

Academic Affairs Program Review Self Study

Name of Program:	LIBRARY
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1. Mission

- a. **College Mission:** *Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.*

Check the boxes which best describe how your program supports the college's mission.

- Transfer to a four-year university
 - Courses meet MPC AA/AS GE requirements (LIBR 60)
 - Courses meet IGETC/CSU GE requirements
 - Program supports four-year lower division requirements
- Develops occupational skills
 - Program offers MPC Certificate and/or degree (Family Research Studies (Genealogy) offers a Certificate of Achievement and an Associate of Arts, program is under revision)
 - Program influenced by advisory committee reports/recommendations
 - Program need evident through labor market information
- Supports students' development of basic skills
- Supports life-long learning

- b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The Library will provide and organize information to support the diverse instructional programs and services of the college so that all patrons, through instruction, can become critical and effective users of information.
Mission's relationship to college mission	<p>The College Library is the focal point for learning outside the classroom and a vital element in fulfilling the institutional goals and mission of the college.</p> <p>Instruction is a primary responsibility of the library, and includes working with individual users, providing instructional sessions across the curriculum, and offering credit courses. Courses in the</p>

	<p>Library program include Library Services 50 (Introduction to the Library and Research Skills) and Library Services 80 (Internet Literacy), both of which fulfill the college's information competency graduation requirement. In addition, a series of credit courses in genealogy form the core of the Certificate Program and Associates degree in Family History Studies.</p> <p>Library staff members provide a wide range of services to provide access to organized information materials, along with appropriate facilities and technology. In an atmosphere of intellectual freedom, all users are provided the opportunity to explore ideas and develop and attain their goals.</p> <p>We have developed service area outcomes as follows:</p> <ol style="list-style-type: none"> 1. Users will be able to access information in a variety of formats. 2. Users will be able access computers and software to support their educational goals. 3. Through reference and instruction, users will develop information literacy skills. 4. Users will be able to study individually or collaboratively in a welcoming environment with supportive staff. 5. Users will be able to study and explore ideas in an environment that is healthy, safe, and well-maintained.
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c. Program Improvement Plan: Identify any plans your program has to change or revise its mission.

Plan	<p>While the Library itself is not currently revising its mission, the Family Research Studies (Genealogy) Certificate of Achievement and the Associate of Arts program which is under the Library is under review with the Academic Program Discontinuance Review. We are working with Karen Clifford, internationally renowned Genealogist, and MPC Family Research Studies Instructor to improve and/or modify the program.</p>
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2. Program Overview

a. Course Offerings and Scheduling

- i. Please provide the sequencing of the courses in your program(s). If you have certificates and degrees, take into consideration the time necessary to complete each. Provide a brief narrative explaining whether courses are scheduled often enough to enable students to complete the program in the time specified in the catalog.

Courses	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spr 2018	Sum 2018	Fall 2018	Spr 2019	Sum 2019	Fall 2019	Spr 2020	Sum 2020	Fall 2020	Spr 2020	Sum 2020
LIBR 50	8 sec	8 sec	4 sec	8 sec	8 sec	4 sec	8 sec	8 sec	4 sec	8 sec	8 sec	4 sec	8 sec	8 sec	4 sec
LIBR 60															
LIBR 61															
LIBR 62	1 sec														
LIBR 63		1 sec													
LIBR 80	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec	1 sec
TOTALS															

Comments: The Genealogy Program is being evaluated and until the time that this is completed, we are only going to offer the courses in sequence that currently enrolled students are in to complete their certificates/degrees. A big effort was made by the Office of Instruction to contact all students who had taken LIBR 60 to let them know the upcoming availability of 61, 62 and 63 so that they could plan to finish up any certificate/degree in progress.

- ii. Does the scheduling pattern you use meet the diverse needs of students?

- Yes
 No

How do you know? Please comment.

Comments: All of our classes have been offered online which conveniently fit the diverse schedules of our students. The subject matter of research and finding and using information is also content that works well in an online platform. To reach out to basic skills students we are going to offer for the first time in Fall 2016 a hybrid class with some face to face instruction alongside an online component of Library 50 during Fall 2016.

- iii. Program Improvement Plan: Identify any plans your program has to:

Add or delete courses from catalog

Courses to be added:	
Courses to be deleted:	

Revise scheduling of courses

Revision plans:	We have examined Library 50 and have listened to the needs of many of our students and observed their behaviors in our online class and have determined that offering a hybrid of this course will enable students to develop some basic digital literacy skills such as using email, changing and saving file types, uploading and downloading files, etc and will increase student learning and retention in this course.
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Provide other avenues for course offerings (distance education, late start classes, off-campus, etc.)

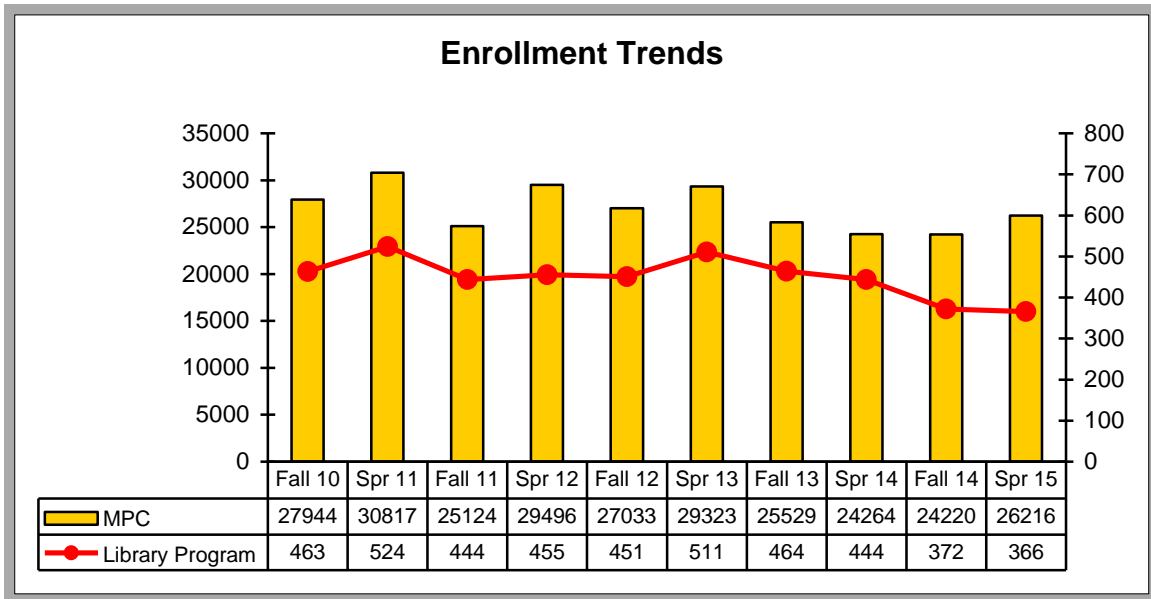
Other avenues:	We have added a late start 8 week section of Library 50 for the last 4 semesters to meet the need of students realizing at the last minute that they needed an extra unit for graduation or financial aid. The success rate is as good in this class as it is in the 16 week course.
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Other:

Other plan:	
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3. *Program Vitality*

a. Please provide the five year enrollment trends for this program. Explain any significant increases or decreases in your program.



Comments: This includes LIBR 50, 50, 61, 52, 63 and 80, while this chart represents 50 and 80 have stable and enrollments, slight decline is probably due to the LIBR 60-64 Genealogy classes.

Other Data: (we asked our Institutional Researcher to find figures about the effect and relationship between library instruction and overall course completion rates and here is what she found)

Impact of LIBR 50 on course completion rates for 1st time students	1st time students who enrolled in LIBR 50	1st time students who did NOT enroll in LIBR 50
# of enrollments in Fall 2014	304	5416
# of successful course completions (with grades A,B,C,Pass)	226	3572
Successful course completion rate	74.3%	66.0%
Impact of Library instruction on course completion rates in selected courses* in Fall 2014	Courses that received Library instruction	Courses that did NOT receive Lib. instruction
ENGL 111	64.0%	62.0%
ENGL 1A	59.7%	58.9%
	* Please note that courses are included with large enough N's for a meaningful comparison	

- Taking LIBR 50 seems to be highly correlated with better course completion, as first-time students who take LIBR 50 pass their classes at a much higher rate than those who don't (74.3% vs 66%).
- Having library instruction also seems to affect the completion rate of ENGL classes, with ENGL classes that receive library instruction experiencing course completion rates that are higher than those that do not.
- Library instruction makes the largest impact on below transfer level ENGL classes, with the course completion rate increasing from 62% to 64%.

More research is needed to determine the impact of Library 50 and also Library 80 have on English class course completion.

The Instruction Librarian has done a phenomenal job of updating and developing the LIBR 50 class, including keep the course SLO's consistent and troubleshooting the online shells, it seems that it is a good time to involve the whole department at looking at best practices and also examining the course content to make sure it has maintained its relevancy and has kept up to date with student needs.

Even though the course is continually updated, we may look at innovative ways the course can be modified to incorporate new resources and technologies. It has been suggested that a course be developed that would have concurrent enrollment with ENSL classes at Marina. If we have campus support for development of the course, for letting low enrollments build up and if ENSL is a true partner, we might be able to pull this off. The concern is that there is no place for standalone classes anymore.

B. Please provide the FTES and FTEF trends for your program and your program's FTES/FTEF ratio. Comment on any fluctuations that may have occurred.

	Fall 2010 – Spring 2011		Fall 2011 – Spring 2012		Fall 2012 – Spring 2013		Fall 2013 – Spring 2014		Fall 2014 – Spring 2015	
	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit
FTES	45.24	0.00	39.97	0.00	40.77	0.00	37.61	0.00	31.06	0.00
	Fall 2010 – Spring 2011		Fall 2011 – Spring 2012		Fall 2012 – Spring 2013		Fall 2013 – Spring 2014		Fall 2014 – Spring 2015	
	FT	Adjunct	FT	Adjunct	FT	Adjunct	FT	Adjunct	FT	Adjunct
FTEF	1.13	2.10	.98	1.67	1.13	1.83	.90	1.80	.98	1.23
Program FTES/FTE	14.65		13.66		15.71		11.99		12.30	

Comments:	The department also generates FTES from LIBR 50 and LIBR 80 during summer terms:				
	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014
	3.80	4.10	8.03	7.60	7.67
	FTEs to FTEF reflects a slight decrease in enrollments we believe because the LIBR 60 series has had low enrollments and many course cancellations. We have begun a review of this curriculum.				

b. Please provide the average class size for the classes in your program for the last four years. Please comment on any trends or anomalies.

Courses	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
LIBR50	26.4	31.7	24.6	27.0	28.4	25.5	28.1	28.9	24.8	26.6	26.8	21.8	24.6
LIBR60	28.0	29.0		17.0	19.0		29.0	14.0		21.0	13.0		12.0
LIBR61		14.0			7.0		10.0						
LIBR62		9.0			15.0								
LIBR63	16.0						7.0						
LIBR80	31.0	23.0	23.0	29.0	22.0	25.0	25.0	25.0	27.0	32.0	31.0	21.0	26.0

Comments:	5 years ago we increased the enrollment in LIBR 50 from 25 to 30 students
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c. Please provide ethnicity and gender percentages of this program and address any significant differences or trends.

4.

Ethnicity Distribution LIBR 50-80	2012-13		2013-14		2014-15		MPC 2014-15	
	N	%	N	%	N	%	N	%
Asian (A)	114	10.4%	90	8.7%	66	7.5%	775	5.3%
Black/African American (B)	67	6.1%	60	5.8%	51	5.8%	531	3.6%
Filipino (F)	0	0.0%	0	0.0%	0	0.0%	454	3.1%
Hispanic/Latino (H)	392	35.7%	396	38.5%	393	44.7%	4,579	31.4%
American Indian /Alaskan Native (N)	9	0.8%	3	0.3%	2	0.2%	54	0.4%
Native Hawaiian/ Other Pacific Islanders (P)	14	1.3%	11	1.1%	15	1.7%	135	0.9%
White (W)	440	40.0%	361	35.1%	279	31.7%	6,790	46.6%
Two or More Races (T)	46	4.2%	79	7.7%	50	5.7%	592	4.1%
Unknown/Non Respondent (X)	17	1.5%	29	2.8%	24	2.7%	670	4.6%
Total	1099	100.0%	1029	100.0%	880	100.0%	14,580	100.0%

Gender Distribution LIBR 50-80	2012-13		2013-14		2014-15		MPC 2014-15	
	N	%	N	%	N	%	N	%
Female	612	55.7%	589	57.2%	472	53.6%	6,926	47.5%
Male	480	43.7%	437	42.5%	402	45.7%	7,458	51.2%
Unknown	7	0.6%	3	0.3%	6	0.7%	196	1.3%
Total	1099	100.0%	1029	100.0%	880	100.00%	14,580	100.0%

Ethnicity Distribution LIBR 60-63	2012-13		2013-14		2014-15		MPC 2014-15	
	N	%	N	%	N	%	N	%
Asian (A)	2	3.4%	0	0.0%	0	0.0%	775	5.3%
Black/African American (B)	5	8.6%	5	9.4%	1	2.9%	531	3.6%
Filipino (F)	0	0.0%	0	0.0%	0	0.0%	454	3.1%
Hispanic/Latino (H)	11	19.0%	7	13.2%	7	20.6%	4,579	31.4%
American Indian /Alaskan Native (N)	0	0.0%	0	0.0%	1	2.9%	54	0.4%
Native Hawaiian/ Other Pacific Islanders (P)	1	1.7%	0	0.0%	0	0.0%	135	0.9%
White (W)	34	58.6%	29	54.7%	18	52.9%	6,790	46.6%
Two or More Races (T)	2	3.4%	6	11.3%	5	14.7%	592	4.1%
Unknown/Non Respondent (X)	3	5.2%	6	11.3%	2	5.9%	670	4.6%
Total	58	100.0%	53	100.0%	34	100.0%	14,580	100.0%
Gender Distribution LIBR 60-63	2012-13		2013-14		2014-15		MPC 2014-15	
	N	%	N	%	N	%	N	%
Female	47	81.0%	38	67.9%	27	79.4%	6,926	47.5%
Male	11	19.0%	18	32.1%	6	17.6%	7,458	51.2%
Unknown	0	0.0%	0	0.0%	1	2.9%	196	1.3%
Total	58	100.0%	56	100.0%	34	100.00%	14,580	100.0%

Comments: LIBR 50 shows a greater number of Black/African American and Hispanic/Latino than in other classes. We are not sure why. Are these students receiving more support in an online class, or are these students more comfortable in an online environment? This might be a good area of investigation.

- a. Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.

External factors Overall the state budget and local management of the campus budget has impacted the library. Previously we had had a line item for library materials and now this is funded through the distribution of IELM funds. This is the second year in a row that we have had to wait for the IELM to be distributed to fund library materials

The cost of materials (print and digital books, databases, media,

	<p>etc.) continually increases. In going back about 15 years, there has been no increase in this line item. We have new programs such as the ECED program which needs certain journals and databases for their program and continuing programs like Nursing whose content continues to increase 3-5% each year.</p> <p>After a hiring committee had recommended a candidate for the Digital Resources Position, the President pulled the position at the last minute, citing budget issues and we were left without that position. However, we were given backfill of hours to maintain some of the very most basic duties essential for the smooth running of the library.</p> <p>Technology has changed exponentially in the last 6 years, we have not had the 2nd and 3rd floor lab computers changed</p> <p>Accreditation has pulled our Technical Services Librarian into the Accreditation Liaison Officer position and while we have been given her 80% release time, we really are unable to replicate her skill set in our part time librarian staff.</p> <p>Additionally, totally out of our control, our current hosted Integrated Library System (ILS), supported and managed by CSUMB will need to be replaced as we will need to migrate to a new system (possibly with Hartnell, Gavilan and Cabrillo) with a possible initial cost of \$55,000 - \$70,000 and ongoing yearly maintenance and support fees of \$35,000+.</p>
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b. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination	<p>The faculty Librarians and Classified Staff actively participate on Accreditation, College Council, Academic Advisory Group, Student Services Advisory Group, Curriculum Advisory Committee, Academic Senate, the classified and certificated Unions, Technology, Institutional Research, Staff Development, Basic Skills, Distance Education, Health & Safety, Emergency, attend various Division Meetings and also serve on numerous hiring committees to facilitate communication between the library and all groups and areas on campus. We share communication at Division and Staff meetings so that everyone has the information to make decisions in their areas about library and patron services.</p> <p>The Instruction Librarian has recently begun to embed himself in several classes, where he follows a cohort of students and supports their educational research and queries throughout an entire semester. A commitment of this level is extremely time consuming;</p>
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	<p>we have not yet evaluated the success of this endeavor.</p> <p>Our Digital Services/Instruction Librarian has been active on the Basic Skills Committee and has working with them to survey student needs. Recently he developed (in a very short time) a reserve collection of basic math textbooks for student loan. Additionally he will be teaching a hybrid of our LIBR 50 with a face to face component. The Digital Services librarian has also been working with academic divisions across campus to increase the use of scholarly literature in the curriculum. With this initiative the Digital Services Librarian has worked with faculty to identify and purchase resources towards this goal.</p> <p>The Digital Services librarian has also embarked on a program to move the library's periodicals collection from print to electronic format. The purpose of this move is to put the content that students are seeking in the place where they are seeking it, which, for articles, is in the research databases. With the 2016 renewals, 11 print subscriptions were converted to electronic access and incorporated into our databases and discovery layer. These titles included the core collection of nursing periodicals.</p> <p>The Public Service Librarian has been active in the development and support of campus wide Emergency Procedures as well as emergency planning and preparedness for the building staff.</p> <p>The Technical Services Position has been working as the Accreditation Liaison Officer for 80% of her contractual time. While we have been given her hours in release time, it does not contribute to the building of a full time team. She has agreed to take over being Division Chair in October 2016 once Accreditation is over. There will be a small 2-3 month gap between July and October.</p> <p>While we have had a Library Division Chair for 6 years, we are still down a Library Director position. Library staff still feels that that having the Director position is still important; we need someone who can develop a long term vision for library services and represent the library needs at the administrative level.</p>
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c. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	<ul style="list-style-type: none"> • The faculty Librarians as they are able work with other academic, community and other libraries as well as high schools, and business groups. • The Public Services and Digital Services Librarians partnered with Monterey County Library to reach out to disadvantaged students and presented programs last year to work with students who were identified by area High Schools to help them realize that MPC was an academic possibility. A small grant was funded by the foundation that enabled 8 students to receive \$800 each so they could attend MPC. • Through our participation in the Monterey Bay Area Library Cooperative we have had active roles in the Technology, Reference and Library Directors committees. • The Digital Services Librarian and the Technical Services Librarian have worked with Gavilan, Hartnell and Cabrillo Community Colleges to strategize and assess Integrated Library Systems for possible purchase and implementation • Have participated in various local library hiring committees. • The Library is a member of the California Community College League which allows the library to purchase online resources at reduced rates through consortial buys. • The Technical Service Librarian has served on 2 site visit accreditation evaluation teams. • The Technical Services Librarian is the only faculty librarian to serve on the Institutional Effectiveness Partnerships Initiatives and represents all the Community College Librarians.
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d. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	<p>We track library usage by headcount of building usage, circulation statistics of items used, database usage statistics and the reference (instructional) interactions of the reference desk.</p> <p>Last year 2014/15 we reduced hours of service and closed one additional hour each evening (4 hours weekly). Even with this reduction our service figures are robust:</p> <p>For the year 2014-15 (including Summer and Early Spring)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Total hours open</td> <td style="text-align: right;">1961.5</td> </tr> <tr> <td style="padding-left: 20px;">Gate Count</td> <td style="text-align: right;">283,412</td> </tr> <tr> <td style="padding-left: 20px;">Number of active patrons</td> <td style="text-align: right;">86524</td> </tr> <tr> <td style="padding-left: 20px;">Number of new library cards issued</td> <td style="text-align: right;">6645</td> </tr> </table>	Total hours open	1961.5	Gate Count	283,412	Number of active patrons	86524	Number of new library cards issued	6645
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	Computer Logins	61,698
	Catalog Searches	22,576
	Database Sessions	37,774
	Database Searches	455,790
	Non-reserve checkouts	4,447
	Course reserve checkouts	29,253
	Group study room checkouts	9,441
	Instruction Sessions Taught	139 hrs
	Classroom use (w/o librarian instruction)	119
	Meeting/Event reservations	547
	Circulation Desk Interactions	59,324
	Reference Desk Interactions (Total)	17,216
	Tech Desk Interactions (Total)	5,118
	New Acquisitions	821
	Interlibrary loans filled for MPC patrons	305
Materials ILL'd to other institutions	166	
<p>In 2014 – 15 there were 42,027 general database sessions. In those sessions, over 491,500+ searches were conducted and over 121,200 full text articles were retrieved</p>		

e. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
<input type="checkbox"/>	Improve overall enrollment.	
<input type="checkbox"/>	Improve FTES/FTE ratio.	
<input type="checkbox"/>	Improve ratio of full-time to adjunct FTE.	
<input checked="" type="checkbox"/>	Increase enrollment of underrepresented groups.	The Public Services Librarian has served on the campus EOPS Board to work with other community groups for outreach to students. The Digital Services Librarian will be teaching the face to face class will be working with ENSL students because a group that has been lower than average completion rates and hopefully this will further increase retention in Library 50.

<input checked="" type="checkbox"/>	Improve coordination with other programs on campus.	The Instruction Librarian works with other instructors/programs to incorporate library instruction into class assignments. A newly offered service has been embedding into a class. Last year he had great success working with Kendra Cabrera's Ethnic Studies - classes 5, 10, 24, 25 and also History/Gender and Women's Studies classes and providing instruction 2-3x on a particular research assignment and also tailoring instruction to the final research project. The Digital Services Librarian has worked with other divisions on campus to identify subject-specific resources to support instruction.
<input checked="" type="checkbox"/>	Improve involvement with the community.	We hope that our New Access and Public Services Librarian will make contact with the community and work with the local high schools and public libraries to maintain good relationships and information about possible shared resources, instruction and programs.
<input type="checkbox"/>	Other	

5. Student Learning

a. What delivery modes are used in your program?

- Traditional classroom
- Distance learning
- Lab
- Other:

b. Student Learning Outcomes and Assessment

i. Have SLOs been created for all courses, certificates, and degrees in your program? Have SLOs been assessed? Check all that apply.

- SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	
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- SLOs have been assessed for all COURSES. If this box is not checked, please list all courses for which SLOs have not been assessed.

Courses in need of assessment	Lib 61, 52, and 63, have not been scheduled and therefore there have been no instructor reflections. We will encourage faculty member to complete the reflections once the courses are offered.
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- CERTIFICATES: Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs
Family Research Studies	<ul style="list-style-type: none"> ■ Formulate research strategies to access and interpret genealogical resources in a variety of formats. ■ Critically evaluate and interpret a variety of resources related to family history. ■ Compile a record documenting the results of genealogical research.

CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs
Family Research Studies	<ul style="list-style-type: none"> ■ Formulate research strategies to access and interpret genealogical resources in a variety of formats. ■ Critically evaluate and interpret a variety of resources related to family history. ■ Compile a record documenting the results of genealogical research.

ii. After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.

Reflections summary	<p>LIBR 50 & LIBR 80 course content is continually revised to reflect changes and observations made in continuous discussion and reflection during flex day meetings as well as after courses have been taught.</p> <p>After discussion and evaluating student comments, it was decided that LIBR 50 would be offered as a hybrid course to be able to provide some hands on instruction on how to navigate through an online class, how to rename and save files, use basic computer applications and also to supplement the online lessons with some sessions devoted to lab time for questions and answers.</p>
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iii. If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?

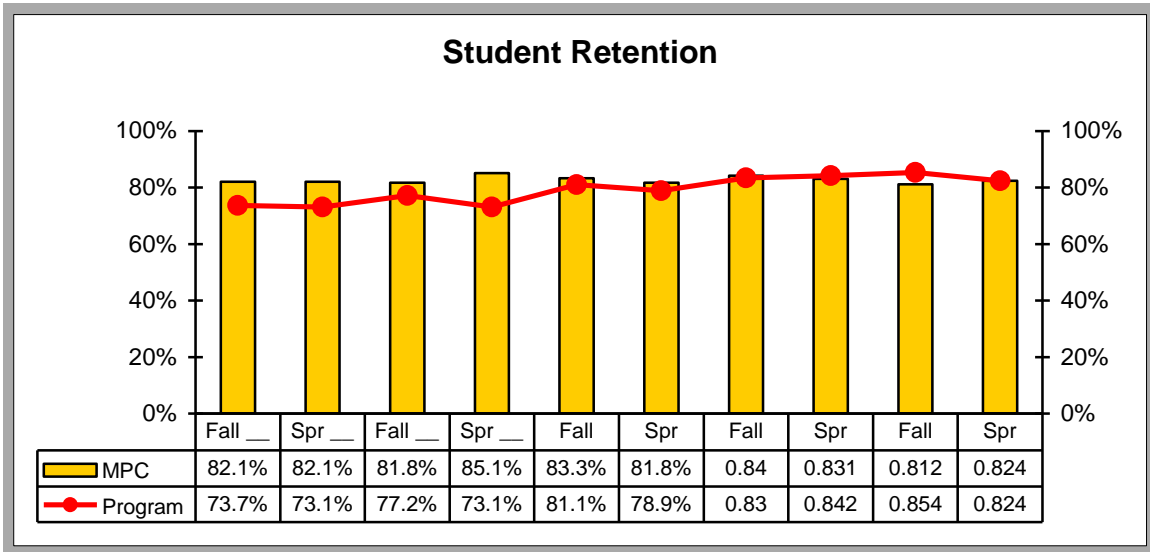
Course alignment process	
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iv. How is consistency maintained between multiple sections of single courses?

Consistency	<p>The Instruction Librarian has been phenomenal in creating consistency in all of our online sections. He creates the online shells so each librarian has only to update and customize to their individual syllabi. Now that the course is doing so well, it may be time to meet with all the librarians and do a thorough revision with ideas from all the teachers and do a survey of what other community colleges in other states are teaching and look at best practices to make sure our course continues to be in the forefront of excellence.</p>
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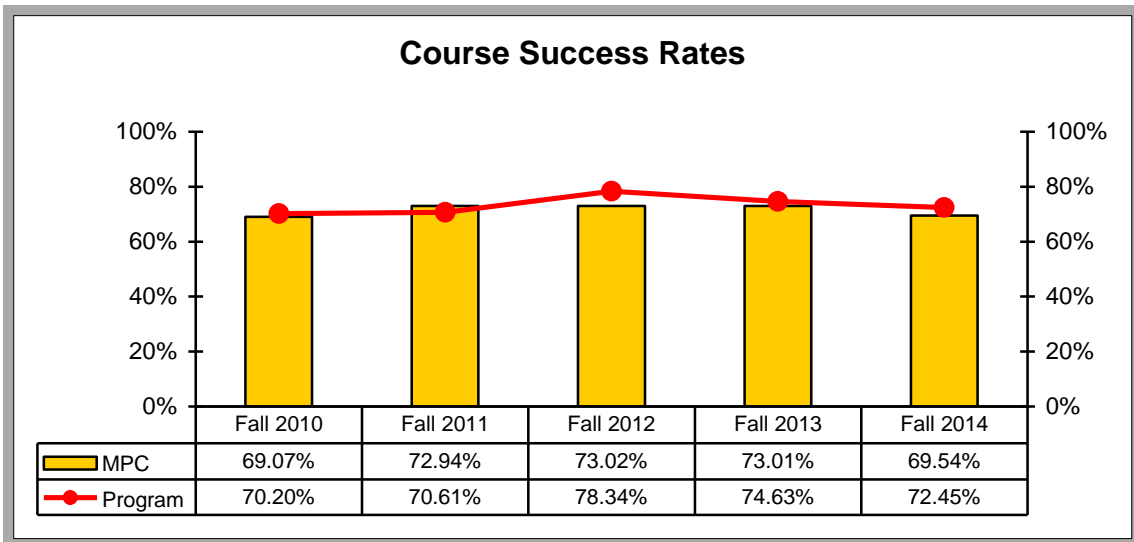
c. Student Achievement

i. Please provide the retention rates for the program(s) over the last five years. Discuss any trends that may be occurring.



Comments	The Library courses retain at the same average or HIGHER than the campus average, our course have improved beyond the college average.
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ii. Please provide the success rates (passing grades) for the program over the last five years. Discuss any trends that may be occurring.



iii. Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?

Comments	The Library courses have had similar or higher success rates than other campus courses.
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iv. If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).

Course	Type of Section	Retention Rates	Success Rates
Comments			

v. Please provide the number of program completers for the last three years. Program completers are students who have received a certificate or a degree.

	2012-13			2013-14			2014-15		
	AA-T/ AS-T	AA/ AS	Cert.	AA-T/ AS-T	AA/ AS	Cert.	AA-T/ AS-T	AA/ AS	Cert.
Number of certificates and degrees awarded									
	2012-13			2013-14			2014-15		
Job placement rates (CTE only)									

d. Student Services

i. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.) **See survey results as addendum.**

	Often	Sometimes	Rarely	Never
Access Resource Center				
Admissions & Records				
Assessment Center (for ENGL/ESL/MATH placement)				
Business Skills Center				
Counseling/Academic Advising				
English & Study Skills Center				

Information Services (College Center)				
Library & Technology Center				
Math Lab				
Reading Center				
Career and Transfer Resource Center				
Child Development Center				
Cooperative Work Experience				
Extended Opportunity Programs & Services (EOPS)				
Job Placement				
Student Financial Services				
Student Health/Psychological Services				
Veteran's Assistance Office				
Other:				

e. Facilities, Equipment and Supplies

- i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**
- ii.

Comments	<p>Facilities:</p> <p>1) Roof: After 8 years of a leaking roof, 3rd floor, (which created damage to ceiling tiles, possible rust to bookshelves and extensive staining on the carpet) the leaks around the HVAC vents on the roof were fixed in Winter/Spring 2015. However, there have been some smaller leaks that have been detected and we hope Facilities is continuing to work with the contractor to make sure the roof leaks are fixed. Over 30 books have been damaged. However the HVAC issues of heat and regular air ventilation continue. There are complaints all over the building about the inability to maintain a comfortable temperature; also there are leaks when the wind pushes through certain HVAC intakes on the roof.</p> <ul style="list-style-type: none"> a. Because several of the book stack areas were tarped students need materials in several areas had to have staff retrieve materials and were unable to browse for themselves, thusly impacting their ability to obtain materials for search consultation. <p>2) Lamps and Lighting: Over 15 lamps are broken or missing from the study tables on the second and 3rd floors. We have had complaints from students. When the main library floor plan is redone, lamps can be readdressed for the new seating areas with better lighting.</p> <ul style="list-style-type: none"> a. Not being able to see to read impacts students' ability to study and access information. <p>3) Chairs: There are 10 styles of chairs on both floors of the library 56 leather chairs on the 2nd and 3 floors. The leather chair pillows were recently restuffed with down using foundation money. About 4 years ago, due to the wooden chair</p>
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(chairs at study tables) breakage about 20 additional chairs were purchased. In Spring 2015 approximately 8 office chairs-black were fixed and returned to the floor. There are approximately 10 wooden chairs waiting to be repaired. Unfortunately, because of lack of storage, several chairs were thrown away.

- a. Not having enough chairs impacts students being able to sit at tables and in study carrels. Again, impacts students' ability to study and access information.

4) Classrooms & Lab Space

- a. In fall 2015, projectors in 203/204 and 216 were replaced. Up till that points the acuity had so disintegrated that students sitting in the last rows of the classrooms were unable to see.
- b. As of February 2016 18 computers were ordered in 216. The 36 computers in 203/204 need replacement as well

5) Staff Kitchen

- a. Staff morale took a hit when the microwave ceased operation. This microwave received use from 25 staff members as well as for the events in the Karas Room. Administration decided not to let staff use supplies budget to replace the microwave. Even though 3 years ago another microwave was purchased for the staff kitchen with supplies money. We were told to pass the hat like they did in administration. There have been events in the Karas room that have been surprised because a microwave was no longer available. Kitchen use by people who use the Karas Room is a problem as throughout the years most of the silverware, plates, and other kitchen supplies have been stolen. The Division Chair has replaced most of the kitchen supplies, including potholders, dish soap, silverware, etc. through her own pocket.

6) Karas Room/Stutzman Room

- a. The carpet in the Karas Room is filthy, and needs cleaning more often than scheduled. It is one of the few rooms that food is allowed and many events where food is served are booked into this room.

7) Clocks

- a. Have been an issue as when there are power outages, all the main floor clocks read differently and students complain because they don't know the time (it doesn't matter that they all have cell phone or can look at their computer screens).

8) Security Cameras

- a. Camera at foyer entrance was replaced approx.in 2014, there is a need for additional security cameras (6-8) to be added to the system.

9) Marina

- a. While the costs so far have been minimal, rubber stamps, supplies, travel time and costs have not been claimed. However we do need to be cognizant of the hidden costs of providing library services to Marina and how these costs should be absorbed.

10) Reorganization of 2nd Floor Reference Area

- a. As the periodicals and reference areas are weeded, and shelving is eliminated, new seating and work areas need to be developed for group work.

11) Carpet Replacement and Ceiling Tiles on 3rd Floor

- a. Carpet and ceiling tiles were damaged from 5 years of a leaky roof, the carpet is discolored and wrinkled in several areas. The ceiling tiles need replacement so staff can identify new leaks, also the machinery is exposed and the noise needs to be buffered and both carpet and ceiling

are unsightly.

- b. Carpet in the Karas Room needs replacement.

EQUIPMENT

1) Computer Replacement (Staff and Student) Extra monitor for ref

- a. As of Feb 2016 the computers in the library student use lab areas are aged at the following: 95 are 6 yrs old, 56 are 8 yrs old, 12 are 13 yrs old and 3 are 3yrs old. Obvious there is a need to replace this, how the campus wants to phase this in with Tech funds, etc will be up for resolution.
- b. Staff Computers must also be replaced, 4 computers are 8 years old.

2) Instructional Software

- a. To better help students, the Library should have copies of lab software used in other open labs on campus so students can continue to work on projects and master skills assigned in other areas. The library still has the most open hours on campus for access of information.

3) Wireless

- a. While coverage has been improved, we understand that we have limited capacity and that needs to be expanded as more students are bringing in their own devices and need wireless. We would also like to explore wireless hotspots either for circulation or for use

- 4) ILS:** The Technical Services Librarian and the Digital Services Librarian are exploring a new integrated library system as a possible consortial buy with Gavilan, Hartnell and possibly Cabrillo. CSUMB who currently hosts our Voyager ILS will be selecting another product and we will need to put this into place by Spring 2017. The initial cost will be between \$55,000-\$70,000 for a one time cost with an annual fee of \$37,000 to \$45,000, our current budget only allows

5) Student Printers/Printer Software upgrade

- a. Need replacement for color copies and duplex printing, need to upgrade current software for wireless printing.

- 6)** Whiteboards in 203/204 and 216 need replacement (glass peter pan whiteboards)

- 7)** 20 laptops needed for student use

- 8)** Coordination between facilities and IT must occur to hang up monitors purchased over a year ago for the group rooms.

SUPPLIES

- 1)** Staff Kitchen –Basic supplies for kitchen must be periodically purchased as items disappear from every staff event. For now, all dishware is locked up in a cabinet.
- 2)** Paper for staff printing –Many groups and administrators come in and ask for copies of documents for meetings.
- 3)** Laminator/promotional items/desk supplies/button parts for displays and publicity-Supplies are needed for laminator paper (\$175 a roll) button parts (\$75.00) to make promotional items for the library
- 4)** Cost of Library Cards has increased by 25% so we need about \$1.500 for new cards
- 5)** CD Shelving is needed/

iii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	<p>The outside of the building has not been pressure washed in at least 2-3 years, it used to be done 2x a year...now we have been told that renting a second story boomlift/cherry picker is too costly.</p> <p>Also the library tables have not been cleaned in several months. Librarians who are paid over \$50.00 an hour have been cleaning tables.</p> <p>Water damaged carpet and ceiling tiles not yet replaced on 3rd floor.</p>
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f. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	
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g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:		Details
<input type="checkbox"/>	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
<input type="checkbox"/>	Assess SLOs for courses, certificates, and/or degrees	
<input type="checkbox"/>	Change status of one or more courses in specific GE requirement areas.	
<input checked="" type="checkbox"/>	Improve student attainment of SLOs or objectives that support them.	Ability to access library/research data helps students achieve success in almost all courses.
<input type="checkbox"/>	Improve consistency among multiple sections.	
<input type="checkbox"/>	Improve alignment among sequences of courses.	
<input type="checkbox"/>	Improve retention rates.	
<input checked="" type="checkbox"/>	Improve success rates.	Hybrid course developed and will be offered Fall 2016 for students who need face to face support of online success.
<input checked="" type="checkbox"/>	Support student equity.	Would like to add HOTSPOTS for circulation and additional hours to support students who do not have access to technology.
<input checked="" type="checkbox"/>	Improve facilities and/or equipment	Replace computers and improve building cleanliness, furniture, HVAC, lamps and lighting and repair entrance door.
<input checked="" type="checkbox"/>	Increase or reduce supplies.	Increase databases line item, purchase a small periodicals collection for Marina (including daily newspaper), increase materials budget.

5. Staffing

a. Describe your faculty and staff's workload.

Faculty Positions	Classification/ Full time or Part time
Library Director (vacant)	Faculty Full time + 10 additional contractual weeks now given to the Division Chair
Librarian (Digital Services/Instruction) Glenn Tozier	Faculty FT (currently funded .50 by BS)
Librarian (Instruction/Reference) William Easton	Faculty FT
Public Services Librarian Deborah Ruiz – Retiring Division Chair through July 2016	Faculty FT+ 10 additional contractual weeks for Division Chair Coverage
Technical Services Librarian Catherine Webb – Since Spr 2014 assigned 40% Accreditation Liaison Officer, began 80% Accreditation Liaison Officer 11/4/15 Will be Division Chair after 10/16	Faculty FT
Adjunct Faculty: Cynthia Ainsworth Karen Clifford Tim Doughty Thu Duong Jennifer Fellguth Ellen Pastore Denise Sallee Sandy Switzer	Adjunct: Faculty/PT Faculty/PT – Genealogy Faculty/PT Faculty/PT Faculty/PT Faculty/PT Faculty/Pt Faculty/PT
Classified Positions	Classification/Full Time
Amy Converse	26/Library Operations Coordinator
Colton Miller	16/Library Circulation Desk Coordinator
Kevin Haskin	18/Division Office Manager
Gabino Valladares	26/Library Systems Technology Coordinator
Phuc Le	22/Instructional Technology Specialist
Durell Duran	Library Specialist-Tech Services
Charlene Wells	Library Specialist-Interlibrary Loans, Periodicals, Circulation Desk
	Classification/Part Time
Richard McNelly	14/Instructional Specialist
Katya Haskin	10/Library Specialist-Circulation
Vacant	10/Library Specialist-Circulation
Donna Teresa	10/Library Specialist-Circulation

b. Describe your faculty and staff's recent staff development activities.

Librarians:

- Most all the Librarians have attended a yearly 3 day Internet Librarian conference of multiple workshops and presentations about the impact of the Web and digital platforms on libraries. Most have paid the fees of \$300-\$500 dollars for attendance.
- MOBAC Reference Workshop: To Your Health: Wellness in the Workplace
April 2014 4 hours
- Connecting Libraries to Student Success Initiatives
November 2014 1 day
- MOBAC Reference Workshop: Future of Reference
October 2014 4 hours
- Archiving Practices Workshop
- Connecting Libraries to Student Success Initiatives(Council of Chief Librarians, California Community Colleges)
- Student Equity and Distance Learning (Council of Chief Librarians, California Community Colleges) September 2015
- MOBAC Reference Workshop: U.S. Census Data for Community Analysis
November 2015 4 hours
- Creating a Respectful Workplace taught by Hall Pitt Seminars
June 17-18, 8 hours

Classified Staff:

- Mandated Reporter: Child Abuse & Neglect (October 16, 2015)
- Veterans on Campus (May 26, 2015)
- Title IX Webinar (January 2015)
- Suicide Prevention Discussion (September 23, 2014)
- At-risk for University & College Faculty (December 16, 2014)

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

STAFF SATISFACTION SURVEY

To assure that we provide accurate information in our program review self-study, we need your help! Please respond to the following questions, and provide explanations when necessary.

Thank you for your help.

1 In what area(s) do you work? [List departments/areas.]

LIBRARY	10
No Answer	1

2 What hours do you usually work (check all that apply)?

<input type="checkbox"/> Mornings	8
<input type="checkbox"/> Afternoons	10
<input type="checkbox"/> Evenings	3

3 Where do you work (check all that apply)?

<input type="checkbox"/> On campus	11
<input type="checkbox"/> At the Education Center at Marina	0
<input type="checkbox"/> Other	0

4 Are you faculty, staff or both?

<input type="checkbox"/> Faculty	5
<input type="checkbox"/> Staff	6
<input type="checkbox"/> Both	0

If staff, go to question 6.

1 Please rate your level of satisfaction with each of the following aspects of the course outline(s) for the courses you teach.

	Highly satisfied	Fairly satisfied	Dissatisfied	Unsure	N/A
Schedule course description	3	1			7
College catalog course description	2	2			7
Course content	2	2			7
Course objectives	2	2			7

Class assignments	2	2			7
Methods of evaluation	1	3			7
If dissatisfied with any aspect of the course outline(s), please explain					

Not dissatisfied but would like to see incorporation of ACRL Framework for Information Literacy in Higher Education (2015) to curriculum

2 In what room(s) do you teach or work? List rooms used by division/department.

N/A - course I teach is online
 203/204, 216; LTC 2nd & 3rd floor
 Library
 LTC 203/204 / Library
 LTC, 2nd floor reference desk
 LTC Building

3 How satisfied are you with the following aspects of the room(s) you use?

	Very satisfied	Fairly satisfied	Fairly dissatisfied	Very dissatisfied
Cleanliness	2		1	2
Lighting	2	2	1	
Furniture	2	2	1	
Technology	1	4		

Custodian often don't clean a lot of the areas in the library, especially the tables and desks. Students often complain about this.

4 How satisfied are you with the technology available for your use?

<input type="checkbox"/> Very satisfied	1
<input type="checkbox"/> Fairly satisfied	5
<input type="checkbox"/> Fairly dissatisfied	0
<input type="checkbox"/> Very dissatisfied	0

If dissatisfied in any way, please explain.

Network is clunky when working on office computer, back up storage on knight hawk server is only 3 TB for entire campus which is inadequate. New projectors in 203/204 are great. Thinkgs have improved in IT since Mike Midkiff has taken over.

9 Do you have adequate supplies to do your job? If no, please explain.

Yes

10

No Answer

1

Basically yes but I have had to pay for programs and services out of my own pocket because college would not provide e.g. web development programs for online class development

1 How comfortable are you with the following procedures?

	Very comfortable	Fairly comfortable	Fairly uncomfortable	Very uncomfortable	Does not apply
Submitting final grades	4				2
Adding/dropping students	4				2
Handling student complaints	1	2			3
Handling student issues (absences, plagiarism, etc.)	2	2			2
If uncomfortable, please explain.					

2 How comfortable are you requesting information from the following people:

	Very comfortable	Fairly comfortable	Fairly uncomfortable	Very uncomfortable	Does not apply
Division chair	10				1
Department chair or supervisor	8				1, ?
Division office manager	11				
Division office assistant	2				8, ?
If uncomfortable, please explain.					

*

* Unsure if this is Jon Knolle or Deborah - a clarification for me and other staff members would be beneficial

3 How often do you encourage students to use the following services?

	Very often	Fairly often	Sometimes	Never	I am unfamiliar with this service
Academic Support Center			1	2	1, N/A
Admissions & Records	1	4	3		
Assessment Center			5	2	1
Business Skills Center			5	3	
CalWORKs				6	2
Career/Transfer Center		1	5	2	
Child Development Center			2	5, N/A	1
Cooperative Work Experience				6	2
Counseling Department	1	1	8		
English & Study Skills Center	5	4			
EOPS			3	4	1
Job Center	1		6	1	
Library & Technology Center	9				
Math Learning Center	3	2	3		
Reading Center	6	2	1	1	
Student Financial Services	2	3	2	1	

*

Student Health/Psychological Services			7	1	
Supportive Services			5	1	2
TRiO Learning Center			3	3	2
Veterans' Assistance		1	3	4, N/A	
If you do not encourage students to consider the service(s), please explain.					

I do not always know which students qualify for categorical programs (such as CalWorks, EOPS, TriO). I also do not know when students might need services provided by CDC. If they ask, I willingly provide information about these services. I do not refer students to the Academic Support Center because it no longer exists. If we had an Academic Support Center, I would refer students there often.

I rarely have student interaction.

*	To my knowledge, this Center no longer exists. I used to send students there hourly.
	Does not exist, unfortunately.
	USED TO ALL THE TIME! - I WOULD IF IT EXISTED! - DOES NOT EXSIST![sic] WHY?
	This does not exist anymore but people still ask about it.

4 Do you feel valued as an employee of this division? If your response is "no," please explain.

yes	8
no	0

meh

Yes, by my immediate coworkers. I don't hear too much from Administration.

5 Is there anything else you would like to communicate about your level of satisfaction with your program or this division?

N/A	2
no	3

The lack of care for the library facility is disheartening. Cobwebs on the windows, broken light fixtures at tables, stained furniture, and minimal janitorial work all give the impression to students that the library is not valued.

I am extremely dissatisfied with the cleanliness and the response to problems from facilities. The library is very dirty. We have periods of adequate cleaning but mostly it has been horrible. We have been asking for the building to be pressure washed because the outside is full of cobwebs and it is dirty. This used to be done once a year but has not been done in at least 3 years and our requests have not been acted on so the place looks horrible. We had the AC out for about 10 weeks in the Spring 2015 Semester and nothing was done about it. It took a power outage to fix it - all they had to do was reset it, but did not do it with the power outage at the end of the semester. It made the building miserable but administration and the powers that be did not care. It also took well over 1 year to fix our ADA door that was broken. Thoroughly depressing.

d. Discuss the adequacy of your staffing to meet your program's mission.

We have been asked to increase open hours, we would like to restore evening hours to be closed at 8pm by hiring back a position that we let go in 2013/14 because the campus was in bad financial straits. The position was a combined Library Specialist Circulation (14 hours) and Instructional Technology Specialist (12 hours). We would like to have this position back so we can extend our evening hours. If we want to open on the weekend or later in the evenings, we would need to have 3 people in the building to set up for opening and to shut down for closing, it costs about \$100.00/hr for the combined salaries of the 3 positions.

Through staff recommendations for consolidating staff we have been able to open an additional 2 hours weekly beginning Spring 2016. (we began opening an additional 1.25 hours/weekly in Fall of 2015 by opening in the morning at 7:45 instead of 8am).

We also need more faculty hours or the ability to SKYPE if we want to provide equivalent services to our Marina Students, so that we can help with research support.

e. Program Improvement Plan:

Identify any plans your program has to:	Details
☒	Take steps to improve faculty and staff satisfaction.
☒	Would like to see classified less stressed and more satisfied with their work and workload and let them know their work is valued, particularly permanent part time staff. Perhaps pairing them with others of same job assignments in other libraries as staff development, or find more workshops that might meet their needs in dealing with problem patrons.
☒	As above, with new Integrated Library System, almost everyone will need some kind of introduction to system, and some will need extensive training.
☒	Adjust staffing to meet program's mission.
	We need to restore cut position of Instructional Technology 16 hours and 12 hours of Library Specialist-Circulation to add more evening hours, would also need more Librarian hours to extend hours, each added open hour costs about \$100.00 a hour to fund IT, Circ and Reference staff.

6. Other ideas to explore, reimagining the 2nd floor area for adding additional study areas as reference collection is reduced, it will leave room for more kinds of group areas. Also it may be time to develop an advocacy group such as a friends of the library to provide external voices to support the goals of the library.
7. It may be time to update and revise the content of LIBR 50. Also we could explore offering LIBR 50 targeted to certain educational cohorts such as developing a LIBR 50.1 for social sciences, or LIBR 50.2 for humanities etc. It was suggested by our Dean that LIBR 80 could be revised so that there could be a face to face portion taught by both a Librarian and an ESL faculty taught at Marina. These possibilities would keep our offering vibrant and continue to meet the needs of our students.

6. Summary

- The Integrated Library System has a top budgeted priority because we will not be able to acquire, catalog, circulate materials and find items in our library or in others, track serials and be able to resource share with other libraries. While the current ILS is dated, we have no choice but to buy another system as our current host CSUMB is migrating to another system with all the other CSU's.
- The Reference area will need to be redesigned for better seating and space usage. Attention to seating, lighting, moveable whiteboards and furniture will need to be configured and purchased.
- If campus wants the library to be open for more hours, then we need a commitment of money to do so, we also want to restore the position that was given away when there was a budget crisis.
- Possible development of campus makerspace (a center for peer learning and collaborative knowledge sharing where there is access to 3d printing, technology, materials and equipment). These spaces are popping up in innovative libraries all over the country. Support from the community and the foundation would make this an amazing campus and community resource. There is not a community makerspace in Monterey County.

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	ILS	Mission, Vitality, Student Learning and Staffing	SPR 2017	Technical Services Librarian	\$55,000-\$75,000 initial cost, \$35,000-\$50,000 yrly
2	Classroom, Lab, Staff Computers (56 of the oldest lab computers, 36 computers in 203/204 and 5 staff computers)	Mission, Scheduling, Vitality, Student Learning, Staffing	As can be budgeted	Div. Chair and IT staff	

3	Increase of Open Hours	Mission, Scheduling, Vitality, Student Learning, Staffing	FALL 16	Div. Chair and Dean	\$100.00 per open hour
4	Redesign of reference area	Vitality, Student Learning	FALL 16	All	No budget needed until plan is developed
5	Makerspace	Mission, Scheduling, Vitality, Student Learning, Staffing		all	\$50,000

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person

Program Review – Annual Update/Action Plan

Date: 2/16/16

Program: LIBRARY

Prepared by: DRuiz/Division Chair and KHaskin Division Office Manager

1. List in order of priority.
2. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: “C” means completed; “IP”, in progress; “D”, deleted; “A”, added; “NM”, no money.
3. For those items that are specifically described in your department’s Program Reflections on Student Learning forms, check the box under PRSL (Program Reflections on Student Learning).
4. For those items that address one or more of the institutional goals, check the box under Goals.
5. Please check if item is One Time (OT) or Ongoing (OG).
6. Please provide rationale for additions and deletions, referring to the Program Reflections on Student Learning form as appropriate.
7. Attach the most recent Program Reflections on Student Learning from each department or area.

Budget-Dependent Items

Status (C,IP,D,A, NM))	Action Item (all these items can be funded by IELM)	Supports		Timeline	Person(s) Assigned	OT or OG?	Amount
		Goals	PRSL				
A	Plan for replacement of library’s integrated automated system.	X	X	F2016 & Spr2017	Tech Services Librarian and Digital Services Librarian	OG	\$55,000 + One time + \$35,000+ yrly
OG	Upgrade student use computers in library. (95 Student Use Computers are 6yrs old, 56 Student Use Computers are 8yrs old, 12 Student Use Computers are 13yrs old, 3 Student Use Computers are 3yrs old)	X	X	ASAP	Division Chair/IT Director	OG	\$1,900 per computer
A	Increase budgetary line item for “Subscriptions” category to cover the cost of the library’s ongoing database subscriptions	X	X	Fall 2016	Division Chair	OG	\$12,000 yrly

IP	Investigate available options for staffing and coverage in support of expanded library hours.	X	X	ASAP	Division Chair	OG	\$100.00/hrly for Librarian, IT and Circ Staff
A	50 Chrome books with 4GLTE	X	X	ASAP	Division Chair/IT Director	OG	\$350.00ea
A	Establish funds for Library programming.	X	X	Fall 2016	Division Chair	OG	\$500.00
A	Professional Development & Training for library staff	X	X	Spr 2017	Tech Services Librarian and Digital Services Librarian	OT	\$3,000 training for use of new ILS
A	10 Chrome books + Charging station	X	X	Fall 2016	Digital Librarian	OG	\$250 ea + \$2,000 for charging station
A	Investigate possibility of Roaming Reference at student center and/or Marina Education Center.	X	X				
	Purchase a 3D Printer and 3D Scanner (no public use printer or scanner on the peninsula) to be used in collaboration by Consumer Sciences, Art, Biology, Sciences	X	X				
	Investigate possibility of Roaming Reference at student center and/or Marina Education Center.	X	X				

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

The additions of subscriptions is because we have never had an increase in our subscriptions and digital date increases in costs yearly, we are providing fewer databases than 6 years ago.

The library cannot function without an ILS, it is tied to circulation, inventory and resource sharing, this cost can not be avoided as our current host CSUMB is switching platforms.

Non Budget-Dependent Items

Status (C,IP,D,A)	Action Item	Supports		Timeline	Person(s) Assigned
		Goals	PRSL		
	Develop "dashboard" for presenting statistical data	X	X		Digital Serv. Lib.
	Explore possibility of offering LIBR 80 in a hybrid or face-to-face modality.	X	X		Instruction Lib.
	Develop tools and methods for measuring student progress/success in LIBR courses	X	X		Instruction Lib.
	Complete analysis of entire collection	X	X		Tech. Serv. Lib.
	Phase 1 of scanning/digitization of archives	X	X		Tech. Serv. Lib.
	Increase interest in and awareness of Family History Series courses	X	X		Instruction Lib.
	Review patron status/categories, modifying database access if appropriate.	X	X		Tech. Serv. Lib.
	Migrate Electronic Resources Management system from existing Linux server to a Windows environment.	X	X		Digital Serv. Lib.
	Repurpose space from weeding of Reference and Periodicals. Supports SLO and Accreditation Standard IIB. Begin 3 year plan on how to repurpose space after weeding Reference and Periodicals.	X	X		ALL
	Survey what programs, equipment, software programs are used on campus to better serve students who need access when their areas are closed. Possibly acquire duplicates to be installed and/or implement in the Library lab area to better serve students who are unable to use equipment/ programs/ technology, etc. when Division Labs are closed.	X	X		Digital Serv. Lib.+IT Staff

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Faculty and Staff Positions

Status (C,IP,D,A)	Position	Supports	
		Goals	PRSL
A	Recover lost classified position of Library Technician Circulation/Instructional Specialist (26 hrs, 12 hrs circulation 14 hours IT)	X	X
A	Hire an Associate Dean of Library and Learning Resources (Lost the position of Library Director through retirement)	X	X
A	Add adjunct faculty librarian hours at Ed Center \$65.00/hrly	X	X

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Facilities/Building New Section

Status (C,IP,D,A)	Action Item	Supports	Timeline	Person(s) Assigned
A	Sidewalk to provide access to Library Loading Dock Area (currently a safety hazard)			
A	Entry door closest to café needs to be assessed for easy closure. (several requests have not been responded to)			
	Reduce Heat Exposure to Offices 225, 226, 227 due to Southern Exposure, creates unsafe overheating conditions in offices			
OG	Pressure Wash exterior of the building (several requests have not been responded to by facilities)			
OG	Repair or replacement of Library wooden chairs and lamps.			

OG	Collaborate with Facilities and Custodial Supervisor to establish schedule for regular cleaning duties which need to be completed. Set-up schedule of general and specific cleaning tasks that need attention for the entire LTC, including definitions of cleanliness standards and frequency of tasks.			
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Technology New Section

Status (C,IP,D,A)	Position	Supports	
		Goals	PRSL
	Upgrade student use computers in library. (95 Student Use Computers are 6yrs old, 56 Student Use Computers are 8yrs old, 12 Student Use Computers are 13yrs old, 3 Student Use Computers are 3yrs old)		
	50 Chrome books with 4GLTE (Digital Serv. Lib.+IT Staff)		
A	5 Computers for staff (DOM and Instruction Librarian next) they are working on 7year old computers, other staff have 5 yr old computers. Both positions need updated hardware to keep division data and instructional online data for classes.	X	X
A	Incorporate authentication to Library resources with MPC's SSO (Digital Serv. Lib.+IT Staff)	X	X
A	Expand current print/copy solution to include wireless printing and color print/copy options (Digital Serv. Lib.+IT Staff)	X	X
OG	Install Info-Cast Phone at the Reference Desk, Adjunct Librarian Office, and Division Chair Office 2 nd or 3 rd request	X	X
	Implement new scheduling software for Student Study Room Reservation (Digital Instruction Lib. +IT Staff)	X	X

Executive Summary

Program Review

Spring 2016 – The Library

Strengths:

- 22-26 Sections of Library 50: Introduction to Library and Research Skills are fully enrolled.
 - A study conducted by Institutional Research shows correlation with increased success in passing of English 1A and 111.
- Staff continues to work cohesively as a team whose priorities and commitment are to student success and continues to refresh their knowledge whenever they can.
 - Despite staff shortages (either due to reassignment, transition/promotion, lost positions and vacancies- 9 staff affected in 5 years), the library has increased its open hours without additional funding (3.25 hrs wkly).

Challenges/Opportunities:

- Budget for materials, books and databases has not increased in at least 10 years and there is more demand by many programs (including the Education Center at Marina) for digital resources which continue to rise in price.
- There has not been a Library Director for over 10 years, there is a need for year around leadership, community involvement, state and regional opportunities and library planning.
- The library has experience high levels of use from students and community members in the 14 years since it opened. The facilities are showing signs of wear and aging, technology, furniture, carpeting and light need attention in the upcoming planning cycle.

Program Mission



The Library provides access to a rich collection of information and resources to support the diverse instructional programs and services of the College so that all patrons, through instruction, can become critical and effective users of information.