

PCCD -- College of Alameda Annual Program Update 2011-2012

I. Overview	
Date Submitted:	Oct 7, 2011
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Discipline:	Library Instructional Programs & Services
Campus:	Alameda
Dean:	Dr. Rebecca Kenney, VPI
Department Chair:	David H. Sparks, Head Librarian
Mission Statement: The College of Alameda Library strives to be a learning-centered library for a diverse community by providing physical and online access to quality print, electronic, and multi-media resources, services, and instruction. The library faculty and staff strive to promote academic excellence and student success by emphasizing skills in library research, information literacy, and critical thinking.	As a result of encouraging intellectual curiosity, independent thinking, and lifelong learning the library helps students, faculty, and staff achieve success in their individual educational, occupational, and life goals.

II. Student Data (Library Information Studies)			
Enrollment (LIS85)	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	28	40	55
Sections (master sections)	1. LIS85 – 1 2. LIS500 – 4 (positive attendance)	1	1
Total FTES	1.87	2.67	3.67
Total FTEF	0.15	0.13	0.13
FTES/FTEF	12.1	20.03	27.53
Retention			
Enrolled	28	40	N/A
Retained	24	27	N/A
% Retained	86%	68%	N/A
Success			
Total Graded	24	27	N/A
Success	15	20	N/A
% Success	63	74	N/A
Withdraw	0	0	N/A
% Withdraw	0	0	N/A

V. Accomplishments and Goals - Instructional SLOs and Assessment (LIS85, Reference, & Library Research Instructional Sessions)

Number of active courses in your discipline	2 (LIS85 Online, LIS200), Reference One-on-One Instruction, Class Instruction (Orientations)
Number with SLOs	All
% SLOs/Active Courses	100%
Number with SLOs that have been assessed	LIS85 (3) LIS200 (not assessed until Fall 2012) LIS - Orientations
% Assessed/SLOs	75%
Describe assessment methods you are using	Graded assignments, quizzes and tests on materials covered, student survey, final project
Describe results of your SLO assessment progress: 100% input & complete	91% of respondents said they either agree (24%) or strongly agree (67%) with the statement that "Now I feel more confident in finding useful sources of information for assignments in other classes. 100% of respondents said they either agree (33%) or strongly agree (67%) with the statement that "After completing the course, my knowledge about how to find information and what is academically acceptable has increased.
<p>Research shows that library usage increases rates of retention and success for community college students. A recent study completed at Pasadena Community College shows that "students that who use the library showed an increase in both retention and success - as high as 14% greater than students who never checked a resource out of the library" (Basic Skills Handbook. <http://www.cccbsi.org/> http://www.cccbsi.org, Chapter 4). Instructional SLOs are similar for all library instruction and are meant to measure levels of information competency, "The ability to identify and articulate an information need, selecting appropriate information sources, using and presenting those information sources effectively and efficiently, critically evaluating the information found and using information ethically."</p> <p>LIS85 (quizzes, survey, graded assignments) COA has the only successful Information Competency classes in the district. In LIS85 there is good percentages of retention and success rates. The district does not collect or calculate data on other library instruction.</p> <p>Of the three SLOs 87% of students assessed at the "satisfactory" level. For Outcome # 1 (Information Need - Articulate a problem, issue or search question) 91% of students were assessed at the "expert" level. These represent improved retention and success rate from an equally positive assessment detailed in the 2008 report</p> <p>LIS85 surveys: Course evaluations for LIS85 consistently show that students find the course a valuable educational experience. Supporting data from the Fall 2010 Course Evaluations for LIS85:</p> <p>Communication/Speech, and Anthropology</p>	<p>Library Instructional Sessions (assignments, survey, testing, statistics) are driven by librarian/faculty collaboration and faculty demand. In 2010-11 these classes have decreased in proportion (8%) to the number of faculty retirements of library supporters as well as the decreased evening hrs. that have limited library access and opportunities for class instruction to evening faculty and students. The decrease in class sessions started in 2008 with cuts in library open hours.</p> <p>In 2010 a follow-up study of COA students who had taken English 1A in the fall of 2009 of those that had a library instruction session as part of English 1A and those that had not. Grades and success rates were tracked as to success rates and grades in English 5 and English 1B in the spring of 2010. However there were only minor differences between the two groups in success or grades. Additional studies are planned.</p> <p>Assessment for these classes in 2010-11 included two SLOs: 1. "Use information technology tools to locate and retrieve relevant information." 2. "Apply the skills gained in information competency to enable lifelong learning." Assignments included location of books on an assigned subject and identifying citation and location information. Other assignments included in class process of applying critical thinking to research for paper topics that result in refined search statements. Analysis of these assignments shows that 75% of students became proficient at these basic re/search tasks. The range of students assessed included ASTI High School students to English Basic Skills, English 1A, Humanities,</p>

REFERENCE DESK (ONE ON ONE INSTRUCTION; survey, statistics)

The ability of the librarian to work individually with students at the Reference Research Workstations (Library Lab) is an critical “teachable moment” in practice in libraries. Data collected at reference includes: type of interaction and subjects and topics discussed/researched
 Students can also now, ask reference questions over a Chat Reference service that remains underused.

The information collected here includes subjects sought and discussed and is used in collection development of new research and reading resources. While anecdotal information is shows that one-on-one instruction remains effective, especially in familiarizing the student with useful access to print and online resources, an additional trend of student personal laptops is also a contributing factor.

REFERENCE DESK (cont.)

As a result librarians have adopted new methodologies in taking reference to the student rather than waiting for the student to show up at the desk. Librarians now go to students studying and ask if they need help.

As cuts and retirements effect loss of FTES, Library instruction is also effected since class instruction stimulates and drives more productive use of Reference instruction. Analysis of data collected at reference notes a four year trend (2008-2011) of only a 6% reduction of “reference Interviews” from the previous four years (2003-07). However, in the last two year this trend has been less at only 4.5%. Discussion of this slowing trend has tentatively concluded that the 24% increase contact between librarians and new faculty (see “faculty consultations below”) is a contributing factor. If instructors require or recommend instruction and interaction with librarians, students tend to follow up.

III. Faculty Data (Total Library Instructional Programs and Services)

	Fall 2011
Contract FTEF	3.0
Hourly FTEF	.6
Extra Service FTEF	0.13
Total FTEF	3.73
% Contract/Total	80%

IV. Faculty Data Comparables F2011

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	3.0	2.5	3.0	2.0
Hourly FTEF	.6	0	2.9	.6
Extra Service FTEF (LIS85)	0.13	0	0.1	0
Total FTEF	3.73	2.5	6	2.6
% Contract/Total	80%	100	50%	77%

IVA. Classified Professional Personnel (Library Technicians) F2011

	Alameda	Berkeley	Laney	Merritt
Contract Classified	4.0 (1 vacant position)	0 (4 vacant)	7 (2 vacant)	3.0
Hourly Classified FTES	0	1 (Temp)	1	.5
Total FTES	4.0	1	8	3.5
% Contract/Total	100%	0%	87%	86%

Classified details and narrative:

Contract Classified Professional Personnel <ul style="list-style-type: none"> ▪ 1 Principle Library Technician ▪ 2 Senior Library Technicians ▪ 1 Library Technician II <ul style="list-style-type: none"> ▪ 1 Vacant Position (Cataloging/Processing) 	IF VACANT POSITION FILLED: <ul style="list-style-type: none"> • Maintain acceptable level of performance for cataloging library materials for student use. 	IF NOT FILLED: <ol style="list-style-type: none"> 1. Would need to continue to hire P.T. Cataloger/Processing Librarian 2. New material purchased would take longer to be ready to be shelved for student use. 3. Staffing of library would become difficult in times of furloughs and during illnesses, or any other retirements.
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LIBRARY GENERATED DATA:

Library Instructional Sessions	2010-2011	2009-10	2008-09	2007-08	2006-07	2005-06*
1. Nos. of sessions	49	59	78	62	53	42
2. Students Attended /Average Size	1460 / 30	1689 /28	1442 / 18	1456 / 22	1230 / 23	969 / 42
3. Instruction Consultations	12	5	17	NA	NA	NA
REFERENCE DESK Instruction One-on-one	4,879	5342	5701	5843	6,025	5,723
Chat Reference daily average	6 (Spring)	N.A.	N.A.	N.A.	N.A.	N.A.
Webpage Hits	28,442	28, 819	N.A.	N.A.	N.A.	N.A.
Summer Instruction	2011	2010	2009	2008	2007	2006
1. Sessions / Student Attending	<i>Not Funded</i>	6 / 226	7 / 300	7 / 232	<i>Not offered</i>	<i>Not offered</i>
TRANSACTIONS -- Use of Library Materials	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Circulation / Reserve / In-House	45,004	44,151	31,174	25,240	23,080	25,675
Gate Count -- (number of entrances and exits) – Actual users	(344,224) 172,112	(358,867) 179,434	(382,812) 191,406	N.A.	N.A.	N.A.
Reading / Research Materials Added to All Collections NEW/ DONATIONS	288 / 419	1001 / 1				

2010-11 Online Databases	Fall 2010	Spring 2011	June 2011	Summer	Total
College Source-Searches	79	122	3	25	229
CQ Researcher-Searches	728	557	2	134	1,421
Country Watch-Views	482	168	0	33	683
EBSCO-Searches	15844	16898	466	3129	36,337
Gale-Usage	7621	11071	315	1818	20,825
LexisNexis-Total Searches	1174	1223	59	211	2,667
Oxford University Press-Queries	115	183	21	225	544
SIRS-Searches	2826	1563	77	142	4608
Books in Print-Total Searches	192	341	11	35	579

Data for online database usage still does not reflect and/or delineate remote/off campus access. New library system authentication will resolve this problem.

V. Accomplishments and Goals – Library Services SLOs and Assessment

Number of active SERVICE AREAS	Access Services, Collections, Technology (3)
Number with SLOs	3 / 100%
Number with SLOs that have been assessed	3
% Assessed/SLOs	100% Fall 2011
<p>Describe assessment methods you are using: Current method is data collection from the library's bibliographic utility (catalog system) and occasional survey. A general survey will be administered Fall 2011</p> <p>ACCESS SERVICES</p> <p>COA Library statistics show that the number of books circulating and used in house continues to grow. This is probably due to the increase of more current publications the general collections and the availability of Measure A funding to develop these collections and grants from CLASS Committee for developing basic skills reading research materials as well as the special collection for ESL and leveled reading, EZ READING.</p> <p>Over the last 4 years, since automation and greater student training and exposure to online resources including the catalog, circulation has increased by 22%. This trend continued in 2010-11 although at a slower rate (CIRC – 4%; In house use – 7%) while Textbook Reserve use has stabilized, due in part to the cut in sections/classes as well as cuts in funding and inefficiencies in budget availability for pre-semester purchases.</p> <p>COLLECTIONS</p> <p>Data collected includes current and historical circulation statistics used as a partial factor in weeding the collections of underused and outdated resources. Collection Development has been refocused in three ways: 1. Emphasis on keeping more current materials that reflects up-to-date research, literature, and analysis. 2. Emphasis on various reading levels for better use of the above materials for Basic Skills, ESL students. 3. Emphasis on Ethnic Studies that reflect trends in the curriculum, especially the Learning Communities.</p>	<p>Acquisition of new research and reading materials follows standard methods in academic librarianship. There are: analysis of curriculum, new course development (kept up to date via participation in Curriculum Committee approval process), seeking recommendations from faculty, research in academic library literature in recent publications and databases (e.g. Choice Magazine & Online database, Books-in-Print database, etc.)</p> <p>TECHNOLOGY</p> <p>Technology SLOs include efforts to providing quality Library technology and services (hardware, software and networks) using library technology to provide professional, technically skilled library faculty and staff; to provide timely, appropriate, current, and knowledgeable responses to students and faculty requests for information needs; to provide access to adaptive technologies that assure access to library resources for persons with special needs all of which supports access to resources for the educational needs for the college community.</p> <p>METHODS PROPOSED AND USED for evaluation and action on two SLOs:</p> <p>Ongoing assessment of status of equipment through communication with manager COA IT Team and campus and district IT committees to provide funding for "Total Cost of Maintenance" funding for library technology and adopt recommend Technology guidelines for replacement of IT (every three years). In Fall 2011 this issue was adopted as a goal of District IT Committee.</p> <p>Library Use for Special Needs Users: in house statistics show that usage of ADA OPACs had declined due to neglect of IT issues, old computers hardware and additional funding for Library ADA software licensing; observation of wheelchair use of new special library furniture show a need for additional special tables and carrels</p>

Describe results of your SLO assessment

progress: 100% (survey, in house and library system generated statistics) Program outcomes conform to those of Information Competency, but also including an Institutional Goal of life-long learning.

Library Services outcomes include collecting data related to students ability to:

1. Demonstrate and communicate their service-related information needs
2. Using appropriate self-advocacy skill with librarians and staff
3. Successfully complete a "service transaction" from appropriate service desks;
4. Demonstrate social responsibility by proper behavior, use of library equipment, and library policies;
5. Be aware of online and remotely accessible resources as well as the ability to access these resources.

Due to outreach and collaborative efforts of Library faculty and efficiencies of classified staff, library services continue to grow and be used by more COA student, despite funding cuts in staffing, open hours, and purchase/subscription of reading and research resources.

Analysis of SLO data also demonstrates more in depth use of library facilities, services and instruction. Despite the lack of progress in updating collections, but due to the acquisition of ESL and Easy to Read books as well as new Ethnic Studies books, circulation of library materials remains steady and slightly up.

VI. Accomplishments and Goals Met from Instruction Programs & Services Outcomes and Assessment:

1. **Maintained a quiet, clean, open facility for student to use for study and research.** This is an often overlooked accomplishment, but is definitely a historic and perpetual goal of all libraries. It is also the primary reason for the Library and LRC Open Lab to remain open when classes are in session (as per Title 5), but also because the Library is often the ONLY college service and facility open in which student may seek shelter and use productively to successfully complete their classes.
2. **Continued development of new ESL collection – EZ Reading.** Created processing and shelving procedures. Collaboration with Basic Skill Faculty in recommendations for acquisition/purchase of relevant materials.
3. **Met with VPI** continuing discussion about Library's need for a memo of understanding (MOU) to create a minimum budget that reflect actual annual costs. No action taken.
4. **Continued increase in all circulation (general circ, reserve, in-house) despite library hours cut** The COA Library was highly productive serving significantly more checkouts in a much shorter time period.
5. **Faculty Consultations & Resource Advising** – 58% increase in formal collaborative/consultation sessions with faculty for both class sessions and other pertinent print, electronic, and web resources
6. **Continued multiple sessions for ASTI** by K12 Certificated Specialist Librarian Barbara Fields.
7. **20% Increase in online research**, by students using electronic databases.
8. **Ongoing Scheduling of LIS85 Course with good enrollment** -- Retention and success rates for LIS85 equal to or above college percentages.
9. **Completed SLOs & Assessment Cycles** in CNET & Taskstream

VII. Accomplishments and Goals – Strategic Planning

- ✓ **1. Advance Student Access, Success, & Equity** – Demonstrated by analysis aid to success and equal access to library/information technologies and print resources
- ✓ **2. Engage our Communities & Partners** – Outreach to local media for campus/library events; plan for new community oriented workshop
- ✓ **3. Build Programs of Distinction** – Assists by providing resources necessary for curriculum.
- ✓ **4. Create a Culture of Innovation & Collaboration** – 1st campus website; 1st computer access; 1st campus virtual/chat interaction with students (Chat Reference)
- ✓ **5. Develop Resources to Advance & Sustain Mission** – primary mission and goal; all SLOs depend on this ongoing historic charge

The Library supports all these Strategic Planning Goals that meet the educational needs of its multicultural and diverse community by emphasizing the teaching of library research and information literacy -- LIS85 (transfer level), LIS200 (basic skills) & other Instructional Sessions by acquiring a current, authoritative, and appropriate collection of resources through professional research and collaboration with instructional faculty in order to serve the college community and provide the basic resources necessary for “programs of distinction,” including our specialized “learning communities,” and to advance and sustain the college’s mission.

[1, 3, 5] The library strives to provide excellent, comprehensive and flexible services, resources, and programs that embrace a range from introductory and basic research skills to more advanced information literacy skills. In this way the library can help prepare and empower all students for further education and occupational goals.

[1 - 5] By insisting on a vision of a teaching-centered library, librarians support the college goals in using, traditional individual and in-class as well as newer team, or group oriented teaching methodologies to train student seekers of knowledge. Through the processes of learning how to access library services, one-on-one reference, or classroom instruction, library faculty assists the college’s goal by teaching students how to seek, evaluate information, as well as communicate effectively and efficiently.

[1 - 5] Although the college removed the crucial skill of **Information Competency** as a goal and learning outcome for the institution, the library does support and create learning opportunities and resources relevant to the college’s **Institutional Learning Outcomes, 2011.**¹ It does so primarily by mapping our program and course level outcomes to these college outcomes and by carrying out historic academic goals in librarianship that encompass these goals. (See Taskstream) Library programs and instruction also aids the college in other goals such as helping to improving student persistence, retention and completion rates and increasing student success. Ability to use public spaces such as the library and critical thinking in information seeking is especially relevant for at-risk students helping to promote throughout the college clearer lines of communication, more stable student services and staff, and respect and civility between faculty, staff, students.

VIII. Accomplishments and Goals – Strategic Plan Relevance

New Programs Under Development	Planning to redesign Library Workshop Series into three related sessions that address the information needs of the Alameda Community (working, retired, after school) and that teach information competency skills for essential daily tasks as well as library use and research. Collaboration with Alameda Free Library and Alameda Multicultural community Center and other yet to be identified adult learning and/or retired persons centers and facilities.
Programs Integral to Overall College Strategy	<ol style="list-style-type: none">1. Collection development if appropriate reading and research materials to keep current and to add relevant materials based on new curriculum2. Instruction in several setting and methodologies in library use and research
Programs/Courses Essential for Transfer	LIS85 (Introduction to Library Information Studies) is a transferable course required by many UC and CSU campuses. It prepares all students with essential skill necessary in our 21st century information society. Skills learned in this course also fulfill basic requirements expected by today's employers: a basic knowledge of critical search for information, evaluation of information, and presenting the results of research to colleagues.
Programs that Serve a Community Niche	Annual Library Events – All College Creative Writing Reading
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.	It is a historical goal and part of COA Library's current mission to provide reading and research materials and online access via research computer workstations for students that do not have materials or access otherwise. Unfortunately the cuts of the last 5 yrs to open hrs have limited the library's impact to provide access to evening students and use on weekends. Student who used these hours are among those with employment and childcare conflicts

In general library services and instructional programs strive to provide basic informational resources **to support the whole college curriculum.**

This is especially true for the **development of new programs/subject areas** that come to the attention of librarian via the Curriculum Committee development process at the college and result in developing library collections in new directions.

Library services and programs are essential to the colleges strategy and are mandated by Title V

IX. Accomplishments and Goals - CTE, Transfer, Basic Skills

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. **[CCC Libraries are not currently part of these statistics reports]**

Studies from several California Community Colleges, such as that prepared by Glendale Community College, have shown instruction in Information Literacy/Competency increases student GPA, persistence, the number of units they complete, and their performance in individual classes.”²

This is demonstrated by our own data collected here at COA. The Academic Senate for California Community Colleges continues to reaffirm its support for information competency for AA degrees. This body also continues to recommend that IC/IL be a graduation requirement.³ The COA and Peralta Librarians, with the support of the Chancellor, continue to pursue the concept of creating an information competency requirement at Peralta.

Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion

Curriculum and teaching methodology developed and materials purchased for new emphasis on Basic Skills in Library Resources and Instruction

- ◆ At the ASCCC Spring 2008 Plenary Session the committee, Resolved, **That the Academic Senate for California Community Colleges request that the Basic Skills Initiative Steering Committee** incorporate appropriate library activities into the assessment tool and effective practices portion of any future editions of *Basic Skills as a Foundation for Student Success in California Community Colleges*

Information Literacy as a Basic Skill: See detailed narrative rationale for inclusion of information literacy as a basic study skill in 2007-08 Unit Plan.⁴ The library has either already integrated, or is exploring instructional practices that relate to those listed for programs in the **Basic Skills Initiative** (section D1-D10) including:

LIS85 transfer LIS200 Basic Skills

- Application of current learning theory in information competency;
- Tailoring orientations to specific disciplines, assignments, and needs of instructor/student;

- Uses a variety of teaching methods (audio, visual, small groups, etc.) to address holistic development of all students (social, emotional, class, and cultural experience), also providing public access to research materials on campus for student without such resources
- Creation of new testing and assessment tools for evaluating skill set for Basic Skills via library assignments
- Orientations and workshop are presented in a highly structured environment physically in the library to orient student to facilities and resources;
- Works with English basic skills, ESL, DSPS, other student success, basic skills and learning community programs, instructors sharing and developing library instruction and resources for student in these programs; the library has created a new special collection for ESL materials and purchased recommended resources for EMOJA, APASS, and ADELANTE
- Has begun a series of assessment tests to help access instruction and monitor student performance including: bibliographic assignments, critical thinking assignments – “What is your assignment?” “What is the research process?” “Assignment topic as search strategy.” Pre/post tests.

At COA, librarians attend Basic Skills workshops and keep undated concerning the Basic Skills & Student Success/ Enrollment Management Committee.

X. Action Plans and data sources (indicate which data sources used)

Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

1. **DISTRICT-WIDE: See District Libraries Technology Resource Needs:**
See attached.
2. **BUDGET & PLANNING: Maintenance of Effort (MOE) Annual Costs Library**

YRLY FUNDS NEEDED (See MOE for more details):

<p>Budget – Included with Administrative Budget. MOU with Managers to fund minimum/maintenance of effort budget each year, regardless of funding source; establishment of detailed maintenance budget at the line item level for annual costs and expenses.</p> <ul style="list-style-type: none"> • Database Cuts – Regular funding for library research electronic online databases not covered by District Budget and Planning Funding: short-fall of \$13,000 for 2012-13. • College approval of a MOU for a minimal annual or “maintenance of effort” budget for annual library expenses submitted with annual administrative budget and approved by Budget Committee, Business Office, College Council, & District to create “roll-over” budget that reflect actual annual expenditures. <ul style="list-style-type: none"> • Post Measure A Planning: Promote growth and development of programs and services by including library in Regular and New Money funding, not just Measure A as has become the district practice • Educational Master Plan: Inclusion of Library Services and Instruction section. • Adopt regular funding of extra sessions (Intersessions, Summer) including Instructional Librarian. <p>3. MAINTAIN LIS Instructional Program: Library Instruction – Increased demand shown since 2002 – Until faculty/staffing increased in proportion to increased demand; analysis has shown (see above) this contributes to Student Success by reflecting an 81% persistence rate.</p> <ul style="list-style-type: none"> • Continuing offering LIS85 each semester • Feasibility study of developing Workshop series (LIS500) in conjunction with Alameda Free Library and other community organizations • Online Reference: Evaluation of experiment and survey of Virtual Reference services <p>4. SLOs: Ongoing assessment of analysis and revision of teaching methods in Taskstream</p> <p>5. MARKETING NEEDS:</p> <ul style="list-style-type: none"> • Community Outreach to Alameda Public for collaboration on a literacy event • Feasibility of having Information Literacy Workshops (LIS500) at Alameda Public and/or advertise LIS85 • Funding for printing Library Pamphlets about: <ol style="list-style-type: none"> 1. Regular services and instruction 2. Specialty pamphlets titled: “How a book gets on the library’s shelves,” and “What do librarians do?” 3. Library Bookmark with services and hours 	<p>\$13,000 for 2012-13</p> <p>No costs</p> <p>No costs</p> <p>\$9,690 (Summer)</p> <p>Library Faculty Extra Service No costs</p> <p>No costs</p> <p>No costs</p> <p>\$500</p> <p>\$1,000.</p> <p>No costs</p>
<p>Data Source – COA and PCCD Library Data</p>	<p>Data Source – Institutional Goals: see relevance above</p>
<p>Data Source – BI Data not applicable to library services</p>	<p>Other Data Sources: COA Library bibliographic utility statistics and other data</p>

XI. Needs and data sources (indicate which data sources used) Please prioritize in each category, with highest priority first.	
<p>Please describe any equipment, needs:</p> <p><u>SUMMARY: EQUIPMENT/IT (software, hardware) NEEDS:</u></p> <ul style="list-style-type: none"> • Replacement of Library OPACs for student use with Thin Client (12) units facing Ref Desk (\$9,000 estimate) • Library CD/DVD Server – TurboPlus/Kintronics estimate \$3,000 – \$17,500.) • Annual 3 M security gates maintenance contract -- \$2,000. • Bi-annual renewal fee for Public Web Browser • Receipt Printers: Replace equipment installed in 1998. All circulations stations at four college libraries; Needed for: Check-out receipts: Improved student access, record-keeping and transparency • Barcode Readers: Replace equipment installed in 1998. All circulation and technical processing stations at four college libraries, Needed for improved student access, accurate records maintenance, and transparency • Walky-Talky for Librarian on duty – Connected to Safety Aides or Sheriff 	<p>FUNDS NEEDED</p> <p>\$9,000 \$8,000 (approx) \$2,000 \$250</p> <p>Costs not yet determined</p> <p>\$75</p>
<p>Please describe any material needs: LIBRARY MATERIALS (READING & RESEARCH RESOURCES FOR STUDENT USE)</p> <p>COLLECTION DEVELOPMENT</p> <ul style="list-style-type: none"> • Online Databases: Depending on funding, review selection of current databases. Seek CLASS Committee Basic Skill/Student Success Grant in 2012-13. District funding approved and granted for most databases. • Continued Upgrade of collections based on Measure A funding (Measure A, \$50,000) Bring COA up to accreditation standards (volumes, currency, and curricular appropriateness) research materials for student needs. Complete the collection upgrade within ten years first with Measure A funds, then applying annual funding to accomplish the goal. <ul style="list-style-type: none"> ➤ Continue Collection Review and Development Project for specific subject area crucially needing updating ➤ New emphasis on Basic Skills and ESL materials ➤ Review and acquisitions that has an impact on staffing, including: research for new resources, contact time with teaching faculty for recommendations, refinement of weeding process in technical processing. ➤ Review print ordering and outsourcing processing. • Annual Standing Orders for Reference Collection • Periodicals: Stabilize budget allocations for periodical collection. Begin revision of collection development policy statement for periodicals. Weed collection. • Reserve Textbook: Develop additional sources for funding Reserve Books (Book Store, Student Government funds, President, development of E-Reserve – copyright issues). • Collections: Funding support for library materials to research, select, and processes a new Multimedia Collection <ul style="list-style-type: none"> ○ EBOOKS: Purchase on a stable platform for remote access to EBook collections is established for a district-wide proxy services for access. • College Archive: Begin cataloging and organization of College Archive. Based on supplies already ordered, plan for future equipment and supplies for archive. 	<p>\$13,000 for 2012-13</p> <p>\$50,000</p> <p>\$5,500 \$6,600</p> <p>\$7,000</p> <p>\$5,000</p> <p>See attached MOE</p>

Please describe any supply needs: (OFFICE & CATALOGING/PROCESSING)	
See Attached MOE for details.	
Please describe any faculty/classified/student assistant needs.	
See Attached for details on Maintenance of Effort Library Budget for staffing.	
6. STAFFING:	
<ul style="list-style-type: none"> • STAFFING NEEDS: FILL CURRENT VACANT POSITION FOR LIBRARY TECHNICIAN (CATALOGING/PROCESSING) • Continue to hire P.T. Cataloger/Processor until hiring of above • Funding for student assistant (Obj. Code 2453) to assist with increase work flow in technical services, acquisitions, and public services. See staffing request below. 	Salary \$7,000 \$1,500
Please describe any facilities, SIGNAGE, FURNITURE needs.	
<ul style="list-style-type: none"> ○ L Bldg Lighting Project: Replace AND/OR repair L Bldg ceiling lighting, switches, and exit/emergency lights. Due to lack of interest or inability to purchase parts for lights (ballasts) request is for replacement of 1st floor and Library Office lights ○ ADDITIONS: <ul style="list-style-type: none"> ▪ SIGNAGE ORDER (from 2010) ▪ STUDY CARREL (WHEELCHAIR ACCESS) 	INITIATED 10-11 \$4,317.52 \$1,500. (est.)
Please describe any TECHNOLOGY NEEDS	
IT TEAM/LIBRARIANS : NARRATIVE	
<ul style="list-style-type: none"> • PCCD Millennium Library System Needs (Fall 2011) Request for all District Libraries to complete installation of modules that will improve new bibliographic utility and student access via online catalog. (See attached) • Replacement of 14 student use computers (OPACs) <ul style="list-style-type: none"> ○ Includes 1 ADA computers with licensing for software (Zoom Text and Audio/Reading) • Upgrade Library's Student use research stations – Possible change to THIN CLIENT with server versions of readers and Public Web Browser for easier installation and maintenance, other server software as needed. • Upgrade of Library Instructional Laptop 	See attached \$17,000 \$400 \$8,000 \$1,300
Data Source – COA and PCCD Library Data	
Data Source – BI Data not applicable to library services	
Data Source – COA and PCCD Library Data	
Data Source – BI Data not applicable to library services	

¹ COA ILOs 2011

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

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3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
 4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
 5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

² Hellenius, Shawna. 2007. "Information Competency Graduation Requirement Programs: A Survey of Methods." Academic Senate for California Community Colleges Newsletter (SENATEROSTRUM), Sacramento, CA.

³ "Reaffirm the Need for Information Competency," by Sharon Vogel, Butte College, Executive Committee Information Competency, <http://www.topsy.org/infocomp.html> (accessed Oct 16, 2007).

⁴ California State Academic Senate Homepage, <http://www.asccc.org/>.