
Fall 2004

PROGRAM REVIEW SELF STUDY - LIBRARY

Part I: PREAMBLE

Role and functions

The central mission of the college library is to “enhance MPC’s instructional programs, comprehensive high quality curriculum, and...to keep pace with the changing needs of student learning in the 21st century.” Within the library, information is acquired, organized and provided to support the College’s diverse instructional programs and services. With this collection of information and through instruction, the faculty and staff of the library assist users to become critical and proficient users of information. As part of accreditation, the library provides materials that support our curriculum and transfer programs. The College goal of enhancing existing educational programs through technological support in equipment and supplies is more than amply met with the 2003 completion of the Library & Technology Center.

Outstanding (Characteristics) features

- **Staff** We are fortunate to have an outstanding staff who are well educated and who have a strong commitment to public service.
- **Faculty** Our library faculty offer:
 - Reference assistance for most hours the library is open;
 - Instruction in the organization, assessment and intelligent use of information in the problem solving/research process;
 - Collection analysis and development in various subject areas depending on the individual librarian’s educational background.
- **Instruction and Reference**
 - Three classrooms have fully mediated teaching stations so that library faculty can use a full range of electronic resources in the teaching process; the networked classrooms give students an opportunity to utilize the electronic resources needed for the research process.
 - The library offers several web-based or online courses:
 - Introduction to Information Competency & Literacy
 - Effective Use of the Internet
 - Internet Literacy
 - An Associate Degree and a Certificate Program in Family Research Studies
 - The new Peggy Downes Baskin Information Commons (Main Floor) and the Information Commons (Third Floor) provide library faculty with a fully electronic information lab for one-on-one instruction with students. As a result, students learn to use the integrated library system and multiple databases specific to their research.

- In the Information Commons we now have specialized storage shelving for multimedia materials. These alternative formats provide students with a wider array of information formats to meet varied learning styles.
- **Collection**
 - The Library has a collection of approximately 60,000 traditional print and non print materials, such as DVDs, CD-ROMs, and audio and video tapes, which support the research needs of the two year liberal arts undergraduate curriculum.
 - Despite the lack of increased funding from the District, library faculty along with subject area faculty, have selected materials in all formats to supplement and extend the learning process for both registered students and community members.
 - Throughout the years, the collection has been analyzed and honed to include the best information materials thought to support our curriculum taking into account information resources recommended by Books for College Libraries (American Library Association) and the Association of College and Research Libraries.
- **Technology**
 - With the completion of the Library and Technology Center, we have created new technologically sophisticated areas for study and teaching.
 - The Library part of the building has over two hundred and fifty networked computers and printers on the second and third floors and wireless connectivity throughout the student study areas.
 - We now have fully three mediated and networked teaching stations and classrooms.
 - The Sam Karas Room offers state-of-the-art, fully electronic equipment to be utilized for teaching, meetings or workshops.
- **Collaborative relationships**
 - MPC librarians are active in organizations that benefit the library both in terms of obtaining interlibrary loan materials as well as participating in mutually beneficial relationships in the areas of technology, management and reference.
 - As a member of the Monterey Bay Area Cooperative Library Network (MOBAC), we are able to borrow some materials that we have not been able to afford so we can support the research needs of faculty and students. This membership also allows us access to collections and libraries (e.g. Monterey Bay Aquarium) that are not open to the public.
 - From the inception of California State University, Monterey Bay, we have been able to share server space for our online integrated library system.

Without this agreement, the annual costs for our integrated system would be tripled, compared to the modest yearly fee we now pay.

- Involvement with the MPC Foundation has resulted in substantial support for the Library in the form of materials, art and other resources for the completion of the building.
- As a member of the California Community College League we are able to purchase databases and other resources at reduced rates.

Library Program Links to the Objectives and Goals of MPC

- The Library maintains and enhances the instructional goals of the College through our Department courses and promotion of information competency for all students across the curriculum.
- The Library and Technology Center and the five instructional service areas housed in the building (ESL, ESSC, Academic Support, Lindamood-Bell, Center for Instructional Technology), are the best computer and mediated instructional services on the campus.
- From the position at the front of the campus, the Library is now the most highly visible representation of the College in this community.
- Library services and resources are available for residents of the Monterey Peninsula.
- The Library is a resource for lifelong learning.
- When awarding the \$21.5M State funds for the building of the L&TC, it included \$3.2M for current technology, equipment and furnishings. Until such time as the equipment becomes obsolete, the L&TC provides state-of-the-art technology for students on campus.
- The campus goal to “construct . . . campus facilities . . . so that teaching, learning and working will take place in appropriate and conducive environment” was partially met with the completion in 2003 of the Library and Technology Center.

Library Concerns: Historical and Recent

Staffing

- During the last thirty (30) years staffing has increased by one FTE Instructional Technology Specialist (SvC 7). A request is pending for reclassification of that position to SvC 8. Employee is now being paid out of class as SvC 8. This position was an absolute necessity for the operation and maintenance of the growing number of library computers, servers and networked systems --- now two hundred and fifty computers in the new library, a network of printers, fifteen multimedia rooms, three electronic classrooms, an electronic classroom / Board Room, video conferencing equipment, an online integrated library system, several servers requiring daily operational oversight, and a fully accessible website providing 24/7 access to information databases and other library information.

- In fall 2003, two nineteen hour part time Instructional Technology Specialists were approved to provide technological assistance at nights and on Sundays for the whole building.
- In addition a long standing, part time, nineteen (19) hour, Library Specialist – Circulation Desk position, was made permanent in 2003/04.
- Faculty: Currently the Library is seeking a replacement for a FTE library faculty member. This position, if filled, will constitute a net of .5 FTE increase in library faculty over the last thirty (30) years.
- Part time adjunct library faculty hours were continued for Sunday library hours, however Saturday openings were eliminated.
- Management: The library needs to have a full-time, year-round Library Director to provide direction to staff and oversee services and functions that operate year round.

Budget

District funding for Library materials, books and journals has not increased in over twenty (20) years. In fact, for approximately five years now, the State Block Grant for “Instructional Equipment and Library Materials Funding” has been substituted for the District contribution of funds for “Capital Outlay – Books – 6300.” **Library Department concern is that the District must be prepared to replace these “soft” funds when and if the State discontinues providing the Block Grant for Library Materials.** In addition, providing the same amount of funding for over twenty (20) years with no increase in funding for inflation means that far fewer materials can be bought now than in the past. It should be noted and it is appreciated that the Office of Academic Affairs has given some additional funding for library materials in years when State allocations were sufficient enough to cover most high priority instructional needs.

- Over the past years, when new programs are started, information materials are needed to augment the collection, but no increases in funds are given.
- Nursing accreditation takes place every three years and the library must replace its nursing materials, which is expensive.
- Money collected for lost materials and fines goes directly to the general fund, instead of being returned to the library budget for replacements of materials.

Services

- We are concerned that despite the new facility and greatly increased use of all library services, our hours have been reduced. The Library is no longer able to be open four hours on Saturday; Monday through Thursday evenings we have to close earlier resulting in two hours of lost student study time. This is due, in part, to the more time consuming opening, closing and security procedures that are required by a much larger facility and the lack of staff funds to pay for the additional required time.

Curriculum

- We need campus support for making Information Competency a graduation requirement.

Cultural role

- We need community and campus support so that the Library can continue to be a highly visible academic center and a venue for artistic and cultural events.

Fort Ord Center:

- For accreditation purposes and for our students, library sources must be made available on the new campus.

Part II: ANALYSIS

Curriculum Review (See Course Outline Review Process)

Review the currency of the documents pertinent to your program.

1. Course outlines for LIBR 50, 60, 61, 62, 72 and 80 were reviewed and updated this fall 2004. Library 50 is currently being modified to correctly be listed as a laboratory course requiring 51 hours of student work for one unit of credit. This modification will be sent to C.A.C. for approval.
All the necessary forms for each course are included as an addendum.

2. If your program requires state-mandated plans, please attach them.

N/A

3. If your program produces documents for college use, please list them.

MPC Governing Board policy 3050 includes Library policies and procedures including the Library Bill of Rights.

The MPC Catalog includes a description of the Library, its resources and services. The Schedule of Classes includes current instructional offerings of the Department and statements of hours and services.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the past three years.

	Credit FTES	Noncredit FTES	Total FTES	Total Enrollment	Total Sections	Dept. Success	Department Retention
Fall 2001	4.1	0	4.1	49	4	51.02%	71.43%
Spring 2002	2.95	0	2.95	36	3	50.00%	66.67%
Fall 2002	1.96	0	1.96	27	2	37.04%	66.67%
Spring 2003	.59	0	.59	10	1	50.00%	50.00%
Fall 2003	2.49	0	2.49	31	3	29.03%	38.71%
Spring 2004	6.57	0	6.57	66	3	68.18%	84.85%

- **Faculty FTES:**

- As of academic year 04/05 the library has four full-time faculty members (one director; three full-time librarians). In June 2004 our formerly full time librarian, working on a half time (.5 FTE) reduced contract, retired.
- Part-time faculty hours vary.

- **Trends of student FTES**

- Over the past three years, our FTES have gone up and down. However, in the spring of 2004, all increased.
- If/when LIBR50 is made a graduation requirement, our FTES should increase and our success and retention rates should improve.

Since our primary responsibilities lie in providing service to our users and in the instruction of finding and using information effectively, the table below better illustrates our work load. The chart below illustrates statistics from fall 2001 through spring 2004.

	Total number of Library users	Current Library Cardholders	Circulation Transactions	Reference Transactions	Computer Use	Bibliographic Instruction Classes	Number of students in classes
Fall 2001 (July – Dec.)	101,205	Not available	14,189	7004	Incomplete	41	906
Spring 2002 (Jan. – June)	117,320 +16%	6908	14,121 -.01%	7847 +12%	56,489	44 +7.3%	967 +6.7%
Fall 2002 (July –Dec.)	127,016 +8.3%	8056 +16.6%	11,193 -21%	8273 +5.4%	57,472 +1.7%	37 -18.9%	795 -21.6%
Spring 2003 (Jan. – June)	137,305 +8.1%	8682 +7.8%	12,679 +13.3%	9701 +17.3	48258 -19.1%	15 Incomplete statistics (moving to new building)	318 Incomplete statistics
Fall 2003 (July – Dec.)	160,647 +17%	10,799 +24.4%	16,198 +28%	12,668 +30.6%	100,634 +108.5%	49 +32.4%	1381 +73.7%
Spring 2004 (Jan. – June)	161,479 +.5	12,476 +15.5%	16,830 +4%	13,690 +8.1%	122,279 +21.5%	60 +22.5%	1288 -7.2%

Library trends need to be seen in terms of a) use of the library as an instructional service and, b) use of our instructional program. During the three year period of analysis (Fall 2001 through Spring 2004), it should be noted that the library moved out of our forty-five year old building and into a new Library and Technology Center building which houses, along with the Library, five additional instructional service programs.

Trends

Library Use:

- Over the past 3 years (fall 2001 through spring 2004), library utilization statistics have increased tremendously.
 - ◆ **Total number of users increased by 60,274 or 59.6%.**
 - ◆ **Circulation transactions increased by 2,641 or 18.6%.**
 - ◆ **Reference transactions increased by 6686 or 95.5%**
 - ◆ **Bibliographic Instruction classes increased by 19 or 46.3%.**
 - ◆ **Total number of students in classes increased by 382 or 42.2%.**

Instruction:

- The primary job for academic library faculty is to provide instruction and reference in a one-on-one laboratory setting known, in an academic library, as the Reference Desk and/or Information Commons. With the opening of the new Library and Technology Center, the numbers of people using the facility and resources and the numbers of patrons assisted by the library faculty have continued to climb.
 - To better assist students in successfully completing research assignments, library faculty and management decided to design courses which would allow students to better understand the research process and the organization and application of information to the research process. Therefore the Library Department now offers three courses (LIBR 50, 72, 80) which are directly related to helping students become competent and critical users of information.
 - Additionally, the Library Department offers a degree and certificate program in Family Research Studies (LIBR 60, 61, 62).
2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.
- Learning outcomes for library courses are delineated in the “Course Objectives/Exit Standards” portion of all course outlines.
 - Evidence that our students are learning and that they have accomplished the specified outcomes are demonstrated through unit assignments/exercises and exams. These assignments must be acceptable before credit is given.
 - Learning outcomes for the Family Research Studies Certificate Program are listed below. In fall of 2003 these will be forwarded for inclusion in the next release of the College Catalog.
- LIBR 60 - 62: Learning Outcomes for Family Research Studies

Upon completion of this program students will be able to:

- Explain and apply the research process when asked to locate an individual who lived between 1790 to the present.
 - Apply critical thinking skills to the Family Research process.
 - Establish a family history utilizing a breadth of sources including tax records, Land & Probate records, pre-census records, etc.
 - Organize research materials for easy accessibility and preservation.
 - Explain and apply historical clues to resolve conflicts in their research.
 - Provide traditional and Internet solutions to obtaining reference materials for individuals who married or died 1790 to the present.
 - Compare research repositories and sources within their local area.
 - Analyze existing materials in order to formulate new research plans.
 - Create files that can be shared electronically.
3. If your program is an occupational program, additionally present data and discuss:
- The degree and certificate program in Family Research Studies (Library Services 60, 61, 62) has tremendous potential as an occupational program. However, there has never been an adequate budget or staff to do the necessary work. It has huge potential because genealogy is the second largest hobby in the United States.
 - Courses in the Family Research Studies program provide the skills to effectively trace family lines. Ability to search out family lineage is an essential skill for the legal community for verification of paternity and lineage connected with inheritance and legal status. These are just two of the enormous areas for knowledgeable researchers.
 - MPC offers the only community college degree and certificate courses in the United States.
 - With the degree and certificate program being offered completely online by an instructor who is nationally known in the genealogy community, the potential for the course is staggering.
 - The percent of program completers since the last program review:
 - No previous program review exists.
 - The number of certificates and degrees awarded:
 - Only one certificate has been awarded.
 - Job placement rates:
 - No known data exists for students who have taken any of these classes.
4. Describe the current scope and sequence of the program's course offerings.
- Stand alone Library Services courses include: Library Services 50, 72, and 80.
 - Family Research Studies Courses in the degree and certificate program include: Library Services 60, 61, and 62. The scope and sequence of these courses allow students to receive a Certificate of Achievement or an Associate in Arts degree.

5. Describe the scheduling of your courses or delivery of services in ways that are pertinent to your program.
- a. If your program is part of a major or certificate, can the student complete the major or certificate in two years?
 - LIBR 60, 61, 62 (Family Research Studies: Genealogy) are part of a degree and certificate program. It would be possible to complete the certificate in two years if the courses, when offered, had full enrollment. Usually 61 does not have enough enrollment to be held and 62 has only been offered as an independent study course. It can be difficult for students to complete the certificate if/when any of the classes are cancelled due to low enrollment.
 - b. Explain the appropriateness of your scheduling pattern:
 - (1) MWF or TTh or Other
 - (2) morning, afternoon, evening, weekends
 - (3) 17-week, 8-week or shorter
 - (4) fall, early spring, spring, and/or summer
 - LIBR60, 61, 62, 72 and 80 are online courses allowing students to take the courses off campus at any time.
 - LIBR50 is a web-based course that allows students to complete part of the course anywhere there is web access. Part of the course must be completed in the library. This is also a self-paced course which gives our students the freedom to work at their own pace to complete the one-unit, 51 hour lab course. This has not been offered during the summer sessions or early spring.
 - All the Library Services courses could be offered in Early Spring and Summer Session if Library faculty could be made available to teach the classes.
 - There is a librarian on duty at most times the library is open to advise and assist all our students taking Library Services courses.
 - Library Services 50 can be promoted as a course that allows students to enroll at almost any time during the academic year.
6. Describe your faculty and staff in terms of their diversity, past and recent education/ training, and workload.
- It is a high priority of the library to hire qualified staff with a range of diverse backgrounds. Currently there are 17 women and 4 men (full- and part-time) working in the library.
 - The Library faculty all hold at least one Masters Degree plus extensive training and experience within their individual departments (e.g. Public

Services, Technical Services, Electronic Resources, Administration). The librarians attempt to keep up-to-date by attending conferences and training sessions. Most library faculty have registered for classes on their own time. All FTE library faculty work 35 hours/week, 175.5 days/year.

- Seven of the eleven classified staff hold Bachelors Degrees and many have attended classes at MPC or at other higher education institutions. All classified staff are encouraged to further their education either by taking classes or by attending conferences. The library has eleven classified staff, seven of whom are full time and five of whom are less than half time. Most of our classified staff works 40 hours/week, 12 months/year.

7. Describe your faculty and staff's satisfaction with the program including program ability to meet students' needs.

We are satisfied with:

- The building; it is operating the way we designed it.
- The flexibility of library staff to undertake an increased and increasing workload.
- State of the art equipment.
- The quality of our instructional program.
- The move into the new Library & Technology Center, library faculty and staff now work in a beautiful facility with many more functions and services to better serve our students.
- The capability to teach in current, state-of-the-art, multimedia classrooms.
- Students' access on and off campus to the catalog, reference and periodical databases, and many more online resources available through the library webpage.
- The open spaces and comfortable surroundings which are conducive for all students using the facility.
- The furniture which is adjustable for our physically challenged students.
- The shelving, equipment and furniture and how it supports the acquisition of multimedia to accommodate the varied learning styles of our students.

We are not satisfied with:

- Same allocation for books and journals for the last 20 years with no increase to address rising costs in the publishing industry.
- The lack of support and resolution with building issues, such as HVAC, furniture, connectivity, completion of outstanding items on the punch list.
- The collapsed classified staff service categories: in the Library Technical Positions (Service Category 7 to 5), the lost two months of a permanent part time circulation staff member.
- The practice of giving lost and stolen materials payments to the general fund rather than to the Library to replace materials resulting in an ever decreasing collection, often of the best materials.

- With the expansion of the new LTC, we were required to reduce hours of operation. To return to the basic level of operation, we would need to increase staff and have support for the Library Staffing plan.
8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.
- With the expansion of space, functions and services in the new Library & Technology Center (LTC), staffing is insufficient to meet the needs of our students, staff, faculty and community members.
 - Supplies are being provided by means of a creative program initiated by the library where student printing is provided at a low cost and the proceeds provide paper and printing supplies.
 - MPC has been extremely fortunate to have received state money to construct the new Library & Technology Center with state-of-the-art technology and equipment.
9. Explain how external factors (e.g. State budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

State: During the past several years, MPC has received money from the State to help support the following:

1. Electronic Resources: The Library receives its funding for Electronic Resources through the College's funds from the Telecommunications & Technology Infrastructure Program (TTIP). However, there is no assurance that this money will continue indefinitely, in which case, the library would need to find alternative funding or cut back on our electronic resources. Maintenance and replacement of equipment could also be affected.
2. Instructional Equipment & Library Materials: For several years, the college has chosen to replace the District library materials funds with State money from the Instructional Equipment & Library Materials Block Grant (soft money). If the State money is discontinued, the District will need return to providing regular capital outlay (6300), library materials funds.

Local: Development of the Fort Ord program will require planning for library services to include staffing, equipment, instruction, electronic resources and materials. This will be a necessity if instruction is offered and the Center is to be accredited. Library faculty have requested to be on the Ft. Ord Center planning committee when it is established.

Public Library: Closures have resulted in increased use of the MPC Library.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?
 - Students who utilize Library services expect to learn how to find and use information effectively through print and electronic sources.
 - With the massive increase in online information, instruction to help students become competent and critical users of information is extremely important.
 - Currently librarians are advocating for information competency/literacy to become a MPC graduation requirement. LIBR50 (Introduction to Information Competency & Literacy) would be one means of meeting such a graduation requirement. As of May 12, 2005 the G.E.R. Committee recommended that "information competency shall be included as a basic competency for graduation from MPC." The G.E.R. Committee is looking at a variety of class options to meet such a requirement when it is approved.
 - Librarians offer numerous bibliographic instruction sessions for any course. During fall and spring (2003-04), the librarians taught 109 classes that included 2669 students.
 - Students wanting a certificate or degree in the Family Research Studies (Genealogy) program often have difficulty doing so within the allotted time if classes are cancelled due to low enrollment. Enrollments for these classes should increase and remain constant when students are able to enroll from off campus (scheduled for 2005).

2. Discuss the indicators of student satisfaction pertinent to your program. Examples:
 - a. How do you measure student satisfaction?
 - The Library created a library survey (fall 2004) that was distributed to:
 - 14 classes representing a variety of subjects (e.g. Spanish, Ornamental Horticulture, Music, Physical Education, Life Sciences, Social Sciences, Mathematics, etc.)
 - Library users (paper format)
 - Library users (online)
 - All faculty and staff (online)
 - Student evaluations are also gathered and reviewed at the end of every credit-bearing course which helps us assess student satisfaction with our program as well.

 - b. What did you learn from those measures?

With the assistance of Dr. Rosaleen Ryan (Director, Institutional Research), we were able to learn the following from the survey:

The responses in the area of “Services” indicate a high level of satisfaction with the service in the Library. For example, 98% of respondents who rated the service felt “somewhat satisfied” or “very satisfied” with the service received. Similarly, two-thirds of respondents rated the Library staff as “friendly, helpful and courteous”.

The responses also suggest that the Library is used for a variety of purposes, ranging from studying (10.7%), research and/or class assignments (12.4%), using computers (29.1%) to borrowing materials from our library (8%).

Finally, the results indicate that respondents are frequent users of the Library. For example, nearly 40 percent of respondents indicated that they use the Library daily, and an additional 35 percent indicated that they use the Library more than once a week. (It should be pointed out the library usage by survey respondents does not necessarily reflect the library usage among all library patrons.)

The responses related to “Resources” tell a slightly different story. They indicate that the collections and databases are *good*, rather than *excellent*. However, the open-ended comments suggest that the collections *could be excellent* given more resources. We can cite some specific comments to support this statement. Furthermore, respondents indicated the need for additional hours. Despite the limited resources and services, the majority of students whose class visited the Library for instruction found it to be very or somewhat helpful.

The survey is attached.

- c. How does your program deal with complaints?

Complaints are directed to the appropriate librarian for immediate action if possible. The Library Director is ultimately responsible for handling and resolving complaints.

- d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

Complaints are dealt with on a one on one basis.

An example of a student complaint at the new Library was that there was too much noise on the third floor. We installed large signs that state, “Students have requested that this floor be for quiet study. Thank you for your

cooperation.” The signs seem to have worked; complaints are far less frequent.

Some student complaints are ones over which we have no control. Requests for more hours of service are frequent (evenings, Saturdays and longer hours on Sundays). When possible we explain the budgetary restraints and priorities of the District.

3. How well do students appear to be progressing through the program/department?

- Students in our bibliographic instruction classes come away with new knowledge and skills that they can hopefully use throughout their college careers and their lives.
- Students in our credit-bearing classes have a much better grasp of how much information is available, how it is organized, how to access the information, and how to use the information legally and ethically.
- Few students have completed the certificate program in Genealogy because the 2nd and/or 3rd class in the series have been cancelled due to low enrollment. Independent study will be promoted more in the future as an alternative for students wishing to complete the Certificate.
- The number of students utilizing the materials and equipment in the library has increased tremendously (see chart on page 3).
- Reference and Circulation statistics also indicate a huge increase in activity which indicates our services and functions are being utilized effectively.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

- The Library actively markets campus courses, programs, services and special events by displaying flyers and distributing handouts available to the many who come in and out of the library annually (over 300,000 in 2003-04).
- In addition, our web page provides a wealth of information on availability of resources as well as current events: (www.mpcfaculty.net/library).
- Interlibrary loans are provided to the college community to obtain materials that the library cannot afford, does not provide or are outside of the scope of our mission.
- Barriers to access, success and equity are the reduced evening and Sunday hours and the elimination of Saturday hours. Reduced and limited faculty assistance during Early Spring and Summer Sessions also puts students taking Early Spring and summer classes at a disadvantage.

External Relations

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

- The Library has been a partner in the development of CSUMB from the start as the resource available to them which allowed for their initial accreditation to be approved.
 - This library and that of CSUMB share the same online integrated library system and the MPC database is resident on their server for which we pay a modest yearly fee. As a result, CSUMB and MPC have reciprocal borrowing privileges.
 - The Hartnell College Library and the Gavilan College Library now also share the same online integrated library system.
2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.
- The librarians work closely with other faculty when developing classes in their subject areas.
 - Librarians attend division meetings to develop understanding of faculty information needs.
 - A number of guides have been developed to inform faculty and students about materials (print and electronic) the MPC library has in their subject areas.
 - When budget allows, the librarians work with campus faculty in developing the collection. This includes assessing the collection for the quantity and quality of materials needed to support the curriculum.
 - Integral to the building design was the notion of creating new spaces for teaching and learning to take place in a collaborative and cross departmental atmosphere. Moving the ESL lab, ESSC, Academic support and Lindamood-Bell® into the new LTC have proven successful in this endeavor.
3. Describe and evaluate the support that your program receives from other college programs or service areas, such as Instructional Technology (IT), Management of Information Services (MIS), Human Resources (H.R.), Student Services, Plant Services, Events and Facilities Office, Public Information Office, Fiscal Services, and others.
- Instruction Technology (IT): IT helps our online instruction program as requested. The support is adequate.
 - Management Information Systems (MIS): Is responsible for bringing network connectivity to the Library. When needed they provide complete assistance as their staffing and time permits.
 - Human Resources: Improvements in HR services are significant. The new HR director has provided us with much needed guidance regarding personnel in the Library.
 - Facilities: To the extent possible with inadequate staff and hours, Plant Services provides semi-adequate custodial, grounds and building maintenance. Evening custodial services need improvement.
 - Student Services: We have received technology advice and software from Supportive Services. The Vice President of Student Services has assisted with

disruptive students. We continue to work with the new food vendor to meet the needs of students, staff and faculty.

- Events/Facilities: Good communication exists between the Scheduling Technician and the Library DOM for the scheduling of activities in this facility.
- Public Information Office (PIO): Assistance for library events is considerable with new experienced staff.
- Fiscal Services: Regular budget printouts are helpful.

Problem areas include:

- Not recording transferred funds
- Not moving P.R.s accurately and quickly
- Not making budget information available until late fall.

Support we would like includes:

- Budget information by September.
 - Budget transfers recorded in monthly budgets.
 - Payment for goods and services paid promptly.
-
- Office of Academic Affairs (OAA): The Vice President of Academic Affairs and the Dean are always available for consultation. We would like their understanding and support for the enormity of the program we are managing, especially now with increased use due to the new building.
 - College Foundation: This group of loyal citizens has provided enormous support for the Library through funding and support of planned Library events. They provided staff development grants. Their funding has provided for new library materials and many enhancements for the building: water feature, Food for Thought Lounge, sculpture, Caroline Page Garden, artwork, piano, etc. The Foundation has been one of the best developments in the history of the College.

4. Describe your program's involvement with the community at large through

a. Activities involving recruitment and articulation

- The Library Director has:
 - Made speeches in the community advocating the new LTC.
 - Been interviewed by local television stations.
 - Advised on newspaper articles.
 - Received "Woman of the Year" award for work on the new LTC.
- Participation in ROP curriculum advisory committee with local high schools
- Outreach with local high schools
- Collaborating with CSUMB to make sure library courses articulate (ST); collaborate with Cabrillo and Hartnell to make sure library courses are parallel.

b. Partnership with educational institutions

- Our partnership with MOBAC resulted in 20 years of rent for library facilities, sharing of the newest technology for cataloging and interlibrary loans.
 - Arrangements made with CSUMB before the opening of the new CSU library resulted in that college hosting MPC records on their server for a modest sum each year. By initiating this partnership, two other community colleges (Hartnell and Gavilan) joined to create a consortium that works for all parties involved.
 - MPC is a member of the California Community College League (CCCL) that provides discounts on many of the reference and periodical databases that we currently subscribe to. Without the CCCL, we would not be able to subscribe to the high quality and diverse databases that we now license.
- c. Facilitation of advisory committee meetings
- Several committees meet regularly in the new LTC: CAC, Senate, College Council, Strategic Planning, Marketing, MPC Foundation, Governing Board, etc.
 - Numerous workshops have been scheduled in the new LTC: FAFSA, Human Resources Training, CSUMB transfer workshop, etc.
 - VUGM (Voyager Users Group Meeting)
 - MOBAC ILL, Technology and Reference committee meetings
- d. Collaboration or partnerships with businesses, government, or private agencies.
- Rotary
 - MPC Foundation

Part III: SUMMARY

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

Strengths:

- Staff and faculty
- Instruction
- Technology and state of the art equipment
- New Library & Technology Center facility
- Foundation support
- Community support

Weaknesses:

- Insufficient staff and faculty to develop, plan, and implement our goals in the new facility
- Decreased hours of operation
- Lack of funds to enhance the collection (print and electronic)
- Not having a library director year round
- Not having librarians during early spring and more hours during the summer

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

Challenges:

- Funding for increased costs of books, periodicals, data bases, multimedia, supplies, materials
- Attracting qualified staff at low classified salaries
- Keeping up the facility
- Custodial service uneven, building degradation
- Replacement and upgrading of technology

Opportunities:

- Classes: (Develop) subject specific courses in information literacy: science, social sciences, humanities, medical/health, legal, etc.
- Collaborate with faculty to develop curriculum that incorporates information literacy
- Develop library services to support our instruction program at Fort Ord
- Develop the Arts & Lectures Series in conjunction with MPC Foundation to promote the College in the community

Part IV: RECOMMENDATIONS/GOALS

Based on your critical evaluation of the items studied in Part I and II, please provide recommendations for the development, modification, and/or improvement of your program.

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

There was no “last” program review for the Library.

However even without a Program Review document as a guide, goals were set that resulted in the new Library and Technology Center, the first new MPC building in over forty years. A library instruction program was started and added to regular library faculty academic duties. Significant funds were raised to augment collections of information materials. The Library initiated high speed technology at the campus to support the student information network in the library.

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

1. **Goal: Plan library services for Fort Ord Center(s).**

Objectives:

1. Request appointment of librarian to Ft. Ord Center planning committee (2005 - 2006 Director).
2. Assess the Ft. Ord Education Plan (when finished) to provide information resources and instruction services (2005 – 2007 Public Services and Instruction Librarian).
3. Depending on MPC plan, establish services as required (2006 - 2010). (All library departments).

2. **Goal: Analyze all library collections for relevancy, use, currency, etc. in order to provide the most appropriate collection of all types of information resources for this college.**

Objectives:

1. Analyze library collections (circulating, reference, multi-media, etc.) for use and currency in conjunction with programs of

instruction and give direction to selection and de-selection of the collection (2005 – 2009 Technical Services, All).

2. Weed the library collection of materials that are no longer current, relevant or in good condition. This will be accomplished with information from collection analysis and input from faculty (2005 – 2009 Technical Services, All).
3. Analyze interlibrary loan records to discover possible areas of information that are needed (2005 – 2007 Technical Services, Public Services).
4. Continue to work with subject area faculty to build appropriate collection of multi-media resources (2005 – 2010 All).
5. Assess book vendors for current and best pricing for new library materials (2006 – 2008 Technical Services).
6. In conjunction with the Reference Collection analysis, re-assess relevancy of current standing order buying schedules (2005 – 2007 Technical Services, Public Services).

3. Goal: Continue to explore more effective ways to teach information competency in class and online.

Objectives:

1. Continue to work toward establishing LIB50 as graduation requirement, or co-requisite with 1A (2005 – 2007 All library faculty). And/or incorporate information competency across the curriculum (2005 – 2010 All library faculty).
2. Develop a pool of adjunct librarians to teach in class and online library classes (2005 Director, Instruction).
3. Continue to work for course-to-course articulation of library courses with State Community Colleges and CSUMB (2005 – 2007 All).
4. Develop online tutorials and short instruction sessions. (2005 - 2010 Instruction, Public Services).
5. Develop a “Tech Tools” certificate program (2006 – 2008 Instruction, Public Services).

4. **Goal: Restore District funds for library materials along with a yearly COLA increase.**

Objectives:

1. Obtain Senate and College Council support and approval (2005 - 2006 Director, All).

5. **Goal: Continue to analyze reference and public services for the most effective student assistance.**

Objectives:

1. Explore electronic options to simplify the process of issuing library cards and to serve growing online student population (2005 – 2006 Electronic Systems/Services, Public Services).
2. Study reservation services (study rooms, equipment loans, etc.) with the objective of simplification (2005 – 2006 Public Services, Electronic Systems/Services).
3. Revise Circulation desk policies, procedures and manual. Appoint a committee to review Circulation policies, etc. (2005 – 2007 Public Services).
4. Explore laptop loan program for students and funds to support (2005 - 2007 Electronic Systems/Services).

6. **Goal: Assess library staffing patterns for maximum effectiveness.**

Objectives:

1. Permanently establish ITS 8 so as to reflect actual job responsibilities (2005 – 2006 Director).
2. Restore Library Specialist Circulation (PT) to 9 months that was reduced in 04/05 to 7 months to cover all year (2005 – 2006 Director).
3. Identify and establish pool of library instructors (2005 – 2006 Instruction, Public Services).
4. Restore demotions in staffing order due to reclassification through CSEA settlement i.e., Library Technician and Library Specialist (2005 – 2006 Director).

5. Provide supervision and direction for library staff and program for 12 months by expanding director's position to 12 months (2007 – 2008 Director).
 6. Combine 2 part time ITS 7 to one ITS to more effectively staff library evening and weekend hours, and provide ITS support for whole LTC and Ft. Ord Center (2006 – 2007 Director).
7. **Goal: Plan for expansion and delivery of information resources.**
- Objectives:**
1. Implement proxy server to facilitate remote access to information resources (2005 – 2006 Electronic Systems/Services).
 2. Plan for information resources to support Ft. Ord Center (2005 – 2008 Technical Services, Public Services).
 3. Investigate new technology to better deliver information resources such as MP₃ players, laptops, etc. (2006 – 2007 Electronic Systems/Services).
8. **Goal: Analyze the most effective and affordable technology necessary to deliver information within and from the library.**
- Objective:**
1. Implement proxy server to facilitate remote access to online resources (2005 – 2006 Electronic Systems/Services).
 2. Assess student preferred methods of information delivery (MP₃, laptops, etc.) for relevancy and purchase (2006 – 2008 Electronic System/Services, Public Services).
9. **Goal: Seek opportunities to provide staff development funds for all levels of staff.**
- Objectives:**
1. Identify needs (especially technology) and seek funding from various sources (2005 – 2007 Director, Electronic Systems/Services).

10. Goal: Plan for and establish archives and special collections.

Objectives:

1. Decide / define parameters of special collections (2005- 2007 Director, Technical Services).
 2. Analyze and assess college need for archival collection and how to access this collection (2006 – 2008 Technical Services, Director, All).
 3. Establish Special Collections with appropriate storage containers and conditions; establish cataloging and use policies as needed (2006 – 2008 Director, Technical Services).
3. Prioritize your goals and plans, listing the highest priority first.

The above Goals and Objections are in priority order.

4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.

These priorities are listed under “Objectives” and they are part of the Action Plans for 2005/06.

5. Include related activities in annual Action Plans or attach Annual Action Plan for next year if you have it prepared.

The Library Action Plan 2005/06 is in the Office of Instruction and it will be included in the Final copy of this Program Review.

Part V – ANNUAL REPORTS & ACTION PLANS

By April 1st of each succeeding year, prepare an annual update report which identifies the program's success in implementing its plans to achieve the identified goals, any new or modified goals and plans, and any deleted goals and plans. The format for the Annual Report is included as an addendum to this document. The annual report should be used to generate the program's Annual Action Plans, which in turn, will be used for inclusion in college-wide planning, development of long- and short-term goals and objectives, and the proposed budget. **Attach the Annual Action Plan to the Annual Report.**

See attached 2005/06 Library Action Plan

Curriculum Review

NAME OF PROGRAM:	LIBRARY
-------------------------	----------------

Course No. and Title (1)	Course Outline (2)	Course Revision Form (If Necessary) (3)	Prereq/ Coreq/ Advisories (4)	Info Sheet (5)	CAN (6)	# Artic. (7)
LIBR50: Introduction to Information Competency & Literacy	X 9/02 4/05 rev.	X 9/02 4/05 rev.	X 9/02 4/05 rev.	X 9/02 4/05 rev.	n/a	Yes CSUMB CST101 4/05 only part articulates
LIBR60: Family Research Studies: Genealogy I	X 5/01	X 5/01	None 5/01	X 5/01	n/a	No
LIBR61: Family Research Studies: Genealogy II	X 5/01	X 5/01	X 5/01	X 5/01	n/a	No
LIBR62: Family Research Studies: Genealogy III	X 5/01	X 5/01	X 5/01	X 5/01	n/a	No
LIBR72: Effective Use of the Internet	X 5/03	New course 5/03	X 5/03	X 5/03	n/a	Yes CSUF ISDS 165
LIBR80: Internet Literacy	X 5/03	New course 5/03	X 5/03	X 5/03	n/a	Yes CSUMB CST102

Date: _____

Form completed by: _____

Division chair: _____

Date: _____