|  |  |
| --- | --- |
| **Instructional Support and Other Units:** | **Date:** **12/4/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  April Cunningham Katy French Marlene Forney Linda Morrow Tamara Weintraub Benhui Zou Peggy Richardson Connie Sterling |

**STEP I. Evaluation of Program & SAO Data.** In this section, examine and analyze your SAO results and how they may impact or influence your unit’s plans for the current year.

|  |
| --- |
| 1. **Summarize your SAO outcome results from last year and your implemented or planned follow-up.** 2. **Summarize your planned SAO assessment activities for the current academic year.**   a) In Spring, 2015, the librarians analyzed data collected for both our information literacy and public services outcomes in the previous year to determine how we could improve student understanding of library resources and services, and if there were changes we could make to keep or enhance students' satisfaction with the Library. Overall, survey responses from students and faculty demonstrated that we are achieving our stated outcomes in public services and information literacy. Below is an explanation:  For the public services outcome, the survey results had indicated that the majority of students are either very satisfied or satisfied with the services they receive at the Library, and 95% of respondents would recommend using the Library resources or services to others. Students responses particularly highlighted friendly, helpful staff and the reserve textbook collection as strengths of the library’s services. They recommended increasing the number of computers available for writing and research and they suggested adding an option to print documents from wireless devices.  After further reviewing the data, the Library took the following actions: (1) we worked with Information Systems to investigate and request wireless printing in the Library, and (2) we acquired iPads, and are in the process of creating procedures to make them available to individual students.  For the information literacy outcome, our most recent assessments focused on what students gain from the instruction we provide and how satisfied they are with the services they receive in the library. In order to assess gains related to our instruction, we surveyed 814 students before and 509 students after our classes, surveyed 36 faculty after our classes about the student research behaviors that they observed, and quizzed 611 students on key concepts that we covered during the instruction sessions. From our surveys of students we found that 58% of students who come for instruction have never been to the library before, so it is a crucial service for increasing their awareness of the research sources and support they can access. We also found that students reported increased skills and confidence in all areas of research after receiving instruction and applying the lessons in their own research projects. Looking back on the library instruction they received after having completed their research projects, 84% of students reported that their research abilities improved because of the session in the library.  Our surveys also gave us insight into which library tools students are using. More than 50% of students surveyed had used EasyBib to format their citations, and 70% had used the library’s article databases. Additionally, 21% of students had used the library’s catalog to find books and media. It will be helpful to compare these result to findings in our next survey because our new online catalog/library system, WMS, provides links to articles in our databases in additional to books and media. Fewer than 20% of students used Dashboard, the LibGuide for their class, or Ask-a-Librarian chat, which suggests that we should continue to promote these valuable resources to students and faculty.  Our surveys of faculty showed that all 36 respondents agreed that the library sessions provided for their classes supported the content and objectives of their courses. A third of the respondents would like to have more time spent on hands-on activities during the library sessions and more time for students to start working on their own research. The rest of the respondents indicated overwhelmingly that the current level of hands-on practice and time spent on students’ own research during the session they received was appropriate. Taken together, these results reinforce our plans to ensure that we have computers available for students to practice searching for and evaluating books, articles, and reference sources during our instruction sessions.  b) In spring 2016, we will do a multi-dimensional assessment of our instruction program, including surveys of students and faculty as well as direct assessments of students’ knowledge. We will also conduct a survey to assess our Resources and Access outcome in order to determine if students are obtaining the information resources they need after interacting with the library either online or in-person. |

**STEP II. Progress on Previous Year’s Goals and Plans** (see “Step II.G – Goals” in your [completed 2014-15 PRP](http://www.palomar.edu/irp/PRPCollection.htm).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include**   1. **The impact on resources allocated and utilized;** 2. **Any new developments or concerns that are affecting the program;** 3. **Any new goals for the program; and** 4. **Other information you would like to share.**   Goal 1: Fill staff vacancies to improve student access to library resources and services that fulfill our mission.  Our major concern remains our alarming personnel shortage, and the ability to appropriately staff all our locations so that we can ensure the safety and security of our students, provide them with resources and services that meet their growing information and curriculum needs, and protect our multimillion dollar book and technology collections. Almost 3 years ago, we had 16 classified staff members; as of November 2015, we have 8 classified staff members. This still leaves the library with half the number of staff expected to provide the same level of service and security during 120 open hours each week in our 30,000 square foot facility at the San Marcos campus, our library at the Escondido Center, and to offer equivalent resources and services to students at the College's soon-to-open South Center. Providing library resources and services to meet all these needs requires additional staff to (1) purchase, process, and circulate thousands of textbooks, (2) provide assistance to students at the reference and circulation desks, and (3) monitor and ensure the safety and security of both students and the collection.  Goal 2: Implement the WorldShare Management System (WMS) and maintain a viable collection. We have continued to make progress on this goal. WMS program is now fully integrated into our workflows. However, as an integrated technology that must interact with other new technologies being implemented at Palomar, including 3rd party library order systems and the new college streaming media server scheduled for implementation later this year, we must continue to upgrade the system and access licences. The result will be that we can continue to optimize workflows so that staff work more efficiently and cost-effectively to provide access to information and resources for our students.  Furthermore, as part of the intial WMS implementation goal, from August 2014 through Spring 2015 we conducted an inventory of our entire collection (including at San Marcos campus and Escondido Center Libraries). Library staff have been diligently working on this task since August 2014. Through this project we discovered that we needed to replace quite a few items that are missing from the collection, which we were able to accomplish with funding from the 2014-15 PRP process. We hope to complete this project this year, which may help us identify additional missing resources that need to be replaced.  Goal 3: Collaborate with academic departments to offer resources that meet faculty and student needs. We will continue to strive to meet this goal by working with Information Services to pilot and deploy a wireless printing solution that will allow students to use personal mobile devices (laptops, Netbooks, Chrome Books, Internet appliances such as tablets, smartphones, etc.) to print (e.g. completed assignments, course handouts, eresearch sources) documents needed for their learning activities. Our SAO assessments have provided direct evidence of this interest. |

**STEP III. Resources Requested for FY 2015-16: I**dentify additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

**\***Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **Streaming Media** | **600010** | **3** | **4** | **Faculty and students are requesting content in this format for Distance Learning. To support their needs and to comply with the TEACH Act, we need funding to purchase an estimated 20-35 streaming media titles, ranging in cost from $300-$500** | **10,000.00** |
| **a2.** | **DVDs** | **600010** | **2** | **4** | **Faculty and students are requesting films and other media content that are currently available to libraries only in DVD format. Furthermore, we must purchase DVD copies of streaming media that we acquire for Distance Learning classes in order to comply with the TEACH Act, which requires us to maintain corresponding physical copies of a title in our collection. We need funding to purchase the DVD content that supports faculty and student needs.** | **5,000.00** |
| **a3.** | **Databases** | **600010** | **3** | **4** | **In 2014-15, students and faculty retrieved over 415,000 documents (journal articles and reference content) from the library's licensed aggregate research and educational databases. There is a growing demand for discipline specific content in this format, and prices of existing databases increased over the previous year an average of 5%. Without this funding, in order to maintain access to some existing content we will have to cancel other subscirptions, and will be unable to purchase new products. The funds we are requesting would help cover some of this year's price increases, as well as help purchase 1-year subscriptions for 1-3 new products that have been requested by faculty and students, including Swank Digital Media (collection of streaming feature films at $3000), New York Times Archives ($7000), or Worldbook Online Reference ($2500).** | **10,000.00** |
| **a4.** | **eBooks** | **600010** | **3** | **4** | **Faculty and students are requesting this format, particularly to support Distance Learning. Ebooks cost twice as much as print books because of licensing and technology/access fees. We have not had an increase in our book budget in over 5 years, and the current budget is insufficient to purchase and maintain the number of ebooks required to satisfy the needs of our students.** | **5,000.00** |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **Laptop computers** | **600010** | **2** | **4** | **Half the laptops used in library instruction classes are out of warranty and no longer work reliably. These laptops are essential to student learning and success at Palomar, having served nearly 14,500 students (average 179 sessions/year, 27 students per session) over the past 3 years. Replacing them with new, reliable laptops ensure students have access to the resources taught during instruction sessions. 16 Dell Latittude E5550/5550 laptops $1722 each. [Computer model and cost per Jose Vargas, Information Systems]** | **$27,552** |
| **b2.** | **Laptop security cart with power management** | **600010** | **2** | **4** | **Required to store, charge, transport, and secure the requested Dell Latitude E5550 laptops. [Cart model and cost per Jose Vargas, Information Systems]** | **$1900** |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Worldshare Management System (WMS)** | **500010** | **24** |  | **Maintenance cost for the OCLC Worldshare Management Service (WMS), the Library's system of integrated applications built on a cloud-based, software platform. WMS offers Palomar College a completely integrated, web-based set of library management applications, including the library catalog, digital resources knowledgebase, circulation, and resource acquisitions applications. Faculty, students and staff get better, faster access to more resources.** | **5,000.00** |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Streaming media** | **a1** | **3** | **4** | **Faculty and students are requesting content in this format for Distance Learning. To support their needs and to comply with the TEACH Act, we need funding to purchase an estimated 20-35 streaming media titles, ranging in cost from $300-$500** | **$10,000** |
| **2.** | **Worldshare Management System (WMS** | **d1** | **2** | **4** | **Maintenance cost for the OCLC Worldshare Management Service (WMS), the Library's system of integrated applications built on a cloud-based, software platform. WMS offers Palomar College a completely integrated, web-based set of library management applications, including the library catalog, digital resources knowledgebase, circulation, and resource acquisitions applications. Faculty, students and staff get better, faster access to more resources.** | **$5,000** |
| **3.** | **DVDs** | **a2** | **2** | **4** | **Faculty and students are requesting films and other media content that are currently available to libraries only in DVD format. Furthermore, we must purchase DVD copies of streaming media that we acquire for Distance Learning classes in order to comply with the TEACH Act, which requires us to maintain corresponding physical copies of a title in our collection. We need funding to purchase the DVD content that supports faculty and student needs.** | **$5,000** |
| **4.** | **Databases** | **a3** | **3** | **4** | **In 2014-15, students and faculty retrieved over 415,000 documents (journal articles and reference content) from the library's licensed aggregate research and educational databases. There is a growing demand for discipline specific content in this format, and prices of existing databases increased over the previous year an average of 5%. Without this funding, in order to maintain access to some existing content we will have to cancel other subscirptions, and will be unable to purchase new products. The funds we are requesting would help cover some of this year's price increases, as well as help purchase 1-year subscriptions for 1-3 new products that have been requested by faculty and students, including Swank Digital Media (collection of streaming feature films at $3000), New York Times Archives ($7000), or Worldbook Online Reference ($2500).** | **$10,000** |
| **5.** | **Laptop computers** | **b1** | **2** | **4** | **Half the laptops used in library instruction classes are out of warranty and no longer work reliably. These laptops are essential to student learning and success at Palomar, having served nearly 14,500 students (average 179 sessions/year, 27 students per session) over the past 3 years. Replacing them with new, reliable laptops ensure students have access to the resources taught during instruction sessions. 16 Dell Latittude E5550/5550 laptops $1722 each. [Computer model and cost per Jose Vargas, Information Systems]** | **$27,552** |
| **6.** | **eBooks** | **a4** | **3** | **4** | **Faculty and students are requesting this format, particularly to support Distance Learning. Ebooks cost twice as much as print books because of licensing and technology/access fees. We have not had an increase in our book budget in over 5 years, and the current budget is insufficient to purchase and maintain the number of ebooks required to satisfy the needs of our students.** | **$5,000** |
| **7.** | **Laptop security cart with power management** | **b2** | **2** | **4** | **Required to store, charge, transport, and secure the requested Dell Latitude E5550 laptops. [Cart model and cost per Jose Vargas, Information Systems]** | **$1,900** |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Library Media Technician I** | **230010** | **1** | **1.1** | **This critical public services position is needed for the Escondido Center Library on evenings and weekends to serve and assist students. At present, there are not enough permanent staff available to staff the library during these critical hours, and the library currently must rely on temporary hourly staff to ensure the safety of the students and the security of the library equipment and collection. This position will assist and support students with their technology needs and with access to library materials.** | **66,528.85** |
| **2.** | **Senior Library Media Technician** | **230010** | **1** | **1.1** | **This critical position is the Lead technician for evenings and weekends at the San Marcos campus library, with the highest level of responsibility for the safety and security of students, staff, equipment and the library collection in the entire library building, including the Academic Technology Lab and Star Tutoring during open hours when no supervisors or managers are working.** | **75,654.80** |
| **3.** | **Library Media Technician 1** | **230010** | **1** | **1.1** | **This critical position would directly assist students and monitor security in areas of the library that are currently unmonitored by staff due to shortages, inlcuding the entire 3rd floor. In addition to assisting the students in locating materials, the presence of a staff member in this and other unsecured areas of the Library will help ensure the safety and security of students as well as the library's valuable book collection.**  **An average of 91 students are seated on the Library's 2nd and 3rd floors during peak hours each day; current staffing levels are only sufficient to staff the 2nd floor Circulation and Reference desks, which cannot be left unattended. This leaves a large part of the remaining 30,000 square foot building unattended most of the time, and this position would provide safety and security in those unsecured areas. Additionally, this person would work with the Acquisitions Librarian to maintain the collection, conduct inventory reviews, and prepare the collection for the move to the new library.** | **66,528.85** |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**