

Program Review Cover Sheet

Purpose

- To be used by both annual Update process and the 4-year Comprehensive process
- For Academic programs, encourage communication between Department, Department Chair and Division Chair and then between the Division Chair and the Dean
- For Student Services programs, encourage communication between the program owner and the manager and then between the manager and the VP.
- Clearly communicate to the Program Review Committee that the Division Chair/Dean/Manager has seen the document
- Bring the budget into planning early in the process; encourage conversation between the program area through all administrative offices on all facets of budget planning
- Have the Dean and VP ultimately responsible for timely filing of the program review documentation

Process

1. Program area completes the Program Review documentation
2. Program area will forward the document to the next administrator (manager or Division Chair); if there are questions or comments the program owner/department chair will meet with the manager/division chair.
3. The manager/division chair will forward the document to the next administrator (dean or vice president); if there are questions or comment the program owner/department chair will meet with the dean or vice president.
4. The dean or vice president will forward the document to the Program Review Committee Chair.
5. For Administrative Offices, each administrator will be responsible for submitting their own program review documents.

Once received, PR documents will follow existing procedures. If the PRC or PREC suggest changes, such changes will be communicated directly to the program owner with the DC or manager copied.

2011-12 Program Review Cover Sheet

Date _____ October 17, 2010 _____

Program Name _____ Library _____

Contact Person _____ Elaine Wong, Department Chair _____

Division Chair / Manager _____ Myo Myint _____

Date Approved _____

Comments:

Dean / VP _____ Tim Karas _____

Date Approved _____

Comments:

Please print, have each party sign, and forward to Pat Hernas at MS#24.

2011-2012 Update Program Review – Academic Programs

Program: Library

Date: 10/17/11

Contact Person: Elaine Wong

PART 1: Program Overview

1.1 Overview: Please provide an overview of activities and accomplishments over the last Academic Year. Quantify your accomplishments whenever possible.

Students checked out over 13,300 items in academic year 2010-11.

Textbook check-out for in-library use was 15,900. Textbooks remain one of the highest volume materials in the library. Since all textbooks are kept behind the Check-Out desk, the Library Media Technicians (LMTs) are very busy all year.

Mission and West Valley College Libraries are the only community college members of LINK+, a borrowing consortium of more than 40 libraries throughout California and Nevada. Students borrowed 2,800 items from other consortium libraries and 1,433 items from West Valley's library. Mission College Library loaned 1,999 items to consortium libraries through Link+ and 990 items to West Valley College Library last year.

The Mission College Library was able to add 1,062 new items (books, DVDs, audio CDs, etc.) to the library's collection.

Online information continues to be very heavily used with over 215,100 searches of the library's

databases. New databases added during the past year include: *Opposing Viewpoints* and *OVID* (premiere nursing journals).

Library orientations are useful to give specific classes the information they need to start a research project. Traditionally instructors bring their classes to the library for orientations and in 2010-11 the library conducted 65 orientations, a reduction from 89 the previous year. After departmental discussions with faculty, librarians will be offering to conduct library orientations in classrooms rather than requiring classes to come to the library for these sessions. Analysis in 2011-12 will determine whether this added benefit increased scheduling of library orientations.

Student interactions with librarians at the Information Desk were very similar to last year, with over 13,000 students helped one-on-one.

In Spring 2011, the Library, in partnership with CalWorks, started offering Library 920 workshops. These workshops cover library related topics for novice library users.

In Fall 2010, the Library installed new copiers that offer additional printing options such as color, double-sided and the ability to shrink two pages onto one – all options student have been requesting.

In Fall 2010, the Library started offering a section of Library 10 focused on Health Occupations and emphasizing APA citation style and health related resources. This was due to a request by the LVN/RN faculty.

1.2 Enrollment: What are the trends in enrollment and class size; what are the implications for your program?

Enrollment data for the period FA08 – SP11 is skewed due to the fact that FA 08 was the first semester in which LIB 010 was taught, and all sections offered that term were taught in-load by FT library faculty. Department efficiency for FA 08 was therefore enormously inflated, causing an apparent decline in

efficiency when the course was subsequently taught with a PT faculty allocation from PGC.

The five-semester period from SP 09 – SP 11, however, shows a sustained overall increase. WSCH are up by 36.6%, total FTES by 35.5%, and the department WSCH/FTES ratio improved by 19.7%, all consistent with an FTES allocation increase of 25% (from .4 to .5).

Another factor that lowered the department efficiency in 2010-11 was the introduction of a section of LIB 010 specifically targeted towards students in the health occupations. Those sections in FA 10 and SP 11 did not fill completely, and after we sought input from students and counselors in the program we determined that students believed they needed to already be accepted into a health occupations major to enroll. The schedule notes for those targeted sections of LIB 010 have been reworded to correct that misperception and we will track enrollment to monitor improvement in fill rates.

1.3 FTEF/FTES: Discuss how FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?

Although the new SB-1440 compliant transfer degrees cannot include the graduation proficiency requirement in Information Competency, the English dept. has recently made LIB 010 an advisory requirement for ENGL 001A. The department is closely monitoring the impact of both of these changes on our enrollment patterns, but at this time we cannot predict changes with any accuracy.

1.4 Student Achievement: Describe the trends in overall success rates, retention rates, and completion and implications for your program.

Spring 2011 shows a significant drop in the department retention rate. However, this can be attributed

to increased departmental emphasis on dropping students who are not participating in the class after census. As of Fall 2011, the department has changed all sections of LIB 010 from 8 weeks to 14 weeks (online) and 16 weeks (face to face), which significantly reduces the perceived workload for students. We are tracking the effects of this change but anticipate that it will improve our retention rates.

The following are supplemental questions for 2011-12 Program Review, please read and complete:

Given a continued difficult economic climate, we are anticipating additional state-mandated budget reductions in the future. Being proactive to identify additional revenue, reduce costs, and identify new opportunities to attract students is the best thing way to control our destiny in a difficult climate. Given this, please answer the following supplemental questions.

- 1.5 Has your area identified new potential supplemental revenue streams from outside grants, private sources, or strategic partnerships? If yes, please describe. If not, are you interested in working with your dean to develop private/public revenue streams for your program? *As applicable: Have you participated with your advisory in procuring funding, new program leads/potential or other resources that would assist your program in moving forward?*

Our Dean, Tim Karas, worked with the College to institutionalize Perkins Grant funding for the next four years at \$16,000 per year to support purchases of library material for vocational programs.

We are still getting AANAPISI Grant funds to buy materials and create resources to assist Asian American, Native American, and Pacific Islander students. In addition, it also pays for two Library 10 sections.

1.6 Has your area identified any supplies, activities or functions which could be reduced, streamlined, or utilize technology to reduce costs? Please describe.

As a department we have identified the categories (most harmful, somewhat harmful, and least harmful) recommended by Dr. Jones and forwarded to our representatives.

1.7 Are there untapped possibilities to create new transfer pathways, new certificates which could be stackable to degrees, or new contract education offerings? Please describe:

N/A

1.8 Are there innovative ideas you have for the future of your program that you would like reviewed for potential funding? Do you have an already identified funding source for any ideas? Are you able to collaborate with another department or program on a grant or funding through combined projects or efforts? Please describe.

There is a possibility to streamline and automate fee payments by students through the Library system (Millennium) via a \$6,500 module recently developed by the vendor. This will reduce manual processing by library technicians and A&R staff. In addition, this 24/7 service will in able students to pay fines when it is convenient for them. We have identified potential partial funding here and are in discussions with West Valley College Library, as we share the library system.

PART 2: Curriculum and Learning Outcomes

2.1 An Active Course list was provided. Please review it and comment here. For example, are there courses missing? Are there courses with a review date longer than five (5) years ago? What is the plan to update course information?

Both courses listed on the data sheet, Library 10 and 930, are active and were recently revised (2010). Library 920 will be added into CurricuNet.

2.2 Please indicate courses which have not been offered in the last two years. Please explain the reason.

Course	Reason for not offering
	N/A

2.3 Do you have any plans to **inactivate** (set aside but can be brought back to active later) or **archive** (permanently delete) any courses this year? (Inactivations should be launched on CurricUNET no later than end of fall 2011 to ensure the course is removed from the 2012/2013 catalog.) If so, please complete:

Course	Inactivate	Archive	Reason for inactivation/deactivation
N/A			

2.4 “Educational programs” are defined in Title 5 sec. 55000 as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher

education.” Please review the list of programs provided to you showing the active programs that are listed in Curriconet and answer the following questions as appropriate.

2.4.A Are any degrees or certificates **missing** that should be included in your area? Please list all programs you offer which are either not listed, or which have dates showing the last revision more than 2 years ago (CTE) or more than 6 years ago (transfer).

N/A

2.4 B Please explain your plans for the program(s) listed above: revision, inactivation or other changes that the department will make to help keep the program current.

N/A

2.5 How do your curriculum and programs respond to changing community, student, and employer needs? If the program has an Advisory Committee, what is their feedback?

Curriculum: We have changed the scheduling of LIB 010 significantly to address student feedback regarding their difficulties completing the assigned work in a compressed course format. This feedback came from a survey given anonymously to students in every section of the course. The department has also developed short workshop courses (LIB 920) to meet the needs of CalWorks students and others.

Service Program: Student feedback to the Library indicated a need for more group study areas in the library. Plans are being developed and funding has been secured to remodel a section of the library to meet this need in early 2012. Additional feedback indicated a need to provide better access to printing services, and a special “print-only” computer station was established. Scoping,

the ability to limit a search to either Mission College or West Valley College, was added to the library catalog. Students have found this useful to search within the Mission collection for immediately access to materials.

2.6 How do your curriculum and programs support the needs of other certificates or majors at Mission College?

LIB 010 was recently added as an advisory to ENGL 001A. In addition:

- Library orientations are specifically targeted to the needs of courses when requested by faculty.
- Library orientations are being conducted in the classroom
- Collection development works closely with faculty across the college
- The library is proactive in securing funding from grants that serve the college as a whole.

2.7 Summarize any key student learning or service outcomes (SLOs) since the last review.

Our assessments show that students continue to meet our learning objectives.

2.8 Identify how you have used the assessment of student learning or service outcomes to update or make changes to curriculum, delivery of content/services, or the development of new goals.

We are currently working with our new associate faculty to verify that they understand our learning objectives. This year we changed Library 10 from an eight week format to 14 weeks, we will assess our learning outcomes to see if this causes a change or impact.

Please insert a copy of the SLO Assessment and Report form.

Assessment Plan and Report Template

Program: Library Skills and Services

Division (if applicable): Division VI/Library

Year: 2010-2011

Author: Tim Karas

Course (if applicable): LIB10

Plan				Report				
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results 2008-09	Assessment Results 2009-2010	Assessment Results 2010-2011	Use of Results	Effect on the program
Library Services:								
1. Students utilize the library's physical environment to facilitate study and research		1. 60% positive response to physical environment satisfaction survey.	Spring	77.1%	82.4%		Create a group workspace	Will not be completed until 2012
2. Students utilize the		2. 60% positive responses to	Spring	77.6%	74.4%		Replace 10% of computers	Computers are faster and able

library computers, technical equipment and online resources to facilitate study and research .		computer, technical equipment and online resources satisfaction survey.					& all instruction room computers	to run current programs.
Library Instructional Program: 1.Upon completion of the library course, students will have acquired the necessary skills to find, evaluate, and use information		75% of students completing the final exam will achieve 70% accuracy.	Annually in Fall & Spring	FA 83% SP 82%	F A 81% SP 66%	FA 80% SP 84%	FA10-made changes to the material regarding evaluation	Evaluation/ exam scores increased

effectively in a variety of contexts for academic success, lifelong learning, and enrichment.								
	Library 10: Students will identify and articulate the nature and extent of information needed.	75% of students completing the final exam will achieve 70% accuracy.	Fall, Spring	FA 83% SP 82%	F A 81% SP 66%	FA 80% SP 84%	FA10-made changes to the material regarding evaluation	Evaluation/ exam scores increased
	Library 10: Students will formulate and execute appropriate and effective research strategies.	75% of students completing the final exam will achieve 70% accuracy.	Fall, Spring	FA 83% SP 82%	F A 81% SP 66%	FA 80% SP 84%	FA10-made changes to the material regarding evaluation	Evaluation/ exam scores increased

	Library 10: Students will evaluate information and sources critically.	75% of students completing the Evaluation portion of the final will achieve at least 70% (new 09/10)	Fall, Spring	N/A	FA 73% SP 62%	FA 76% SP 99%	FA10-made changes to the material regarding evaluation	Evaluation/ exam scores increased
	Library 10: Students will organize and apply information effectively to accomplish specific purposes.	75% of students completing the MLA/APA assignment will receive at least 70%: (new 09/10)	Fall, Spring	N/A	FA 85% SP 81%	FA 84% SP 93%	FA10-made changes to the material regarding evaluation	Evaluation/ exam scores increased
	Library 10: Students will demonstrate an understanding of economic,	75% of students completing the final exam will	Fall, Spring	FA 83% SP 82%	F A 81% SP 66%	FA 80% SP 84%	FA10-made changes to the material	Evaluation/ exam scores increased

	legal and social issues when using information.	achieve 70% accuracy.					regarding evaluation	
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PART 3: Strategic Planning Goals

College Goals:

- Culture of the Institution: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.
- Teaching and Learning: Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.
- Comprehensive Student: Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College’s student population and community.
- Community Connections: Strengthen Mission College’s function as a community resource to preschool through 12th grade institutions, businesses and industry, and community based organizations.
- High Performance Educational Institutions: Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.
- Diversity: Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.
- Planning and Institutional Effectiveness: Integrate planning, budgeting and institutional effectiveness measures to evaluate overall progress in meeting the goals of Mission College.

- College: Create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley.

College Goal: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.	
Program Goal 1	To improve library service to students and faculty based on results from a Library Services survey (based on a 2009 survey).
	<p>Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable.</p> <p>This goal has been slightly revised to make it more measurable and specific over the course of the next three years.</p>
Expected outcome, how will your goal improve student learning or service to students?	
This goal is directly intended to improve the Library's service to students as it responds directly to student and faculty feedback.	
Action Plan, 2011-12	<ol style="list-style-type: none"> 1. Replace 20% of computers and ADA equipment 2. Conduct a needs assessment to analyze effectiveness of levels of library services. 3. Remodel library to create group study space.
Action Plan, 2012-13	<ol style="list-style-type: none"> 1. Replace 20% of computers and ADA equipemt 2. Establish clearly-defined service levels for both the Information Desk and Check-Out desk.
Action Plan, 2013-14	<ol style="list-style-type: none"> 1. Replace 20% of computers and ADA equipment 2. Conduct Library Services survey to assess effectiveness of and satisfaction with service levels.

College Goal:	
Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.	
Program Goal 2	Develop Library Basic Skills workshops (LIB 920), and a LIB 10 course targeted to Health Occupations and maintain/expand number of sections to meet student demand.
	<p>Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable.</p> <p>This is a goal in progress.</p>
Expected outcome, how will your goal improve student learning or service to students?	
This goal will improve student learning by providing more options for students to develop information competency skills that will help them across the curriculum.	
Action Plan, 2011-12	[LIB920] Offer sections of LIB 920 [LIB10] Review course success rate and student retention.
Action Plan, 2012-13	Goal Completed
Action Plan, 2013-14	Goal Completed

College Goal:	
Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.	
Program Goal 3	Increase the library's materials for the Mission College vocational programs to support the college's movement towards expansion of cutting-edge career technology programs.
	<p>Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable.</p> <p>This is a new goal for the Library</p>
Expected outcome, how will your goal improve student learning or service to students?	
This goal will assist students in C/TE programs by providing up-to-date resources to support their studies, and it will assist faculty in those areas as they develop and expand their programs.	
Action Plan, 2011-12	<p>1. Utilize \$16,000 in Perkins Grant funding to acquire materials in the following specific C/TE areas:</p> <p>Fire Technology Psych Tech and Retail Floristry General vocational and career research materials</p>
Action Plan, 2012-13	<p>1. Utilize \$16,000 in Perkins Grant funding to acquire materials in the following specific C/TE areas:</p> <p>Nursing (all levels of the field) Adaptive PE Hospitality Management materials Entrepreneurial business materials and general vocational resources</p>
Action Plan, 2013-14	<p>1. Utilize \$16,000 in Perkins Grant funding to acquire materials in the following specific C/TE areas:</p> <p>Computer applications, networking, and information systems Personal care giving Childcare center management and teacher development materials</p>

	<p>Fire Technology materials General vocational resources</p>
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<p>College Goal:</p> <p>Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.</p>	
<p>Program Goal 4</p>	<p>Support the college's virtual instruction plan by increasing Library online resources for students.</p>
	<p>Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable.</p> <p>This is a new goal.</p>
<p>Expected outcome, how will your goal improve student learning or service to students?</p> <p>This goal will directly support the college's move towards increasing the Distance Learning program. It also addresses an accreditation standard relating to Library service for distance learning students.</p>	
<p>Action Plan, 2011-12</p>	<ol style="list-style-type: none"> 1. Create at least 10 Online Library Guides (LibGuides) 2. Create four online instructional tutorials 3. Add ebooks as budget allows 4. In Fall 2011, pilot a "virtual library assistance" in an online course, and in Spring 2012 assess the results and develop future plans based on that assessment.
<p>Action Plan,</p>	<ol style="list-style-type: none"> 1. Create at least 10 Online Library Guides (LibGuides) 2. Create four online instructional tutorials 3. Add ebooks as budget allows

2012-13	4. Implement plan for virtual library assistance in online courses for Fall and Spring
Action Plan, 2013-14	<ol style="list-style-type: none"> 1. Create at least 10 Online Library Guides (LibGuides) 2. Create four online instructional tutorials 3. Add ebooks as budget allows 4. Assess results of virtual library assistance in online courses.

PART 4: Operational Planning

4.1 Now that strategic goals have been identified and documented, this section provides space for the program to discuss significant needs or plans that are related to daily operations. These items are separate from the specific strategic goal(s) identified above. This is not intended as a place to list specific budget requests (that is the next section) but to allow space for the program to discuss any outstanding issue or plans they have made in order to continue their normal operations.

The Library operation supports all student, faculty and staff in their informational needs. To achieve this the library depends on general funds to support over-arching areas and needs related to:

- Office supplies such as paper, pens, staples, toner cartridges for printers, book processing materials (labels, vista foil, etc.)

- Library materials to add to the collection – books, media, databases and print periodicals
- Technology – student computers, copiers, printers, computer software for developing multimedia material
- Hourly and part-time workers

The library is poised to support all College goals and strategic directions. One specific College direction is the support of virtual services and expanding mobile and on-demand resources and services.

Mission College will work towards continued virtual instruction, virtual services and virtual program availability to provide for those students who want to participate from a distance, those students who may not have the accessibility to the traditional face to face services and those students who may want to be retrained while on their lunch break or after work at their terminal. In addition, Mission College has a strong tradition of supporting student success through robust library and learning resource services. Through strategic planning and program analysis the college will provide students a place to engage in research, information exploration, discourse, and teaching and learning. The College will work towards expanding access to mobile and on-demand resources and services; offer infrastructure and facilities to allow students to create learning objects; and spaces for formal and informal teaching opportunities with faculty.

Finally, operationally, the library aligns itself with the needs of students. Below is a sample of responses from a comprehensive *California Community College Student Library & Technology Engagement Survey* conducted in Spring 2011 by the Executive Board of the Council of Chief Librarians of California Community Colleges.

19. For each of the following statements, choose the best answer:						
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Response Count
My instructors tend to have reasonable expectations of my technology-related skills and abilities.	1.2% (4)	4.3% (15)	32.9% (114)	46.1% (160)	15.6% (54)	347
I am aware of the services my campus library offers.	4.0% (14)	8.4% (29)	28.8% (100)	48.4% (168)	10.4% (36)	347
The technology skills I am learning at community college will benefit me in my future career.	0.9% (3)	3.7% (13)	26.2% (91)	47.3% (164)	21.9% (76)	347
My campus library supports my community college experience.	1.4% (5)	2.9% (10)	28.0% (97)	47.8% (166)	19.9% (69)	347
I am able to afford the technology I need to succeed as a student.	2.6% (9)	11.8% (41)	29.7% (103)	42.1% (146)	13.8% (48)	347
My campus library has materials that are useful to me in my classes.	1.2% (4)	2.9% (10)	24.5% (85)	49.6% (172)	21.9% (76)	347
Technology helps me collaborate with other students.	0.3% (1)	2.3% (8)	19.9% (69)	53.9% (187)	23.6% (82)	347
Technology helps me learn.	0.6% (2)	1.2% (4)	12.4% (43)	50.7% (176)	35.2% (122)	347
Technology helps me be more productive.	1.2% (4)	2.6% (9)	19.0% (66)	45.2% (157)	32.0% (111)	347
answered question						347

23. If your device supported the following library services, how likely would you be to use them?						
	Very unlikely	Unlikely	Fairly likely	Very likely	Not sure	Response Count
Find library hours, locations or phone numbers	6.3% (14)	12.6% (28)	34.1% (76)	44.4% (99)	2.7% (6)	223
Ask a librarian for help or advice via chat	13.5% (30)	29.7% (66)	24.8% (55)	27.0% (60)	5.0% (11)	222
Ask a librarian for help or advice via text message	13.6% (30)	30.8% (68)	23.1% (51)	27.6% (61)	5.0% (11)	221
Use library research guides and tutorials	10.3% (23)	15.2% (34)	35.0% (78)	37.2% (83)	2.2% (5)	223
Search for e-books in the catalog	11.2% (25)	16.1% (36)	29.6% (66)	38.6% (86)	4.5% (10)	223
Search for articles in library databases	8.5% (19)	10.8% (24)	33.6% (75)	43.5% (97)	3.6% (8)	223
Search for books in the catalog	9.0% (20)	9.4% (21)	35.0% (78)	42.6% (95)	4.0% (9)	223
Send a call number from the catalog	10.8% (24)	27.4% (61)	27.4% (61)	29.6% (66)	4.9% (11)	223
Access online reserves	8.6% (19)	15.8% (35)	29.3% (65)	41.9% (93)	4.5% (10)	222

			<p>FY99/00: \$8,334</p> <p>[budget cut FY2000/01]</p> <p>FY01+: \$0</p> <p>Title 5 section 58722 Guidelines: \$3,924</p>		
S	Library Books	1	<p>FY01/02: \$19,050</p> <p>FY11/12: \$7,808</p> <p>Title 5 section 58722 Guidelines stipulates that a college of our size should allocate \$96,765 per year for library books.</p> <p>IELM (Instructional Equipment and Library Materials) was eliminated in FY09/10.</p>	\$20,000	
S	CTE Resources	3	<p>Increase the library's materials in support of Mission College vocational programs to support the college's movement towards expansion of cutting-edge career technology programs. (Perkins Funding)</p>	\$16,000	
E	Automation	1	<p>Streamline and automate fee payments by students through the Library system (Millennium). This will reduce manual processing by library technicians and A&R staff. In addition, this 24/7 service will be able to pay fines when it is convenient for them.</p>	\$6,500	
S	Distance	4	<p>Establish budget for e-materials to enhance</p>	\$5,000	

	Education Resources		support of Distance Learning.		
E	Facilities	1	Replace broken chairs. Purchase new furniture for group study area to create collaborative learning environment.	\$7,000	
H	Support Services	1	Maintain clearly-defined service levels for library services	\$5,000	

5.2 This section will be used to identify resource requests that are for permanent personnel: faculty, classified, or administration. Please list all requested positions in the summary table and complete a separate Detail Form for each position.

Category Codes: F=Faculty C=Classified Staff A=Administration

Please include in your justification: How the resource will be used to support strategic planning goals or is necessary for operations. Be sure to identify significant impacts to program or college if request is not funded, including: health and safety considerations; regulatory and legal requirements; adverse impact to program health/viability.

SUMMARY TABLE FOR ALL POSITION REQUESTS

Category (use codes above)	Description of Position	Related Goal or Program Review	Justification	Estimated Cost
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		Section (please specify)		

PART 6: College-wide Needs

6.1 This section will be used to identify needs that have been observed at the college level which may require resources. These are not program-specific, and do not impact the budget or resources for individual programs.

Category Codes: F=Facilities E=Equipment CS=Campus Safety O=Other Non-Personnel

Please include in the explanation: Be sure to identify significant impacts to college if need is not addressed, including: health and safety considerations; regulatory and legal requirements; adverse impact to college health/viability.

Category (use codes)	Description of Need	Explanation
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above)		
E	IT&S staff needs their cell phones back.	Need a way to contact IT&S quickly when there is an emergency with student computers such as Internet down or printers not working. As of Fall 2011, the IT&S no longer have cell phones and are rarely at their desks, so we no longer have a way to reach them quickly.
O	12 month support for the Learning Management System	Currently the support is handled by 10 month faculty leaving a two month hole.