of the freshman experience.

### **2.9 How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum and library services**

Our curriculum has a single class based on how to utilize the latest databases in libraries of all types (academic, public, specialized) as well as the open web for locating your information needs. A major technological change that affected our class and a Student Learning Outcome was the advent of federated search engines within libraries. Rather than searching within a library catalog for books and then selecting between different databases for articles, a person can now choose to search within one database that will access the catalog and all databases. Think of the commercial travel website “kayak” and their slogan “one and done.” A federated search engine is similar to this. One search within the federated search engine and you have all resources pulled into one location from which you can begin sorting. That’s much more efficient than repeating a search through a plethora of databases.



Collection development is an important function of each librarian's job. To have a current collection that is in keeping with the host of classes and curriculums offered on campus is part of our regular duties. Perusing through the catalog you'll find items on current issues ranging from Internet shopping to government spending to telecommunication.

In regard to the various services that the library offers, librarian Julie Middlemas took a semester sabbatical to research, survey, and create a marketing plan for our library. This helps us to better understand our current student body and faculty members in order for us to target their needs and determine the best way to get information about our services to them.

The first activity being worked on that came out of the marketing plan is the creation of 10 professionally made video clips that informs our patrons about the services we offer. These video clips are designed to both show on the television monitors in the library and on the Internet. These video clips are currently in production and are expected to be in use by 2013/14 academic year.

Considering the demographics of Grossmont College we have a growing Muslim community and to educate non-Muslims about this culture, we joined with the National Endowment of the Humanities to present the Bridging Cultures Bookshelf: Muslim Journeys. This is one out of a series of Bridging Cultures Bookshelf grants that we applied for and received. As a recipient we received a collection of 25 carefully vetted books, 4 DVDs, and other programming resources selected to help our students become more familiar with the people, places, history, faith, and culture of Muslims around the world and within the U.S. The Bookshelf is intended to address both the need and the desire of the American public for trustworthy and accessible resources about Muslim beliefs and practices and the cultural heritage associated with Islamic civilizations.

The library supports the One Book, One Campus project by making sure we have extra copies of the current book for student use. When possible, the library participates in presentations and during the 2011 Henrietta Lacks campus read we created and displayed a PowerPoint timeline that highlighted important events relating to the Henrietta Lacks book. During the 2012 one book/one campus read we hosted four campus viewings of the movie *Silent Spring*.

An annual event that takes place on our college campus is the English Department's Literary Arts Festival. Collaborating with Karl Sherlock, the library has been able to get the list of books the department will be utilizing each year in enough of an advance that we can purchase several copies of each book. The library has committed to purchase a minimum of five copies of each book being read and make them available for check-out to students.

We are currently working on making the monitors in the library capable of receiving special broadcasts such as political elections or pertinent breaking news like the wildfires of 2007. This has been a library goal since 2011, but we've run into complications; cost of wiring needed proved to be prohibitive. The next possible solution we have slated to explore in spring 2014 is roof antennas. Although we'd like to start on this sooner, we need to be mindful of the human resources we have to complete this task.

Technology has made it possible for the library to make available almost any type of resource found in the library online at the library's ADA Section 508-compliant website, [www.grossmont.edu/library](http://www.grossmont.edu/library). This includes a collection of over 30,000 electronic books, over 30 databases with hundreds of thousands of periodical articles, tutorials, help handouts, reference tools, online forms such as Interlibrary Loan (ILL) requests, and the ability to chat with a live librarian, all available 24/7, including most holidays.

**2.10 If applicable, list the courses in the program that are duplicated at Cuyamaca College and are not aligned. Comment on the current status and describe the plans for alignment.**

NOT APPLICABLE

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

We frequently collaborate with the librarians and staff members at Cuyamaca library. Every semester (or when needed) the department chairs coordinate a joint Grossmont/Cuyamaca librarian meeting. Topics of joint concern, such as issues with our shared catalog, discussion of consortium databases, or ebook purchases are worked out together. Also, if a librarian from either college returns from sabbatical, the full complement of librarians is invited to hear the presentation about sabbatical outcomes.

Because we share a catalog with Cuyamaca, any time a change is needed in the catalog, we have to confer to make sure that the change will not have adverse effects on the other library. The two libraries are diligent in their efforts towards consistency and non-duplication of records.

For example, when we needed to add a field to our catalog to properly deal with the books that supported the Henrietta Lacks project we contacted Cuyamaca first. As a result of that discussion, we found that Cuyamaca already had a field with that name. Without this information we could have potentially caused an issue at Cuyamaca library.

In addition to requested catalog changes, we coordinate on catalog upgrades. Dates of the upgrade and the changes that users will see in the catalog are shared among librarians and staff at both colleges so that the students get the proper information in a timely manner.

The librarians and staff who work in Sirsi, (the library database system we use) are occasionally dissatisfied and frustrated due to lack of training and restrictions within the software. Training in Sirsi for staff at both Grossmont and Cuyamaca would be welcomed. Funds for training have been requested from Professional Development office and have not been granted or denied at this time. Thanks to faculty professional development funds, a Grossmont College librarian was able to take a Sirsi training class on running reports. This librarian was then able to share the information with their counterpart over at Cuyamaca. Hopefully the same opportunities will become available for staff members from both libraries in the future..

Cuyamaca and Grossmont share their print collections via 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.

Both libraries agree upon book circulation policy for ease of student use between campuses.

To help with cost savings, we also jointly subscribe to is all of our Gale Periodical databases. One of the Gale resources we jointly subscribe to the Gale Virtual Reference Library. Every month we are sent new records to upload to the catalog. Between the two libraries we equally share the workload in performing this task.

**2.12 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help).**

NOT APPLICABLE

**2.13 In what ways do library workshops support General Education and other college instructional programs?**

Our library workshops are 90 minutes of instruction tailored to individual courses. When an instructor books an appointment for a workshop they are asked details about the current project the students are working on in order to make the information covered relevant to their particular needs. This customization of the material taught results in the higher retention of the information by the students since it's relevant and will add to their success in that class and their academic career.

Students learn basic search strategies, the differences between the databases, how to search the library catalog, how to evaluate information sources, and how to use information ethically. After students have completed their workshop they are given a

URL address to a Library Guide, referred to as a LibGuide, that was uniquely created for their class.

As mentioned in the answer to question 2.4 we began a program of web-based course guides for each class designed to reinforce student learning after a library workshop. Collaboration with instructors will be mandatory with all future guides.

Librarians also offer term paper clinics towards the end of each semester in which students may drop by the Library Instruction Lab during advertised times to receive personalized research guidance.

# **Section 3**

## **Outcome Assessment**



### **3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?**

The library only offers a single one unit class LIR 110.

Prior to the 2008 economic downturn, this course was offered twice a semester and each section was taught by a different instructor. This allowed the instructors to collaborate on assessments which created improvements to the class. After the 2008 economic downturn, we were mandated to cut sections and there is now only one instructor teaching the class when it is offered. This created isolation and great difficulty in evaluating the class.

The instructor is given a certain amount freedom to evaluate the SLO in a way they see fit for their course. The instructors have all chosen to assess the SLOs with questions in the final exam. This uniformity allows us to compare each class and determine if the SLO was met or not.

This method is working well at this time even with the limited resources available and the high turnover of instructors for the single class.

### **3.2 What is working well in your current ISO assessment process, and how do you know? What needs improvement and why?**

In order to answer this question properly, we must first give a brief history of how we started with SLOs in the library and how they became known as Instructional Support Outcomes (ISOs).

In 2006 when SLOs were first implemented in the library, we focused on instruction within three areas; the LIR 110 class, instructor-requested instruction sessions (often referred to as library workshops), and the self-paced online tutorial named Library User Computer Instruction, or LUCI, for short. The Library Department SLOs were based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education.

The library 110 class utilizes SLOs while the library workshops and the LUCI online tutorial use a different terminology, as described below.

The Library workshops use ACRL standards-based exercises and are developed by the instruction librarian who is teaching the workshop. We needed a way to properly evaluate the outcomes, so the students enrolled in English 120 (College Composition and Reading) were designated as the target group to assess library workshop SLOs. This decision was reached in collaboration with the English Department because English 120 is a required course for transfer and degree/certificate students, so this ensures that a majority of students receive instruction in information competencies. The English faculty schedule face-to-face library instruction (workshops) for their sections or assign as homework the library's online tutorial (LUCI).

Students answer identical quiz questions in both the online tutorial and face-to-face instruction sessions, and it is this quiz that is the assessment instrument for the library's workshop SLOs.

Quiz results provide quantitative evidence of learning and are compiled, analyzed, and assessed annually for instruction and improvement. We find this process works well as it is standardized between the various methods of instruction.

After two years of implementing SLOs in these three areas we learned that the service areas in the library also had to create, assess, and evaluate Student Service Outcomes (SSO). The service areas identified for assessment were the Circulation Desk, the Reference Desk, the Media Desk, and Interlibrary Loan. All service desks or areas that directly affect the user were included for evaluation. To determine how to evaluate these areas librarians and staff members collectively documented what the student should be able to do at each service area.

As we were introducing these SSO's it was argued that library workshops and LUCI were not full academic courses and their status as SLOs should be reconsidered. Based on this, we decided to move our workshops and LUCI from Student Learning Outcomes to Student Service Outcomes. Prior to the library rollout of Student Service Outcomes, the Dean of LT&R requested the name be changed from Student Service Outcomes to Instructional Support Outcomes (ISO); emphasizing the library's role on campus as part of Instructional Services, not Student Services.

To summarize, the library's LIR110 class implements Student Learning Outcomes. The library's workshops, LUCI, Circulation Desk, Reference Desk, Media Desk, and Interlibrary Loan implement Instructional Support Outcomes.

Grossmont Library, along with Cuyamaca and Palomar libraries, were the first libraries in San Diego and Imperial Counties to implement Instructional Support Outcomes. Because of this, librarians and staff members from Grossmont Library were asked to give a presentation on the topic of introducing Student Learning Outcomes to libraries in the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative. In the fall of 2012, librarian Nadra Farina-Hess and Public Services Coordinator Mary Herman gave a presentation that helped others avoid the pitfalls we made when implementing our ISOs. The workshop was entitled "Library Service Side Student Learning Outcomes."

The main pitfall that we encountered was that we tried to do too much at one time. By assessing each service area at once we didn't have the staff or time to properly devote to each area; allowing for little change or growth. From this we learned to assess no more than 2 areas per semester. We also found other methods of assessing, instead of handing out surveys to users in the library, which leads to self-selection. We included our survey in a campus satisfaction survey. Because of this we got better input about our services. For example, we could ask the question "are you aware that your student ID card serves as your library card" to a wider variety of students, some who have never used the library. When we assess the scores on this question, we'll know if we need to either include that information on the back of the ID card or on library literature or better train personnel who are issuing the ID cards.



The feedback for the Library workshops and LUCI still comes from a quiz at the end of the session. Librarians use quantitative data from this quiz to assess both library instruction workshops and LUCI. In addition, some Counseling 130 students, after completing the library's online tutorial as homework, are asked in their final exam to reflect on the information competency skills they learned from the tutorial.

Along with the quiz, instructor-requested instruction sessions (workshops) are also assessed qualitatively by means of written student reflections on the tools and concepts learned during their library session. Librarians receive feedback from instructors about the effectiveness of the sessions by means of an online form that is sent as follow-up after instruction sessions.

The system now is working well. If we had more staff, we would be able to assess the media desk, reference desk, circulation desk and inter-library loan ISOs more often.

**3.3 Based on your discussion in 3.1 and 3.2, are there any Institutional Outcomes that could be met through library program? If so, please indicate what these are and the steps the library has put in place to address these Institutional Outcomes.**

The Library's LIR110 class has SLOs that support the college's Informational and Technological Literacy ISLO that states that students will, "conduct research, critically assess, utilize, and cite information."

The Library faculty plays a significant role in the education of students regarding research, the use of technology, and information literacy and competency. Such education directly supports and complements campus instruction as a whole, and aids in student success overall.

The help that the students receive at the reference desk supports the college's Informational and Technological Literacy ISLO. The reference desk librarians assess the students questions and needs, and when possible use that interaction as an opportunity to instruct about proper research methods, how to assess the information and correctly cite the material. We make sure that all the librarians at the reference desk are aware of the college's Informational and Technological Literacy ISLO and actively work to support it.



# **Section 4**

## **Student Access**



#### **4.1 How does facility availability affect access to the library and its' resources?**

The library is open for students and community members five days a week from 8am to 8pm Monday through Thursday and 8am to 3pm on Fridays. This does limit the accessibility and availability of the physical resources in the Library. That is why we have strived to make a robust on-line collection at Library website accessible at all times. We have also added the “Ask a Librarian” chat service to the website which allows students to interact with an expert reference librarian to help with research.

The Library website is a user-friendly portal to the library catalog, the e-book collection, streaming videos, on-line databases, tutorials on library research, collections of Internet resources, forms and flyers, and Interlibrary Loan request forms. The website is available from both on and off campus to anyone with an Internet connection 24/7.

During open hours, library staff is always on duty to serve users at the three public service desks: reference, circulation, and the media desk. The Circulation Desk has served 109,800 to 157,825 patrons per semester over the last 10 semesters and the reference desk has fielded from 2,891 to 7,476 student questions per semester over the same time frame. In summer 2010, a new service point, “Behind-The-Desk Reference”, was initiated to better serve students. Three computers were added to the reference desk area, so that students could work as a team, with the librarian, to get the research help they need – close by, on demand, and with maximum collaboration. This new service alone has answered an average of 1,500 student questions per semester in the past three semesters.

The library signage, both interior and exterior, directs students to the library materials and the services offered. Even though our 2003 building design included signage, there were issues between the District and vendors which delayed the installation until the summer of 2012. We have reported the issues and errors with the signage and the company has taken care of most.

We needed to create more uniformity in policies between the Tech Mall & the library. The Library hours and Tech Mall hours are now more closely aligned and will be in complete alignment in the 2013/14 academic year. The food/drink policy has been discussed and students walking from the library through the Tech Mall with securely covered drinks are allowed through, but cannot stay in the Tech Mall with a beverage. Policies continue to be discussed and adjusted as needed.

#### **4.2 Discuss what your program has done to address any availability concerns (i.e. library hours, material, computers)**

The library does not only offer in-person help but also has a very strong online presence. Almost any type of resource found in the library is accessible online including a collection of over 30,000 electronic books, over 30 databases with hundreds of thousands of periodical articles,

online tutorials, online help handouts, online reference tools, online Interlibrary Loan forms, and chat with a librarian capability, all available 24/7, including holidays.

The databases and electronic books are proprietary, and therefore users must authenticate themselves with a username and password through an EZProxy server. Students are able to access the online resources from campus computers, logging into the wireless network, or from off-campus by signing in using EZProxy. Students are also able to renew books online through the library catalog.

Students who are disabled can make use of the library's two computers that contain extra software for students with disabilities. Further, the reference desk has a low counter to serve persons in wheelchairs. Library employees will retrieve material for any student who needs that service due to a disability.

The library participates in several contracted service agreements which gives us better purchasing power, and increases our holdings. These service agreements include:

- Joint Powers Agreement - Membership provides faculty with access to a shared collection of captioned videos selected and maintained by a Media Committee consisting of librarians from the consortium's colleges, with media requests delivered to campuses by San Diego County Office of Education (SDCOE) staff. Membership also provides participation in QuestionPoint virtual reference services as well as to SILDRN for disaster recovery resources
- Online Computer Library Center (OCLC) membership, which enables borrowing of books from libraries around the U.S. by Interlibrary Loan.
- ILL agreements with San Diego State University and Cuyamaca.
- Community Colleges Library Consortium (CCLC), a statewide association of libraries, which negotiates contracts with online databases such as EBSCOhost.
- OCLC's QuestionPoint (aka Ask-A-Librarian), a 24/7 virtual reference service that provides research help to DE and on-campus students. The QuestionPoint annual subscription is paid using stable funding from our SDICCCA-LRC funds, ensuring that DE as well as on-campus students always have research help available to them at any day and time.
- SirsiDynix, the library's integrated library system (ILS) provides students with online access to library holdings, including book, periodical, and media records as well as links to the full-text of 28,000 eBooks. SirsiDynix also equips library staff with fully integrated software suites for circulation services and technical services. This software is purchased and supported by GCCCD Information Systems (IS).
- ARTstor, a database subscription, which was specifically requested by Art faculty to support Art students and faculty needs for digital images.

These contracts are evaluated and renewed annually by librarians. The memberships provide access to library services at collectively negotiated discounted prices, allowing the library to provide more resources to patrons than it otherwise could. For example, in 2012, the SDICCCA-LRC Media Committee negotiated the purchase of Alexander Street Press' Academic Video Online, a streaming video database containing 11,000+ full-length videos that faculty can embed from within Blackboard.

#### **4.3 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the library and its' services.**

In 2011, Librarian Julie Middlemas took a sabbatical and spent that time creating a marketing plan for the Library. The goal of the plan was to survey the library patrons from the student body, faculty and staff and create a marketing plan that meets the needs of these groups. The primary outcome produced a written tool that is used to best advertise the libraries services and collections. This Library Marketing Plan is available for anyone to read in the Library.

The following goals were determined from the feedback from the students and faculty polls.

##### Library Website redesign

The library had the same library website for several years and while it was still functional, parts of it were dated and not as user-friendly as they could be. The library selected a "Google type" search function for our homepage and this new interface greatly enhances the user experience while searching both our catalog and our databases. The new design increases the students' awareness of the functionality of the Library website through links to instruction, targeted publications and social media. We wanted to highlight the resources accessed through the website, such as Ask a Librarian and the huge selection of available databases.

##### Branded splash page on library computers

The library is using a generic Microsoft splash page on the library computers. The splash page on these machines could be used to help create a brand for the library by using a library logo or another graphic. This type of branding could help students automatically associate the computers they are sitting at with some of the collections and services they have used in the past. The custom splash pages are going to be implemented in 2013/14 academic year.

##### Library resources and services displayed on library monitors

The monitors in the library were extremely small and hard to see overhead. Furthermore, when we have tried to create interesting PowerPoint slides, the displays looked a little dated. Monitor prices have dropped significantly over the past ten years and the newer campus additions such as the Student Center and Administration buildings have many large monitors throughout. We thought it would benefit the library to have new larger screens. An activity proposal went forward asking for new library monitors and funding in order to create more vibrant displays for

our students. This was approved and the monitors were purchased and installed. We have contracted with a firm to provide the media that will be playing on the screens. These animations will highlight all the services the library offers. The expectation is that the students will see these animations and be reminded of services they might not have used in a while or introduce them to services they did not know the library offers.

### Using Social Media

The library is currently using Facebook to reach out to followers at [www.facebook.com/grossmontlibrary](http://www.facebook.com/grossmontlibrary) . This page is updated on a regular basis with information not only about the library but with content that will appeal to all students. The one factor that needs to still be worked on is getting more of the student body to follow us so that they can get the updates that are sent out. We are considering different approaches to get more followers including contests and making sure that the Facebook page is easily found on the library website. We may find further ways in the future to grab the attention of our followers such as announcing free coffee days, special opening of the LIL lab during finals week, etc...

The librarians have created YouTube videos for instruction in the past and considering that many students had a preference for this type of technology, this may be a medium we could use in the future. This is still in the planning phase.

### Outreach to the faculty and staff

Department presentations given during Professional Development week introduce faculty members to the services offered by the library and can be used to showcase new databases, ebook collections or web tutorials specifically made for different disciplines.

Librarians have frequently attended campus department meetings as part of their liaison activities. They present information on the services and collection that is relevant to that specific department. They also solicit feedback and suggestions on how to improve the library services and collection for that department.

### Library Tours

The library offers a wide variety of tours that introduce the tour goer to the services offered.

- There is a web- based library tour in both written and an audio podcast format that explains library services. This tour is at <http://libguides.grossmont.edu/library-tour> and walks through the Reference Desk, Circulation Desk, Reserves area, Computers and More, E-Chat Café, Stacks, Databases, and the Media Desk.
- The library offers tours during Professional Development week that are led by a librarian. These tours are really useful for new faculty or those who want to keep up to date on what's new and improved.



- The library has created a self-paced tour for those who want to explore the library on their own. These self-paced tours use a combination of smart devices and QR codes which allow the tour goer to explore the library at their own pace. This tour is advertised during the week of welcome at the library table.
- Individual tours. If someone wants an individual tour of the library, we will try our hardest to make it happen. We need to balance the needs of the students in the library studying with the disruptive nature of a tour and will work on scheduling it during a slow period. The individual tour is especially important if the tour goer needs extra help with the language or if they have special needs, for example deaf students.

### The Loop

We reach out to the faculty and staff by using The Loop newsletter where we write a column called Library Tips that covers a variety of subjects to do with the library and library services. The hope is that the faculty and staff share with their students items that may be of interest. Some examples of the column include:

- Incorporate Library Research Skills into Your Curriculum. An article about how easy it is for an instructor to schedule a Library workshop which included a link allowing for sign up.
- Request a Book Today – It’s Fast and Easy! This column reminded the reader that they (or any student) could request that the library purchase a specific book for the collection.
- Library Research Literally in the Palm of Your Hand. With the redesign of the website and the proliferation of smart devices on campus, this column reminded the reader that website will look at the device being used to access the site and send back the information in the correct form.

#### **4.4 Based on an analysis and a review of your 6-year Unit Plan (Appendix 1), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender)?**

Upon review of the 6 year Unit Plan, we have no access issues for special populations. The Library building is ADA compliant, the Reference Desk and Circulation Desk have low desk areas that render them fully accessible by wheelchair bound patrons, and there is special software (Easy Reader, FS Reader 2.0, Jaws 12.0, Zoom Text 9.1, Blue-Ray Disc Suite) on library computers reserved for special needs individuals. We also offer book retrieval services for those students who cannot navigate the stacks themselves.

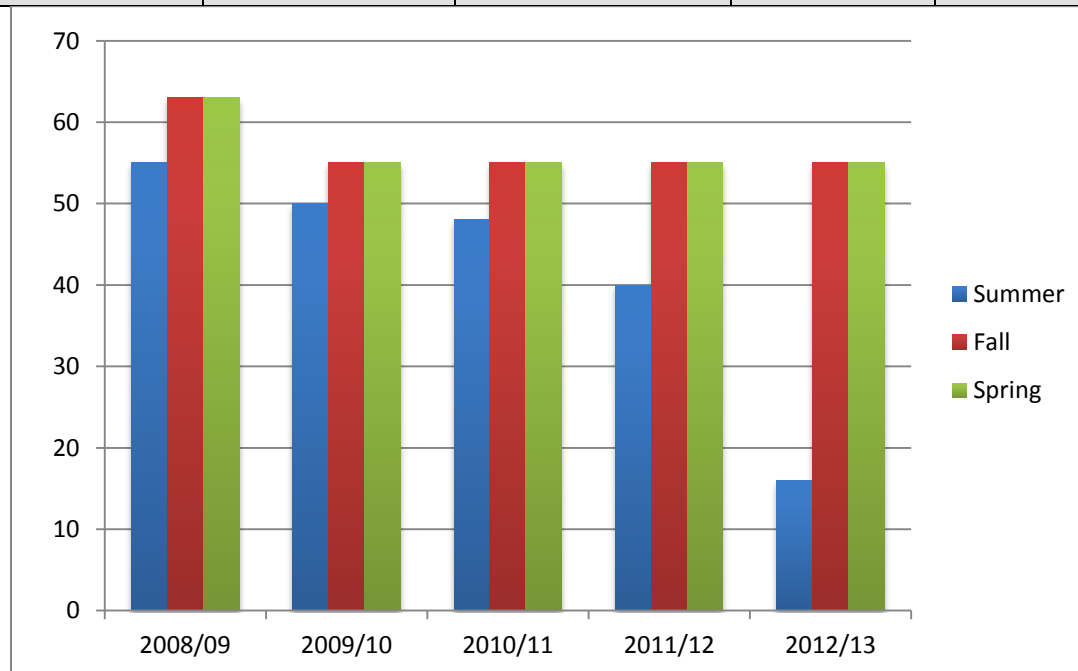
The library has updated its website to better serve all the students including those participating in distance education classes. The goal is to make all the library resources available and accessible to all distance learners.

With the increase in digital content, we have increased the number of computers available to the students.

**4.5 Construct, analyze, and comment on a simple graph showing library services (i.e. hours open, reference desk usage, class enrollment, Information Literacy workshops, online tutorial, ILL requests made, ILL requests filled, books circulated, reserves circulated, media circulated) annual use over the last 5 years.**

Library Hours

Library Hours				
	Total Hours	Mon – Thurs	Friday	Saturday
Summer 2008	55	8:00 to 8:00	8:00 to 3:00	Closed
Fall 2008	63	8:00 to 9:00	8:00 to 3:00	9:00 to 1:00
Spring 2009	63	8:00 to 9:00	8:00 to 3:00	9:00 to 1:00
Summer 2009	50	9:00 to 8:00	9:00 to 3:00	Closed
Fall 2009	55	8:00 to 8:00	8:00 to 3:00	Closed
Spring 2010	55	8:00 to 8:00	8:00 to 3:00	Closed
Summer 2010	48	8:00 to 8:00	Closed	Closed
Fall 2010	55	8:00 to 8:00	8:00 to 3:00	Closed
Spring 2011	55	8:00 to 8:00	8:00 to 3:00	Closed
Summer 2011	40	8:00 to 6:00	Closed	Closed
Fall 2011	55	8:00 to 8:00	8:00 to 3:00	Closed
Spring 2012	55	8:00 to 8:00	8:00 to 3:00	Closed
Summer 2012	16	8:00 to 12:00	Closed	Closed
Fall 2012	55	8:00 to 8:00	8:00 to 3:00	Closed
Spring 2013	55	8:00 to 8:00	8:00 to 3:00	Closed

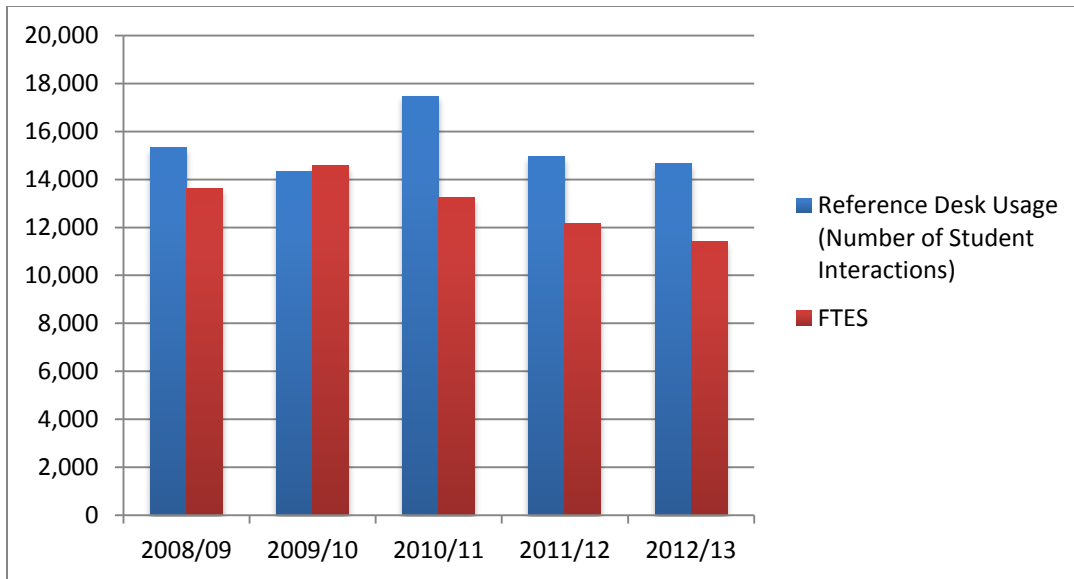


Prior to 2008, the library used to be open longer hours and on the weekend. The library hours were as long as 8:00 a.m. to 10:00 p.m. Monday through Thursday, 8:00 a.m. to 4:00 p.m. Friday, and 10:00 a.m. to 4:00 p.m. Saturday. As part of campus-wide budget reductions, the current open hours of 8:00 a.m. to 8:00 p.m. Monday through Thursday and Fridays from 8:00 a.m. to 3:00 p.m. represent an approximate 20 percent reduction.

Ideally, the library would be open as long as it was previously, but the schedule still remains adequate. Student survey results from the library's 2011 Marketing Plan showed that 67 percent of the students thought that the library hours were good or excellent. However, the comments section of the student survey included 30 students who wrote that they would like to see the library open earlier in the morning and on weekends. Student feedback from the 2011-12 Institutional Survey corroborated the results from the marketing survey when 71 percent of the students indicated that library hours were adequate to meet their educational needs.

Reference Desk Usage:

Reference Desk		
Academic Year	Usage (i.e. number of student interactions)	FTES
2008/09	15,324	13606
2009/10	14,333	14564
2010/11	17,475	13243
2011/12	14,950	12174
2012/13	14,671	11404



The primary point of contact for most students with library faculty occurs through reference service. Our library reference desk assists an average of 7,675 students per semester or 480 students per week. Reference desk interaction should be viewed primarily as a learning and teaching activity.

The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. A library, like a classroom, should not be in use unless library faculty is available to provide service and facilitate student learning.

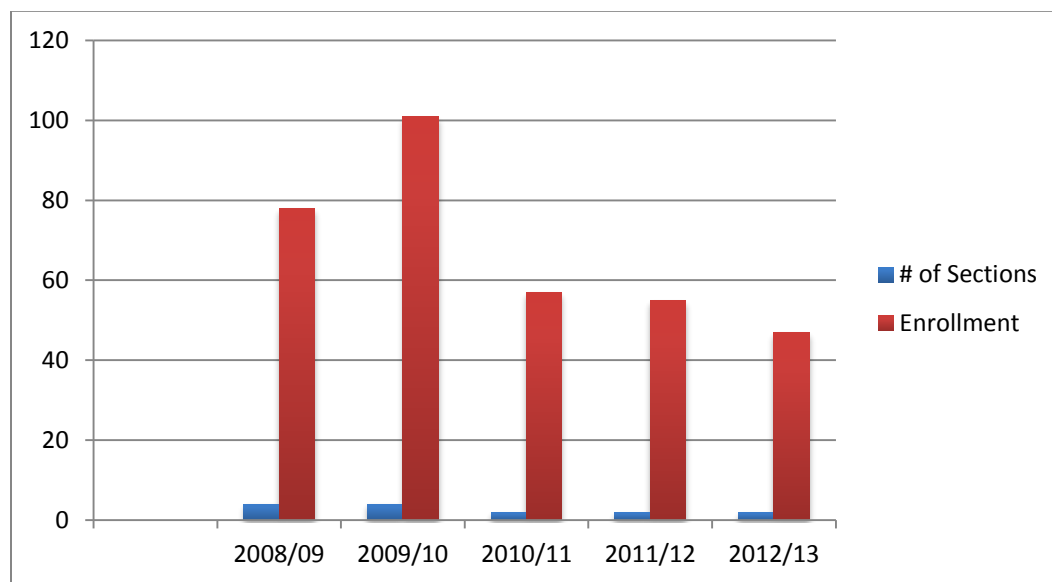
During the academic year 2009/10, students were surveyed about their experiences with the reference desk, circulation desk, media desk, and ILL. The survey outcome shows a consistently high level of satisfaction with all the service locations within the library with overall “satisfied” ratings from 88 to 100 percent. The detailed results also include specific comments regarding the various library service desks.

There are many factors that affect the number of students we help at the reference desk. The chief factor is the number of librarians available to help. We always have one librarian on duty during library hours. There are times, especially during the first weeks of the semester, when we try to schedule two librarians to help at peak times. This is dependent on budget and availability.

The important thing to take away from this, is that the librarians don't just tell the student where to find the information they are looking for, but use the interaction as a teachable moment so that the student can not only find the information they need this time but will be taught the skills to find the information every time. This actually reduces the number of reference desk interactions for students after their first year.

### LIR Class enrollment

CLASS Enrollment		
	# of Sections	Enrollment
2008/09	4	78
2009/10	4	101
2010/11	2	57
2011/12	2	55
2012/13	2	47



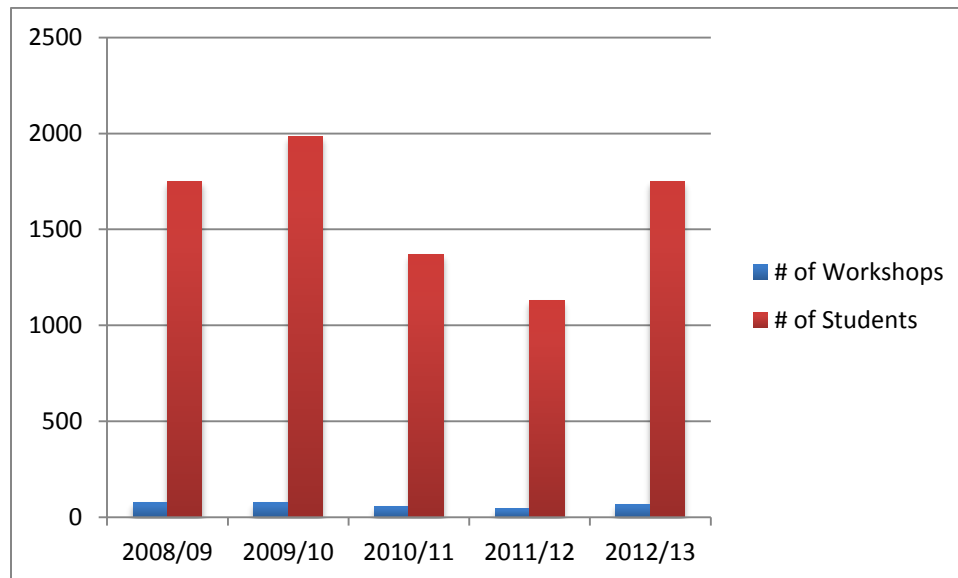
The numbers of sections offered have been divided equally each semester. In 2008/09 and 2009/10 our spring semesters had higher enrollments by 15% and 25% respectively. Normally this would leave us to believe that we should focus our efforts on spring offerings, but since 2010/11 our enrollments each semester has evened out.

Instructors find that their classes fill to cap, but within the first week students drop the course. When able to get information about why they have dropped the class we noted reasons that

include changes in personal schedules, need no longer exists, class is not what they thought, they didn't know it was a fully online class, and once seeing the syllabus there is more involvement than expected. Regardless of the reason we need to work on our enrollment numbers. As of spring 2013 our department chair is in discussion with Tate Hurvitz of Freshman Academy about the logistics of linking Library Information Resources to a core class.

Information Literacy workshops

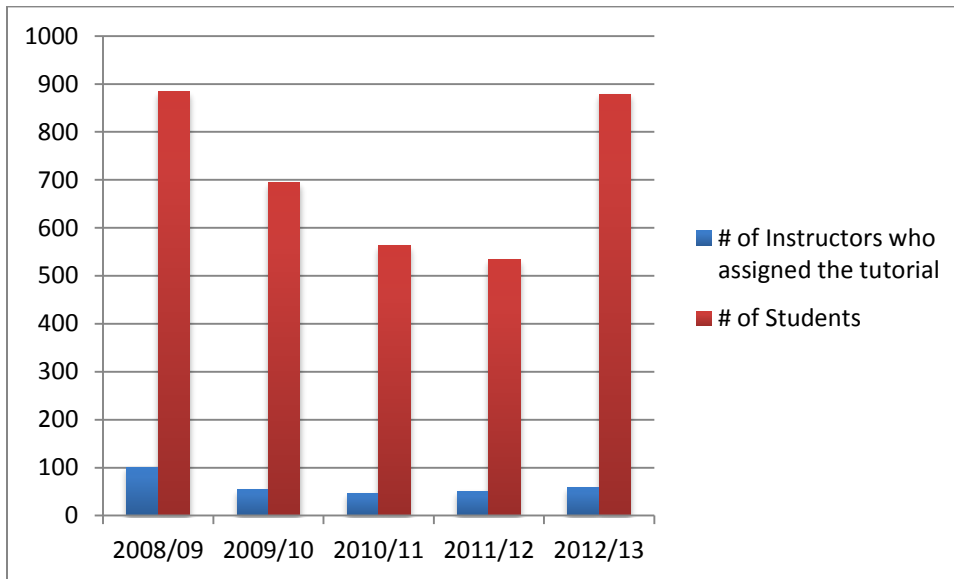
Information Literacy Workshops		
	# of Workshops	# of Students
2008/09	76	1,750
2009/10	76	1,982
2010/11	56	1,371
2011/12	44	1,127
2012/13	67	1,750



As you can see from this data, the workshops reach a good number of students. The drop in the number of workshops and the number of students in the 2009/10 and 2010/11 academic years is due to the reduction in the number of courses offered. This reduction was due to the dire financial situation in the State of California. The numbers are now on the upswing again with 67 workshops and 1,750 students in the 2012/13 academic year. During the nation's economic crisis, every part of the campus learned how to be more efficient. As the number show, the instructors are now doing more with less. We had 1,750 students in 2008/2009; the same as in 2012/13 but we did it in 67 workshops, not 76.

Online tutorial

Online Tutorial		
	# of Instructors who assigned the tutorial	# of Students
2008/09	101	884
2009/10	55	694
2010/11	47	563
2011/12	51	534
2012/13	58	879

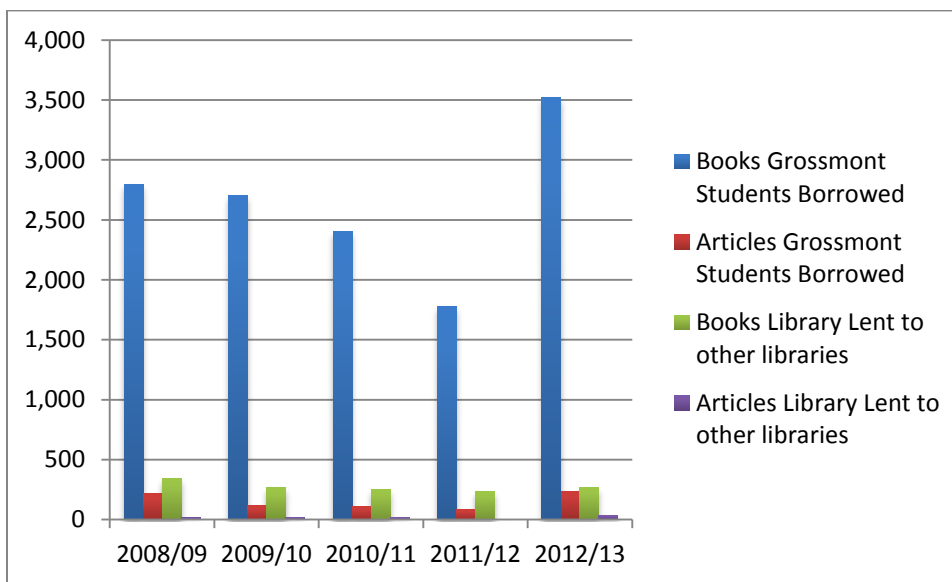


There is a very obvious anomaly with this data. According to our records, we had twice as many instructors assign the tutorial in 2008/09 as any other year. The reason for this is a simple change in the way the data was gathered. In the 2008/09 academic year, if an instructor assigned the tutorial to two different classes, they were counted twice. That was changed in the later years so that no matter how many different classes the instructor assigned, they were only counted once.

The chart also shows that the number of students decreased during the fiscal crisis but the students taking the tutorial are not only on the upswing now, we reached more students than ever before during the 2012/13 year.

ILL requests: Borrowed, Lent

Interlibrary Loan				
	Books Grossmont Students Borrowed	Articles Grossmont Students Borrowed	Books Library Lent to other libraries	Articles Library Lent to other libraries
2008/09	2,792	217	346	15
2009/10	2,704	119	266	21
2010/11	2,403	111	253	18
2011/12	1,777	88	236	5
2012/13	3,522	237	269	38



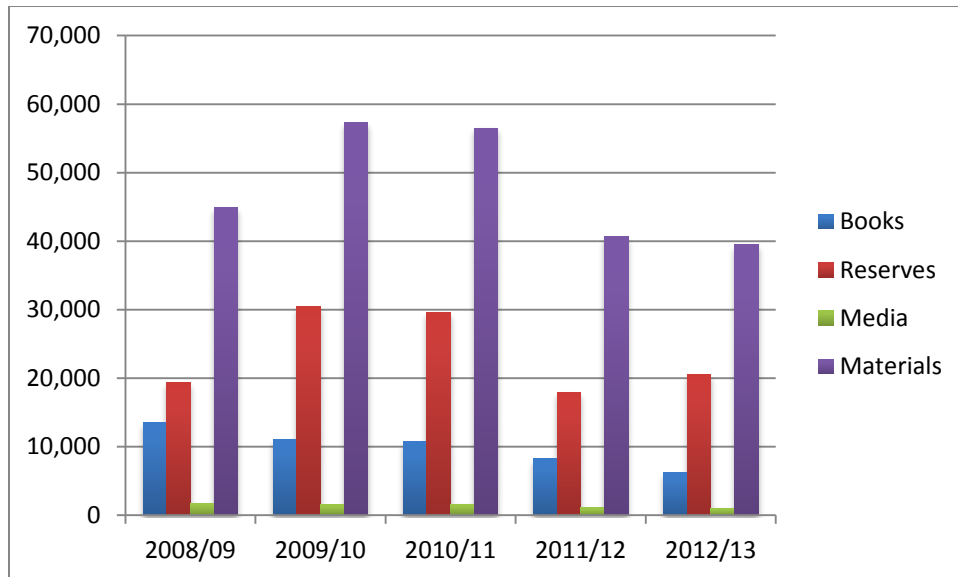
The Interlibrary Loan program allows students from Grossmont College to get books and articles that we do not have in our collection delivered from other libraries all over the world. We also lend out materials from our collection to other libraries when they need something that we have. This system dramatically increases what our students can have access to without having to actually purchase all the materials ourselves.

The drop in the 2011/12 numbers was due to the retirement of the staff member who had been running the ILL program for over 20 years. The staff member who took over the position had a lot to learn before getting back up to speed but as you can see from the dramatic increase the following year (2012/13) the program is back on track and doing better than ever before. The staff member who took over the ILL program is working out of class. ILL staff has also implemented a digital delivery method when getting articles from other libraries for the Grossmont students when possible.



Circulation: Books, Reserves, Media

Circulation				
	Books	Reserves	Media	Materials
2008/09	13,568	19,417	1,733	44,879
2009/10	11,054	30,476	1,497	57,312
2010/11	10,721	29,618	1,624	56,513
2011/12	8,212	17,847	1,097	40,618
2012/13	6,253	20,512	1,032	39,541



Early studies on student persistence and achievement established that there was a correlation between student persistence and the number of books checked out of the library by those students. (Kramer & Kramer 1968). A similar study also found that 74% of students who checked out books returned the following fall, while only 57% of those who did not check out books returned to classes (Merick, 2007). Research conducted at Pasadena City College also found a similar connection between the use of library resources and student persistence and success. In examining both basic skills and non-basic skills students over multiple years, researchers discovered that use of library resources – including books, media, periodicals, and computers – resulted in increases of persistence around 11% and success around 7% of both groups.

The data shows that there are fewer books being checked out now compared to years past. This is not actually accurate because of how the collection is changing in regards to electronic media. Right now there is no accurate way to get the number of electronic books that are being checked out, but it is something we are aware of and working to correct. The same is true for the media category as we move away from physical media like DVDs and into more streaming video instead.

The reserve items numbers only represents the instances when the reserves are actually checked out by a student. The reality is that these items are often used in the library without being checked out or tracked. They are often used in the library in the open stack reserve section that was created in the new building. It would be helpful to be able to track exactly what reserve items are being used and how often they are being used, but it is beyond our present ability.

# **Section 5**

## **Student Success**



## **5.1 Explain how a deficient collection impacts the goals of student success and student equity.**

The goal of the library is to have a collection that is not deficient in any way, in fact our goal is to have a collection that is outstanding in every way.

The selection of library materials and resources reflects the wide diversity of cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus.

All the librarians work on collection development to make sure that the Grossmont College Library collection is as complete as possible and meets the needs of the students. This means that older outdated material is removed and newer material is added constantly. The collection is dynamic, always changing to meet the curriculum needs.

The librarians meet with the departments on campus to make sure that they are represented in the collection.

A deficient collection makes it much more difficult for students to meet their goals and goes against the very nature of the Library. If you don't have a balanced collection, students will not know what they might be missing. That is why we strive to keep the collection as well balanced as possible.

The problem is that new materials cost, and there are times that we are constrained by budget. We have worked diligently to get the biggest return on our financial investment by joining a consortium (Community College Library Consortium) for shared database access. We are focusing more of our attention on electronic books for the collection, which tend to be less expensive and have the added bonus of being available on-line 24/7.

When we get our annual book budget, we divide the money by department using an allocation formula based on FTES. Some of the smaller departments end up with very little of the book budget and when that's combined with the rising book prices from the publishers the collection suffers. These departments don't get all the resources that the students need.

The bottom line is that the Library collection is the main research resource that the students have. It needs to be properly maintained so that all students have the access to the materials they need to be successful. This also means that the annual budget will need to be increased as the student population grows and the courses offered increases.

## **5.2 Describe innovations, achievements, and/or special projects undertaken by the Division or individual staff members to promote student success**

**There have been a great many innovations implemented and special projects undertaken by the library and the library faculty and staff. All of these have one thing in common; they were put in place to help the Grossmont College student.**

- Adoption of federated search engine: This search engine allows the user to go to one location and search the Catalog, all the Databases and access the Interlibrary Loan if necessary. This combined search function saves the students a lot of time and energy and reduces frustration. The federated search engine is accessed right on the home page of the Library's website and was implemented in the 2011/12 academic year.
- Revamped LUCI: The Library User Computer Instruction tutorial was overhauled and updated to make it easier to use. Interactive elements were added, and the student can now get that information in both video and text. These changes made LUCI more engaging, resulting in more use.
- Lib guides: In spring 2011, collaboration between the library and nursing faculty took place in order to design a web-based subject guide. This guide was created to provide information about library resources for the nursing department and help nursing students find books, articles, videos, and more to aid them with their research. It helps organize material for the student, introduces them to authoritative resources, and connects them to the library and a librarian, giving a more personal touch. All resources are vetted through a librarian and an instructor before being included in the guide. Beginning fall 2011, web-based course guides are being created for each class attending a library instruction session. These guides are designed to reinforce student learning after the library workshop is over.
- Reorganization of reserves call numbers: The reserves are a collection in the library that consists of text books and supplemental readings that instructors leave for their students. The issue that the library faced was that by using a more traditional Library of Congress type call number, the students were not finding what they needed. This meant that they needed someone to help them which took that person away from helping other students. A system was devised where instead of using a Letter followed by a series of numbers that was meaningful to the librarian but meaningless to the student, the actual department code and class number were utilized. For example a reserve for the English 110 class would now have a call number of ENGL 110, a much easier system for the students to follow. This change has made it much easier for the students.
- Creation of the eChat café: With the explosion of students using their own laptops and tablets, the library decided to create a comfortable place for these students to plug in. This area was stocked with comfortable chairs, laptop and coffee tables, and set up so the students could quietly chat, study, access the internet or just read. It has been a huge success and even with quiet conversation allowed it has turned into one of the quietest spots in the library.

- **Marketing Plan:** During her sabbatical, librarian Julie Middlemas surveyed the College students, faculty and staff about library usage, then took this information and created a marketing plan for the library. This marketing plan is now being utilized to increase awareness of what the library offers the college community. As part of this marketing plan we have had professional videos created that play in the library explaining our services and we plan on porting these over to the website in 2013/14.
- **Curriculum mini-series:** We presented a workshop to classroom instructors on how to embed an aspect of information literacy into a class assignment. As a follow up, when the instructors were working on these assignments we helped with making sure that the information literacy goal was being met. When the assignment was completed, it was posted on the curriculum mini-series section on the libraries website, creating a repository of lesson plans that all faculty are welcome to use or modify for their own courses.
- **Term Paper Clinics:** Librarians offered four term paper clinics each semester towards the end of the term, available to students on a drop-in basis. The clinics were advertised through Chairs & Coordinators, The Loop, Facebook and the library blog. Students can get one-on-one help with finding book and articles on their topic, creating citations, and formatting their research papers.
- **Bridging Cultures Grant:** We received the Bridging Cultures: Muslim Journeys Bookshelf Grant consisting of a collection of resources carefully curated to present new and diverse perspectives on the people, places, histories, beliefs, practices, and cultures of Muslims in the United States and around the world. The library hosted public showings of three different Muslim Journey films and held two workshops helping instructors incorporate these resources into their curriculum. The Bridging Cultures Bookshelf, Muslim Journey's helped facilitate our current strategic plan toward diversifying our curriculum and expanding our sociocultural understanding of diverse groups.
- **One Book One Campus:** We participate in the One Book, One Campus program not only by having several copies the book available in the library but by creating displays of students work in the library and by showing a multimedia display on the library monitors as it related to the book.
- **Collaboration with English department on Literary Arts Festival:** We work closely with the English department so that we have plenty of lead time to obtain the books being used for the Literary Arts Festival every year. We make sure that the books are ordered and placed in the reserves section of the library so that the students can easily find them. This advanced notice allows us to be ready to serve the students when they need it.
- **Grant to purchase textbooks:** Many times, students would come to the library asking if we had a copy of their current textbook available for use and we would not. These requests would come in after our book budget was already allocated so we applied for and received a grant from the Grossmont – Cuyamaca College Foundation to allow us to purchase these special requested textbooks.

- Patron Driven Acquisition: The library has recently started a program with two separate vendors to provide electronic access to a very large pool of appropriate books for our students. The library doesn't actually purchase the books until they are used by a student. This gives our students access to many more books than the library could possibly afford, and supports student success by getting them the books they need.
- The therapy dog initiative: Librarian Nadra Farina-Hess implemented a program where trained therapy dogs are brought onto the campus to help relieve the stress during finals week. Students who took advantage of this program were surveyed and the results were overwhelmingly positive, with many commenting that the program shows that the College actually cares about their wellbeing especially during the stress of finals.

**5.3 Explain how the program collaborates with other campus programs (e.g. course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning.**

The Library collaborates with all the other campus departments, especially when it comes to collection development. Librarians are assigned as liaisons to each of the College's instructional departments to collaborate regarding selection and acquisition of library books, journals and databases. The collection is developed in consultation between faculty within the discipline and the library liaison assigned to that department.

There are other projects that the library collaborates on with specific departments, many of which were covered in the last question. Along with the previous answer the library also does the following:

- Host table at Week of Welcome. The Week of Welcome fair is put on by Student Services to help new and returning students orient to the college and gain awareness of the different programs offered. The library participated to help increase student awareness of the self-paced library tour and encourage them to use the library.
- The ARTstor database acquisition. The library collaborated with the Art department and subscribed to the ARTstor database, which was specifically requested by Art faculty to support Art students and faculty needs for digital images. The library and Art department share the subscription expense equally.
- Adult re-entry program. Each semester a librarian gives a talk during the Adult re-entry program to make sure that they know about the services available for them at the library.
- Math Academy. The library supports basic skills courses the Math Department by processing and checking out the text books purchased by the department for students at the beginning of each semester.



#### **5.4 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary, and post-secondary schools.**

Librarians from Grossmont High School District visit with our librarians and review college-level assignments, print and electronic collections, and policies in order to better prepare their high school students for utilizing a college library.

One of the most successful activities that we undertook with the local high school librarians was the shared teaching of the new MLA manual edition that was conducted during the Professional Development week. This lesson plan created by the Grossmont librarians allowed the high school librarians to conduct similar workshops with their faculty.

Librarian Nadra Farina-Hess collaborated with the science instructor of a local parochial grade school (Our Lady of Grace) to help their students conduct research in preparation for the annual Science Fair.



# **Section 6**

## **Student Support & Campus Resources**



## **6.1 Indicate how other academic departments on campus utilize the library.**

The library works closely with all the academic departments on campus in the creation of face-to-face library instruction sessions that are customized to that class' research assignment. These instruction sessions not only help the students with that particular class but the library session gives them the skills they need to succeed with research needs for other courses. The librarian who teaches the instruction session also creates an online research guide geared for their particular class assignment. This gives the students something to refer back to if they need a helpful reminder of what was covered in the library session.

It is good practice for all academic departments on campus to consult with the library in the development of courses and curriculum so that they can make sure of the library's ability to support these classes with resources such as books, media, and journals. This is why the library faculty should be present on the curriculum committee of the college to ensure that this consultation is occurring.

The library displays student artwork in the vestibule area, as well as in library main floor display cases. The library collaborates with other departments to showcases these items; for instance, in 2011, working with the English department as part of a campus wide interdisciplinary effort, it hosted a display about Henrietta Lacks complete with student artwork, bioethical materials, and a PowerPoint timeline.

Librarian liaisons regularly collaborate with discipline faculty to ensure that individual departmental needs are met and that the library holdings for that department are up-to-date. Faculty members in History and Anthropology, among other departments have sent book requests which are then purchased for the library.

The LTR dean co-chairs (along with a faculty member) the Teaching and Technology Learning Committee (TTLC), allowing her to maintain an open line of communication with DE faculty about library resources. A library faculty member, who garners input on a monthly basis, also serves on that committee

## **6.2 Indicate how the library utilizes college support services.**

The library uses the following support services:

### Instructional Computing Services - ICS

The College's Instructional Computing Services (ICS) department supports the student use computers in the library.

All academic departments are responsible for purchasing appropriate licensing for software and must submit software installation requests to ICS, which monitors the number of software licenses in use in all computers labs and learning centers including the library.

The College utilizes Sophos, which is an anti-virus software that is deployed via network administration of all machines. In addition, DeepFreeze, a systems restore software, is installed on all computers in the library and learning centers for added protection.

The LIR 110 instructor consults with the Instructional Design Technology Specialist for troubleshooting Blackboard issues

#### Instructional Media Service – IMS

The College's Instructional Media Services (IMS) department is responsible for uploading approved content to the library monitors. The monitors are connected to a computer that the IMS controls. The Librarians send the files to the IMS staff, who then upload the materials.

#### Disabled Students Programs and Services - DSPS

The LIR 110 instructor checks with the Alternative Media Specialist to make sure that content posted in Blackboard is 100% accessible to all students.

We collaborate with the Assistive Technology Center and ICS on the specialized software available on the two ADA compliant desktop computers available on the first floor of the library

#### Career Center

The Career Center gets new career books annually, and they then donate the previous years books to the library. This helps keep our collection as up to date as possible without any impact to the library book budget.

Many of our career books are available electronically, and we customize the bibliographical records of these books so that students searching in the career center can easily access these library resources.

#### Work Study Program

Our public service areas (Circulation Desk and Media Desk) hire federal work study students. We train them to help with the day to day operations of the library, such as checking out books at the Circulation Desk and shelf reading (keeping the books in order). Some of these students have gone on to become librarians and multimedia technicians, and now work at public and academic libraries.

### **.6.3 Analyze the results of the student survey (Appendix 6) and describe student utilization and satisfaction with library resources. (i.e. availability, usage, relevance).**

The library's main concern is to make sure that the students of Grossmont College are getting the most out of the library. Many students are not fully aware all the resources that the library has to offer. Librarian Julie Middlemas devoted a sabbatical to conducting a survey of students and

faculty, and developing a marketing plan. The results of the student survey are in Appendix 6, and the full marketing plan is available in the Library. This is the first time that the library has conducted a survey that was targeted to the entire student body, not just those students who use the library.

This survey gave us a much better picture of what the students were happy with and what we need to work on. The main issue that we found was that many of the students had not used some of the library services at all. The students that had used library services indicated that we were doing a good to great job. However too many students had not used library resources at all.

When we look over the results of the survey, we find that we are doing a good job. The majority of students surveyed found that the hours we are open to be good or excellent (67.9%) and that staff helpfulness was good to excellent (66.9%). The issues that stood out to us were when the students were asked to rate certain services and answered “No experience with this service”. The following awareness of our services by students needs to be addressed so that students know that these services exist in the library.

For Example:

- 35.8 % had no experience with Print Book and Periodical Collection
- 43.5 % had no experience with Electronic Databases or eBooks
- 39.1 % had no experience with Access to Library services from Off-Campus

#### **6.4 Analyze the results of the faculty survey (Appendix 7) and describe faculty utilization and satisfaction with library resources. (i.e. availability, usage, relevance).**

At the same time as the Student survey in Question 6.3, Librarian Julie Middlemas surveyed the Grossmont College Faculty. The results of this survey are in Appendix 7 and the full Marketing plan is available in the Library.

The vast majority of faculty had encouraged their students to use the library for various purposes and considered research assistance from a librarian to be important or very important (78.1 %).

For many of the services that the library offers the faculty as a whole seemed pleased. For example 86.3 % thought that having reserve textbooks and media available very important and important.

What was a concern for the library was the number of faculty who had not used some of the services we offer. It is very difficult for the students to know about and utilize the services, if the faculty doesn't know about them first. We will be reaching out to faculty as well as students in the future to let them know about all the services we offer.

Some of the comments we received backed up the idea that some faculty just were not aware of the services they could utilize for their classes:

“... it would be helpful to have a rainy day activity that could be completed in the library, such as watching a video or DVD and answering questions about it on computer in the library, or sending students to the library to watch a video there. I have not really explored my options in regard to these activities so they may be offered and I just don't know about it.”

“I teach an exercise science activity class, so there is limited need for library services. I will consider putting books on reserve or using any resources. I've never gotten any information about the library before this, so I hadn't really thought about it.”

On the whole, the faculty seems happy with the resources the library provides, and we will continue to strive to make sure that they are informed of our services and what we can offer them and their students.

### **6.5 Evaluate and provide a summary of the current status of resources in the library.**

The library houses study carrels, computers, a copy station, group study rooms, and print periodicals and books, among many other resources. There is also a 28-seat classroom/learning laboratory dedicated to library instruction.

The library's online resources are as robust as its in-house resources, with information sources that include electronic books, online forms, online tutorials, online flyers, chat reference services, and a large collection of remotely accessible databases.

It also supplies material using Interlibrary lending services with other local, state, and national libraries.

Specific facilities include:

- 77 Desktop computers available for student use spread out on the two floors. Each computer offers the full suite of Microsoft Office software, audio-video capabilities, and Internet access
- 2 Desktop computers with ADA compliant software (text-to-speech and screen text enlargement) and wheelchair access.
- 3 black and white printers.
- 1 color printer.
- 4 black and white copiers.
- 1 color copier.
- Change machine that was needed due to the pay per use copiers and printers only taking single Dollar bills and coins.
- Calculators.
- Headphones.
- Webcams.



- 4 audio/video viewing stations.
- A desktop scanner connected to 38 of the library computers.
- 6 laptops.
- Wireless Internet access
- 13 group study rooms, eight of which offer audio-visual equipment as well as computers or laptops, enabling students to work collaboratively on group projects.
- Approximately 245 seats that are not dedicated to computer or other use, including individual seating, study tables, and study carrels.
- Four carrels are equipped for video/DVD viewing.
- An area called the “e-Chat Cafe,” with ten chairs, four portable computer tables and four footstools where students may relax and use their own laptops.

The Library collection consists of:

- 77,000 print books,
- over 100 print periodical subscriptions,
- 2,000 DVDs and videos,
- 350 CDs,
- A growing collection of streaming videos - currently numbering 15,500 full-length videos.

Through a membership in the San Diego Imperial County Community College Association (SDICCCA), the library collection also includes digital access to:

- over 28,000 e-books,
- almost 3,000 e-reference books,
- numerous electronic periodicals, which are accessible through its over 40 online databases

Electronic materials, including database subscriptions and electronic books, are selected and renewed through the Community College Library Consortium (CCLC) in conjunction with the Council of Chief Librarians Electronic Access Resources Committee (CCL-EAR).

The library supplements its print collection with Interlibrary Loans from Cuyamaca, San Diego State University (SDSU) and other libraries throughout the United States. The library employs a courier to expedite student requests for materials from Cuyamaca and SDSU, allowing materials to be delivered within a one to three day period. The library offers reserve course material such as books, articles, and videos that are used for instructional support.

To make sure that the library resources are effectively being used, the following are done:

- Monthly circulation statistics reports for materials checked out of reserves, regular circulation, media, and Interlibrary Loan are run and checked.
- Statistics on items added or withdrawn are kept on a monthly basis.

- Information on the usage of all the collection resources are analyzed to:
  1. ensure that there is a minimum of duplication of materials in the various formats in which they are offered.
  2. show need for future possible purchases.
  3. indicate possible de-selection of materials.
- Review of resources, such as Choice and Library Journal and those sources' "Best" lists to ensure that the collection conforms to standard community college needs.
- Responses compiled from individual departments' program reviews on their evaluation of library resources for their department. Adjustments are made based on these responses.

It should also be noted that books are collected based on a complex formula that includes full-time equivalent students (FTES), full-time equivalent faculty (FTEF), and weekly student contact hours (WSCH), among other numbers, in order to ensure that all departments are supported according to their needs and size.

The distance education (DE) students are supported through the library website that includes online tutorials, links to various resources, and an "Ask a Librarian" help function. The library collection is made available to DE students through an EZ Proxy server that authenticates their enrollment and then allows them access to electronic books, streaming videos, and periodical articles. Additionally, students are able to make online requests for books and articles via an Interlibrary Loan form and a purchase request form. Other resources for DE students include online tutorials, instructional handouts, online research guides, and online chat reference. In addition, students accessing Blackboard are provided with a link to a summary of library services specific to DE needs.

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

The Library utilizes all the technology it has at its disposal to help deliver its catalog and resources to the widest number of people. This is mainly done through the website and the different technologies being used in the background including the new federated search engine, QuestionPoint (aka "Ask a Librarian") services, and EZproxy that allows for off-campus access to library resources. As you will see in Question 6.7, there really do need to be some advancements made but our current state is:

#### Federated Search Engine

The library has access to a federated search engine that allows students to search library databases and the catalog at the same time. The user interface is very user friendly. This technology has its drawbacks as well; because it is proprietary software from EBSCO, it doesn't work perfectly with other proprietary databases. For example, students need more clicks to get to Gale database articles and the path is not completely user friendly. The federated search engine also doesn't work perfectly with the Sirsi catalog and some powerful tools have been lost such as

students' ability to click on an Interlibrary Loan link and borrow a book from Cuyamaca. It is the best solution available to us currently.

### QuestionPoint

QuestionPoint is a virtual reference service that is supported by a network of cooperating libraries worldwide. This provides reference service 24 hours a day with real-time one-on-one reference assistance from professional librarians, right from the library Web page. The service is called "Ask-a-Librarian".

Our librarians contribute to the service and for that OCLC provide failsafe coverage 24 hours a day, 7 days a week, to our students.

Web-based chat, co-browse and cooperative reference tools require no special software or browser plug-ins. A streamlined conference process allows librarians to transfer students to another librarian smoothly. There is also support for multilingual reference transactions.

This service allows our students to get help whenever they need it, not just when the library is open.

### EZproxy

The library collection is made available through the website to students, faculty and staff through an EZproxy server that authenticates their enrollment and then allows them access to electronic books, streaming videos, and periodical articles. This is used when students, faculty and staff access the website through their own computer or mobile devices on campus or off.

### Interlibrary Loan electronic delivery

We have started to implement the digital delivery of articles requested by students via Interlibrary Loan. If possible we send the articles they need via email which cuts down on the delivery time and makes delivery free-of-charge rather than charging 15 cents a page.

## **6.7 Identify and explain additional technological resources that could further enhance delivery of services to students, college, and the District.**

The library has had the same website for several years; it is still functional, but there are parts of it that are dated and not as user-friendly as they could be. The librarians selected a "Google type" search engine as our federated search engine that searches our databases and catalog. The search box is prominently displayed on our homepage as discussed in Question 6.6. While this new search engine greatly enhances the user experience, unfortunately, the rest of the homepage looks out of date and can be cumbersome to use. The library's web presence is the portal into the majority of the library collections which makes it really important, much more so than for other departments on campus. The website connects students and faculty to the library catalog, the e-

book collection, streaming videos, online databases, tutorials on library research, collections of Internet resources, forms and flyers, and Interlibrary Loan request forms.

In order for students to effectively access our collections, we need a homepage that is streamlined and efficient and enriches the user experience. In addition, in a library marketing survey conducted in Fall 2011, 68% of students polled said they use websites to find information, thus our students have voiced a need for a clean, user-friendly library website.

In recent years the number of students working on their own laptops or tablets has grown. The library has Wi-Fi access available for these students, but unfortunately, they are not able to print from their laptop or tablet. The result is that students must download their file to a flash drive, wait for one of our computers to become available, bring up MS Word or other software and then finally send their work to the print servers, pay for it and print it. It wastes a lot of student time and creates traffic jams at the computers between classes. It is definitely not conducive to student success. We need to identify the technologies that can help alleviate this issue and have them implemented as soon as possible in order to save our students time. A wireless printing solution would be something the students, faculty and staff would all benefit from. We have asked for this service from IS, but have been told it is a security risk. Recently we discovered that many other colleges have wireless printing and feel that we need to get this service implemented here.

The Grossmont-Cuyamaca Library catalog has become hopelessly out of date. Catalogs at other institutions have a much more user friendly interface in which students can do such things as view color photographs of book covers and text themselves call numbers. Unfortunately, we have not kept up with the latest technology from Sirsi, the catalog vendor, and the students are using an unintuitive dinosaur. It hinders student research and thereby student success. The catalog is so out of date that IS has been forced to seek second hand servers to run the system on because they don't make new servers for the system anymore.

OCLC, a nonprofit, membership, computer library service, has developed an integrated solution that brings the best of federated search engines together with the best of library catalogs. It is called World Share and multiple other community college libraries have made the transition. The end result is that students can search for any type of information in a seamless, user-friendly environment. OCLC only collects metadata, and so the proprietor that produced the information is irrelevant, thus making the searching more fluid. In addition, the library catalog is housed in the cloud, so there is no need to run a server at the district. OCLC provides the MARC records (metadata) for library holdings and library personnel after a bit of processing are able to make the record and most importantly, the book available to the students. The system saves many staff hours both in the library and for IS who have to maintain the servers and the antiquated library catalog. The cost upfront is a bit more than we pay for the catalog and the federated search engine now, but in terms of human resources, there would be substantial savings.

The library would like to move in this direction and would hope with help from the District that Cuyamaca could make the move as well. The relationship between IS and the libraries has always been awkward since librarians know what the catalog should be doing, but the decision makers have always been with IS. This would relieve IS of these duties and bring catalog decisions to the librarians where they belong.

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

The library construction was completed in 2003 which provides more space and better facilities than the older library. There are still some things that need to be addressed.

On the positive side:

- The facility is now ADA compliant. This includes the reference desk area which is now larger and lower making it accessible to students in wheelchairs.
- The student study carrels are large and offer privacy to students performing serious research.
- We have 79 computers for student use.
- There are 6 laptop computers available for student checkout, all of which have built in webcams that can be used by ASL students to film themselves for signing practice.
- We now have a dedicated Library Instruction Lab.
- We have created relaxing reading areas around the library.
- There are 13 group study rooms, many equipped with white boards, computers and TV monitors.

Now for the downside. Even with the new building there are still some issues, mainly space. The usable square footage of the library was increased with the new building but it was not dramatically increased with only an additional 10,000 asf. Many of the problems we had in the old building are now resurfacing in the new building.

- We only have enough space for 5 years of any one title of the periodicals.
- There is not enough space to keep the current and past issues of the periodicals together.
- The archive room is still more of a closet and completely inadequate.

As of this writing there are going to be some room changes that will impact the library and will cause us to have less office space. The proposed changes are:

The Dean of the L&TR and administrative assistant will be moved from their current location to 70-179 which was originally designed for the Associate Dean of the Library but is being used for Faculty Evaluations. This move will displace the Faculty Evaluations clerk who will be moved to 70-172 and 70-175. One room will be her work room (70-172) where she organizes and stores the evaluations and the other will be her office space (70-175). These two rooms are the Library adjunct office and a Librarian office. The librarian office is currently unoccupied since it was used by Dr. Curtis Stevens until his retirement and his replacement has not been hired. We will

need to create a new space for the Library Adjuncts to work. The space that will be freed up when the Dean of the L&TR moves will be filled by the computer help desk specialist and open computer lab supervisor who will be moved from the ICS offices which need more space.

The result of all these moves is that the Library will have to come up with more space for the adjuncts to work in, space that is now being used for something else.

Since 2003 when the present library building was finished, we have seen a huge increase in students bringing their own laptops, tablets and other mobile devices into the library. Library owned computers still have a lot of use, but the one area that is getting less use is the Reference Collection. Historically Reference Collections in libraries have contained items like encyclopedias, dictionaries, handbooks, etc. Most of the information was basic and librarians protected this information by not allowing it to check out, the idea being that if we had a small protected collection of basic type information, the library would always have a little information no matter what the topic. In addition reference books were very expensive and since many are multi-volume sets, the librarians wanted to ensure that one book in a multi volume set didn't get checked out and get lost forever. Thus, large portions of library buildings have been set apart for reference collections. Now, with the web, students have access to many of these basic sources for free or via library owned databases. Keyword searching in an encyclopedia is much faster online than looking in the index, and then going to the volume to find a reference article. In addition, the library conducted a study to see how often the reference books were being used and the statistics were very low. What students need now is soft seating, collaborative environments and a place to charge their mobile devices. The librarians would like to remove half of the Reference Collection Shelving and create these spaces for students

## **6.9 Describe the working relationship between your department and Information Systems.**

There is a close working relationship between the Library and the Information Systems due to the technological nature of the library's electronic catalog and online library services. However, in past years, this relationship has become less functional due to retirements of key IS staff, loss of the Library Systems Specialist position and quickly moving technology in the library field.

SirsiDynix, the library's integrated library system (ILS) provides students with online access to library holdings, including book, periodical, and media records as well as links to the full-text of 28,000 eBooks. SirsiDynix also equips library staff with fully integrated software suites for circulation services and technical services. This software is purchased and supported by Information Systems (IS). In other words, IS buys and supports the software that runs the library catalog. This is also a major source of conflict since anytime a change needs to be made, the library has to request this change from IS and then wait for it to be implemented.

Over the years, the library and IS have tried to have meetings every semester, however, due to lack of staffing, those meetings have become less frequent. The last meeting was in 2010.

The staffing of the IS department has a major impact on the Library. In the past, there was a dedicated SirsiDynix trained computer programmer who was the liaison between IS and the library. This programmer was able to make changes to the Sirsi modules as needed by the librarians but since his retirement, this level of service was not maintained. There is no longer a SirsiDynix trained programmer and any issues we have are presented to IS, and then passed along to SirsiDynix for them to help us with. This takes far too long to be an effective way of dealing with the issues but the library has no control over what the IS department does or who they hire.

The rest of the campus faculty goes to the ICS department for computer help, but the Library, being on the 10.10 network, has to go to IS for assistance. This can be very confusing and seems like a misuse of the IS department.

The remotely accessed online library services requiring authentication are validated using EZproxy, which is checked against a list of current students and faculty that is updated regularly by district IS. IS also maintains the proxy server, but it is unclear who is responsible for it, so when seeking support, we usually just send it to many individuals and hope someone responds.

All computers on campus require a valid network login and password for use. These secure network logins are maintained by IS and are updated each semester. Students are required to present a valid GC ID in order to check out library materials.





# **Section 7**

## **Community Outreach & Response**



**7.1 Considering the interests and needs of the community (locally, statewide and/or nationally), describe any interaction, outreach or activities initiated, or taken part in, by the department.**

The library department does the following:

San Diego and Imperial Counties Community Colleges Learning Resources Cooperative. (SDICCLRC)

The SDICCLRC is part of the larger of the San Diego and Imperial Counties Community College Association. The following libraries all have members on the Executive board and the Media Committee:

- Cuyamaca
- Grossmont
- Imperial Valley
- MiraCosta
- Palomar
- San Diego City
- San Diego Mesa
- San Diego Miramar
- Southwestern

The idea behind the SDICCLRC is to promote development of improved learning resources, share resources through Interlibrary Loan programs, and the development of improved circulation systems. This group meets and works towards improving the library services, not only to their individual library but to all of the libraries in the area. Grossmont librarians attend the meetings along with the librarians from the other schools to discuss issues relevant to all the schools in the area. Grossmont has members on both the Executive Board (Patty Morrison) and the Media Committee (Roxane BenVau).

Contributions to Library Journals

The librarians at Grossmont College have taken to time to write and be published in an Academic Library journal on such topics as reserve textbooks and reference desk service modules.

- The article Reserve Textbooks: To Buy or Not To buy? Was written by Julie Middlemas, Patty Morrison and Nadra Farina-Hess and was published in Library Philosophy and Practice in September 2012.
- A New Service Module For The Reference Desk: the Student Research Center was written by Steven Deineh, Julie Middlemas, and Patty Morrison and was published in Library Philosophy and Practice in April 2011.

### Contribute to the California Library Directory and California Library Statistics.

Each year the California State Library requests statistics from a variety of libraries including academic libraries. The Grossmont College Library complies and submits the needed information to the California State Library for inclusion in the California Library Directory and California Library Statistics. The same is true for the required statistics for the California Community Colleges Chancellors Office.

### Active participation on library listservs for areas of specialty

The librarians all participate on a variety of listservs where we contribute to the conversations when possible and ask for help when needed. These listservs include general college library listservs as well as specific list serves dealing with instruction, cataloging and reference. The listservs acts as a national community of library professionals where we use each other as resources.

### Participated in the College 50th celebration

The library hosted a story hour with a professional storyteller and invited an author and guest lecturer to present on the indigenous people of Peru. The Library also created a 30-minute slide presentation showing archival photographs, which ran continuously in the Library for the entire semester of our 50th anniversary.

## **7.2 Describe any outreach activities the library initiates with the college community.**

The library is a central part of the college academic life and as such it is up to us to reach out to the college community to make sure that they know what we offer. We do this in a variety of ways:

- The weekly article in the The Loop staff newsletter
- Professional development workshops
- We maintain a blog which averages one to two posts a month.
- We have a Facebook page which we use to help market library services using a friendly and conversational tone.
- We have a tutorial presence on YouTube.
- Copyright workshops and one-on-one guidance to faculty in copyright and plagiarism principles
- Collaborate with Freshman Academy instructors to create library related lesson plans for use in Freshman Academy courses.

The librarians participate in college governance including academic senate committees and serve on budget committees. (The full list of committees is under question 8.3) This participation will

ensure that library faculty is aware of the issues affecting the college as a whole and that the college hears the ideas, recommendations, and issues of the library and understands how decisions will affect the library and its ability to serve students and faculty.

All members of a community college district need to be information literate and competent. An information literacy guide was created for Grossmont faculty to explain the concept of information literacy as well as to provide standards and activities to complement their instruction. It can be found at <http://libguides.grossmont.edu/curriculum-mini-series-infolit>



# **Section 8**

## **Faculty/Staff Professional Development**





**8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in Appendix 8) has resulted in improvement in services and currency in the field.**

The Library faculty has been really busy. The following is a list of projects undertaken to help improve the library and the college, and help with student success.

- Patty Morrison took a sabbatical to study copyright law – The information she found helped establish a foundation for providing referrals and current information on how copyright law is applied to educational pursuits in the classroom. She presented her findings during professional development workshops and created and maintains a copyright webpage available on the campus website.  
[www.grossmont.edu/copyrightandplagiarism](http://www.grossmont.edu/copyrightandplagiarism)
- Julie Middlemas took a sabbatical to develop a marketing plan for the library. This marketing plan not only outlined the steps needed for the library to take to reach more students, it provided current information about our patron needs and clear direction on future steps to promote the library in order to maximize the use of our resources. The marketing plan is available in the Library.
- Roxane BenVau taught several professional development workshops on access and use of online video subscription databases. These workshops helped instructors incorporate a variety of media into their courses both in person and online.
- Roxane BenVau taught a professional development workshop on copyright and fair use for faculty and administrators.
- Roxane BenVau along with the L&TR Dean researched and revised the copyright section of the Faculty Handbook.
- Roxane BenVau and Nadra Farina-Hess taught professional development workshops about the updates made in the 6<sup>th</sup> edition of the Modern Language Association Handbook in order to keep instructors up-to-date on the recent changes of citation rules.
- Roxane BenVau and Nadra Farina-Hess taught, along with Dr. Tate Hurvitz, a Curriculum Mini-Series Workshop for faculty on creating information literacy lesson plans for contextualized learning.
- Nadra Farina-Hess held professional development workshops on a focused collection of books entitled the Muslim Journey's Bookshelf, which helped instructors incorporate the Muslim Journey's resources into their curriculum.
- All librarians were involved in conducting tours of the library and its services to new as well as existing faculty in order to orient them to our services and maximize the use of the collection to help students in the classroom.

Given the constantly changing technological standards within the library science discipline, the increasing need to navigate multiple technologies in the diagnostic and interviewing efforts of reference service, and the continued expansion of the technological needs of students and faculty,

library faculty must be dedicated to constant professional development in all aspects of information technology to ensure that they continue to serve their college and district at the highest level possible.

The 2012 date for Library of Congress implementation of new cataloging rules mandated that cataloging staff receive training in these new rules; Resource Description and Access (RDA). The cataloging profession is catching up on creating training courses for various levels of catalogers. Our cataloging librarian took several courses in RDA and then held a workshop for our Multi Media Technicians to introduce RDA.

It was requested that we send staff to appropriate conferences and workshops for their profession. Using professional development stipends and seeking out free workshops from vendors, faculty and staff have attended webinars and workshops on topics about OCLC WorldCat to improve ILL service, RDA for changes in cataloging rules, OCLC migrating catalog to cloud service, copyright, fair use, ebook applications, team building, conflict resolution, customer service, copyright, print vs. electronic reference, roving reference, needs assessments, and disaster preparedness.

We also requested that support staff attend workshops focusing on library 2.0 (such as Twitter, blogs, Text-a-librarian). With professional development stipends and out of pocket expenses, attendance at workshops included "Distance Education on the front burner webinar, " CLA webinar "Delivering Distance Library Services, "OCLC's "Keep Up! Blogs, Wikis, and RSS" workshop and ACRLs webinar "The Classroom Will Now Be Podcast"

The following are some of the workshops that the Library staff has taken. The information from these workshops was then presented to the other librarians and staff as needed.

- 2008: Difference Between Leadership, Supervision & Management--put on by Ben Lastimado as part of the STARS Classified Staff Development Program
- 2011: Non-Defensive Communications to Reduce Workplace Conflict (Victoria Hankins/Professional Development)
- 2011: Excellence in Customer Service
- 2011: Transforming Conflict Into Collaboration (presented by Cheryl Rhodes)
- 2012: Innovative Educators--Identifying and Managing Aggressive Student Behaviors, Attitudes and Emotions
- 2012: Conducting Effective Meetings (Victoria Hankins/Professional Development)
- 2012: Time and Stress Management/Maureen Orey, CPLP, Grossmont College
- 2012: Webinars on World Cat (back when we thought we were going to go that way)
- 2013: Active Shooter Workshop
- 2013: The Essentials of Communicating with Diplomacy & Professionalism (Skillpath Seminar)

## **8.2 Describe any innovative professional development activities your program has created.**

The Library created a professional development workshop that detailed the changes in the latest edition of the Modern Language Association handbook. This workshop was very well attended, mainly by the English Department due to the changes affecting them the most. The same presentation was used to teach about the MLA citation changes at the Grossmont Unified High School District.

In order to tie the library program into the Institutional Learning Outcome of Information and Technological Literacy, we got involved with the Curriculum Mini-series and held an in-depth workshop on all information literacy skills and began to work with instructors to integrate one or more of the skills into new or existing class projects.

Instructors are posting completed lesson plan onto our website, serving as a repository of information literacy lesson plans available to faculty across the campus. Our library has received requests from other college libraries to duplicate our presentation materials and lesson plans.

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

The library was awarded two grants in the 2012/13 academic year.

### Muslim Journeys bookshelf grant.

This was a grant presented by the National Endowment of the Humanities to 953 libraries and state humanities councils across the country. Grossmont Library received a collection of 25 different books, 3 films and additional resources such as a one-year subscription to the Oxford Islamic Studies Online and the DVD of Islamic Art Spots. Use of this collection engages the power of the humanities to promote understanding of and mutual respect for people with diverse histories, cultures, and perspectives in the United States and abroad.

### \$700 text book mini grant

This is a grant given to the library from the Grossmont – Cuyamaca College Foundation in the amount of \$700 for the purchase of textbooks to go into the reserves section of the library.

The library faculty is and should be fully involved in college governance, including serving on the local academic senate, academic senate committees, on budget committees. This participation means that the library will not only be aware of issues affecting the college but will have input in the decision making process.

The librarians served on the following committees:

#### Julie Middlemas:

- Dean hiring committee
- Academic Senate
- Chairs and Coordinators
- Facilities Committee
- SDICCCLRC Electronic Resources Librarians

#### Patty Morrison:

- Planning and Resources
- Roxane's hiring committee
- SDICCCLRC Executive Committee.
- Academic Senate
- Chairs and Coordinators
- Task Force on Budget Savings
- TTLC
- Accreditation (LTRC portion)
- Professional Development Committee
- IRC (reviews Activity Proposals)
- AFT liaison and/or representative

#### Roxane BenVau

- Curriculum Committee
- 50th Anniversary Committee
- PE 19 Hiring Committee (Melissa's position)
- SDICCCLRC Media Librarians
- SDICCCLRC Executive Board
- Academic Senate
- Chairs & Coordinators

- Serves as Edustream Administrator

Nadra Farina-Hess

- Scholarship Committee
- Program Review Committee
- VP Hiring Committee (twice)
- College wide Professional Development Committee
- Academic Senate
- Chairs & Coordinators
- Distance Education subcommittee
- INSTRUCTIONAL TECHNOLOGY ADVISORY COMMITTEE (ITAC)
- Tenure Committee (for Roxane BenVau)
- Technology for Teaching & Learning Committee (TTLC)

Not only did the librarians serve on local academic senate, academic senate committees, and budget committees, they also served on hiring committees for the Vice President of the College, deans, librarians and library staff.

An adjunct librarian served on the Academic senate as an adjunct librarian representative.

Mary Herman, the public services coordinator, served a term as the president of the CSCA local chapter.



# **Section 9**

## **Staffing Trends/Decision Making**





**From the data provided (include the data source), please fill in the table below:**

Library	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	5	5	6	6	6	6	5	4
# of PT faculty	No data	No data	4	7	6	5	5	6
Total Full Time FTEF	5	4.5	5.5	5.3	5.5	5.5	4.75	3.2
Total Reassigned Time	No data	No data	No data	84.75	74.75	74.75	34.75	34.75
Total Part Time FTEF	No data	No data	.675	.875	.5	.725	.725	1.125
Total FTEF			6.175	6.175	6	6.225	5.475	4.325

Data Source	
# of FT Faculty	College Catalog
# of PT Faculty	Internal Tracking/ref-desk calendar
Total FT FTEF	Personnel
Total Reassigned Time	Colleague "Faculty Reassigned Time" report
Total PT FTEF	Internal Tracking

Library Information Resources Classes								
	Fall 2005*	Fall 2006*	Fall 2007*	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	1	2	2	2	1	1	1	0
# of PT faculty	0	0	0	0	1	0	0	1
Total Full Time FTEF	.067	.134	.134	.134	.067	.067	.067	0
Total Reassigned Time	0	0	0	0	0	0	0	0
Total Part Time FTEF	0	0	0	0	.067	0	0	.067
Total FTEF	.067	.134	.134	.134	.134	.067	.067	.067
Earned WSCH	No data	No data	No data	42	53	35	33	33

Data Source	
# of FT Faculty	Colleague "Faculty Counts – Full Time and Part Time" report
# of PT Faculty	Class Schedule
Total FT FTEF	Colleague "WSCH-FTEF by TOPS" report
Total Reassigned Time	
Total PT FTEF	
Total WSCH	Colleague "WSCH-FTEF by TOPS" report
*	Data not available from Colleague, if available found through other means.

**9.1 Explain any observed trends in terms of staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends) for staffing and both classroom and non-classroom librarians.**

The California Code of Regulations, Title 5, requires a total of five librarians and nine library support staff to serve a College with 7,000 FTES. For each additional 1,000 FTES the number of librarians needs to increase by .5 and the library support staff needs to increase by 1. Over the past 6 academic years, Grossmont College has averaged 13,209 students a year which according to Title 5’s formulas, translates to a total of 8 librarians and 15 Library support staff necessary to meet the Title 5 Code of Regulations.

State Chancellor’s Office - DataMart						
Academic Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
FTES	12,213	12,979	13,606	14,564	13,243	12,174

The library is drastically understaffed with 4 librarians 6 library support staff and while the part time help has allowed us to stay open and staffed, it cannot stay this way forever.

We currently have four full time librarians employed at 3.8 FTE (one librarian is on reduced load), but that number is going to drop to three in 2015 when Librarian Patty Morrison is retiring. This means that unless we hire a new librarian before that, we will be at a staffing level only seen twice before in our history. Once in 2001/2 (which went back up to 4 in 2002/3 and to 5 in 2003/4) and in 1964/5 and 1965/6.

The six library support staff will be increased to seven with the pending hire of a Multi-Media Technician, but then will be reduced to six with the planned retirement of a current Multi-Media Technician in 2014/15 and reduced again with the retirement of the Public Services Coordinator in 2015/16 to a total of five library support staff.

The outlook is bleak, with staffing levels at three full time librarians and five library support staff in just a few years. These levels are less than 50% of the Title 5 Requirements.

The LIR110 class is now taught by adjunct librarians and not the Grossmont College full time librarians. This is due to the amount of work the full time librarians have on their plate already. The current librarians are doing their work and the work of the librarians who have retired and not been replaced. Full time librarians do have the opportunity to teach the LIR 110 class as overload but none have accepted that offer.

**9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time librarians.**

Library						
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	6	6	6	6	5	4
# of PT faculty	4	7	6	5	5	6
Total Full Time FTEF	5.5	5.3	5.5	5.5	4.75	3.2
Total Reassigned Time	No data	84.75	74.75	74.75	34.75	34.75
Total Part Time FTEF	.675	.875	.5	.725	.725	1.125
Total FTEF	6.175	6.175	6	6.225	5.475	4.325
Ratio of FT to PT	11 to 1.35	10.6 to 1.35	11 to 1	11 to 1.45	9.5 to 1.45	6.4 to 2.25

Calculating ratios with these FTEF figures was difficult, and we finally resorted to using an online ratio calculator at <http://www.calculatorsoup.com> where a:b with a equaling total full time FTEF and b equaling total part time FTEF gave us a more manageable number. No matter what degree of a decimal point you bring these numbers down to, the bottom line is that the library faculty is suffering from a decrease of fulltime librarians. It is easy to see that the number of full time librarians is dropping and the number of part time is roughly the same. That creates an issue where there is the same amount of work and less people available to do it.

The biggest issue we face with not having a full complement of fulltime librarians is the inability to complete librarian duties with adjunct librarians. Duties that librarians undertake beyond what is most visible to the public, instruction and reference work, includes but is not limited to, making our distance resources accessible, collection development, web page updates and maintenance, managing electronic databases, creating and maintaining library published resources, collecting and reporting on statistics, creating subject guides, cataloging materials, coordinating ISOs and SLOs, and marketing resources. Of course there never seems to be enough hours in the day to complete these tasks and many of the tasks, especially those related to database maintenance are taking additional librarian time because the position of a Learning Resource Systems Specialist has been vacant since 2008.

The adjunct budget for the library fluctuates each term depending on full time FTEF and there are some tasks that are given to adjuncts when the budget allows including cataloging, coordinating ISOs, and assisting with subject guides. Some duties cannot be assigned to

adjuncts; such as database maintenance. The technical skill required for this is usually not found in an adjunct librarian since workers with that skill level are hired full time at other libraries.

The adjunct librarians hired at Grossmont College are excellent reference librarians. Those that come to us with additional skills are often very temporary as they quickly get hired by other colleges or libraries. For example, one of our most dynamic adjunct librarians who helped create the librarian/student collaboration reference desk model we now have was quickly hired at Mira Costa Community College District.

Colleges and districts should employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college, but with the reduction in full time librarians, that just can't happen.

**9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT Classified Staff	10	10	10	10	8	7	6	6
# of PT Classified Staff	0	0	0	0	0	0	0	0
Total # of Classified Staff	10	10	10	10	8	7	6	6

State Chancellor's Office - DataMart						
Academic Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
FTES	12,213	12,979	13,606	14,564	13,243	12,174

According to the California Code of Regulations, Title 5, a Community college that serves 5,000 to 7,000 FTES needs to have 9 library support staff. For each additional 1,000 FTES the library support staff needs to increase by 1. Over the past 6 academic years Grossmont College has averaged 13, 209 students a year. According to Title 5's formula for library support staff, that translates to an additional 6 library support staff bringing us to a total of 15 library support staff necessary to meet the Title 5 Code of Regulations.

As the table above shows, the total number of Classified Staff has been declining instead of increasing. These losses are due to retirement and departures of classified staff that have not been replaced. To make matters even bleaker, we will be losing two additional classified staff by the end of the 2015-16 academic year.

Repeatedly, classified staff has been told by administration that the library staffing will never be at the quantity that it had been in the past. The classified staff has been told to think of creative ways to continue to serve students and continue doing the work they do with less staff. Part of the reasoning behind classified staff being told they will not get these positions filled is because the positions do not meet the critical hire criteria. Meeting minutes from the October 15, 2010 library staff meeting, which the Vice President of Academic Affairs attended, reveal that the critical hire criteria are legislative mandates, accreditation mandates, health and safety, threshold of supervision, threshold of services and that the vacant library classified staff positions did not meet any of these criteria.

The library staff felt they did qualify under legislative mandates (Title 5), Health and Safety, Threshold of Supervision, and Threshold of Services.

Health and Safety stood out for everyone because the lack of classified staff coverage at the Media Desk, which is located on the second floor, created a problem, which has been dubbed “the library incident.” To explain, for a period of time the library was depending on student workers to keep the Media Desk open in the evening while the only classified staff person working was stationed at the main Circulation Desk located on the first floor. One evening the student worker sexually assaulted a known female acquaintance. The woman who was victimized reported this to the paramedics and police that evening after suffering an allergic reaction to latex. The area was declared a crime scene and CSI was called to collect evidence and the Media Desk was shut down while the investigation proceeded. The student worker was fired and the female victim changed her story and refused to file a formal complaint. Secondary to this incident, the male student worker had a friend cover for him at the Media Desk which could have compromised student data.

Regardless that “the library incident” did not turn into a formal charge, it showed that there needed to be a classified staff in every area of the building for the safety and well-being of our students and student workers. At the time, fall 2010, the library classified staff were told by VPAA Barbara Blanchard, that their job was “to formulate ways to continue to provide services in the Library, and to keep the campus running smoothly until the current budget crisis is past.”

This charge was handled by hiring a temporary employee, under the PE-19 status, that would keep the media desk open and supervise the second floor. As of this writing it is understood that the District will no longer be employing PE-19 employees. Library staff will need an option that is equal to the PE-19 status or be given the authorization to hire permanent staff to keep the second floor open and safe for student and student workers.

When the library was optimally staffed it had four Multi-media Technician (MMT), Sr. positions in charge of Purchasing, Acquisitions, Media Acquisitions, and Cataloging. In the fall of 2008 the MMT, Sr. in charge of Purchasing retired. Their duties were divided and absorbed among the Administrative Assistant, Multimedia Technician Sr. for Acquisitions, and Multimedia Technician, Sr. for Media. In the following spring 2009 the MMT, Sr. for cataloging retired. Her duties, with the exception of completing state library surveys, went entirely to the MMT, Sr. for Acquisitions.

Continuing this retirement trend, the MMT, Sr. for media acquisitions retired in fall 2010. The MMT, Sr. for media acquisitions was also in charge of Interlibrary Loan duties, a position that currently is part of the job description for a Multi-media Assistant. All duties of media acquisitions and Interlibrary Loan were assigned to a Multi-media Technician who has been working out-of-class.

Our remaining MMT, Sr. who is in charge of Acquisitions is also doing the job of the MMT, Sr. for cataloging.

The library also has one Public Services Coordinator who is planning on retirement in spring 2016. This position came about as an administrative reclassification during the period of time that Kats Gustafson was Dean of L&TR in order to help schedule coverage at all service desks in the Learning and Technology Resource Center, so this included service desks outside of the Library, yet within the same Division of the Library.

There are three Multi-media Technicians (MMT). One, Jun Feare is in charge of Reserves as well as backup at the circulation desk. Currently she serves as the only classified staff member on duty during the library evening hours. Another MMT is Glenda Jiles who is in charge of Periodicals as well as backup at the circulation desk. Glenda is planning on a retirement date of spring 2015. The third MMT, Karen McCoy, duties are to cover services at the media desk and process Electronic Reserves. At the current time Karen is working out-of-class doing the work of the MMT, Sr for Media Acquisitions and Interlibrary Loan. She continues to process Electronic Reserves and she supervises student employees at the Media Desk.

The library also has two Multi-media Assistant positions. The job of the MMA is to keep the service desks open, perform opening and closing duties, and assist MMTs and MMT Seniors as directed. Kim Cameron currently serves as an MMA and the second MMA position has been vacant since spring 2010 when the person in that position resigned.

The last classified staff position is that of Learning Resource Systems Specialist. This position has been vacant since spring of 2008 when the person left Grossmont for a position at Cuyamaca. The most recent request for this position was in spring 2012, during the time of this writing. This position was responsible for the running of our database systems which includes the periodical databases and the library management system, SirsiDynix which is our library catalog and the database needed for charging and discharging items to students as well as tracking all items and running reports. This position worked at a very high level, requiring education in Computer Sciences. They liaised with all library staff and faculty along with staff in the Instructional Computing Services and Information Systems. Only parts of the position were able to be conducted by others; this included completing surveys which went to the MMT, Sr for cataloging (and then to the cataloging librarian when the MMT, Sr retired), gathering and reporting statistics went to both the administrative assistant. Librarians who do not have computer science backgrounds have been tasked with troubleshooting databases. They collaborate with IS and database vendors to complete several tasks; often times it will take an exorbitant amount of time to solve a problem that would take a professional in that area much less time to solve; other times problems do not get fixed at all.

Library classified staff can no longer continue to absorb part of the duties of other employees and continue to do their own work. There aren't enough hours in the day. The library also needs to remain open for student use, and we can't remain open if there are no classified employees to open and close the building, help students, and keep a safe environment. There is a critical point of need and to better address how the positions will be filled in the future the classified staff



along with administrative leadership needs to review classified positions, thinking toward the future and how jobs are changing due to various formats of library material and create a plan to structure the personnel of the library in a manner that will best serve the students of Grossmont College.

The issue is that the library staff is not considered critical to the college, but they should be, because without them, the library will not be able to function and Grossmont students will be the ones to suffer.

**9.4 Discuss issues encountered for staffing of non-classroom faculty.**

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Enrollment	19,840	20,041	19,266	18,095	17,515
WSCH	57	57	57	57	57
FTEF	6.39	4.99	5.53	5.62	4.85
WSCH/FTEF	8.92	9.5	12.25	10.2	14
% of Max					
FT Faculty count	6	5	5	5	4
PT faculty count	5	5	5	6	6
FT faculty FTE	5.5	5.5	4.75	4.75	3.6
FT faculty Xpay(overload)	.167	.167	.067	0	.133
PT faculty FTE	.72	.67	.72	.87	1.12
Percentage FT/PT FTE	7.6	8.2	6.59	5.45	3.21
Ongoing Department release time	.3475	.3475	1.3475	.33	1.33

Data Source:

Enrollment: California Community Colleges Chancellor’s Office: DataMart

Extra pay: Colleague

Release time: Colleague

This is the graph that is to be completed for the staffing request used by the faculty hiring committee; there is no differentiation made between classroom and non-classroom faculty; for example, “enrollment” and “WSCH” do not have the same meaning. When we look at enrollment, we have to consider the college’s FTES. What is Weekly Student Contact Hours for us? The number of hours the library is open per week? If so, we have to count the hours we serve in an online environment as well as a face-to-face environment. This form doesn’t accurately reflect the library’s need or impact on the student body, which makes it very difficult for faculty staffing committee to approve any requests.

One of the biggest issues of staffing non-classroom faculty, which we’ll just refer to as librarians for ease of reading, is calculating the need in comparison to classroom faculty. The chart above is a duplicate of the chart that is on the form for new faculty requests.

Librarians do not generate WSCH in the sense that is thought of in a classroom situation so coming up with a system that is equal to and comparable to classroom faculty is a real problem. The librarians have looked into a solution for this, have researched what other colleges do, and have participated in listserv discussions about this issue at length. To date, there is no satisfactory solution to this problem. Some suggestions have been to count persons utilizing the facility, some have been to count number of questions asked, but none of these suggestions have been satisfactory and have created very skewed numbers.

Librarians serve all college students and faculty members and administrators and staff members. We serve distance education students and on-campus students as well as evening and weekend students. Every hour the library is open there must be a reference librarian available to assist any person who comes to the reference desk. At times that means answering a directional question, clarifying which department on campus can serve their needs (we do get questions that we have to refer students to counseling or tutoring) and most importantly (for us) is assisting with research.

Additionally the work of librarians includes database management, overseeing material workflow, collection development that involves collaboration with classroom faculty as well as consortiums and outside vendors, creation of library programs, library marketing, preparing for and teaching workshops to be individually tailored to different courses and topics, creation of library policies that includes policy on computer use, collection, disruptive behavior.

The biggest issue the library struggles with is getting authorization to hire faculty. The library has suffered from two retirements within the last two years and has one fulltime librarian on reduced load in preparation for their fall 2015 retirement. College administration has been extremely supportive and increased the library adjunct budget to help keep the reference desk staffed and spread out some of the workload. As helpful as this is, the library needs to have fulltime librarians who can fully contribute to the future of the library instead of adjunct librarians who are not vested in this library's future. The adjunct librarians are paid on an hourly rate and it is outside the scope of the budget to pay adjunct librarians to attend library meetings or for the time to be involved with campus wide committees. This means that as the number of full time librarians drops and the number of adjuncts increases the voice of the library in college guidance is diminished.

The California Code of Regulations, Title 5, requires a total of five librarians to serve a College with 7,000 FTES. For each additional 1,000 FTES the number of librarians needs to increase by .5. Over the past 6 academic years, Grossmont College has averaged 13,209 students a year. According to Title 5's formula for librarians, that translates to three additional librarians bringing us to a total of 8 librarians necessary to meet the Title 5 Code of Regulations.

State Chancellor's Office - DataMart						
Academic Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
FTES	12,213	12,979	13,606	14,564	13,243	12,174

### **9.5 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?**

Decisions are made collegially with the library department. Depending on the subject of the decision, that can be restricted to fulltime librarians only, fulltime and adjunct librarians together, librarians along with classified staff, librarians with their Dean, or a decision made with all four groups.

Librarians hold bi-weekly meetings during each semester; the coordinator of public services attends these meetings as does the Dean's administrative assistant. Minutes for the meeting are posted on a library Wiki, which every person on the library staff has access to. If a topic comes up that a person has interest in, they are encouraged to attend the next librarian meeting. At times a topic is discussed in a meeting that needs the input of a classified staff member(s) who is directly affected. For example, when discussing the issue of what to do about the reserve books on open stacks that are vulnerable to theft and damage, the multimedia technician in charge of Reserves needs to be included. When something like this occurs the MMT will either be invited to the meetings or a smaller task force to address the issue, which includes the MMT, will be created.

From experience we've learned that it is better to be inclusive when it comes to meetings and get input from both the faculty and staff. If we are not, we can miss an important piece of information that could create problems in the future. An example of this happened when the librarians planned to conduct a large weeding project. Normally there wouldn't be an issue, but because the multi-media technician, Sr. in charge of cataloging had retired and the position was not filled yet, so their duties had been absorbed by a multi-media technician, Sr. who already was performing fulltime duties in acquisitions. We moved forward on the weeding which then created a backlog of books to be processed. This in turn created a problem for students because the library catalog could not reflect the true location of a book. The issue had to be resolved creatively by creating a new location and having multi-media assistants discharging each book to this location, where the record would remain until the backlog of materials could be cleared. This created more confusion, extra work, and some hard feelings; none of which is good for the library and the people who work there. Bottom line, it was a difficult lesson to learn. We could have avoided the issue had we met with the multi-media technician, Sr and discussed the workload. It would have quickly become apparent that there was not enough time for the staff member to do both the acquisitions and catalog updates for the weeding process and a different plan would have been implemented. We have to be inclusive and communicative in order to function well.

Including the adjunct librarians in the meetings and decision making process can often be difficult due to their schedule and the funding available. The adjunct may only be on campus 4 hours a week and when they are here they are working at the reference desk. They are paid hourly and the adjunct budget does not include funds for participation in meetings. Of course we

value the opinion of our adjunct librarians, knowing that they often have more contact with students, as well as the value of current experience in other libraries. Some projects lend themselves well to their input. For example, when customizing the federated search engine, the adjunct librarians were asked for input on several of the parameters available to choose from. Their input was given equal weight to that of full time librarians.

As a group, the librarians agree that they have a voice in the decision making process as shown in the faculty survey.

The faculty survey did have some interesting results that took us by surprise. There was one librarian who felt neutral about giving input into the ISO's at the reference desk. Although this isn't terrible, we are not happy about this reply. Librarians were very careful about holding conversations about ISOs during librarians meetings and then sharing the notes about our ISOs and soliciting input from the adjuncts about how to access and collect data. It was also mentioned that the lack of budget means fewer professional development opportunities and no paid training for the adjuncts.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments	Rating average (5 is the highest)
I received an orientation to the college and library where I was shown how to access and post reference desk communications	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	The library has a wonderfully thorough system for reference desk communications. Yahoo Groups works great for day-to-day communications. PB Wiki acts as a knowledge base, giving librarians an easy way to find answers to procedural or other questions.	4.78
I received an orientation to the college and library where I was given a tour of the building, library website, and databases	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)		4.78
I received an orientation to the college and library where I was introduced to other members of the	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)		4.78

department							
I received an orientation to the college and library where I was shown where to locate information on library procedures	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)		4.78
The department resources are available and sufficient for my needs while helping students at the reference desk	66.7% (6)	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)		4.67
I have the opportunities for ongoing staff development including Access to information from regular department meetings	55.6% (5)	44.4% (4)				It would be nice to have a little more money for professional development opportunities and to pay for adjuncts to have paid training.	4.56
I have the opportunities for ongoing staff development including Opportunity to collaborate with colleagues on Instructional Support Outcomes	55.6% (5)	22.2% (2)	22.2% (2)				4.33
I have the opportunities for ongoing staff development including Opportunity for professional growth	66.7% (6)	22.2% (2)	11.1% (1)			Our staffing is so low right now, I'm getting into work I never imagined I would, so yes, I'm definitely growing professionally.	4.56
I have access to the training I need to use the available department equipment/technology	33.3% (3)	55.6% (5)	11.1% (1)				4.22
The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols	44.4% (4)	55.6% (5)					4.44
The procedures for deciding Reference	44.4% (4)	44.4% (4)		11.1% (1)			4.22

Desk schedules are fair and reasonable							
I feel I have a voice in the departmental decision making process	33.3% (3)	55.6% (5)	11.1% (1)				4.22
I have the opportunity to be actively involved in the Reference Desks' Instructional Support Outcome assessment processes and discussions.	55.6% (5)	33.3% (3)	11.1% (1)				4.44

# **Section 10**

## **Fiscal Profile and Efficiency**





**Refer to Appendix 9 – Grossmont WSCH Analysis for efficiency. Appendix 3 has the sections and enrollment. Appendix 10 – Fiscal Data: Outcomes Profile also has enrollment information.**

**10.1 Analyze and explain any trends in enrollment, numbers of LIR class sections offered, number of library workshops offered, reference desk usage, average overall usage of the library and efficiency.**

	FA 2007	SP 2008	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012
LIR class sections	No data in reports	No data in reports	2	2	2	2	1	1	1	1
Number students enrolled	No data in Reports	No data in Reports	15/28 late start 19/28 2 <sup>nd</sup> 8wk	17/35 late start 27/35 2 <sup>nd</sup> 8wk	26/28 17/28	32/35 26/35	29/50 start 10/18	28/35 Start 3/21	29/50 start 10/17	26/35 Start 3/19
library workshops	49	45	42	34	33	43	32	24	19	25
Number students taking workshops	1,040	823	1,074	676	912	1,070	738	633	531	596
Number students using online tutorial	414	415	475	409	470	224	248	315	287	247
reference desk usage	7,177	7,413	8,431	10,020	10,561	10,360	8,629	7,491	7,866	6,128
usage of the library	109800	116632	130803	137233	155220	157825	157016	148696	157072	147164

LIR 110 Class

The LIR110 course used to be offered twice a semester, but when the economic downturn caused a cut to all the course sections, we reduced the number of classes offered to once a semester.

The LIR 110 class has a steady enrollment. We have noticed that there are more students who enroll but either drop or don't show up at all when the class is offered during the 2nd eight week period. We attribute this to the changing needs of the students.

### Library Instruction Sessions

The instruction sessions are offered on demand and while we reach out to all the departments on campus, not all need or want instruction sessions every year. There have also been cases of not being able to fill a request due to scheduling conflict. The dip in 2009 can be attributed to the overall course section cuts in the College.

### Reference Desk

It appears that in Spring 2009, Fall 2009 and Spring 2010 the reference desk questions jumped by 2,000. This is misleading and we believe there was an error in record keeping. We believe that the questions from the summer session were incorrectly added to the total for those semesters. We were going through several personnel changes including retirements without replacements and there was no consistency with the record keeping and storage of the raw data for this period of time. That makes it impossible to go back and reevaluate the raw data. This has been changed and a system is now in place to make sure that we track this information correctly.

While it does look as if the number of students using the reference service is dropping with the lowest number being the last semester, we believe this is due to the growing number of students who are utilizing the online QuestionPoint “Ask a Librarian” service. We also believe that this is a result of the change in the way we handle reference desk questions. We now take the opportunity to teach the students exactly how to find the information they need so that they don’t have to come back each time they have a question. Since it is impossible to track those stats, we have to go by anecdotal data.

### Library Usage

The library usage continues to be strong with the general student body, but it could be better. We will continue to reach out to the faculty to encourage them to take advantage of the instruction sessions and to incorporate information literacy skills into their assignments. This will in turn inform students about the array of library resources available to them and should increase their utilization of the library facility.

### **10.2 Analyze the Earned WSCH/FTEF data in Appendix 9 – Grossmont WSCH Analysis. Explain trends for the library and for specific courses over a five-year period.**

The Library department only offers 1 course, LIR110. Looking at the WSCH/FTEF data for this class shows a steady increase up till Spring 2010. Since then we have taken a slight downturn due to only offering one section instead of two each semester.

The numbers for the class when we only offer one section per semester show that we are more efficient overall. The only issue that has brought the numbers down in recent years is the high turnover of instructors due to the class having to be taught by adjunct librarians since the full time librarians are short staffed.

**10.3 Graph and comment on learning materials (books, database subscriptions) expenditures in the last 5 years.**

	2007/08	2008/09	2009/10	2010/11	2011/12
Books	\$49,203	\$20,085	\$13,411	\$34,845	\$47,308
Print	\$40,879	\$10,233	\$3,772	\$27,996	\$43,534
Standing Orders	\$8,324	\$6,572	\$6,154	\$1,749	\$399
Databases	\$15,025	\$21,644	\$70,987	\$73,295	\$62,711
Electronic Books	No data	\$3,280	\$3,485	\$5,100	\$3,375
Periodicals (print)	\$30,398	\$29,910	\$22,947	\$20,771	\$23,346
Media	\$10,751	\$937	\$448	\$3,517	\$4,825
TOTAL SPENT	\$105,377	\$72,576	\$107,793	\$132,428	\$138,190

The bottom line shows that the library budget is increasing but it is not keeping up with the increase in the cost of materials which we calculate to be roughly 10% annually.

The database budget went up drastically in 2009/10 because up until that fiscal year the State had been paying for the majority of all California Community College Library databases through TTIP funding. When this source of State funding was cut the College supported the library and gave the library line item money to pay for the databases. This support prevented the cut of 80% of our databases.

Standing Orders have been cut gradually over the years. Usage analysis showed that these resources were not getting enough use to justify the cost, many of the items purchased were government publications and duplicate online counterparts were becoming available for free. In some instances, publications such as Psychological Abstracts, ceased print publication and moved to a database version which escalated the price out of our reach.

Electronic Books have been purchased out of the Database budget. Since eBooks have become available the purchase model has been through bundling of large collections of eBooks, making it impossible to purchase eBooks using the allocation formula applied to print materials.

Media spending was increased dramatically in 2007/08 due to an augmentation from a block grant. We used this money to replace VHS with captioned DVDs and to pay for a 3-year subscription to a new streaming collection.

Prior to 2009/10 the line item for books was \$0.00 and our entire book budget came from a mid year block grant. Since 2009/10 we have had money put into a line item for books but the book budget is still augmented by a mid year block grant.

**10.4 Using Appendix 11 – Fiscal Year FTES Analysis by Program Report and Appendix 10 – Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of LIR classes in relation to the earned WSCH per FTEF**

The total FTES of LIR classes has declined over the last three years with the lowest being in 2012/13 while the WSCH per FTEF has actually stayed the same in 2011/12 and 2012/13. The bottom line is that these classes cost more per student when they are not filled. We are working on alleviating this by tying the class in with Freshman Academy; partnering with an academic class that needs to conduct research for an assignment.

**10.5 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.**

The library has received funding outside of the college budget process. There have been two sources of funding; the first was a \$750.00 grant from the Grossmont Cuyamaca foundation that was used to purchase textbooks for the library's textbook reserves section.

The second source of income was from a trust fund set up by retired Librarian Michelle Blackman. This money will be used to fund the Marketing plan.

One resource that we get is paid for by the nursing department. It is not a source of income per se but in the Fall 2011 they paid for Ebrary Nursing Books a one-time payment of \$2940.00. The Nursing Department was facing accreditation and needed this ebook collection to meet the standards. Our book budget did not allow us to purchase this without taking away from all other departments. Ebrary has an annual hosting fee of \$250 that nursing pays every January. The Nursing Department also received a \$40,000 grant to purchase outright a collection of nursing streaming videos, called Nursing Education in Video. This collection is hosted and maintained by the library. Training in how to use these streaming videos is provided by the media librarian to faculty and students. The library pays the annual update of \$250/year.

## 10.6 Itemize and explain funding sources for Library Resources

The library only has one source of funding for all its resources.

At the start of the academic year we are given the total amount of money we can spend for the year. This amount comes from the Vice President of Administrative Services. Frequently, towards the end of the fall semester we are given additional funds that come from a block grant.

The block grant comes from instructional equipment and library materials funding. The amount of money in the block grant is allocated from the State Chancellors office.

## 10.7 Insert the ACRL standards for community colleges and compare the library to the standards in terms of staffing and funding.

The Association of College and Research Libraries, a division of the American Library Association, publishes Standards for Community, Junior and Technical College Learning Resource Programs. Standard 3 of this document addresses staffing.

3.0 Sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible.

The table below evaluates the requirements for adequate numbers of staff on a single campus. The figures are for full-time positions at two levels, minimum and excellent, based on full-time equivalent student enrollments. There is a direct relationship between staff, budget, and services. When staff level and funding level increase, the number of services possible will also increase; the reverse is also true. Another factor which affects staff requirements is the ratio of total enrollment to full-time equivalent students. Headcount enrollment is often 50% greater than student full-time equivalent (FTE). The higher the ratio, the greater will be the need for additional staff beyond the formulas in this table. If there is a regular summer session at the college, the positions should be based on an eleven or twelve month equivalency.

Staffing Requirements for Single-Campus Services**									
FTE Students	Administrators	Professional		Technicians		Other Staff***		Total Staff	
		Min	Excel	Min	Excel	Min	Excel	Min	Excel
under 1,000	1	2	4	2	4	2	3	7	12
1,000-2,999	1	3	5	3	6	3	6	10	18
3,000-4,999	1	5	7	5	8	4	8	15	24

5,000-6,999	1	7	9	7	12	6	11	21	33
7,000-8,999	1	8	11	9	17	7	14	25	43
9,000-10,999	1	10	15	11	20	9	17	31	53
11,000-12,999	2	14	21	13	24	11	20	40	67
13,000-14,999	2	16	24	16	28	13	24	47	78
15,000-16,999	2	18	27	19	32	16	28	55	89
17,000-19,000	2	20	30	21	36	18	32	61	100

\* Does not include student assistants

\*\* Additional Staff will be needed if enrollment is 50% greater than FTE

\*\*\* Secretaries, clerks, lab aides, etc.

State Chancellor's Office - DataMart						
Academic Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
FTES	12,213	12,979	13,606	14,564	13,243	12,174

According to DataMart, Grossmont College's Annual FTES between 2006/07 and 2011/12 has fluctuated between 12,174 and 14,564. Looking at the lowest FTES, which is also the most recent, according to the ACRL standards we would need a minimum staffing of 2 administrators, 14 librarians, 13 technicians, and 11 additional staff members (secretaries, clerks, aides). We currently have 1 administrator, 4 full time librarians, 6 technicians, and 1 secretary shared with the LTR division, way below the standards set here.

Considering the realities of the State budget and the needs of the entire College, nobody is suggesting we hire the personnel to meet this minimum. What we do feel is a more realistic and fair number are those established in Title 5 of the California Code of Regulations, covered in depth in Section 9. Under the Title 5 requirements, we would need 8 librarians and 15 support staff.

In addition to quantity, the ACRL Standards continues with quality of staff.

3.1 The professional staff members shall have a graduate degree from an accredited institution and shall have faculty status, benefits, and obligations or the equivalent.

The complexity of the learning resources program requires considerable differentiated staffing by individuals with widely varied professional education and areas of specialization. All should have the same status, benefits, and recognition as other faculty and where faculty rank exists they should meet the same requirements for promotion and tenure as other faculty.

All of our librarians hold a graduate degree in Library and Information Sciences from an accredited institution. Our librarians' professional education and specializations vary with areas in foreign languages, social science, history, business, education, and law. Librarians have the same status, benefits, and recognition as other faculty on campus. We also meet the same requirements for tenure.

3.2 Professional staff should belong to and participate in library, learning resources, media, and other appropriate associations. Professional development should be encouraged through direct financial support of attendance and participation in local, state, and national organizations.

The mark of a professional is not only performance on the job but also knowledge of trends within the profession and technological developments learned from conferences, workshops, and journals; and by assuming leadership within the field. Our librarians have memberships in the American Library Association, Special Libraries Association, California Academic and Research Libraries Association, and the Association of College and Research Libraries.

3.3 The changing nature of learning resources programs and ongoing changes in technology mandate regular staff participation in continuing education.

When possible the Librarians keep their schedules flexible so that they can attend job-related training and education, in-service workshops, and conferences and meetings during working hours. The budget should include provision for travel and fees, and release time for in-service training, and education. With the recent professional development stipends, we have been able to attend select webinars but the costs to attend national conferences are beyond the scope of the current budget.

3.4 Technical and classified personnel should have appropriate specialized training or experience. Classification, status, and salary should be equivalent to those provided for other institutional employees with similar qualifications.

All of our library staff have an Associate degrees in Library Technology or the equivalent. Our library staff has the same status and salary as other employees with the equivalent title and qualifications.

3.5 Student assistants perform a variety of tasks that assist and complement professional staff, clerical staff, and technicians. Student assistant programs offer work opportunities and career exploration for student workers.

The student workers tasks are usually routine, helping the library staff with what needs to be done, including maintaining the shelves, assisting students, and general upkeep of the library.

Standard 4 of Standards for Community, Junior and Technical College Learning Resource Programs addresses budget.

4.0 The mission statement should form the basis for the program budget and be part of the institutional planning process; annual objectives should be developed by the learning resources staff.

4.1 An ample and stable budget should be based either on a percentage of educational and general budget totals for the institution as shown in Table B or based on a dollar amount per full-time student equivalent as shown in Table C.

4.2 Local processes should be developed so that all expenditures originate within the learning resources program and are reviewed by the chief administrator.

4.3 Internal accounts should be maintained for evaluating the flow of expenditures, monitoring encumbrances, and approving payment of invoices

4.4 The learning resources budget should provide stable funding for contractual services, equipment and materials replacement, and for maintenance of automated public and technical services.

4.5 All directly related revenues such as fines, payments for lost and damaged materials, sale of unneeded items, and student use fees, should be used solely for the support of collections, services, and activities of learning resources programs.

The library has no say in the amount of money that it receives on a yearly basis. The library submits its budgetary needs to the Vice President of Administrative Services who then send us the key codes and the funds available. The amount of money changes each year. On the years where we receive less than we need, cuts are made.

The administrative assistant maintains the internal accounts and deals with the payment of invoices and keeping track of the expenditures.



The library collects different types of fines. Those collected for books that have been lost or damaged go back to the library and are earmarked for purchasing replacements of lost books. Overdue fines are also collected; monies collected go directly into the College's general fund. Unneeded items include materials withdrawn from the library's collection; these items are placed in a high-traffic area and designated as "give-aways." Items sitting in this area for longer than two months are boxed and sent to the warehouse where they are included in the District's auction.



# **Section 11**

## **Summary and Recommendations**



### **11.1 Summarize the library's strengths and weaknesses in terms of:**

- **Teaching and Learning**
- **Student Access and Success**
- **Implementing and Executing the Department's Vision and Mission Statement**
- **Fiscal Stability**

#### Teaching and Learning

The library is the one department that all the college students should be using. We have a 1 unit elective class (LIR110) that teaches students how to do proper research. This set of skills can be used by students in finding answers to class questions and doing personal research, and they can be confident in that the information they find will be accurate.

There is the beginning dialogue to incorporate LIR110 into the second semester of Freshman Academy which would increase the number of students taking the class and have an immediate impact on their academic career. The information taught would help the student with their current assignments and set them up for future academic success.

The biggest weakness is the lack of faculty to teach the LIR110. We don't have a consistent instructor from term to term since the full time librarians don't have the time to teach the class so it is taught by adjunct librarians. These adjunct librarians usually go on to get full time positions in other colleges so they only spend a short time at Grossmont.

One of the newer successes with teaching is the implementation of our philosophy to creating self-sufficient researchers who will be able to take their skills into future academics or other personal goals by inviting students behind the reference desk and assisting and guiding them rather than just demonstrating search strategies on the librarian's computer. The downside is that we need more staff to work at the reference desk at peak periods. There are times that we should have two librarians helping but the current staffing and budget doesn't allow for this.

#### Student Access and Success

The library strives to make sure that it provides materials in a variety of formats for easy access and ability to utilize anytime/anywhere. An example of this is our focused growth on electronic reference sources to supplement or replace traditional print reference materials. This includes ebooks, e-reference databases, and streaming videos.

The biggest weakness is that our library catalog is woefully outdated and desperately needs to be updated. It might seem fine to the user but the interface is missing persistent links, shelf images (which allows users to see other items next to the selected item), bookmarks, ISBN searches, and links from the catalog to the databases.

## Implementing and Executing the Department's Vision and Mission Statement

“The library is committed to providing convenient access to a broad range of information resources that support the educational and professional goals of students, faculty, and staff. We support our College mission and initiatives in promoting educational excellence and valuing the diversity of our community.”

Every decision that we make is based upon this mission statement, whether it is in the selection of resources or in deciding what new services we should offer.

### Fiscal stability

In terms of fiscal stability, with the exception of the LIR110 class, the library does not generate FTES like other academic programs. This 1 unit class is barely a blip on the College's fiscal profile.

LIR110 costs per FTES over the past 5 years has fluctuated rather severely due to the following factors:

When the class was offered in multiple sections in 2008/09 and 2009/10 the cost per FTES was \$1,526.59 and \$1,037.33. With the increase in enrollment during the 2009/10 academic year the cost per FTES dropped.

For the 2010/11 2011/12 and 2012/13 the class was only run with 1 section each semester. Added to this was the higher instructor cost for teaching a class online the first time, the cost per FTES was as follows:

- 2010/11 it was \$1,022.17
- 2011/12 it was \$1,117.84
- 2012/13 it was \$1,888.77 (This was the year with the additional stipend cost for the instructor)

The budget for the library's resources-- books, media, and databases --is a direct reflection of the College's budget. The library shared in the pain of cuts during the economic downturn. We carefully examine what resources and services would be least impactful for students if we cut, we analyze database offerings for overlap, and we really try to run as lean as possible. But we are totally at the mercy of the College general budget and do not have much independent fiscal stability.

**11.2 Describe any concerns that have affected or that you anticipate affecting the library before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, number of staff, and number and diversity of college courses offered.**

The biggest concern we have is staffing. The library is currently understaffed when compared to the ACRL standards and the Title 5 requirements, and it looks to get even worse.

Currently there are six full time and no part-time classified staff members. Two of these classified staff members are expected to retire by 2016. If none of these are replaced we will be woefully understaffed with only 4 full time classified staff members. As it stands now, the ACRL standards call for a minimum full time staff of 13 technicians, and 11 additional staff members (secretaries, clerks, aides), and even the Title 5 requirements calls for 15 library support staff. The news isn't any better when it comes to full time librarians: currently there are 4 but that number is going to drop to 3 with upcoming retirements. The ACRL standards call for 14 can you check this figure librarians and Title 5 requires a minimum of 7

To deal with the staffing shortage we continue to submit staffing requests to fill the vacant positions. We have begun looking into a reorganization of the current jobs to address the evolving nature of tasks. For example our periodical collection was mainly in print and has evolved to a predominantly digital collection which results in new methods for acquisitions, organization and delivery to the students. We are currently looking at ways to streamline the current workflow and make the best use of new technologies so that the student body is served to the best of our abilities.

The library needs personal to staff all service desks at all times the library is open for service. This is the only way the library is useful to the students. There are other reasons why a full time staff member needs to be present at all service desks and that is for the safety of students, and for the security of library materials. There is a real need for fulltime librarians who understand and are invested in the College's culture as opposed to adjunct librarians who have little connection to the instructors, classes and committees. While adjunct librarians fill an important role by assisting students at the reference desk, they cannot replace a full time librarian who is involved with the college as a whole. Adjunct librarians are paid hourly and our budget seldom allows them to do more than staff the reference desk, meaning that they can't attend meetings, or serve on committees.

Our databases, including our catalog, need more attention than they are currently receiving. The library needs a library systems specialist, a position that has been vacant since 2008. As the databases become more integrated, new problems are arising for both the students trying to access the information and for the librarians trying to help them. We need our catalog to be updated so that it stays competitive.

Right now we are spending all the limited time and resources dealing with old problems and we have nothing left for improvements that are needed to stay current. Currently we don't have the knowledge or expertise to resolve many of the issues that are arising.

We currently have a one unit stand-alone elective class, LIR110, Research Methods in an Online World. We anticipate a growth in the number of sections offered due to the current discussion to include the class into the Freshman Academy Program. This growth will necessitate a librarian teaching and collaborating with instructors of Freshman Academy courses, which is impossible at the current staffing levels.

The rapid adoption of tablet computing and smart phone technology is making it necessary for the Library to provide more digital media for the students. This new media will need to be accessible on the newer platforms and devices as they become more widespread. The staff will have to be kept up-to-date on these technologies as they become mainstream, especially as students begin to use them as the primary way of accessing library materials. We will also need to be able to meet the needs of students that cannot access digital format materials by providing computers and tablets for their use.

Our reserves area has become a collection of course textbooks, which a large number of students have become dependent upon due to increases in textbook costs and the students' inability to purchase their own copies. We currently take 10% of our entire book budget and apply it to purchasing textbooks specifically requested by students. Even at this rate we are not able to purchase enough texts to meet student needs. We received an additional \$750 this year from a grant that went towards purchasing textbooks for the reserves section and that did help but it still isn't enough to keep up year after year.

The library budget might seem large at first glance, but when you consider that it needs to purchase books and other materials for every department on campus it gets stretched really thin. Not only do we need more money to purchase materials we need for the various departments, it needs to increase at least 10% every year just to stay up with current prices.

Video delivery is also changing rapidly from VHS to DVD and now to streaming video delivery. The good news is that the streaming video is more accessible to all students, not just those that visit the library. It can be used in online classes, by Distance Education classes, and traditional classes. Streaming videos are accessible via URLs, so we also don't have the same issues with the DVDs and videos not being returned or getting damaged. The downside is that streaming video databases are more expensive, so as we move to more streaming video, we will need the budget to increase as well.

Lastly, the database costs for the library increases every year. If the funding doesn't increase to match the costs, we will be forced to pare the offerings and end up with fewer and fewer resources. It's as simple as that.



**11.3 Make a rank-ordered list of department recommendations. These recommendations should be clearly based on the information included in sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.**

1. Increase number of faculty members to meet Title 5 requirements (7 Librarians for a school of our size).
2. Increase number of classified staff to meet Title 5 requirements (14 Staff members)
3. Return to utilizing a central technology coordinator for the library's many computer hardware and software applications.
4. Establish a permanent line item in the budget that reflects the average hourly librarian pay and salary increases for adjunct librarians.
5. Establish a print, electronic, and replacement book budget that continually reflects the dollar amount needed to balance current book prices, FTES, and established library standards.
6. Establish media budget that continually reflects the dollar amount needed to balance current media prices, FTES, and established library standards.
7. Meet Grossmont College's Institutional Student Learning Outcome of Informational and Technological Literacy through classroom workshops, curriculum mini-series, integration into Freshman Academy, and other methods that support student learning.
8. Remodel the Reference Area of the library by relocating a portion of the reference collection to the circulating stacks creating better access to students who need to check reference books out, removing excess shelving, repairing carpeting in former shelving area and adding furniture for student work areas.
9. Initiate an ongoing marketing budget that will allow us to invest in marketing tools and services
10. Examine and reorganize tasks which have changed over the years assigned to classified staff in order to create a more efficient workflow.
11. Support library faculty and staff attendance to conferences, workshops, and webinars that support professional development and technical training.
12. Streamline methods of bill payment of library fines.
13. Provide student workstations that support current and future needs such charging stations for mobile devices and wireless printing.



# Appendices



# Appendix 1

## **6 Year Unit Plan/Tables**



In each of the following 6-year Unit Plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

**Curriculum Development**

Goal:	The area of Curriculum Development was written as “Not Applicable” in the 6-year unit plan written in 2009.
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	In 2009 when the last 6-year unit plan was written, it focused on enhancing our services for the success of students in college-wide academic programs. The Library Research course was viewed as an enhancement to our services. It’s speculation that this was due to the infancy of the library research course and the mindset that the library as an academic program that both supports and offers academics was not yet established. Documenting the goals of library course offerings will be included in future planning.

## Student Success and Support

Goal:	Enhance services for academic success
Status of goal	Completed, with the caveat that this is an ongoing goal of the library, in reality we will never be done enhancing our services in order to help students succeed. New activities will be completed in order to achieve the same goal.
What activities did you undertake to achieve these goals?	<p>We updated the library homepage to be user-friendlier and showcase the library's federated search engine. The menu bar was also updated for improved navigation to media services and to the newly created research guides.</p> <p>The 2<sup>nd</sup> floor study rooms were supplied with 5 laptops and 3 PCs, now all study rooms on the 2<sup>nd</sup> floor have computers for student use.</p> <p>Four computer stations were added to the library reference desk making it possible to provide point-of-need instruction during reference desk transactions.</p> <p>Application to make the LIR110 course a General Education requirement was sent to the Curriculum Committee. It was not approved. (FIND EVIDENCE)</p> <p>A modular library instruction tutorial that incorporates various learning styles; tactile, auditory, and visual was created to replace the previous hour long tutorial.</p> <p>In order to support academic work in the information age, students and community members have been given free access (no log-in required) to all student computers. Each computer is internet enabled and has Microsoft Word 2010, Excel 2010, PowerPoint 2010, and SharePoint Designer 2010 installed. A CD burner is also available. For convenience the free applications, Adobe Reader, Quick Time</p>



	<p>Player, Media Player and DA Player are preinstalled.</p> <p>The goal of adding 15 more computers to the library complement of computers was partially accomplished by adding 12 additional computers, which are accessible on the library's second floor.</p> <p>The library collection was made more accessible via a faceted search engine, Ebsco Discovery Service. This has been branded as the "Grossmont Gateway to Research."</p> <p>The creation of an Interlibrary Loan online order form to be pre-populated with book or article information was discussed between staff members, librarians, and the Information Systems department.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>Librarians have been discouraged from making major changes to our Website since the District has been working with a web design company that will provide a new web management system. We have been holding off on making significant changes for the last two years. The top-level page remains very similar in the design it has had for approximately eight years.</p> <p>Our Multi-Media Technician in charge of Interlibrary Loan, Karen McCoy, took an Access Database class and worked with her instructor in order to make the ILL online order form a reality. Early in the project it became clear that we would have to work with Information Systems in order to access information. IS turned the project down, leaving us without necessary support to enhance our services. (Send to Karen for verification)</p> <p>News about the online tutorial needs improved marketing to instructors. Attending department meetings and highlighting this resource during new</p>

	<p>faculty orientation will become a priority.</p> <p>The laptop computers have not been able to be checked out to students. We have been working with ICS in order to get the proper carts and support before they are allowed to circulate. (Send to Karen or Roxane for verification)</p> <p>The faceted search engine, Grossmont Gateway to Research, must have our catalog sent for their updates on a monthly basis. The two databases have had several errors when “talking” to each other. The cataloging librarian has spent a significant amount of time deciphering the issues, communicating them to Information Systems and the Ebsco company and testing possible fixes to the problem. A computer programmer or Systems Specialist would be better suited for this task; making repairs faster and removing the extra workload from the cataloger.</p>
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Demonstrated by final product: The library homepage is viewable at <a href="http://www.grossmont.edu/library">http://www.grossmont.edu/library</a>. A search box for the faceted search engine is displayed on the center of the page. Improved second-level pages under the menu links for Media and Research Guides are on the left menu bar.</p> <p>Demonstrated by library reports: A count of the number of computers in the library is documented on an annual basis.</p> <p>Demonstrated by final product: The online library tutorial is accessible via the library homepage or directly at the following link <a href="http://www.grossmont.edu/library/tutorial/">http://www.grossmont.edu/library/tutorial/</a></p>
<p>Has this goal changed and why</p>	<p>No</p>
<p>How did the achievement of your unit goals help move the college forward</p>	<p>This goal supports College Strategic Planning Priority Goals 4 and 5. By</p>

toward fulfillment of the planning priority goals in its strategic plan?	Enhancing our systems to be more user-friendly and accessible, we support the academic success of historically under-prepared and under-served students.
Additional Comments?	Enhancing library services is an ongoing goal.

### Program Resources and Development

Goal:	Provide the necessary support for effective staff and librarian work.
Status of goal	Ongoing
What activities did you undertake to achieve these goals?	<p>We were interested in purchasing a database system for tracking acquisitions. After exploring the benefits of purchasing the SIRSI acquisition module it was determined that our current tracking system, a database that compares book orders to subject area ordered from and cost of book in conjunction with the annual budget, was sufficient.</p> <p>In order to support curriculum and distance education courses we obtained video streaming resources via a subscriptions to Academic Video Online: VAST, Nursing Education in Video, Intelcom, EBSCO Multimedia collection, and EduStream. A link from the Library Media webpage to the free resources, Free Streaming Videos, was also created.</p> <p>The replacement position of a Library Systems Specialist was requested. This is a central technology coordinator for the entire library's many computer hardware and software applications.</p> <p>Changed our procedure of sending overdue notices in print to sending them via email. An exception to this is made when a student does not have a reported email address.</p> <p>The Center Desk has been able to remain</p>

	<p>staffed during peak library hours, 9:30 to 4:30 Monday through Thursday with a student hourly employee.</p> <p>Instructors are now sent Reserve notices, Reserve lists, and lists of overdue materials electronically rather than in print, saving College funds and staff time.</p> <p>An inventory of the library collection was started. This ended due to a software malfunction.</p> <p>Our paperback collection is protected with appropriate materials so they better avoid damage and last longer. This was accomplished by obtaining funds to purchase laminating materials to order to cover the books in-house rather than send to a bindery.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>The budget is always a challenge and selecting media resources and joining in library consortium purchases helps defray costs. Our media librarian keeps the whole of the college in mind when purchasing media packages making sure that all departments are represented.</p> <p>Filling in the vacant position of the Library Systems Specialist ranked (Get ranking from Michele) on the list in Spring 2013. Funding did not stretch far enough to reach this position.</p> <p>The student worker staffing the Center Desk needs to have a higher skill set than the majority of applicants we receive possess. Attracting a person with the skill set needed does not match the pay offered. (check this with Mary)</p> <p>The hardware and software program used to conduct inventory was sent to Information Systems during the time there was a large turnover in staffing. The hardware and software was not high on the</p>

	priority list until a meeting was held with IS in Spring 2013. At this time a new software program, MobileCirc, from SirsiDynix is under consideration.
Report and explain the data that you have to verify progress toward your goal?	The final product of the current tracking system used in Acquisitions, our Media content you can access both on and off-campus, our overdue notices that you receive via email (I hope you haven't been sent one), the electronic sending of Reserve notices, and finally our collection of sturdy long-lasting paperback books verify our progress toward this goal.
Has this goal changed and why	No. Supporting staff to conduct their jobs efficiently and effectively remains a goal of the library.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal supports College Strategic Planning Priority Goals 6 and 11. This goal is designed to help library staff do their jobs more efficiently and effectively, thus creating an excellent learning environment for students and encouraging employee success.
Additional Comments?	This area was listed as "Department/Unit Resources and Development" on the original 6-year unit plan.

### Community Outreach/Response

Goal:	Introduce our new and existing services and collections to students, faculty, and community - and instruct them on their usage.
Status of goal	Incomplete
What activities did you undertake to achieve these goals?	Continue to recruit San Jose Library School interns and volunteers  Upload our library catalog listings to WorldCat  Complete Grossmont College Foundation pamphlet  Enhance Web 2.0 communication through

	<p>such vehicles as Facebook, blogs, Twitter</p> <p>Hook up emergency TV broadcast capability to library monitors.</p> <p>Initiate a marketing budget that will allow us to invest in marketing tools and services, such as web 2.0 technologies or library-branded items like flash drives.</p> <p>Survey and assess our reputation on campus to get a sense of how our value is perceived. Then strategize for better value/outreach based on the results.</p>
<p>What challenges/obstacles have you encountered?</p>	<p>Clarification of the task, “uploading our holdings to WorldCat” is necessary. Students would benefit if the library formally joined WorldCat; this would give us easier access to other library holdings and help the library migrate to a different and cloud based catalog.</p> <p>The Foundation pamphlet has not been completed. Given low staffing, this task remains a lower priority.</p> <p>In order to get proper reception on the TV monitors for emergency broadcasts, we need either the wiring of cables or an antenna installed on the roof. The cables would cost the college money in the tens of thousands of dollars. An antenna is a more economic choice. Identifying the personnel to work with to price and select the right equipment and conduct installation needs to move forward.</p> <p>Before obtaining a marketing budget a marketing plan needs to be in place. That plan has been created and is available in the library (insert location and call number for plan). A dollar amount to implement the plan will be requested through activity proposals, grants, and, the college budget.</p>
<p>Report and explain the data that you have to verify progress toward your goal?</p>	<p>Statistical data of how our library is perceived has been collected. The data is</p>

	available within this document on (Insert appendix or question number this is available at)  The final product of scheduling an intern, seeing our holdings in WorldCat, and web 2.0 communiqués verify progress towards our goal.
Has this goal changed and why	No
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal supports College Strategic Planning Priority Goals 1, 2, 9, and 10. By marketing our services we create access to under-served populations and respond to the changing needs of groups that would benefit from our services. Access and instruction to our services and collections prepares students for both academic and career goals. It also helps develop relationships with the community that the library can build on.
Additional Comments?	None

### Faculty/Staff Professional Development

Goal:	Keep up with current trends in the library field to ensure that the library remains cutting-edge in a dynamic information environment
Status of goal	Ongoing
What activities did you undertake to achieve these goals?	Send staff to appropriate conferences and workshops including OCLC workshops, SIRSI (catalog) workshops, Internet Librarian Conference  Support staff's webinar attendance on library 2.0 workshops (such as Twitter, blogs, Text-a-librarian)  Send staff to other conferences and workshops as interests and needs evolve
What challenges/obstacles have you encountered?	Time and money are the two challenges we all face in attending conferences, workshops, even webinars. The price of a workshop is not the only cost involved; travel, meals, hotel stays, and most

	importantly coverage on the job while a staff or faculty member is away are all considerations.
Report and explain the data that you have to verify progress toward your goal?	Written reports about workshop attendance posted on the Professional Development website verifies attendance and learning.
Has this goal changed and why	No
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	This goal supports College Strategic Planning Priority Goals 2, 7, and 11. This goal is designed to support staff in learning all they can about their jobs in order to more effectively keep up with the changing community and technology. It will also help employees achieve more success on the job.
Additional Comments?	Support in the form of a \$500 stipend to faculty attending Professional Development activities was well used. We will support the same Professional Development opportunity being extended to staff.



# **Appendix 2**

## **Catalog Description**



Print out and insert catalog description. Saved in DropBox as a jpg file

# **Appendix 3**

## **Grade Distribution Summary Report**



Print and insert Grade Distribution saved in DropBox as a pdf

# **Appendix 4**

**Annual Progress Reports (SLO and ISO data)**





The library is an Academic department participating in Student Learning Outcomes as they apply to courses taught within the department. At this time there is one course taught, Library and Information Resources 110. When curriculum expands the department is prepared to expand its SLOs.

The library also serves as Academic or Instructional Support to all departments on campus. All service areas and instructional support within the library participate in Instructional Support Outcomes or ISOs. Service areas include the Circulation Desk, the Reference Desk, the Media Desk, and Interlibrary Loan. Instructional support includes the online tutorial which is referred to as Library User Computerized Instruction or LUCI and library instruction sessions. These sessions are scheduled between course instructors and a librarian and typically last for 90 minutes.

Included in this appendix is the SLO 6 year plan, which includes each SLO for LIR110, and the ISO 5 year plan, which includes each ISO for each area.

Appendix 5 will include the assessment of each SLO and ISO conducted.

Print out and insert SLO 6 year plan and ISO 5 year plan and ISO SLO Data saved in DropBox as an excel file.

# **Appendix 5**

## **SLO and ISO Assessment Analysis**



Print and insert ISO and SLO Data saved in DropBox as an excel file

# **Appendix 6**

## **Student Survey**



## Grossmont College Library Services Student Survey

1. My preferred method for receiving information about Grossmont College Library services and resources is: (check one) \*Response required

- a. Library website or blog
- b. Facebook
- c. Twitter
- d. Student newspaper
- e. Campus email or other email
- f. Flyers, brochures or bookmarks
- g. Television monitors in the library
- h. Library instruction
- i. Library service desks (Reference Desk, Circulation Desk, and /or Media Desk)

2. Which of the following technologies do you use? (check all that apply) \*Response Required

- a. Facebook
- b. Twitter
- c. Blogs
- d. Websites
- e. Texting
- f. QR codes
- g. Instant messaging
- h. Email
- i. YouTube
- j. Mobile Devices (ie. iPad, smart phones)
- k. I'm not inclined to use these types of technology

3. I have used the Grossmont College Library (not the Tech Mall) on the following occasions: (check all that apply) \*Response Required

- a. To conduct library research
- b. To get help from a Reference Librarian
- c. To study
- d. To use library computers
- e. To access the wireless service
- f. To use Reserve Textbooks
- g. To watch assigned DVDs
- h. Other (printing, walking through, hanging out, etc.)
- i. I have not used the library at Grossmont College



4. Please rate the following Grossmont College Library services: \*Response Required

Excellent	Good	Neutral	Fair	Poor	No experience with this service

- a. Hours
- b. Study Space
- c. Computer Availability
- d. Wireless Access
- e. Print Book and Periodical Collections
- f. Reserve Textbooks
- g. Electronic Databases or eBooks
- h. Access to Library Resources from Off-campus
- i. Requesting Books from Other Libraries (Interlibrary Loan)
- j. Staff Helpfulness
- k. Overall Atmosphere

5. Please let us know what we can do to improve the Grossmont College Library:

Print out and insert Student Survey Results saved in DropBox as an Excel file.

- 1 --Improved hours. --Showcase some (more) books! There are walls full of books, many interesting yet many quite mundane. Put the great ones on display somewhere! Flaunt some knowledge! (It works, I work at a bookstore, you need to let your students/cu
- 2 :) there are just so many students, nothing can really be done.
- 3 1) For the students who have classes early in the morning or need to print out anything before their 8 o'clock classes they can not do it on campus because the library is not open. 2) There are many times students go into the library/tech mall to do homework, research, online assignments, and etc; but there are no computers to use because other students are Facebooking and watching you tube videos. Maybe a timelimit that can monitor the computers or more computers. 3) Additionally there are many times students have lack of funds and teachers are using new books that are not on reserve and students can't check the book out or make copies to study because there is no book.
- 4 A few more computers and comfortable chairs would be nice!
- 5 A few more computers might be good. It always takes some walking around and searching to find an available one. Other than that, the library is great.
- 6 A library cafe area would be awesome.
- 7 A library is supposed to be a quite place to study. Here people eat, and drink and also people talk loudly in their cell phones. Why do they even answer the phone here? Why they cannot just text? People do not respect when a student is trying to write an essay or study. The other day I had an online test, it was a complicated topic. There was a man talking on his cell phone next to me. I asked him nicelly to please take the call outside. e cursed me, he coursed the libraryan supervisor, and finally when I saw him later in the elevator, he insulted me and threatened me. I am scared to come back to this place, to see him at the campus. I am not refering this colleges anymore. I used to love Grossomnt college but now it is a place where i am not comfortable. I feell like a minority here. Why do i have to tell people not to talk in a library if this is supossed to be designed to study I am really REALLY SAD.
- 8 A little more study space would be great
- 9 A lot of times when I really need to use the computers for homework, they are all taken in the tech mall as well as the library. Also, during the semester, one of the text books my teacher ordered was not available at the bookstore and the library only had one copy of the text book needed and it was On reserve only.
- 10 A majority of the staff is not nice or helpful and inadequate to work in the library where an extensive knowledge is required to help students.
- 11 A more user-friendly way to access wireless
- 12 add a strictly-for-printing computer zone.
- 13 Add a computer per study section. There are several study spaces that are not equipped with computers. Adding this technology in the library will benefit the students. Sometimes there is a wait to use a computer and this would solve that problem.
- 14 Add books for rent or add more books that are required at classes :)
- 15 Add more quiet study areas enforcing that fact that they should be quiet. I hear too many people on their phone, having conversations and with loud music coming from their headphones on the second floor. That along with noisy people leaving the reserved rooms sometimes make it hard to study.
- 16 Add more books (updated) and have a limit on how long someone can be on the computers. Lots of students just use them for facebook etc. Some of us have to wait to do research or print something.
- 17 add more class texbooks to get borrowed
- 18 Add more computers & study space.
- 19 add more computers and make library more spacious.
- 20 Add more computers around and give some hard notes to who disturb us while we study.
- 21 add more computers or kick people off that are just messing around

- 22 add more computers since most student research online.
- 23 add more computers to better accommodate all students because just to day I was waiting for 48 mins just to print a paper for my class while half of the students on the computers were on face book or you tube playing around. I say either add more computers or make a rule that the computers are for school purpouses only.
- 24 Add more computers!!
- 25 Add more computers.
- 26 add more reserve books that are up to date for the sake of the student
- 27 Allow all staff to help with book searches!!!
- 28 Allow beverages. More areas to read and study.
- 29 Allow easier access to the study rooms
- 30 Allow for multiple renewals of materials not on hold! The public library system does this and some times we need materials for semester-long projects that last more than 4 weeks.
- 31 Allow reserve copies of books to be used elsewhere on campus.
- 32 Allow the Grossmont College library to stay open 24 hrs.
- 33 Almost everything is good
- 34 Any information you have for me in the Grossmont College. Thanks
- 35 As a students we need to know how is working this value tool (library) outside of campus.
- 36 As far as I am cocerned, Grossmont college is one of the best college in california, and for best serving students in their academic path, I suggest providing more computers because students need computer for their study. If you can provide more, I will be appreciated.
- 37 As someone who works full time Monday through Friday, it might be nice if there were limited hours available on Saturdays. If finances are an issue, maybe supply most of the staffing requirements with volunteers.
- 38 Ask students to get off computers if they're using Facebook or other social websites.
- 39 At my previous school Riverside City College the computers in the library (such as these in the Tech Mall) had a time limit for computer usage. Everybody signed into the computer and had 1 hour assigned to them, if there was available computers, their time would be extended by another hour.. if there was no available computers, they would have to give up their seat. This is an excellent thing to do seeing as nearly half of the people that use the computers in the Tech Mall are playing games or on Facebook.
- 40 availability for computers upstairs in the library.
- 41 Be more strict about loud conversation in the library. It would also be nice if the library opened at 7:40 so that students can print homework, check out textbooks, or whatever they need to be prepared for 8am classes.
- 42 Be open on the weekends as well
- 43 Be open on weekends and later in the evening for adult students who work during the day.
- 44 Before I begin noting what I believe can be improved, let me start by saying that in the past few weeks that I've used the library I've found it a most comfortable and tranquil place to study and research. I regret not having utilized the facility more in the past. I value books and paper media over digital media and I hope that libraries like the one at Grossmont will stand against the test of time in this brave new world. Having said that, the one improvement I can think of would be to prohibit the use of portable media players and other distracting devices in the building (iPods and cell phones primarily). Admittedly I use my smart-phone while conducting research to explore online sources and it proves a most vital assistant. On several occasions, however, I've been distracted by others who use their phones for other purposes such as answering a call or listening to music. I don't think I need to say how distracting that can be. I cannot at this time think of a solution to this problem other than perhaps a localized broadband radio jammer, though that might be a little excessive.
- 45 Better and more books in the children's section.
- 46 better hours. Open on weekends
- 47 better wi-fi for the upstairs area.

- 48 Better wifi and lounge chairs
- 49 big sky lights. other than that i cant complain about anything, everything is on point at the library
- 50 Blackboard has been buggy this semester ( fall 2011 ) and I hope you can do something to make it more smooth for the future
- 51 block facebook, because many people that really need the computer are not able to use it because someone else is using facebook. Also, make it clear that the study areas are supposed to be silent.
- 52 Blocking facebook or requesting it not be accessed during peak hours because it is incredibly irritating when one has actual school work to do and half of the computers are being used for that site. Also if the library was open later, even an hour later.
- 53 Buy providing more books to help these who they are not able to buy books and extend the library hours till the class done or allow the students to return the books that they borrow in the next day, that will be more helpful for student.
- 54 By doing research many books are still missing.
- 55 By enforcing the silence code on the second floor, too many times I have been interrupted by loud people and the staff doesn't tell them to be quiet. I don't think it's up to the students to do this.
- 56 Circulate periodicals. Create a business plan with defined objectives for student services.
- 57 Comfortable seats, quieter
- 58 Comparing this library with Cuyamaca, this library is really good. But overall I like the environment and the space :)
- 59 Computer log in takes too long.
- 60 computer time limits
- 61 continue bussiness as usual
- 62 Continue offering the excellent staff and services.
- 63 Control talking groups of people, can be very distractive
- 64 copyer Machine should be free
- 65 cost too much on print paper
- 66 Could open on weekends
- 67 Create more space. It gets too crowded and the staff should maintain some of the noise level. Expand book selection also.
- 68 cut the talking. kick people off computers when they are not doingschoolwork, sleeping, or go away from the chair and others are waiting. go back to windows xp. windows 7 takes more time to boot than the tasks i do on it. the hand sanitizers are always empty.
- 69 designate 1-2 computers as quick print locations. 5 minutes maximum time on computers to allow students to print materials from online sources without long wait times.
- 70 Didn't really know about this until the survey.
- 71 do not allow social media while students are waiting to use computers for homework
- 72 Doing great!
- 73 Earlier hours and longer hours also hours on weekends when classes are in.
- 74 Earlier opening hours.
- 75 Eating in the library shouldn't be a big deal as long as the students clean up their mess and keep noise level down, etc...
- 76 encourage all students to turn electronic devices off, or at least silence them. Also, reminding all liberary goes to keep voices down; not have full conversations with group of friends in study rooms or anywhere in library.
- 77 Enforce proper noise levels. I gave up on trying to do any reading in there.
- 78 enforce quietness in the quiet study areas. and monitor facebook activity in the library. Sometimes it's hard to get a computer to do school work while kids are playing on facebook.

- 79 Enforce the quiet areas to be quiet.
- 80 Enforce the QUITE zones. Too much talking/visiting amongst students that are not here to study and staff sometimes don't catch the abusers which leaves it to the rest of us to ask the abusers to be quite. Staff needs to circulate more.
- 81 enforce the rules. quiet talking and no eating!
- 82 Eve4rything is fine to me )
- 83 Evening hours for students who work fulltime and take classes in the evenings. Even Saturday hours would be helpful for research, etc.
- 84 every thing is ok
- 85 every things good
- 86 Everything
- 87 Everything good But the distances Between Block and Block are too far
- 88 everything is good
- 89 Everything is good
- 90 Everything is good.
- 91 Everything is great. I rated electronic databases as Good only because I find it to be a bit complicated to use them, but I don't think that is something that can be heavily improved upon.
- 92 Everything is great. Maybe provide students to take more books home.
- 93 Everything is ok except the computer availability at times.
- 94 Everything looks Pretty good
- 95 Everything so far is very good and I like this library
- 96 everythings good
- 97 Everythings great!
- 98 evry thing is ok.
- 99 Expand the space, and provide more computers.
- 100 Expand the study area, and expand the period of renting the material from the library..
- 101 Expanded library hours!
- 102 Expanding the library would be the most helpful. Study space is limited at peak hours. Other than that, no complaints.
- 103 Extend closing hours for night students. Open on weekends or at least Sat.
- 104 extend hours
- 105 extend hours on friday evening.
- 106 Extend the hours in the evening.
- 107 extend the hours.
- 108 Extend the Tech Mall, and the library's hours as late as possible please. Like the SDSU maybe?
- 109 Extend weekly hours and weekend hours
- 110 faster wifi
- 111 Faster wireless Internet, make the library bigger!
- 112 Finish the construction at the front of the school? That seems as if it's been going on forever. Or maybe it's just that some form of construction has been going on forever. At this point, I don't even know where the Library is anymore.
- 113 For students that work during the day the library hours are not very accessible. Half a day on Saturday or even just a few hours to give students a chance to at least check books out for research would be helpful. This could be done once a month or every other weekend to try and keep costs down.

- 114 free charge for printing papers
- 115 Freindlier help
- 116 Get more tutors for the english writing center to decrease the wait time.
- 117 Go ahead
- 118 go back to windows xp. have staff boot students off of computers if they are just playing around or abandon the seat but leave stuff on it. ask people who are taking up seats just for conversations, to move it outside
- 119 good
- 120 Grossmont College Library is very helpful for all student. We appreciate for excellent jobs .
- 121 Grossmont college should have a Quiet Study area because sometimes, students want to have their own space so they can focus more and not be distracted by outside. Moreover, there should have more computers
- 122 Had to watch assigned movies for a class and your system wouldn't let log in using the firstname.lastname, 6 digit password format, so I was unable to view two assigned films.
- 123 Have a designated social networking section. It's annoying to need to type or print something for class and all the computers are on Facebook.
- 124 Have a more silent library for others who go there to study.
- 125 have at least 2 of reserved books available , 1 for reserve in school the other to be check out 1 week instead 2.
- 126 Have better phone signal available and better Wi-Fi
- 127 have handouts available on what is located in the entire library
- 128 Have hours on the weekends and extend hours on fridays, even if to just one part of the library. Revise policy on group study rooms, as staff usually need to harass groups I am in because there is one person too many in our group. Also the act of charging students for extra time is unnecessary and makes us less inclined to want to be there.
- 129 Have it be open 24/7 like the SDSU library :)
- 130 Have it open at 7 in the morning.
- 131 Have maintenance clean the restrooms more frequently. It is often a scary experience using one.
- 132 Have more books available for reserve.
- 133 Have more books available like novels to read for fun. Also have more individual space for studying because it gets a little crowded. Plug ins for laptops available everywhere there is a chair or table. Over all its a good place to go and study or do some homework.
- 134 Have more comfortable chairs
- 135 Have more computers available for use as well as study space. Maintain quietness of library and address those students being disruptive.
- 136 Have more computers available in library and better wireless connection because it can be very slow at times.
- 137 Have more hours on the access of the library.
- 138 Have more people on the library side to help with questions and to find things. have more library hours on Fridays and Saturdays when the students put in a lot of their study time. Have more places available with appropriate hours for students to come and study as a group. Make the library materials more accessible for home computer use, also have more materials to access from the home computer, don't just have one e-book of each kind. Make it where more than one student can access the same e-books and reference materials at the same time. Have a longer check out time for one day book check outs.
- 139 have more polite people work there who also speak english well enough to communicate properly. Instead of them talking in another language to people interrupting peoples studying time! PLUS CLEAN The COMPUTERS MORE ITS GROSS!!!!
- 140 Have more printers available for use.
- 141 Have more seating areas, lower the strictness of study room rules (sometimes groups need just 30 additional minutes to finish something up they should be able to extend their time period if nobody is waiting for the

- room).
- 142 Have more study quiet areas away from others. Great front desk staff in library very friendly and very helpful. Some tech mall staff are helpful and friendly. Longer hours for the library to be opened. Thank you.
  - 143 have more study area for students people that work here should be nicer have more time for check out books
  - 144 Have native English speakers as librarians because it's hard to communicate when they don't understand what you need.
  - 145 Have not used Grossmont Library
  - 146 Have some common sense. If the buzzer goes off, and someone is coming in to the library and another person is coming out, it's obviously the person going out who set it off. Instead of wasting people's time to walk back through, just have the person who was leaving library walk through the sensors a second time
  - 147 Have some fictional books for fun reading.
  - 148 Have someone go around and tell people to stop talking. It can get extremely loud and distracting when students are talking with each other constantly and I have never seen anyone ask them to be quiet.
  - 149 Have tables that connect to the electric outlets. More study space/tables. Cleaner (1st story) bathroom. Fix the alarm gate(s) next to the exit(s) because they go off sometimes for no real reason. Exterior glass window can use a wash.
  - 150 Having better hours during finals would be awesome! Also, being able to check out the study rooms longer.
  - 151 Having more computer would be nice because everytime I have been there the computers are all in use
  - 152 Hours!! Please extend the service hours!!
  - 153 Have more textbooks to loan out.
  - 154 I'm actually comfortable with it
  - 155 I'm sorry I don't know I have not spent that much time there. It is conveniently located and a beautiful building.
  - 156 I've heard there are many great services but I have yet to render them. I do take comfort however to know that it is available for various needs.
  - 157 I am a part time student who takes evening classes at GC. Unfortunately the library closes so early, I wasn't able to use the facility yet (this is my 4th semester). I know all about budget cuts,,, nevertheless, it is very inconvenient.
  - 158 I am not totally sure how I only use the library every once and a while but when I do it has been pretty good. Although last time I was there, it was difficult to find an open computer to do my work on, but other than that it is decent.
  - 159 I believe that there should be more individual desks and seats for students to be able to study and do homework at. I find it always difficult to search for a good spot (if any) for study at.
  - 160 I believe the library is on top of all the resources that there is to offer. If there is room for improvement, than I am sure it will take place.
  - 161 I believe the library needs to be open on the weekends. The staff was less than helpful when I actually wanted to check out a library book. A few people just ignored me or rolled their eyes when I asked where I can check out the book. This is my first semester using the library, there are so many counters on both levels that it can be confusing.
  - 162 I bet everyone says you need more computers, but actually I have always found one eventually, after looking for awhile if it is busy.
  - 163 I can't add anything to your wonderful system .
  - 164 I do not have any suggestions at this time.
  - 165 I do not know because I did not have any problem
  - 166 I do not live in SD, I only took an online course
  - 167 I do not use the library services, but I do use the tech mall (Math tutor lab)



- 168 I don't know.
- 169 I don't like the chairs, they feel like I'm going to fall backwards out of them
- 170 i don't see any problem with library service the stuff and the place are perfect thank you
- 171 I don't think I have had any negative experiences at the library, each visit has been great and the people who work there have been pleasant and helpful.
- 172 I feel that if their is more computers available it would accomodate everyone who is trying to do homework and get stuff done. other than that everything is perfect.
- 173 I find all to be well.
- 174 I have actually never left the tech mall. So my honest answer to your question is I will get back to you on this one, but never loose the home for hands on books and the day that this happends were all in trouble. This is the groundroot for all knowledge.
- 175 I have huge breaks between classes, so I like to study in the library. The only problem I have is with the students who come in and have conversations and social time in the library or computer lab. I think that they are very rude, and it is frustrating trying to study while listening to them. I realize that many of these students still need a babysitter to tell them to be quiet, but there must be consequences for them. People who work there sometimes hush them, but they end up being loud anyway. It is simply unfair to those who are actually trying to study. Thank you.
- 176 I have never been able to log into the library database from home. With my schedule, I have little to no time to access the library from school. I have made several attempts to try to retrieve my log in/password information, but no one can tell me why my password/username is not working and no one can reset it?!
- 177 I have never been to the library at grossmont.
- 178 I have never had any problems with the Grossmont College Library so I guess we are ok :)
- 179 I have never physically been to the library or on the Grossmont campus, but I have used the library via the Blackboard online class site. I found it to be excellent as far as providing research material for class assignments.
- 180 I have no comment, all services I use the Library for are of high quality, and can see no obvious corrections or improvements.
- 181 I have no comments, with many thanks
- 182 I have no experience in the library.
- 183 I have no input on this subject. I have never been on campus, let alone been in the library. The only time I have used the Grossmont library is for one of my online classes, accessing it via BlackBoard.
- 184 I have no suggestions at the time.
- 185 I have no suggestions.
- 186 I have not a lot of experience regarding libraries. From the times using it's services, I have noticed a small section for college textbooks used in classes. Most times that I've needed a class mandated textbook to borrow from the library, it was either unavailable and/or outdated. Excellent service, the staff was always professional, sincere and courteous. To interest students in reading books, I'd recommend announcements that have staff recommended books for the week/month (with a brief description included). I would probably pick a couple books up (and maybe hook you guys up with some late fees...).
- 187 I have not been in the library enough to pass judgment.
- 188 I have not had any problems that need to be corrected. I love it.
- 189 I have not had the opportunity or need to use the library, however, I have a research paper due this semester and expect to become more familiar with the services offered.
- 190 I have not spent any time in the campus library to make a proper judgment on this subject.
- 191 I have not used it yet.
- 192 I have not used the library at Grossmont College.

- 193 I have only checked out a math book. I use the math mall though. I love that place.
- 194 I have only really used the FlexLab. I like that there are people to help me if I truly need it. I am more intimidated to use the other computers in the library but really wish I would use all of the resources in the library like checking out books.
- 195 I have only taken one course at Grossmont College and it is online, I cannot give accurate opinion.
- 196 I have tried to find a book about wedding photography and wedding photojournalism for my assignment-YOU HAVE NO ONE!!!! How in whole library cannot be a book about simple stuff???
- 197 I have used the library resources for classwork via Internet access. I have not physically been in the Grossmont Library.
- 198 I haven't had to go on campus this sem., I don't have any input to give.
- 199 i haven't really used the library this year, but have done so in the past. it was a pleasant experience and the staff was helpful and courteous.
- 200 I haven't used the library enough (at this time) to comment on this.
- 201 I havn't used the library in a while, but I remember it being a great place to study. The wireless access is good. My only recommendation about the Library/tech mall is to keep an eye out for people who want to use the computers for specifically studying. A lot of my friends complain about people being on facebook when there are people waiting for a computer for academic purposes. I know it is a hard thing to try to control, but maybe set a section up for facebook vs. academic use. I did notice the signs up in the tech mall for the peak hours to not use Facebook, but I notice they don't work (or they are just not noticed). That's the only thing I could suggest. Otherwise, I am happy with both services.
- 202 I hope i can stay at the library more longer.
- 203 I hope to extend working time of the library until 10PM around, expecially spring time.
- 204 I know money is tight but weekend hours would be great for those of us in the Mon-Fri workforce. I have a lot of trouble with the fact Grossmont college lacks weekend services in all dept's and services.
- 205 I know the school has no money, but it would really help out the working students if we could get a few hours open on Saturdays :)
- 206 I like it as it is.
- 207 I like our library. Sometimes I wish there were more room to study where there is a table top available and the person next to me doesn't have their headphones on so loud that I have to enjoy the music with them.
- 208 I like the library, though it does get quite crowded. Maybe there should be more individual desks or chairs for people who aren't in a group and are too shy to go to a stranger's table.
- 209 I like the solitude to study for quizzes and exams. I also like the free books and I can leave donated ones. The area for making copies, and putting papers together is priceless. The staff are excellent!
- 210 I like things how they are. I'm very satisfied as it is.
- 211 i like to study in the library because is the best place and suitable to study quietly
- 212 I like to the study rooms from time to time, and I find the rooms to be very effective and helpful. However, there have been times when I wished there were an online reservation system for the rooms, or a special phone number where I could call the library and reserve a room over the phone. Also, a broader wireless connection would be nice.
- 213 I love studying there and keep up the great work!
- 214 I love the atmosphere in the library, however whenever I have time to kill in between classes, there hardly is any available seats to take.
- 215 I love the Grossmont College library, the only thing that needs to improve is that staffs working there. They need to smile!!
- 216 I love the library, it has played an important role in my study routine at Grossmont. However, it has become extremely difficult for those of us who work full time during the week and attend night classes as well to find time to study in the library. Longer hours on Friday and an occasional open Saturday would be such an asset to

my education. Also, I have at times found it very hard to afford the newest edition text required by my professors. I think if a teacher requires the latest edition of a text, the library ought to make a point to have that edition in its reserves.

- 217 I need the library to be open nights and weekends.
- 218 I really love being in the Library so I wouldn't change anything.
- 219 I think at the tech. mall people should be asked to leave the computer if they are not using the computer for school work such as for being on Facebook. It would also be nice if they had better wireless connection. I do like that there are computers in the library specifically for printing and looking up books.
- 220 I think everything works fine
- 221 I think it's good idea to open weekend,too. When we make study group, it's very convenient to go college library.
- 222 I think it is all well. Some need some soundproof study hall.
- 223 I think it is one of the best libraries I have been to. Keep up the good work.
- 224 I think it would be incredibly helpful if the library added a printing station/computer that is to be used ONLY for printing something quickly. While oftentimes students still need to work on their assignments, there are instances where I've found myself needing to simply print something off a flashdrive, and all of the computers in the library are taken by people who are still going to need their computers for a while. If there was a computer with a 3-5 minute time limit, for the sole purpose of quickly printing something, I think it'd be great!
- 225 I think it would be nice to have more computers everytime I go to the Library to do my online class all computers are in use.
- 226 i think it would help a lot if there were more areas just dedicated to study space in the library, it seems like every time i go in all the spaces are taken
- 227 I think it would help to have a larger study space on the ground floor of the library.
- 228 I think its fine where its at
- 229 I think more computers would b helpful and better wireless access because sometimes it can b really slow and that takes time away from our study time. I also would prefer in printing out papers to cost less or not cost all. Overall everything is good:)
- 230 I think more private cubicles to study, because whenever I go it a race to find one before someone else. Also, the copy machines are always being used when I go and some people are there copying about 20 pages maybe if one was dedicated to only being used for people who need to copy a single sheet.
- 231 I think no need for more services over your work because you are doing the best.
- 232 I think that every thing is good . Only about the text books that requierd for ESL are not avilable
- 233 I think that group study rooms could be utilized more effectively if students were allowed to recheck out rooms once they reached their 2 hour limit if no other groups were looking for study rooms. This way the rooms are getting more use and students don't have to shuffle from one floor to the next or from the 2nd floor of the library to the 2nd floor of the tech mall. Having to move is a waste of resources and my time.
- 234 I think the hours of operation should be changed. It would be helpful if the library was open later til like say 10:00pm. Most students have jobs as well as their classes and I'm sure it would be helpful if the library was open later. Also if it were open on Saturdays would be nice too.
- 235 I think the librar doing will.
- 236 I think the library needs more hours. We are college students with varying schedules, and I think we would benefit more if the library was open later during the week and if it was open on the weekends as well (at least on Saturday).
- 237 I think we need access to more computers in the library. And only allow people a certain time limit to using the computers because most people do not have access to computers at home and their only way to use one is at school

- 238 I think you are doing a good job.
- 239 I think you do a good job to begin with, no help needed in my opinion.
- 240 I think you guys should add more computers because every semester the number of students attending grossmont are increasing. From my own experience i have to wait for other students to finish using the computer sometimes i have to wait more than 20 mins which is fine with me but what about those who are in a rush. Just expressing my opinion.
- 241 i think you guys should put more sitting space and desks for students to study i also think is a little to noisy when it getts to stuying...
- 242 I think ythe library is great, but it needed more computers.
- 243 I unfortunately haven't had the opportunity to use the Library to my advantage while being enrolled at Grossmont. I plan to use it more with future semesters to come. Sorry I could'nt be more help.
- 244 I usually make study group for our exam. Last time,we went to the SDSU to study sicne it was Saturday.I think it might be a good idea to open liblary weekend.
- 245 I went to a one hour instruction on how to use the library, it was the best workshop ever, now I know how to do research,request for books from another college, how to access the research files for information, etc the school should make it mandatory one hour class or workshop, this hour of instructions on how to use the library have saving me so much time, thank you so much.
- 246 I wish it opened a little earlier, like around 7:30. I have early morning classes so access to the library around that time would be wonderful.
- 247 I wish the library was open on Saturdays to do homework. It seems to crowded during midday. I think the people who arent studying, or doing research (stuff related to school work shouldn't be able to use the computers. I see people all the time playing on the computers)I have a hard time sometimes getting on a computer to do my school work.
- 248 I wish the quietness was better maintained on the second floor of the library. During the day hours it's often hard to study from all the conversations going on. A month ago two of the library workers dusting stood on opposite sides of a book shelf and talked absurdly loud for over 45 minutes. They didn't move from the one end of the book shelf the whole time they were up there, when they finally finished talking they returned back to the first floor. They never cleaned a book beyond the one side of the single shelf. One was mid 30's looking, the other young 20's and they were speaking a middle eastern language.The study rooms are also usually pretty warm.
- 249 I wish you had more full text periodicals available online
- 250 I wish you have a quiet study room. Even the group study rooms are very noisy. I an still hear them talking or yelling while I am sitting outside on a desk. Cuyamaca College library has a quiet room, so I have to drive all the way there to study.
- 251 I would add flyers around the library for all students to see about the school library and have a look around it
- 252 I would appreciate if the 2 hour time limit was extended for the study rooms, since 2 hours is not enough time. Thank you for your consideration to this important matter.
- 253 I would like see the library open later, perhaps 10 pm. And if possible, open 1/2 to 1 hour earlier.
- 254 I would like the hours to the library to extend past 9pm on weekdays and maybe half days during weekends. I'm a full time student and have a job but still need access to all the library services past the designated hours. More occasions on the weekends.
- 255 I would like to be able to stay in the study rooms for longer than the limited 2 hour period.
- 256 I would like to have more study space where there's not a lot of accumulated whispering (it gets loud).
- 257 I would like to see more books in general, particularly literary classics and newer books. Many of the titles are from the 70's and 80's.
- 258 I would like to see the library open at 7:30am like the bookstore. I am on campus early 4 days a week and being able to get in earlier would be great.me

- 259 I wouldn't suggest anything but more computers.
- 260 If a class in the math lab starts at 8:00am, please allow students to enter the library a minute or two before to get them to their class on time. Circulation staff needs to be friendlier. Librarian, tech mall staff, and the nice old man who helps out in the library are excellent. One of the staff members in the circulation desk is very rude.
- 261 if grossmont library had longer hours it would be alot better. students need a 24 hr place to study. and not a cafe type place. like the universiies do.
- 262 If its possible, extend the hours. If not I understand
- 263 If possible a larger study area would be nice. It seems during peak hours the library gets full.
- 264 IF YOU GUYS WOULD DO YOUR DAMN JOBS AND TELL THE CHATTY CATHYS TO SHUT THE EFF UP WOULD BE VERY NICE....OTHERWISE THE STAFF IS GREAT. :)....8 OUT OF 10 TIMES I GO TO STUDY THERE ARE PEOPLE TALKING...Y DONT U SUGGEST TO THEM TO USE THE STUDY ROOMS.
- 265 Im not really sure. I havent utilized the library this semester .
- 266 im not sure
- 267 Improve evening hours.
- 268 Improve the hours of the library allowing more people to to use the facility..
- 269 improve the wireless service.
- 270 Improvements of any kind are always good. Nothing specific.
- 271 In my opinion everything is OK.
- 272 Include more money in their budget allowing the library to continue functioning properly.
- 273 Increase study area and computer access.
- 274 Increase the hours of operation on weekends!
- 275 Increase the log in speed of the computers; it's really inconvenient to sit and wait for ten minutes at times. There should be a check-in list for students who wish to use the computers academically so that the aids on the floor can peruse the machines to see which students are not using them for academic reasons. It's fine to use the machines for things other than schooling, but not while students in need of a machine for academics are forced to wander around looking for a machine. It's bullshit quite frankly and is not at all fair. Other than the computer issue, everything is alright for where it's going. Except maybe the bathrooms should be maintenanced a bit more heavily; at times they down right dirty.
- 276 increase the number of computersprevent students from playing gamesprovide computers with head microphones to be able to listen to lectures
- 277 install a coffee shop and a fireplace in the library.
- 278 install a fireplace and coffee bar
- 279 It's a nice library. I just wish it was open on Saturdays.
- 280 it's fine
- 281 it's really good
- 282 it is good
- 283 It is good but I wish it would open earlier.
- 284 It is good library.
- 285 It is ok,i do not have very much experience about so i can not much also.
- 286 it is very nice and it help students too much
- 287 it is very useful to use in my study
- 288 It needs to be larger, have more computers and better selection of Textbooks on reserve.Almost none of the text books are current. : ( The staff is incredibly nice and helpful though.
- 289 It s very good

- 290 It would be great if Grossmont had extra hours that it operates during finals. I just wish it would stay open later. Also that you were able to check out a study room longer or maybe again in the same day.
- 291 It would be helpful if there was more space and more textbooks on reserve. Even online textbooks on reserve would be tremendously helpful!
- 292 It would be nice if students were allowed to check out library books from upstairs instead of going downstairs to check them out. Two semesters ago I had to check out nine library books for a research paper. I had to carry all of them downstairs in order to check them out. This was safety hazard because I had to make sure I did not fall while going down the steps. I could have divided the stack in half but that would have been too much of a hassle. It would have been easier if I could have checked them all out upstairs.
- 293 It would be nice if the library could be open as late as the Tech Mall from 8-9pm. I have seen people walk in and just sit in front of a computer in the mall once the library closes @ 8pm. I have also done it myself just for an extra hour of study time.
- 294 It would be nice if the library opened a bit earlier. i have found myself needing some place to study at 7am and would really like to be able to study in the library.
- 295 It would be nice if there were a few more computers to do homework. Whenever I would come in to work on the computer, it would be back with students using them.
- 296 It would be nice if you were open at least one day on the weekend.
- 297 It would be nice to have the library open longer on Saturday and some on Sunday, but maybe not many people would use it. The main problem that I have had with the library is the inane policy regarding the study rooms. I don't understand why they can't have more flexible policies. It really doesn't make sense to force students who are studying to vacate a room after the set time IF THERE IS NO ONE ELSE WAITING FOR A ROOM! And the librarians won't let you check out another room, or let your study partner check one out, even if NO ONE IS WAITING AND THERE ARE NUMEROUS EMPTY ROOMS! Not to mention a few of them are extremely rude about it. So basically, a giant chunk of available study space is being wasted! Why would the library enforce a policy that DISCOURAGES students from studying together? Students then study in groups OUTSIDE the rooms and disturb people who want to study quietly, probably because they don't want to deal with this policy. You could even let single students use the rooms, especially if they have disabilities that make it difficult to concentrate with ambient noise.
- 298 It would be really helpful if people would respect the rules on the second floor in order to make it a quiet, study zone.
- 299 It would help if the library could open early before classes began; so that, if we need to print a paper we would have that ability before 8:00 AM.
- 300 It would nice if there was a study room that could be used by one person alone, or have a designated quiet study area somewhere in the library. This is important to those of us who require complete silence to study. I generally have to go to the library at SDSU to get this.
- 301 its fine
- 302 Just keep doing a good job of helping everybody.
- 303 Just please have staff walk through library to deal with the students who are talking and annoying those of us trying to study. It just takes a walk--perhaps one time per hour, please.
- 304 Keep it open during late classes!!!!!! Thank you for being a great library!
- 305 Keeping other students a bit more quite. It is not a hang out and be loud area
- 306 Kick people out who don't know enough to turn off their cell phones when in the study areas. Have the staff suggest a study room or address students who don't get how disruptive they're being by chatting loudly in the study areas.
- 307 Larger library with more resources.
- 308 LARGER MORE UP TO DATE RESERVE TEXTBOOK SECTION
- 309 less talking when people come in and get more computers

- 310 Let people check out DVDs that they can take outside of the library to watch!
- 311 let the students know what kind of resource this is as it pertains to their class.
- 312 Library hours need improvement. I thought college was a place to learn. I'm well aware of the budget cuts, but library hours should be longer on weeknights (10:00 pm) and at least open one day during the weekend.
- 313 Library needs to open earlier for those who have class before 8:00 a.m. Also, students should be able to access extra copies of reserved books from the library for more than 3 days.
- 314 library open time keep longer!!
- 315 limit amount of students watching youtube and browsing facebook, especially during peak study hours. strengthen and speed up wifi. include more study tables
- 316 Logging onto the school network on tech mall computers takes an inordinate amount of time. Many people are there checking Facebook and Twitter. For those of us who cannot afford to have a printer at home and have very little time to spare would appreciate it if there were a separate server for those using the tech mall for leisure.
- 317 Longer and earlier hours for ample study time before and after class and better internet connection (VERY slow just to long-in), and more techs that can speak English, know how to use ALL the Microsoft programs, and know how to navigate through the Grossmont College Website.
- 318 Longer Fridays hours would be nice.
- 319 Longer hours and more computers would help.
- 320 LONGER HOURS FOR LIBRARY
- 321 Longer hours.Thanks for everything (excellent service with a smile :))
- 322 Make it bigger with a wider selection of books.
- 323 Make it large like the library at SDSU.
- 324 Make it more quiet, sometimes it is noisy.
- 325 make more room for students to study if possible
- 326 make more seating available
- 327 Make more space for students to study, there needs to be more tables and chairs and space.
- 328 MAKE PEOPLE SHUT UP. THE ONLY FACTOR THAT MAKES THIS A LIBRARY IS THE FACT THAT THERE ARE BOOKS IN HERE. STUDENTS AND STAFF BOTH TALK IN THE LIBRARY WHEN PEOPLE ARE TRYING TO FUCKIN STUDY.  
thank you
- 329 Make the library hours longer into the night
- 330 Make the library staff be more helpful.
- 331 Map of where everything is. Also a log or list of tutoring sessions or events inside the library.
- 332 maybe a few more trash bins. if the ones that don't get filled at all move to other locations. better seats than the wooden ones. they tend to make my wallet area hurt when i have it on.
- 333 Monitor the noise level
- 334 Monitor student activity on computer. If there are no computers available for students, those who are logged into Facebook should be asked to log off, so other students may use the computers aswell. Maybe a time limit when the Tech Mall is packed or if every computer is being used.
- 335 More areas to study for yourself that have no interruptions and that are really quiet.
- 336 More areas/tables to study.
- 337 More availability on study rooms.
- 338 More available computers. Staff needs improvement on friendliness. Staff also needs to know how to actually use equipment. For example, I asked three different workers to help me with the scanner and not one knew how.
- 339 more books and easier access to study rooms

- 340 more chairs for everyone to have a seat would be nice
- 341 More chairs to sit on for people who need to study.
- 342 more comfortable chairs at the desks up stairs would be awesome! :)
- 343 More computer's and monitoring peoples screens , so that they are not on facebook and other could use that computer instead.
- 344 more computer for studentswriting center is doing so slowly, need to improve better. I have to wait 2 hours to be called in writing center every time I come to this service.
- 345 More computer for us to use.
- 346 More computer modules. These spaces are always in use during high demand times, and there is often wait time until one of the computers becomes available---the module construction is great for privacy, sound muting, and working space using the computer. The tech mall spaces are too crowded and too open for effective focused study or research.
- 347 more computers
- 348 More computers
- 349 More Computers
- 350 More computers and your staff where you have the majority of your computers are not friendly or helpful to your American students. I have been there seeking help with my computer and/or printers and they act so indifferent and that I am bothering them with my frivolous questions. Not good!!
- 351 More computers in the Library area
- 352 More computers inside the library. More book selections.
- 353 more computers or a time limit for the computers. usually when i want to use a computer really quickly just to print something or to look something up real quick i don't want to have to go to the tech mall to sign in so i go to the library but there are always people on them either doing what they are supposed to b doing or social networking.
- 354 More computers or be more strict on what people are using them for. I am using the computers for my homework only not to dabble on the internet and it frustrates me when people are watching youtube or on facebook and I can not get on a computer.
- 355 More computers that have access to the systems we uses in classes such as Medisoft. We need more book loaners that hold longer hours of possession.
- 356 More computers would be nice :)
- 357 More computers, more reservation hours for the study rooms, better hot spot connection and internet, and more books to check out.
- 358 more computers, more textbooks, more desks and chairs, and broaden the entire room
- 359 more confortabl
- 360 more couches and computers would be appreciated
- 361 More ebooks would be awesome. I love everything else about the Grossmont library. I go there often to do my homework because I need their computers, reserve books or study space. I borrow headphones often too. I love that I can access Proquest & such from my home comp (there are errors logging in to these sometimes though).
- 362 More English tutors please
- 363 more handicap accessibility
- 364 More hours of operation. But I know that means we need more staff and in turn that means more money, which budget cuts have taken away. Big downward spiral...
- 365 More Hours!
- 366 More individual desks
- 367 More individual tables and chairs. I really like having an individual space so I can really concentrate on my



- studying. :)
- 368 More places to study, and to have all books available to students to check out when needed.
- 369 more private place and text book
- 370 more private study... more computers..
- 371 More reference books available longer hours on Fridays, maybe beopen on a Saturday once a month.
- 372 More room for sitting/studying
- 373 More seating during the colder seasons.
- 374 More seats for students would be great. Sometimes people have to wait until a spot opens to sit down and study.
- 375 more space
- 376 more space for studyin' and more computers
- 377 More space to study and more computers.
- 378 More study area by the windows. More online fulltext journals
- 379 More study rooms.
- 380 more study space and computer openness. and i have had experience with some of the student workers and half of them are very nice and helpful and the other half are rude and just talking to each other or on there phone when they should be helping the students who needs there help
- 381 More study space and drinks allowed in the library
- 382 more study space I need
- 383 More study space, a place to study hard while having a coffee. There are no cool places to really study
- 384 More time to borrow books w little costs
- 385 More up to date books is helpful.
- 386 more various choices for reserved book for different courses
- 387 Most classes start at 8 am and there have been several time I have had an emergency to print, copy or use the computer real quick but the library and tech lab do not open until 8. It would be great if you can open it at 7:30 am. Just long enough to run in and do a task quickly.
- 388 Most tech mall workers act like soldiers, most always patrol and are not nice. The library people are great! I've had good, lovely conversations and connections with them. But those dang tech mall peps, wooo...they are too into their job. Maybe there bosses are angry people.
- 389 Mostly I'm very happy as it is. Keeping the astmospher more calm,inviting.
- 390 My only request would be that there could be a computer set aside just for printing out paper. I have lost track of how many times I have stood on either level of the library waiting to print my essay, while other students are using the computers to access facebook or ebay. Maybe a time limit per computer could be set? Anything that could make the printing process faster. Thanks for your understanding.
- 391 n/a
- 392 N/a
- 393 N/A
- 394 naked women
- 395 Naked women on poles
- 396 Nan thanks
- 397 Need more computers
- 398 Need more computers.
- 399 Need more laptops.
- 400 need more text books

- 401 Need more: chairs / spaces to study in; electrical plug-ins for our personal electronics (notebooks, tablets, etc); more ebook and emagazines that are focused to nursing, cardiovascular, and other tracks; outdoor seating areas where you could study, use the library wi-fi, and snack and drink; promote what resources are available for student use (scanner, copiers, etc. Open part of or entire library at 06:00 or 07:00 to study before class. Send text messages to cell phone a day or 3 before material is due. -- Thanks. Look forward to changes!!!
- 402 need special section with computers for actual study time. the library has a hangout vibe.
- 403 Needs more room for tables and armchairs in the area next to the periodicals' shelves!
- 404 Never used it. Don't even know where on campus it is
- 405 Nice
- 406 no comment
- 407 No comment
- 408 NO COMMENTS
- 409 No obvious improvements come to mind. I mostly use the magazine section of the library, and find it to have a good selection and fair lounge atmosphere.
- 410 no suggestion
- 411 none
- 412 None whatsoever at this time
- 413 not many computer availability around mid noon, should install the system to use printer wirelessly
- 414 not sure if free wifi is available but that would be a plus.
- 415 Not sure, never been.
- 416 noth8g
- 417 nothing
- 418 Nothing
- 419 NOTHING
- 420 nothing every think is good
- 421 Nothing library very accessible
- 422 Nothing much like it really much overall.but maybe a little more help when looking for book.went in for a book and staff couldnt find it so they just said to come back everyday didn't give me a date when book would be in nore if when it will be returnd.no big deal but hoped a better answer from the students working there.
- 423 nothing that I'm aware of right now
- 424 nothing to improve
- 425 nothing to improve.
- 426 Nothing.
- 427 Offer an introductory course on library resources and tour. Offer an on-version that includes how to use the library's on-line resources.The library should be open daily including holidays that occur during regular sessions. For example the library should be open on Labor Day (fall semester) but not Christmas which falls between semesters.
- 428 On the Inter library Loan service apparently Cuyamaca was the default college that any book requested is sent to. I don't believe I saw a box to select which college I go to I believe that should be implemented should be a relatively easy java script code and easy way to make lives easier. If there is one and I just didn't see it disregard my request. Either way great job on everything else !
- 429 One of my classmates was commenting on how she was unable to use the computers to do her homework because they were all being used by people who were on facebook. I think this is unfair since it is not an academic site and should not be allowed while other students who need access to the computers for academic purposes are waiting.

- 430 Open a little earlier than 8:00 AM, in case I need to print a paper for my first or second class.
- 431 Open at 0700 AM. Keep ebooks on data base. Why are they being removed in the first place?
- 432 Open at an earlier time and close at a later time.
- 433 Open before students start their classes (i.e. 7:00am) and remain open all day Friday as well as partial or full hours for Saturday and Sunday. There are many opportunities I've missed because the library operation hours are sub-par.
- 434 open earlier in the morning have more magazines and check out period is too short
- 435 Open earlier, i have early morning classes and would like to go in before my classes.
- 436 Open on Fridays.
- 437 Open on Saturdays.
- 438 Open on the weekends would be a big plus.
- 439 Open on weekend
- 440 Open on weekends.
- 441 Optimize use of floor space in order to be able to add computers, and add those computers.
- 442 Other than perhaps longer hours--which I know is pretty much impossible because of the fiscal situation, I can't think of anything!
- 443 Overall everything is good except at times students get to loud or there are no open computers.
- 444 Overall the Library has outstanding resources, but sometimes it is really hard to get a computer, due to the overcrowding in the Tech Mall.
- 445 PARING IS THE BIG PROBLEM
- 446 Perhaps have more computers.
- 447 Perhaps have some teachers in classes that may require library use to mention or suggest it (English and writing classes, mythology, art history, speech classes etc.) and the wonderful resources it provides since not many students I am acquainted with know a lot about the Grossmont Library unless they have worked there.
- 448 Please assign someone to help the new students on how to use the photocopy machines. The library is well furnished and the setting is quiet and calm. Such atmosphere is conducive to learning and makes the students feel at ease and comfortable. I congratulate Grossmonet College on having such a wonderful library. Last but not least, I encourage the library staff to continue the good work they are doing and I wish them continuous progress and may God guide their steps.Mohamed Dad
- 449 Please be open on the weekend. Even if for just a few hours...
- 450 Please have staff be consistent with cut off point for tardiness. On some occasions, I have been given the late fee for something that was 15 minutes late and others I have been given the late fee at 5 minutes when on previous occasions I was not given the fee. While I understand timeliness is essential, the punishment needs to be universal for the tardiness between employees. If it is 5 minutes is the cut off then I understand but then all employees must make the cut-off 5 minutes.
- 451 Please keep library open until 9pm on weekday nights!
- 452 Please open until mid night( or late night). We need a place to study. I used to go to san diego state library but it is no more available for non SDSS students. So please let us study in our beautiful library. PLease it has been a serious issue for a lot of students. A place to study. Please
- 453 Please please PLEASE don't post info only on places like facebook and twitter - I only access the internet at work and ALL social media sites are blocked by my employer's network, so even if the information is generally viewable by people like me who do not use these websites, I still won't be able to see it.It's been a while since I've been in the library, but it was perfectly nice and pleasant and suited its purpose.
- 454 Please try to do a better job of keeping the library quiet for students who come to study and not for students who come to hang out with their friends and talk loudly. This happens very frequently.
- 455 Please turn the heat down - it's always too warm in there, even when I'm wearing shorts, and a sleeveless shirt

- And, please clean the bathrooms - they are always dirty. I think a 15-minute computer station would be a good idea, too: Most students are just using the computers for playing games or watching cartoons. :(
- 456 Please, improve the wireless internet.
- 457 Post signs that clarify the organization of print materials upstairs. Post a guide to the Library of Congress organizational structure. Post charts that show what Library of Congress code corresponds to what topic. It is much easier to locate print materials in the Cuyamaca library than it is at Grossmont. It is also easier to locate items in the public libraries. What those libraries have in common is that they post organizational charts that make it clear how the print materials are organized. Unless I'm missing something, Grossmont's library doesn't provide this. It would also be helpful if more print materials were available. Certain items, such as play manuscripts, are helpful to have in printed form. Not all students can afford to buy a tablet for reading electronic materials. The rest of us need to have print materials available. And it would be great if the print materials offered could be a lot more up-to-date.
- 458 Provide an area where beverages can be consumed.
- 459 Provide expensive textbook for courses taken at Grossmont on Reserve. I think some authors don't allow this but that is ridiculous especially when a book costs \$100+. I would like to see later hours at the library but I understand cost cutbacks in CA.
- 460 Provide more bot text books Hire staffs that speak good English
- 461 Provide more comfortable chairs. Not more-comfortable chairs . I like the ones you have, but there are not enough of them.
- 462 Provide more computers on the library side, and definitely more study cubicles. Otherwise, everything else is great.
- 463 Provide up to date copies of reserved textbooks for classes. Have more librarians/helpers ensure that the people in the study rooms aren't being too loud for those near them studying. Get people who aren't using the computers for school purposes to go to the tech mall and let students who are trying to get access to one use them.
- 464 Put in more computers
- 465 Put more textbooks for reserve please
- 466 reduce the noise in library.
- 467 Reopen the study room that you closed down for independent study, it's hard to get any study rooms any more. The main librarian with the blonde hair could be more customer service oriented, have less of a better-than-though attitude, become more helpful and more sensitive to students needs. Be open longer on Fridays or be open on the weekends for students who need to study.
- 468 Required another hall using for students to be enough .
- 469 Seems to be just fine.
- 470 Send out some kind of email, pamphlet, etc. to inform students of all the opportunities and services that the library and tech mall offer. Also, perhaps offer a session in which library staff does a walk through of the library and talks about/demonstrates their services for students.
- 471 so far everything meets my needs at a students so i cant think of one now.
- 472 so far is good
- 473 So far, So good.
- 474 Some of the study rooms have odor downstairs.
- 475 Some students really get out of hand. It'd be nicer if they were kicked out and for computer availability, it'd be nice to have people who need to print, print while having facebook and other websites at a lower priority.
- 476 Someone should police the library for the noise level in the library. I have found it very difficult to study and do required reading with people talking on their cell phones. There is no tutoring offered for Microeconomics. I have been struggling in this class and there has been no help or assistance in providing struggling students in

- this subject.
- 477 Sometimes it is disruptive when students have the volume of their headsets turned up. I think it would be good for the library staff to ask those students to turn the volumes down on their headsets when they do their floor walks. This would assist with keeping the library a quiet environment for those who are reading and studying, and would relieve the surrounding students from having to approach the headset listening student themselves.
- 478 Sometimes it seems that the reference librarian is not inclined to get up from the desk to help if you have a question.
- 479 Sometimes several computers are marked as not working at the same time for a couple of days, so maybe try to fix computer problems quicker so more can be open to more students.
- 480 sometimes the people working there are bitchy. It is perfectly possible to say no with a smile instead of an attitude.
- 481 Sometimes the tech mall computers take forever to load up! I would like to see full hours on Fridays, that is the day a lot of students are not in classes already and is the only time they have free to go in.
- 482 Sometimes, people laugh or talk too loud when I am doing my homework. Or some put their music and it is really annoying. People should tell them to be quiet. Some people use computers to go on Facebook when other students need a computer to study, so people should tell them not to use Facebook when students are waiting for computers.
- 483 Sorry, as a part time student I haven't had any reason to use the library's services.
- 484 Sorry, I have no more to suggest to improve our Library, only I feel there are missings in German Language sources to help students to improve their studies in this particular field (Books /w CDs & DVDs).
- 485 Spruce it a little, seems kind of drab. Maybe add some comfy couches, too. Otherwise, great place to study and get access to many resources.
- 486 Stay open longer on Friday & have the staff be more helpful in answering questions & not be so condescending. I am a reentry student that has been out for 17 years, and as a result, am unfamiliar with current technology in use in libraries.
- 487 Students should not be talking on their phones
- 488 Study room availability would be helpful.
- 489 Study room rules should improve, if there are multiple open rooms then students should be allowed to stay and study in a group. Current rules force students to move to another part of library to continue study group instead of staying in the same place.
- 490 study space and computers
- 491 Study space is needed, and comfy chairs with tables attached would help!
- 492 sucking my dick
- 493 Technology has pretty much made the library almost obsolete
- 494 thank you, we need more computers in the library .
- 495 That will be a very good idea to extend the library's hours on Friday to be until 6:00 pm.
- 496 The chairs in the Library (the second floor) I feel are dangerous. Many students have told me when using the chair they feel as if when they lean they're about to fall. Plus they are are and uncomfortable.
- 497 The front bathrooms are pretty gross. I've heard on more than one occasion from fellow students the conditions of the Library bathrooms is poor. I don't feel comfortable in the library bathrooms. I believe they were poorly planned and do not allow good flow of people, plus they seem to be in a dirty messy state every time I have entered them.
- 498 The Grossmont College Library is excellent the way it is.
- 499 The hours for the Grossmont College Library can be extended, so students taking night classes or who are working during the day can visit the library in the evening to do research.
- 500 The hours.

- 501 The library's M-Th hours are difficult for working students. Saturday hours, even for half a day, would provide students that work during the week with the opportunity to access library services. It is unfair for working students to be paying the same tuition that nonworking students pay, particularly those of us that pay out of pocket, and not being able to access the same services.
- 502 The library can use more places to sit and study as well as more computers for research uses.
- 503 The library has limited seating during busy hours and longer hours so I could study after work.
- 504 the library is an amazing place, have more fliers around and provide audio tours for students who need help or wan to know more
- 505 The library is fine it's the tech mall that sucks. I go to do homework others hog the computers with Facebook twitter you tube and other stuff that you can do at home. I have missed a few assignments due to lack of being able to use the computers due to the workers not monitoring what people are doing on the computer. It says on a thing you have to click that the computers are. For educational stuff not for social media FarmVille and Facebook.
- 506 the library is not very quiet. Groups sit at tables and chat,this is not condusive to studying.
- 507 The library is too loud, and I should not have to reserve a study/quiet room to study in some modicum of silence.
- 508 The library is too noisy, dirty and not well maintained. I usually go to the public or county libraries to study.
- 509 The library is very important and if we ever lost the ability to have a home that house books and hands on research material would be sad.
- 510 The library needs to be quieter.
- 511 The no talking policy really needs to be inforced. I have had to leave the library because it was too noisy to study. I pay good money to go to school here and people talking loud in foriegn languages is totally rude. People that have on head phones while at a computer terminal, and singing out loud is also annoying.
- 512 The only problem I have with the library is the group study rooms. Some friends and I were using one of the study rooms on the second floor of the library to prepare for a test we were taking that afternoon. When our time was up we went to see if we could either extend the amount of time we had the room or get another room. There were a couple of other rooms available and no one was waiting for any of the rooms but we were told we had to leave. I think that is ridiculous, the rooms are there for students to use, if no one else needs one and there are other rooms open, shouldn't we be allowed to continue studying? Overall I have enjoyed the use of the study rooms but that situation has left me somewhat upset.
- 513 The only realistic change,(not doubling books or anything like that), would be to make the library a more quiet atmosphere like the tech mall.
- 514 The only thing I would like is longer hours on Fridays. I know there have been a couple of times I wanted to study with some friends at school but the library was closed at 3 after our club meeting.
- 515 The only thing I would like to see is the change in study group area. We should have more rooms available and more extension on the time it can be used.
- 516 The people that work their are a little snappy and have an attitude sometimes
- 517 the place should me more quiete
- 518 The search box above all the databases does a lousy job searching. I needed to find articles for my nursing class and it was next to impossible. All the articles I found needed to be requested and then I am supposed to pay for them? There was no information about where I get them, how long it takes, or anything. All i know is I needed articles are there were not 5 full text articles on my topic of newborn intubation with the drugs I was to research. And the search box at the top of the database page was useless. I had to search individual databases which was a hassle.
- 519 the services are exllante
- 520 The staff really needs to know what they are doing. They just seem closed off and not looking out for the students coming in. I went inside to ask about a textbook and was blown off. The whole library seems to be

- disorganized which drives me nuts. How can you study like that?
- 521 The Study rooms need to be sound dampening. Staff needs to make sure that the students upstairs are kept quiet.
- 522 The study rooms smell like locker rooms. The odor is a distraction when trying to organize and work with a group.
- 523 The textbooks on reserve should be the correct edition.
- 524 The tutor lady upstairs is RUDE!!!!!!! I have had to deal with her three times and she is the worst!!! She acts like she hates her job, she doesn't want to help students, and put out if you ask to make an appointment for a tutor. She has glasses and long hair. Everyone else up there is great. She sucks.
- 525 The tutoring office staff are almost useless! They are not flexible and the rules for booking time are unreasonable. It is unrealistic to book exactly one week out from the day you need. People who answer the phone rarely know what they are doing....assistants are untrained.
- 526 the wireless / wifi around campus is kinda poor
- 527 The wireless internet at times refuses to work, although that may be a problem with my computer. I would be interested to hear what other laptop users have said. More power outlets for those laptops near tables would be nice.
- 528 the wireless internet connection is sort of on the slow side. it sometimes hinders my ability to do work. it often gives me trouble when it keeps asking me to enter my login info repeatedly, that feature is very disruptive.
- 529 The wireless internet does not have a strong connection often. More reserve books for every class would be nice although, I'm sure it's expensive.
- 530 the wireless internet loses signal towards the edges of the building, but it's not too big of a deal.
- 531 The wireless services block specific ports that I use all the time at home. The wireless networks can also be very touchy to connect to.
- 532 there could be more computers or more study space. but i appreciate the fact that it's completely free and is a nice/quiet environment for me to use. so i don't really expect much more, i think it's a pretty good library.
- 533 there is not sufficient recourse on the database
- 534 There is nothing that I can think of that will improve the library, everything is pretty well.
- 535 There is one particular man who works in the library who makes the atmosphere poor. I often see him in the computer section screaming at people to be quiet. He makes more noise than anyone else there. I am not an 18 year old kid who needs to be scolded and often these kids do not need to either. He is an embarrassment to the college. I have seen him make big scenes and honestly it makes me want to not use the library at all. Most of the students in that area are surfing the web or playing on FB anyway, there is no need for the rudeness. The math study center is AWESOME.
- 536 There needs to be more computers available and perhaps a time limit on them... Maybe 30mins max per use. Also restricting the computers from being used for facebook, myspace, twitter etc... The computers should be used for studious things; everybody has those social sites on their phones now anyway...
- 537 There never seems to be enough computer spaces to work at. Some required books for classes not available on reserve.
- 538 There should be more cubicle study spaces that are silent study. Also some of the study areas allow food and drink because they could be used as long-term study areas. The walk-through Tech Mall, Library combo is very distracting to people studying because a lot of people socialize in this space. Another area/building should be dedicated to quiet cubicle studying.
- 539 There should be places that are dedicated to students with their own laptops, including being able to charge them. Moreover, the library should have much longer hours in the evening.
- 540 There was an incident where i used a reserved book in the library and i accidentally left the library building with it for no more than 5min and I walked back in the library to return it and I was not treated respectfully. One of the librarians that are there after 4pm reacted in an extremely rude manner and accused me of robbing the

book. If it wasn't for my classmates that were there and knew that I had intention of taking that book, I would have been accused unfairly. So I want to ask to whom ever that librarian or staff (brunette, not american, female, glasses) that was there to let her know that they should ease their temper, they are not the only ones with a long tiresome day.

- 541 Theres not much you can do. Its a little small for the amount of people who go to grossmont. A lot of people, myself included, use it as a study place. So it would be nice if it was just a little bigger, because its kind of crowded right now.
- 542 This semester every time I have tried to use the reserved textbook for my class I have not been able to because there is only one copy. Maybe getting two of the popular textbooks would be helpful. The book I can never get is the one for communication 123.
- 543 Time the use of computers for students. They should be using them for studies not for facebook.
- 544 to have more book for ESL and BOT that can take home
- 545 Too many people use the computers to go on Facebook while I am waiting to use one for school work.
- 546 too small
- 547 Try to have on hand all textbooks required for all classes taught at Grossmont College for student usage.
- 548 Turn off the sound of checking in or out the books by a librarian. And why library stuff always walks by the entrance with books, so computer voice always yells to come back to the library with the book? It is loud and annoying
- 549 U understand budget cuts but the library needs to stay open later and a few hours on saturday. As a 40 hour employee my only option is night classes and online classes. Sometimes I wish I can study after class or even get some studying donevob Saturday morning without the hustle and bustle of Mon- Fri work life schedule.
- 550 Unsure at this time.
- 551 Uoload more information throw on line
- 552 update every resources,extend the time allowing more time for students to study.
- 553 We need more study tables and better seat quality. Staff should also be more strict regarding the silence policy of the library. Students seem to get away with being loud too often.
- 554 Weekend hours
- 555 Well the buildings thta you guys are doing you guys need to keep it up on that up and better classs
- 556 What you have to improve is on Library time they should one 7:40 am. Many students need print paper really because their classes.
- 557 When a computer is down, It seems like it takes a while before it's up again, but I usually find on when I need one. Security needs to becove ever tighter so students don't get hacked out of their contact list when using Emails which are integral to communication with instructors, and class members working on projects together. A student should never have to fear effective and speedy communication, it is a skill one needs to develop to succeed in most feilds these days.
- 558 When I study in the library, the chatter from students studying together in the public spaces never fails to annoy me.
- 559 When people are chatting too loudly thet need reminding that the library is a place to study quietly. Also, I think people who use the campus computers to read Emails are likely to be hacked . It happened to me once. The staff at the library is top notch. VERY helpful, courteous and polite.
- 560 when people are too loud, for people to acknowledge people are studying sometimes people are rude and loud.
- 561 When the computers are all taken, kick off the students who are just using them to Facebook.
- 562 When the library is over populated set a time limit for other to used the computers.
- 563 Work same the students schedule
- 564 You are doing a great job as always



- 565 you are doing a wonderful job!
- 566 You can give more information to help students get their needs,Thanks and God bless you.
- 567 You can improve by maybe thinking about opening the library/tech mall at 7:30 to give people a chance toPrint there homework before there 8o clock class. Thank you
- 568 You can open the library up at 7am instead of 9am. There are a lot of students who need to use the library before class at 8am.
- 569 you do good jop with evrey think and every one so i think you do the bestmy be some time the student need more help thats all
- 570 You do well and thank you so much for every thing.
- 571 You don't need to do anything everything's are excellentThank you so much for every one in Library (Tech mall)Your studentMay shaker
- 572 your staff is doing a great job

# Appendix 7

## Faculty Survey



## Grossmont College Library Services Faculty Survey

1. My preferred method for receiving information about Grossmont College Library services and resources is: (check one) \* Response required

- a. Library website or blog
- b. Facebook
- c. Twitter
- d. Campus newspaper or staff newsletter
- e. Library instruction
- f. Professional development week activities
- g. Information disseminated by my Chair or Coordinator
- h. Campus email or other email
- i. Campus Mail
- j. Flyers, brochures or bookmarks
- k. Television monitors in the library
- l. Contact with individual librarians
- m. Library service desks (Reference Desk, Circulation Desk, and /or Media Desk)

2. Which of the following technologies do you use? (check all that apply) \*Response Required

- a. Facebook
- b. Twitter
- c. Blogs
- d. Websites
- e. Texting
- f. QR codes
- g. Instant messaging
- h. Email
- i. YouTube
- j. Mobile Devices (ie. iPad, smart phones)
- k. I'm not inclined to use these types of technology

3. I have encouraged my students to use the Grossmont College Library in the following ways: (check all that apply) \*Response Required

- a. To conduct library research using authoritative information sources
- b. To get help from a Reference Librarian
- c. To study
- d. To use library computers or wireless access for class assignments
- e. To use the Interlibrary Loan service to borrow books from other libraries
- f. To use Reserve Textbooks
- g. I have not encouraged my students to use the library at Grossmont College

3B. What is your main reason for not encouraging your students to use the Grossmont College Library?  
(Check One) \*Response Required

- a. My discipline doesn't require library research at the two-year college level
- b. I don't assign research assignments as part of my curriculum
- c. I'm not familiar with library services and resources
- d. The library doesn't have the resources required for my curriculum
- e. Other, please specify:

4. Please rate the following Grossmont College Library services and resources as to how important they are in supporting your course curriculum: \*Response Required

Very important	Important	Neutral	Unimportant	Very Unimportant	No experience with this service
----------------	-----------	---------	-------------	------------------	---------------------------------

- a. Research assistance from a librarian
- b. Librarian provided instruction for my class
- c. Online library tutorials
- d. Print periodicals and books
- e. Journal databases and ebooks available from off campus
- f. Access to computers
- g. Wireless access
- h. DVDs and other media materials
- i. Streaming video into my classroom
- j. Streaming video available to students via Blackboard
- k. Reserve textbooks or media
- l. eReserves articles or chapters

5. Please rate your personal experience with the following Grossmont College Library services:  
\*Response Required

Excellent	Good	Neutral	Fair	Poor	No experience with this service
-----------	------	---------	------	------	---------------------------------

- a. Book and periodical collections
- b. Reserve textbooks
- c. Reserve media or eReserves
- d. Electronic databases or ebooks
- e. Librarian contact with my department

- f. Staff helpfulness
- g. Overall atmosphere

6. Please let us know what we can do to improve the Grossmont College Library:

7. What discipline do you teach?

ANTH	COUN	HESC	PDEO
AOJ	CSIS	HIST	PDSS
ARBC	CVTE	HUM	PHIL
ART	DANC	IDS	PHOT
ASL	ECON	ITAL	PHYC
ASTR	ED	JAPN	POSC
BIO	ENGL	LIR	PSC
BOT	ES	MATH	PSY
BUS	ESL	MCOM	RELG
CA	FREN	MM	RESP
CCS	FS	MUS	RUSS
CD	GEOG	NURS	SCI
CHEM	GEOL	OCEA	SOC
CHIN	GERM	OT	SPAN
COMM	HED	OTA	THTR

Print and insert Faculty Survey results saved in Dropbox as an Excel file

# Appendix 8

**Sabbaticals, Conference, Workshop and Staff Development Activities**





Name	Activity	Relevance
David Feare	ALA Annual 2012 Conference	
David Feare	Webinar "Perspectives on Academic Patrons: A Closer Look at Takeaways from Library Journal's Academic Patron Profiles."	
Julie Middlemas	Webinar: OCLC Worldshare	
Julie Middlemas	Webinar: Ebsco EDS	
Julie Middlemas	Serials Solutions Summon	
Julie Middlemas	Conference: Fostering Intellectual Discipline. Sponsored by The Center and Foundation for Critical Thinking in Berkeley, CA. July 20-23, 2009.	
Julie Middlemas	Sabbatical: Created Library Marketing Survey	
Patty Morrison	Sabbatical: Copyright for Instructors and Libraries	
Erika Prange	Conferences: Annual SLA conference	
Erika Prange	Class: How to teach an online class	Preparation to teach library instruction classes
Erika Prange	Webinar: Integrating Information literacy in the first year	Preparation to teach linked library instruction classes
Donna Melnychenko	Conference: ALA Annual, 2005 & 2006	
Donna Melnychenko	Webinar: Web 2.0	Assist with enhancing our Web 2.0 services; Facebook, Blog, and Twitter.
Donna Melnychenko	Webinar: Booktalking	
Donna Melnychenko	Webinar: Advanced Internet Searching	Better assist students at the reference desk
Nadra Farina-Hess	GC Offering: Active Shooter Training	Prepare for emergency situations.
Nadra Farina-Hess	eCourse: Planning and Preparing for RDA	Prepare for implementation of new cataloging rules
Nadra Farina-Hess	GC/ Quality Matters Offering: Designing an Online Course	Beneficial for teaching online and for the more immediate need of evaluating online courses.

Nadra Farina-Hess	OCLC Webinar: Collection Analytics: Using Data to Drive Decisions	Making informed decisions
Nadra Farina-Hess	GC Offering: Outlook workshop	Increase efficiency of using the Outlook tool
Nadra Farina-Hess	District Offering: IFAS training	Ability to access IFAS for working on library budget
Nadra Farina-Hess	Workshop: Sirsi Reports	Learn to run queries through the Reports Module of SirsiDynix
Nadra Farina-Hess	Workshop: Rudimentary RDA	Learn the new rules of cataloging
Nadra Farina-Hess	District Offering: Reports Training	Learn how to access the various reports created by Information Systems.
Nadra Farina-Hess	CCL workshop: Embedded Library Instruction	To assist Instruction Librarian in development of innovative library instruction methods
Nadra Farina-Hess	Webinar: Intelcom	Learn about new media resource offerings in the library
Nadra Farina-Hess	Webinar: Introducing Grassroots Library Advocacy	Seeking methods of cost-efficient library promotion.
Nadra Farina-Hess	Webinar: Integrating Information Literacy	To assist Instruction Librarian in the integration of library instruction into college courses.
Nadra Farina-Hess	Class: Developing an Online Course	Enhance online instruction of LIR110
Nadra Farina-Hess	SDICCLRC Annual Spring Workshop	Presented ISOs for Libraries.
Nadra Farina-Hess	OCLC Webinar: WMS catalog	Attended several webinars to investigate the benefits of changing our catalog from SirsiDynix Symphony to OCLC's Worldshare Management System
Nadra Farina-hess	Presentation: Science, Literacy, and Underserved Populations	Support colleague Tate Hurvitz and one book/one campus read of Henrietta Lacks.
Roxane BenVau	ACRL Webinar: How to Improve your Library Instructions: Assessment in	

	5 minutes	
Roxane BenVau	ACRL Webinar: Fair use in your Library after Georgia State	
Roxane BenVau	Community College League Workshop: Best Way to Embed Library Instruction.	
Roxane BenVau	ACRL Webinar: Embedded Librarian196	
Roxane BenVau	CCC Confer Webinar: 3 Things You Might Not Know About YouTube	
Roxane BenVau	Class: Developing an Online Course	Preparation for teaching LIR110 online
Roxane BenVau	ACRL webinar: Creating Effective Library Tutorials	
Kim Cameron		
Karen McCoy		
Theresa Cristobal		
Mary Herman	District Workshop: Difference Between Leadership, Supervision Management”	
Mary Herman	District Workshop: Conducting Effective Meetings	
Mary Herman	District Workshop: Effective eMail	
Mary Herman	District Workshop: Non-Defensive Communications to Reduce Workplace Conflict	
Mary Herman	District Workshop: Excellence in Customer Service	
Mary Herman	District Workshop: Transforming Conflict into Collaboration	
Mary Herman	Innovative Educators Workshop: Identifying and Managing Aggressive Student Behaviors, Attitudes, ad Emotions	
Mary Herman	Grossmont Workshop: Time and Stress Management	

Mary Herman	OCLC Webinar: WorldCat	
Mary Herman	Grossmont Workshop: Active Shooter	
Mary Herman	Skillpath Seminar: The Essentials of Communicating with Diplomacy & Professionalism	
Jun Feare		
Glenda Jiles		

# Appendix 9

## Grossmont WSCH Analysis



Two sets of numbers are presented in this appendix.

The first is WSCH for the course LIR110.

The second set of numbers reflect several items:

- the gate count or how many students pass through the library doors in a given hour,
- the head count or how many students are seated in the library in a given hour
- the Reference Desk question count or how many students used the reference desk in a given hour. This is broken down into 4 categories:
  - traditional reference questions,
  - behind the desk reference questions (the librarian guides the student as they perform their own research),
  - directional questions,
  - and incoming telephone calls.

We feel this second set of numbers is important because it gives needed insight to the usage of the library building by hour which can be used to help with staffing.



Print and Insert all the Excel files in Appendix 9 starting with WSCH and following with Headcounts



# Appendix 10

## Fiscal Data: Outcomes Profile

Insert Appendix 10 Fiscal Data saved in Dropbox as an Excel file.

# Appendix 11

Fiscal Year FTES Analysis by Program Report

Insert Appendix 11 saved in Dropbox as a pdf file.